

POTENTIAL INFLUENCE OF WORLD HERITAGE SITES OVER THE GLOBAL CITIZENSHIP EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

Manual for teachers
of general secondary and high school
education programmes



United Nations
Educational, Scientific and
Cultural Organization

국제연합
교육과학문화기구

APCEIU

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

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National World Heritage Committee
under the jurisdiction of the National
Commission of the Republic of Kazakhstan
for UNESCO and ISESCO

Almaty
2017

Foreword

APCEIU has strived to establish cultural identity and provide learners with the experience of history and culture in Asian region by development and distribution of educational materials on World Heritage.

Starting from the publication of *Homo Ludens: Children's Games in Asia, Our Valuable Cultural Heritage* in 2012, APCEIU has published Education for International Understanding (EIU) materials using World Heritage: *Bagan/Pagan: The historic site of Myanmar* (2013), *Angkor: The World Heritage of Cambodia* (2014), *World Heritage in Uzbekistan: Crossroad of Cultures* (2015). Through these developments on World Heritage materials, APCEIU has been able to foster and promote cultural diversity, mutual understanding between regions among UNESCO Member States in Asia-Pacific.

In 2016, responding to the deepened demand of educators for quality resources, APCEIU and Arts-ED of Malaysia collaborated in development of teacher's guide book '*Bridging Global Citizenship Education and World Heritage*' utilizing local World Heritage in Malaysia so as to be utilized during EIU/GCED classes.

This educational material is practical for both learning and teaching and well-organized containing GCED main concepts, which receives much attention nowadays from many educators.

In 2017, based on the previous achievements and experiences, APCEIU and National World Heritage of Republic of Kazakhstan have collaborated to develop an educational material on GCED and World Heritage of Kazakhstan that can be used by teachers to teach GCED through Heritage Education.

This guide book not only contains case studies of lessons designed to teach cultural diversity through various tangible World Heritage sites of Kazakhstan, but also suggests the potential value of intangible heritage of Kazakhstan as GCED educational resources. The educational materials will be useful in organizing a class which can foster Global Citizenship among learners and suggest learning objectives based on UNESCO's core conceptual dimensions of GCED; cognitive, socio-emotional and behavioural which EIU/GCED pursues.

We hope that this guide book will contribute to fostering of Global Citizenship in Central Asia which allows students to cast away a prejudice and to learn to live together in peace with people from different cultural backgrounds.



CHUNG Utak
Director, APCEIU



BAIPAKOV Karl
Chair, NWHC

Introductory World of National Commission of the Republic of Kazakhstan for UNESCO and ISESCO

Dear readers!

UNESCO assures the coordination of the international community in field of education, science, culture, and information and communication. One of the most well-known efforts of UNESCO is the protection and conservation of the cultural and natural heritage sites. For these reasons UNESCO has the World Heritage List, which includes the most valuable sites not only for the country of their origin, but also for all present and future generations of the Humanity.

Protection and conservation of the cultural and natural heritage sites of international community is an important element of Global Citizenship Education concept, which is focusing on the implementation of the UN Sustainable Development Goals (SDGs) until 2030.

Implementation of the SDGS is highly important to Kazakhstan, including SDG-4 dedicated to the education issue. At the same time Kazakhstan pays particular attention to the conservation and inclusion of Kazakhstan's sites into the UNESCO World Heritage List.

National Commission of the Republic of Kazakhstan for UNESCO and ISESCO expresses its gratitude to the Asia-Pacific Centre of Education for International Understanding (APCEIU) and National World Heritage Committee under the jurisdiction of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO (NWHC) for preparation of the manual «Potential Influence of the World Heritage Sites over the Global Citizenship Education in the Republic of Kazakhstan» for teachers of general schools.

National Commission is expresses its confidence that this initiative will contribute to promotion of the Global Citizenship idea and careful treatment of national and international cultural and natural heritage sites.

Izanova Dinara Tolegenovna

Deputy Director of the Department of Multilateral Cooperation, Ministry of Foreign Affairs of the Republic of Kazakhstan

Introduction

You have in your hands the publication «Potential Influence of the World Heritage Sites over the Global Citizenship Education in the Republic of Kazakhstan». It was prepared by Asia-Pacific Centre of Education for International Understanding (APCEIU) and National World Heritage Committee under the jurisdiction of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO (NWHC).

Present publication is a manual for teachers of general secondary and high school education programmes of the Republic of Kazakhstan and Central Asia. It aims to raise the awareness of teachers and students to the issue of local cultural and natural heritage, and Global Citizenship Education Concept, and introduce World Heritage and Global Citizenship Education topics to the general secondary and high school education programmes.

It is important to mention that for Kazakhstan and Central Asian it is a first attempt to understand the potential contribution of UNESCO World Heritage Sites to the Global Citizenship Education. In this regard the team of authors of present publication hope that it will became the first step for the wider discussion on different levels of such issues as, potential of World Heritage Sites and Global Citizenship Education.

The team of authors is composed by scholars with specialization on studies and conservation of the World Heritage of Kazakhstan, and practicing school teachers, who developed examples of education courses:

- **Baipakov, Karl Moldakhmetovich** – Chair, National World Heritage Committee under the jurisdiction of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO; Director, Republican State Enterprise «State Museum «Centre for the Rapprochement of Cultures»; Academician, National Academy of Sciences of the Republic of Kazakhstan; Ph.D. in history, Professor;
- **Voyakin, Dmitriy Alekseevich** – Vice-Chair, National World Heritage Committee under the jurisdiction of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO; Director-General, «Archaeological Expertise» LLC; Regional Facilitator for the serial transnational nomination 'Silk Road' for UNESCO World Heritage List; Ph.D. in history;
- **Dikan, Mikhail Evgenievich** – teacher of Geography, «Arman» gymnasium school (Shymkent); honorary teacher of the Republic of Kazakhstan; merited instructor for tourism of the Republic of Kazakhstan;
- **Massanov, Madjer Nurbulatovich** – Secretary, National World Heritage Committee

under the jurisdiction of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO; Master in history;

- **Sarsenova, Elvira Arstambekovna** – teacher of Russian language and literature, «Miras» International School (Astana). International examiner for Russian and foreign languages; Doctoral Candidate in «Management of Educational Process»; winner of the competition of best pedagogical projects in field of Education for International Understanding;
- **Shaigozova, Zhanerke Nauryzbayevna** – Associate Professor, Abai Kazakh National Pedagogical University (Almaty); Member of National Committee for Protection of Intangible Heritage under the jurisdiction of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO, Ph.D. in pedagogical sciences.

Present publication can be separated in three parts. First part presents general description of UNESCO and its cooperation with the Republic of Kazakhstan. It pays particular attention to each Kazakhstan's site from the UNESCO World Heritage list. Second part covers Global Citizenship Education concept, and main international trends in field of school education in the world. Third part of this publication provides practical guide on the ways that Kazakhstan's teachers of general secondary and high school education programmes can use World and Intangible Heritage for promotion of global citizenship concept among their students. All three examples of education courses were made as much different from each other as possible in order to provide to Kazakhstan's teachers a wider choice for preparation of their own classes dedicated to the World Heritage sites and Global Citizenship Education.

Acknowledgements

First of all National World Heritage Committee under the jurisdiction of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO (NWHC) and Asia-Pacific Centre of Education for International Understanding (APCEIU) express their gratitude to the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO for its support on the national level. Gratitude also concern two additional pedagogical consultants: Mrs. **Uliya Ilinichna Kim** (Executive Assistant of the National Coordinator of UNESCO Associated schools of the Republic of Kazakhstan) and Mrs. **Victoriya Vladimirovna Shestel** (expert in professional self-determination) that found an opportunity to read the draft version of present publication and provide a series of very useful recommendations in a very short period of time.

Mr. **Kim Jong-Hun** (Head, Office of Culture, Communication and Public Information, APCEIU), Mr. **Yi Mokeun** (Assistant Programme Specialist, Office of Culture, Communication and Public Information, APCEIU) and Mr. **Heo Younghan** (photographer) have made their contribution into preparation of present publication on behalf of APCEIU.

The team of authors of present publication is composed by practicing school teachers, and specialists in World Cultural Heritage. In this regard it is important to mention Mr. **Sergey Lvovich Sklyarenko** (Ph.D. in biology, Association for the Conservation of Biodiversity of Kazakhstan) and Mrs. **Elina Romanovna Maltseva** (Vice-Chair, Kazakhstan National Committee «Man and Biosphere»), who provided a useful assistance in selecting of materials on World Natural Heritage sites of Kazakhstan.

Authors of present publication also would like to thank numerous organization and colleagues, who provided their photo-materials. The source of each photo is mentioned next to it.

Aims and goals of UNESCO

United Nations Educational, Scientific and Cultural Organization also known as «UNESCO» is one of the specialized agencies of United National (UN) – is an international organization created to support and straighten peace and security, and development of cooperation between its State Parties. UNESCO Constitution was signed on November 16, 1945, and entered into the force on November 4, 1946. By the time of preparation of this publication (November 2017) UNESCO consist of 195 State Parties including the Republic of Kazakhstan. UNESCO headquarters is situated in Paris, France. Arab, Chinese, English, French and Russian are the official languages of the Organization.



UNESCO governing bodies are:

- **General Conference:** highest governing body, which reunites once in two years, when it decides some of the most important questions of UNESCO activities, and accepts UNESCO Programme and budget. Each State Party possesses the right of vote. First session of the General Conference of UNESCO had taken place in Paris from November, 19 to December, 10, 1946.
- **Executive Board:** executive body, which includes representatives of 58 UNESCO State Parties and reunites twice per year for preparation of the work of the General Conference and execution of its decisions.
- **Secretariat:** executive body, which implements UNESCO Programme under the auspices of Director-General (elected for four years).

Among other things, UNESCO together with its partners and affiliated organizations provides a global promotion of peace, sustainable development and intercultural dialogue, determination and monitoring of international standards, as well as consultancy to its State Parties in field of five areas of its activities:

- Education;
- Social and humanitarian sciences;
- Culture;
- Natural sciences;
- Communication and information.

UNESCO global goals are contribution to straighten peace and security by expanding cooperation between nations in field of education, science and culture in favour of universal respect of for justice, law and human rights, as well as fundamental freedoms proclaimed by the UN Charter for all nations without distinction of race, sex, language and religion.

«Throughout its activities and projects, UNESCO performs the following range of functions:

- **Laboratory of ideas:** UNESCO plays a key role in anticipating and defining the most important emerging problems in its spheres of competence, identifying appropriate strategies and policies to deal with them.
- **Standard setter:** UNESCO serves as a forum for articulating the ethical, normative and intellectual issues of our time, working towards universal agreements on these issues.
- **Clearinghouse:** UNESCO has a role in gathering, transferring, disseminating and sharing available information, knowledge and best practices in its fields of competence, identifying innovative solutions and testing them through pilot projects.
- **Capacity-builder in Member States:** UNESCO organizes international cooperation to serve its stakeholders in building human and institutional capacities.
- **Catalyst for international cooperation:** UNESCO as a technical multidisciplinary agency plays a catalytic role for cooperation»¹.

¹ Internet-site of UNESCO Almaty Office: <http://en.unesco.kz/unesco/about-us/almaty/office>

Kazakhstan as part of UNESCO

After the disintegration of the Soviet Union (who was the member of UNESCO since 1954), the Republic of Kazakhstan was the first state of post-soviet Central Asia to become the member of UN in March, 1992, and the member of UNESCO on May, 22, 1992.

It is important to mention that UNESCO is the only international organization of UN that implements its cooperation with its State Parties by means of National Commissions for UNESCO – specially created governmental administrations in all State Parties of UNESCO. **National Commission of the Republic of Kazakhstan for UNESCO and ISESCO**, which is a part of the Ministry of Foreign Affairs of the Republic of Kazakhstan, manages the straightening of cooperation between UNESCO and Islamic Educational, Scientific and Cultural Organization (ISESCO).

«Secretariat being everyday working body of the Commission is guided by the Secretary-General. Secretariat has following functions:

- *Support to permanent communications with UNESCO Secretariat, its regional division and field office, other National Commissions of UNESCO State Parties;*
- *Preparation of materials for the sessions of Commission; support to preparation of the working plans of Commission and supervision on execution of its decisions;*
- *Assistance to preparation and promotion of materials for publication in UNESCO editions, distribution of UNESCO information materials and publications among interested organizations;*
- *Assistance to executive organizations in preparation and implementation of international activities organized under the auspices of UNESCO;*
- *Preparation of the target programmes based on proposals made by executive organizations and their introduction to UNESCO Secretariat and its divisions*
- *Regular raising awareness on the UNESCO activities and participation of Kazakhstan in its programmes to the wide audience;*
- *Selection and assignment of Kazakhstan's specialists for work in UNESCO, its bodies and commissions as experts»².*

Nine specialized expert organizations – so-called '**National Committees**' exercise consultancy functions under the auspices of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO.

As many other State Parties Republic of Kazakhstan have its **Permanent Delegation**

² Kazakhstan-UNESCO: hronika vzaimodejstviâ i partnerstva, 1992-2011: Analitičeskij otčet na kazahskom, russkom i anglijskom âzykah: Sekretariat Nacional'noj Komissii Respubliki Kazahstan po delam UNESCO I ISESCO. – Astana-Almaty, 2011. str. 10-11.

for UNESCO, based in Paris, France, for regular participation in the work of the Organization and communication with its other State Parties.

UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan has been working in Almaty, Republic of Kazakhstan since 1994. It was the first office of UNESCO on the territory of former Soviet Republics of Central Asia and Caucasus Region. In 2001, active cooperation between Kazakhstan and UNESCO contributed to acknowledging a regional status to the UNESCO Almaty Cluster Office. In parallel with UNESCO Almaty Cluster Office, the National Office of UNESCO works in Tashkent, Uzbekistan. UNESCO Almaty Cluster Office implements its programmes and projects on the territory of four countries: Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. Activities in each country are implemented together with National Commissions for UNESCO and partner network in their fields of competence.

National Committees under the jurisdiction of National Commission of the Republic of Kazakhstan for UNESCO and ISESCO (in chronologic order of establishment)

Nº	Name	Year of establishment	Field of cooperation with UNESCO
1	National Committee for the Programme «Memory of the World»	2002	Communication and information
2	National Committee for International Hydrological Programme	2006	Natural sciences
3	National Committee for Ethic Issues (Central Committee for Ethic Issues of the Ministry of Healthcare of the Republic of Kazakhstan)	2008	Natural sciences
4	National Committee «Man and Biosphere»	2011	Natural sciences
5	National Committee for Protection of Intangible Cultural Heritage	2012	Culture
6	National World Heritage Committee	2014	Culture
7	National Committee for the International Council of Museums (ICOM)	2013	Culture
8	National Committee for Education	2017	Education
9	National Committee for Global Geoparks	2017	Natural sciences

International Commitments of Kazakhstan towards UNESCO

In total between 1992 and 2016 Kazakhstan ratified 16 international documents of UNESCO.

UNESCO Conventions ratified by the Republic of Kazakhstan³ (in chronologic order of ratification)

№	Convention name	Place and date of signature	Date of ratification
1	Universal Copyright Convention, with Appendix Declaration relating to Articles XVII and Resolution concerning Article XI 1952.	Geneva Switzerland 1952.09.06	1992.08.06
2	Convention concerning the Protection of the World Cultural and Natural Heritage	Paris France 1972.11.16	1994.04.29
3	Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention	The Hague Netherlands 1954.05.14	1997.03.14
4	Protocol to the Convention for the Protection of Cultural Property in the Event of Armed Conflict	The Hague Netherlands 1954.05.14	1997.03.14
5	Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific	Bangkok Thailand 1983.12.16	1997.03.14
6	Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region	Paris France 1979.12.21	1997.03.14
7	Convention on the Recognition of Qualifications concerning Higher Education in the European Region	Lisbon Portugal 1997.04.11	1998.10.07

8	Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed	Florence Italy 1950.06.17	1998.12.21
9	Protocol to the Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to H	Nairobi Kenya 1976.11.26	1998.12.21
10	Convention for the Protection of Producers of Phonograms against Unauthorized Duplication of their Phonograms	Geneva Switzerland 1971.10.29	2001.05.03
11	Convention on Wetlands of International Importance especially as Waterfowl Habitat and amendments to Articles 6 and 7 (Regina, Canada, 1987)	Ramsar Iran 1971.02.02	2007.01.02
12	International Convention against Doping in Sport	Paris France 2005.10.19	2010.02.08
13	Convention for the Safeguarding of the Intangible Cultural Heritage	Paris France 2003.10.17	2011.12.28
14	Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property	Paris France 1970.11.14	2012.02.09
15	International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations	Rome Italy 1961.10.26	2012.03.30
16	Convention against Discrimination in Education	Paris France 1960.12.14	2016.04.15

³ Internet-site of KazFUCA: <http://www.kazfuca.kz/en/page.php?q=mission-objectives>

Main Activities of UNESCO in Kazakhstan

Narration of all activities and fields of cooperation between the Republic of Kazakhstan and UNESCO cannot be made in frames of this publication. However, some of the most important forms of this international cooperation are mentioned below.

Kazakhstan National Federation of UNESCO Clubs (KazFUCA). Its main objectives are: *«promotion of the development of a peaceful society based on the principles of solidarity through education, science and culture towards further global respect for justice, law, human rights and fundamental freedoms of peoples of the world to provide cultural equality without discrimination by race, sex, nationality, language or religion»*⁴.

By the time of preparation of this publication (November, 2017) Kazakhstan National Federation of UNESCO Clubs includes 95 clubs all over Kazakhstan. First in Central Asia **Regional Observatory on Intercultural and Creative Education** was founded in Almaty 2010 on the basis of the first UNESCO Club in Kazakhstan in the School of Fine Arts and Technical Design named after A. Kasteev. In 2011, KazFUCA was officially included into World Federation of UNESCO Clubs, Centres and Associations (WFUCA).

UNESCO Associated Schools in the Republic of Kazakhstan (UNESCO ASPnet in Kazakhstan). Its main purpose is *«to promote the ideals of peace, international understanding and improving the quality of education. As worldwide, the ASPnet in Kazakhstan is working on four main directions of activity of the Associated Schools Project (ASPnet): world concerns and the role of the United Nations to solve them; human rights, democracy and tolerance; intercultural education; environmental Issues»*. By the time of preparation of this publication (November, 2017) ASPnet in the Republic of Kazakhstan includes 27 schools.

By the time of preparation of this publication (November, 2017) in Kazakhstan there are six **UNESCO Chairs**.

⁴ Интернет-сайт KazFUCA: <http://www.kazfuca.kz/ru/page.php?q=mission-objectives>

UNESCO Chairs in the Republic of Kazakhstan⁵ (in chronologic order of establishment)

№	Name	University	Year of establishment
1	UNESCO Chair in Journalism and Communication	Al-Farabi Kazakh National University	1996
2	UNESCO Chair on Pedagogics	Abai Kazakh National Pedagogical University	1999
3	UNESCO Chair «Science and Spirituality»	R.B. Suleimenov Institute of Oriental Studies, Ministry of Education and Science of the Republic of Kazakhstan	2002
4	UNESCO Chair for Ethnic and Religious Tolerance	L.N. Gumilyov Eurasian National University	2013
5	UNESCO Chair for Sustainable Development	Al-Farabi Kazakh National University	2016
6	UNESCO Chair on Water Resources Management in Central Asia	Kazakh-German University	2016

By the time of preparation of this publication (November, 2017) 2 citizens of Kazakhstan has the UNESCO honorary titles: violinist Mrs. A. Musakhodzhayeva – «Artist for Peace» in 1998 and boxer Mr. S. Sapiyev – «UNESCO Goodwill Ambassador for Sport» in 2013.



UNESCO Director-General Mrs. Irina Bokova is giving a title of «UNESCO Goodwill Ambassador for Sport» to Mr. Serik Sapiyev during the international forum dedicated to inauguration of the International Decade for the Rapprochement of Cultures 2013-2022 (August, 22-23, 2013, Astana).

Source: Internet-site of the National Commission of the Republic of Kazakhstan for UNESCO and ISESCO, <http://www.natcom.kz/ru/poslydobroy-voli-yunesko>

⁵ Internet-site of National Commission of the Republic of Kazakhstan for UNESCO and ISESCO: <http://www.natcom.kz/en>

Seven following nominations were included into the **Representative List of the Intangible Cultural Heritage** with participation of Kazakhstan. Review of another Kazakhstan's nomination «Asyk Game» is planned for December, 2017.

Representative List of the Intangible Cultural Heritage of Kazakhstan⁶
(in chronologic order of inclusion)

№	Name	State Parties that prepared the nomination	Year of inclusion
1	Kazakh traditional art of Dombra Kuy	Kazakhstan	2014
2	Traditional knowledge and skills in making Kyrgyz and Kazakh yurts (Turkic nomadic dwellings)	Kazakhstan, Kyrgyzstan	2014
3	Aitys/Aitysh, art of improvisation	Kazakhstan, Kyrgyzstan	2015
4	Kuresi in Kazakhstan	Kazakhstan	2016
5	Nawrouz, Novruz, Nowrouz, Nowrouz, Nawrouz, Nauruz, Nooruz, Nowruz, Navruz, Nevruz, Nowruz, Navruz	Afghanistan, Azerbaijan, India, Iran (Islamic Republic of), Iraq, Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan, Turkey, Turkmenistan, Uzbekistan	2016
6	Falconry, a living human heritage	Austria, Belgium, Czech Republic, France, Germany, Hungary, Italy, Kazakhstan, Republic of Korea, Mongolia, Morocco, Pakistan, Portugal, Qatar, Saudi Arabia, Spain, Syrian Arab Republic, United Arab Emirates	2016
7	Flatbread making and sharing culture: Lavash, Katyrma, Jupka, Yufka	Azerbaijan, Iran (Islamic Republic of), Kazakhstan, Kyrgyzstan, Turkey	2016

List of **UNESCO Celebrations** includes International days (designated by the UN General Assembly «to mark important aspects of human life and history»), International Years and International Decades (designated by the UN General Assembly), and Anniversaries (list of historical events and anniversaries of eminent personalities). By the time of preparation of this publication (November, 2017) list of UNESCO Anniversaries

⁶ Internet-site of UNESCO Committee for Protection of Intangible Cultural Heritage: <https://ich.unesco.org/en/lists?text=&inscription=0&country=00114&multinational=3&type=0&domain=0#tabs>

includes 20 following dates nominated by the Republic of Kazakhstan:

Список годовщин ЮНЕСКО, внесенных Республикой Казахстан⁷
(в хронологическом порядке включения)

№	Name	Year of inclusion
1	150th anniversary of the birth of Abai Kunanbayev	1995
2	100th anniversary of the birth of Mukhtar Auevov	1997
3	500th anniversary of the birth of Muhammad Haidar Dughlat	1998
4	1500th anniversary of the city of Turkestan	1998
5	100th anniversary of the birth of Kanysh Satpaev	1999
6	100th anniversary of the birth of Sabit Mukanov	2000
7	200th anniversary of the city of Taraz	2002
8	100th anniversary of the birth of Gabit Musrepov	2002
9	200th anniversary of the birth of Makhambet Utemissov	2003
10	100th anniversary of the birth of Alkei Margulan	2004
11	100th anniversary of the birth of Abylkhan Kasteev	2004
12	100th anniversary of the birth of Akzhan Mashani	2006
13	100th anniversary of the birth of Akhmet Zhubanov	2006
14	500th anniversary of the epos «Kyz Zhibek»	2008
15	100th anniversary of the birth of Ufa Ahmedsafin	2012
16	100th anniversary of the birth of Shaken Aimanov	2014
17	1100th anniversary of the birth of Ilyas Yesenberlin	2015
18	150th anniversary of the birth of Alikhan Bukeikhan	2016
19	1000th anniversary of the city of Almaty	2016
20	850th anniversary of the death of Khoja Ahmed Yasawi	2016

⁷ Internet-site of UNESCO: <http://www.unesco.org/eri/cp/cp-print.asp?country=KZ&language=E>

World register of documentary heritage of UNESCO «Memory of the World» includes following documents nominated by the Republic of Kazakhstan: collection of the manuscripts of Khoja Ahmed Yasawi, documents of the International Antinuclear Movement “Nevada-Semipalatinsk” and Aral Sea archival funds. In 2016 Kazakhstan prepared the nomination of Chagatai manuscripts of XVIIIth century «Khandar Shezhyresy».

By the time of preparation of this publication (November, 2017) following eight territories (specially protected natural areas that demonstrate the balanced cohesion between man and nature, as well as sustainable environmental development) on the territory of the Republic of Kazakhstan were included into the **World Network of UNESCO Biosphere Reserves (WNBR)**:

**List of Biosphere Reserves
on the territory of the Republic of Kazakhstan⁸**
(in chronologic order of inclusion)

№	Name	Year of inclusion
1	Korgalzhyn	2012
2	Alakol	2013
3	Ak-Zhayik	2014
4	Aksu-Zhabagly	2015
5	Barsakelmes	2016
6	Great Altay nominated together with the Russian Federation, which includes former Katon-Karagay Reserve (2014)	2017
7	Altyn Emel	2017
8	Karatau	2017

By the time of preparation of this publication (November, 2017) the Republic of Kazakhstan is not presented in the network of **UNESCO Global Geoparks** (sites that provide information on the geologic events that formed the Earth and influenced the evolution of Humanity). Partial nomination of the Ustuyrt Plateau, Mangistau Region of the Republic of Kazakhstan, as the first UNESCO Global Geopark on the territory of CIS is planned to the end of 2017.

Network of Category II Institutes and Centres under the auspices of UNESCO (legally not a part of UNESCO, but related to it by official agreements approved by the General Conference of UNESCO) is presented in Kazakhstan by the Central-Asian Regional Glaciological Centre in Almaty under the auspices of UNESCO, which was opened in

⁸ Интернет-сайт ЮНЕСКО: <http://www.unesco.org/new/en/natural-sciences/environment/ecological-sciences/biosphere-reserves/asia-and-the-pacific/>

December, 2012. By the end of 2017 State Museum «Centre for the Rapprochement of Cultures» of the Ministry of Culture and Sports plans to become another Category II Centre under the auspices of UNESCO. Republic of Kazakhstan was one of 10 State Parties that founded the Category II Centre International Institute for Central Asian Studies (IICAS) in 1995; its headquarters are situated in Samarkand, Uzbekistan.

UNESCO General Conference approved the Resolution on the **International Decade for the Rapprochement of Cultures 2013-2022**, which was proposed by 27 State Parties including Kazakhstan. Its aims to support the positive impulse of the International Year of the Rapprochement of Cultures (declared by General Assembly of UN in 2010 after the initiative of the Republic of Kazakhstan) and promote the global dialogue, peace-building and UNESCO strategy «New Humanism for the XXIth century».



*Allium caesium on the territory of Karatay State Natural Reserve.
Source: Kazakhstan National Committee «Man and Biosphere», Roman Yashenko*

World Heritage Sites of UNESCO

World Heritage List is one of the well-known UNESCO's spheres of activity worldwide and in Kazakhstan that includes as cultural and natural, as mixed heritage sites. By the time of preparation of this publication (November, 2017) the World Cultural and Natural List of UNESCO includes 1073 sites on the territory of 167 State Parties (including 5 sites on the territory of the Republic of Kazakhstan. There are 832 cultural, 206 natural and 35 mixed sites among them.



Cultural heritage includes:

1. «Monuments: architectural works, works of monumental sculpture and painting, elements or structures of an archaeological nature, inscriptions, cave dwellings and combinations of features, which are of outstanding universal value from the point of view of history, art or science;
2. Groups of buildings: groups of separate or connected buildings, which, because of their architecture, their homogeneity or their place in the landscape, are of outstanding universal value from the point of view of history, art or science;
3. Sites: works of man or the combined works of nature and man, and areas including archaeological sites which are of outstanding universal value from the historical, aesthetic, ethnological or anthropological point of view»⁹.

Natural heritage includes:

1. «Natural features consisting of physical and biological formations or groups of such formations, which are of outstanding universal value from the aesthetic or scientific point of view;
2. Geological and physiographical formations and precisely delineated areas, which constitute the habitat of, threatened species of animals and plants of outstanding universal value from the point of view of science or conservation;



Koksay Gorge

Source: Karatau State Natural Reserve, E. Ramatullayev.

Tulipa Albertii – endemic specie of Western Tien-Shan

Source: Karatau State Natural Reserve, G. Sakauova.

3. Natural sites or precisely delineated natural areas of outstanding universal value from the point of view of science, conservation or natural beauty»¹⁰.

Mixed heritage includes those sites that have the value of cultural and natural heritage.

State Parties may nominate and include those sites into the UNESCO World Cultural and Natural List that have the **Outstanding Universal Value (OUV)**, which cultural and/or natural value goes beyond the natural borders and has a particular importance for all present and future generations of Humanity. **Convention Concerning the Protection of World Cultural and Natural Heritage of 1972** was ratified by the Republic of Kazakhstan in April, 1994.

⁹ Convention Concerning the Protection of the World Cultural and Natural Heritage, Article 1.

¹⁰ IDEM, Article 2.

Outstanding Universal Value, Selection Criteria

Outstanding Universal Value of each heritage site should meet one or few of ten criteria (6 for cultural heritage sites and 4 for natural heritage sites) formulated in the Operational Guidelines for the Implementation of the World Heritage Convention of 1972, as well as conditions of integrity, authenticity, protection and management.

Outstanding Universal Value is a key notion in field of protection of World Cultural, Natural and Mixed Heritage sites.

Any site nominated for UNESCO World Heritage List has:

1. «To represent a masterpiece of human creative genius;
2. To exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;
3. To bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
4. To be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;

Issyk Kurgans, Tentative World Heritage List
Source: APCEIU/HEO Younghan



5. To be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
6. To be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
7. To contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
8. To be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
9. To be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
10. To contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened species of outstanding universal value from the point of view of science or conservation»¹¹.

Integrity factor is relevant for cultural and natural heritage sites. Authenticity factor is relevant only for the sites nominated within criteria (i) – (vi), which means mostly for cultural heritage sites.

¹¹ Operational Guidelines for the Implementation of the World Heritage Convention, Paragraph 77.

Executive Bodies of UNESCO in field of World Heritage

World Heritage Committee, consisting of 21 UNESCO State Parties elected during the General Assembly, plays the most important role for the implementation of the World Heritage Convention. World Heritage Committee has the final word for the inclusion of any site into UNESCO World Heritage List. It reviews the 'state of conservation' reports on the sites from the List, and advises the State Parties with possible measures in case of their improper management.

Committee also takes the decision on the inclusion and exclusion of any World Heritage site into the **List of World Heritage in Danger** (*«the list may include only such property forming part of the cultural and natural heritage as is threatened by serious and specific dangers, such as the threat of disappearance caused by accelerated deterioration, large-scale public or private projects or rapid urban or tourist development projects; destruction caused by changes in the use or ownership of the land; major alterations due to unknown causes; abandonment for any reason whatsoever; the outbreak or the threat of an armed conflict; calamities and cataclysms; serious fires, earthquakes, landslides; volcanic eruptions; changes in water level, floods and tidal waves»*¹²). By the time of preparation of this publication (November, 2017) the List of World Heritage in Danger includes 54 sites on the territory of 33 State Parties of UNESCO.

Only two sites in all history of UNESCO World Heritage List were delisted from it: natural site «Arabian Oryx Sanctuary», Oman (2007), and cultural heritage site «Dresden Elbe Valley», Germany (2009).

Ensure of the everyday implementation of the World Heritage Convention is the task of **World Heritage Centre**. This centre assists State Parties in preparation of the nomination dossiers, coordinates the preparation of the 'state of the conservation' reports, and realizes the urgent actions in case of any danger to them. Centre organizes technical workshops, renews the World Heritage List, and prepares technical materials to improve the information for the wide audience on the need of conservation of the World Heritage sites.

World Heritage Fund provides the international financial support to the UNESCO State Parties according to the World Heritage Convention. It *«consists of compulsory and voluntary contributions made by States Parties and other private donations. The Fund provides about US\$4 million annually to support activities relating to the implementation of the Convention»*¹³.

Kazakhstan is a member and actively cooperates with two of three international **Advisory Bodies of UNESCO** in field of protection and management of World Cultural and Natural Heritage: **International Council on Monuments and Sites (ICOMOS)** and **International Union for Conservation of Nature (IUCN)**. Third Advisory Body of

UNESCO in this field, with which the Republic of Kazakhstan is not cooperating yet, is the **International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)**.

Advisory Bodies of UNESCO in field of World Heritage¹⁴

Nº	Name	Functions
1	International Council on Monuments and Sites (ICOMOS)	Provides the World Heritage Committee with technical evaluations of cultural and mixed properties nominated for the World Heritage List. Founded in 1965. International Secretariat of ICOMOS is situated in Paris, France.
2	International Union for Conservation of Nature (IUCN)	Provides the World Heritage Committee with technical evaluations of natural heritage properties nominated for the World Heritage List. Founded in 1948. Headquarters of IUCN are situated in Gland, Switzerland.
3	International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM)	Provides expert consultation in field of conservation of World Heritage Sites, as well as restoration techniques and their studies. Founded in 1956. Headquarters of ICCROM are situated in Rome, Italy.

¹² Convention Concerning the Protection of the World Cultural and Natural Heritage, Article 11, Paragraph 4.

¹³ Ponímanie vsemirnogo nasledíã v Aziatsko-Tihookeanskom regione. Vtoroj cikl periodičeskoj otčetnosti 2010-2012, ŪNESKO pri podderžke ŪNESKO/Áponskogo trastovogo fonda, 2013, str. 19.

¹⁴ Internet-site of UNESCO World Heritage Center: <http://whc.unesco.org/en/advisorybodies/>

World Heritage Sites of Kazakhstan

By the time of preparation of this publication (November, 2017) Republic of Kazakhstan has five sites on its territory that were included into the UNESCO World Heritage List.

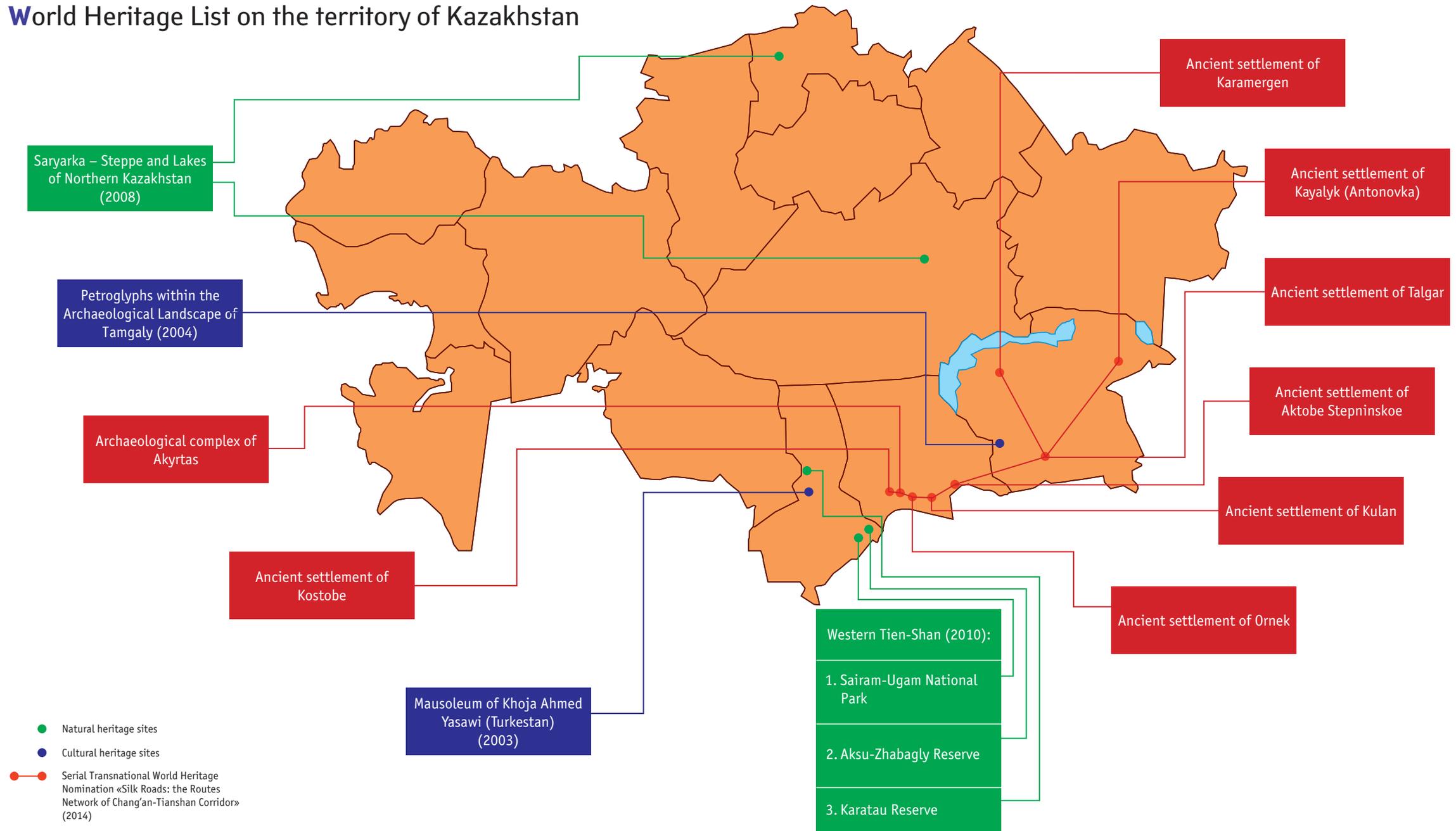
World Heritage Sites on the territory of the Republic of Kazakhstan (in chronologic order of inclusion)

Nº	Name of the site	Number	Type of site	Year of inclusion
1	Mausoleum of Khoja Ahmed Yasawi	1103	Cultural	2003
2	Petroglyphs within the Archaeological Landscape of Tamgaly	1145	Cultural	2004
3	Saryarka – Steppe and Lakes of Northern Kazakhstan	1102	Natural	2008
4	Silk Roads: the Routes Network of Chang'an-Tianshan Corridor (includes 33 sites in total: 22 on the territory of China, 8 on the territory of Kazakhstan and 3 on the territory of Kyrgyzstan) 1. Ancient settlement of Kayalyk (Antonovka) 2. Ancient settlement of Talgar 3. Ancient settlement of Karamergen 4. Ancient settlement of Aktobe Stepninskoe 5. Ancient settlement of Kulan 6. Ancient settlement of Ornek 7. Archaeological complex of Akyrtas 8. Ancient settlement of Kostobe	1442	Serial, transnational, cultural	2014
5	Western Tien-Shan (includes 7 protected natural areas in total: 3 on the territory of Kazakhstan, 3 on the territory of Kyrgyzstan and 1 on the territory of Uzbekistan) 1. Aksu-Zhabagly Reserve 2. Karatau Reserve 3. Sairam-Ugam National Park	1490	Serial, transnational, natural	2016



Himalayan brown bear on the territory of Aksu-Zhabagly Reserve
Source: Aksu-Zhabagly State Natural Reserve, Vladimir Shakula

World Heritage List on the territory of Kazakhstan

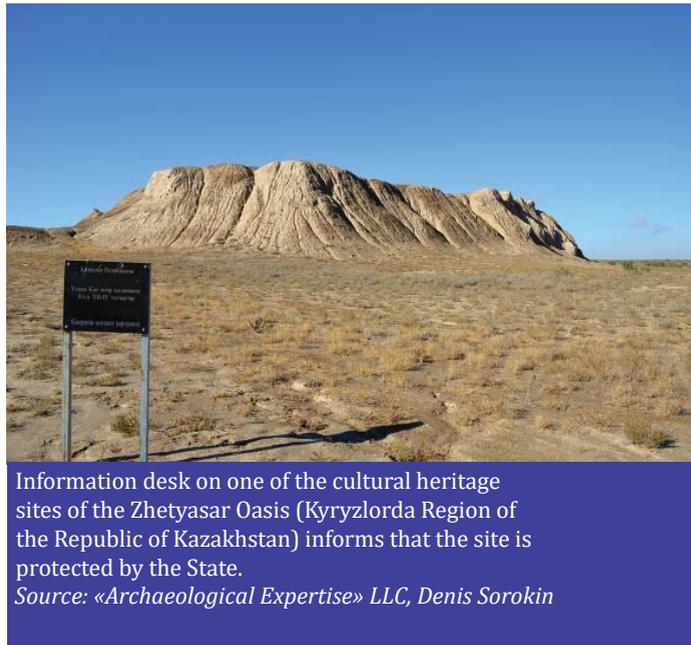


Legal Status of World Heritage in Kazakhstan

Protection and management of World Heritage sites on the territory of the Republic of Kazakhstan are the subject of several domestic and international legislative acts and institutional framework.

First of all, World Heritage sites on the territory of any State Party of UNESCO including Republic of Kazakhstan are the subjects of the Convention on the Protection of the World Cultural and Natural Heritage adopted during the 17th session of the General Conference of UNESCO on November, 16, 1972, and Operational Guidelines for the Implementation of the World Heritage Convention.

According to the Operational Guidelines for the Implementation of the World Heritage Convention (B. Indications to the State Parties concerning nominations to the List, Paragraph 17, 1999): *«whenever necessary for the proper conservation of a cultural or natural property nominated, an adequate «buffer zone» around a property should be provided and should be afforded the necessary protection. A buffer zone can be defined as an area surrounding the property which has restrictions placed on its use to give an added layer of protection; the area constituting the 5 buffer zone should be determined in each case through technical studies. Details on the size, characteristics and authorized uses of a buffer zone, as well as a map indicating its precise boundaries, should be provided in the nomination file relating to the property in question».*



Information desk on one of the cultural heritage sites of the Zhetyasar Oasis (Kyzylorda Region of the Republic of Kazakhstan) informs that the site is protected by the State.
Source: «Archaeological Expertise» LLC, Denis Sorokin

On the national level all cultural heritage sites of Kazakhstan are the subject of the Law of the Republic of Kazakhstan (July 2, 1992) № 1488-XII «On protection and management of historical and cultural heritage sites», when is ensured by the President of the Republic of Kazakhstan, Government of the Republic of Kazakhstan, as well as by the authorized authority – Ministry of Culture and Sports of the Republic of Kazakhstan. The authorized authority is the main instrument of state control and actions in relation to all cultural heritage sites of national importance including three World Cultural Heritage sites, and is

also one out of two responsible authorities for the implementation of the World Heritage Convention. On the regional and local level, executive authorities are responsible for this issue according to the agreement with the Ministry of Culture and Sports of the Republic of Kazakhstan.

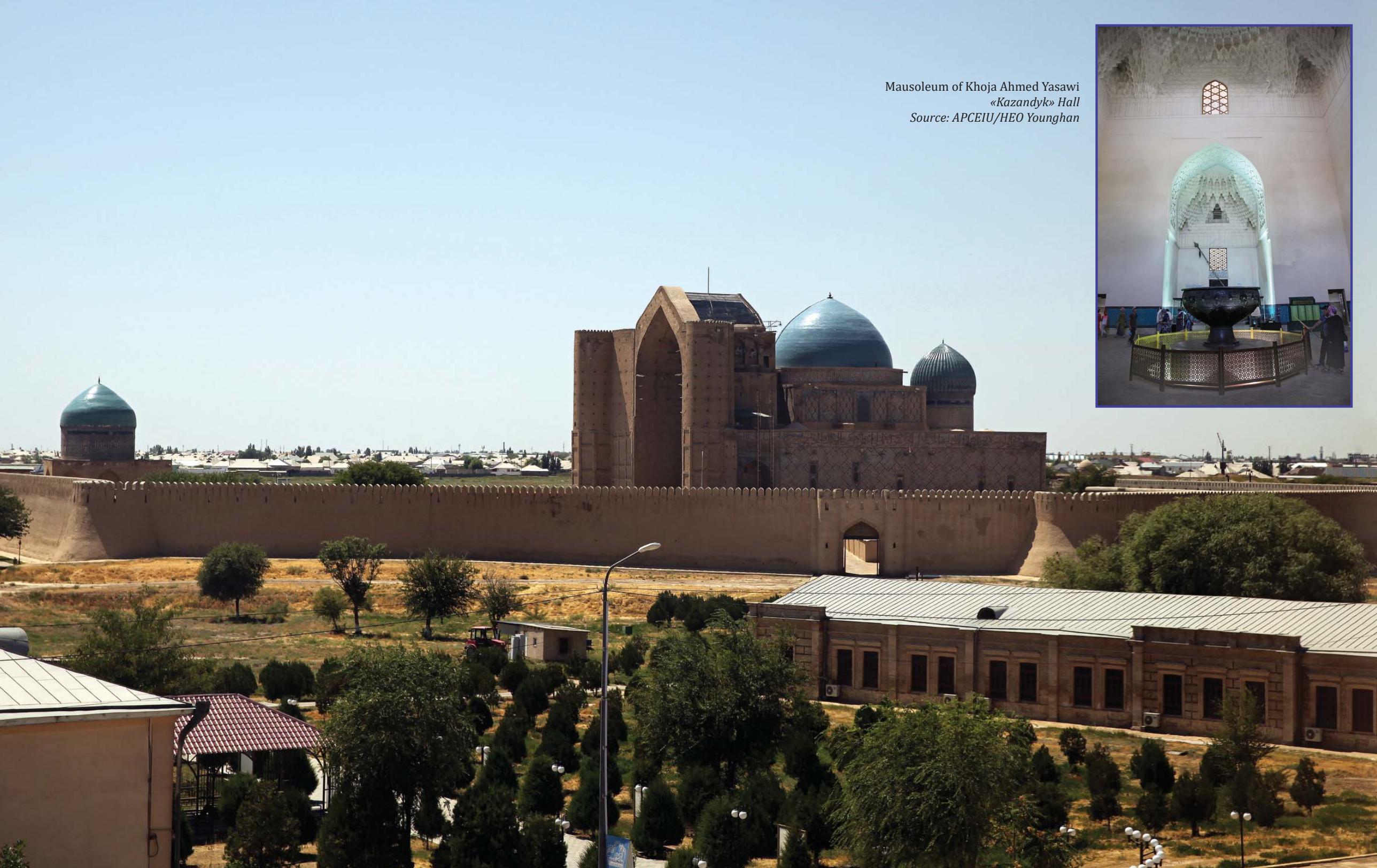
Law of the Republic of Kazakhstan «On protection and management of historical and cultural heritage sites» (Chapter 6, Article 26) identifies the categories of international, national and local importance in the following way:

- *Historical and cultural heritage sites of international importance that have historical, scientific, architectural, artistic and memorial value and were included into the UNESCO World Cultural and Natural Heritage List;*
- *Historical and cultural heritage sites of national importance that have historical, scientific, architectural, artistic and memorial value or any particular value for history and culture of the whole country;*
- *Historical and cultural heritage sites of local importance that have historical, scientific, architectural, artistic and memorial value, or any particular value for history and culture of the regions, cities of national importance, capitals of the regions (cities of regional importance).*

On the national level all natural heritage of Kazakhstan are the subject of the Law of the Republic of Kazakhstan (July 7, 2006) № 175-III «On specially protected natural territories», and by «Environmental Code of the Republic of Kazakhstan» (January, 9) № 212-III. The authorized authority for the implementation of the World Heritage Convention in case of natural heritage sites is the Ministry of Agriculture of the Republic of Kazakhstan (Committee of Forestry and Wildlife).

It is important to mention that in case of inconsistency between international and Kazakhstan's legislation in field of protection and management of World Heritage sites, the priority should be given to the international commitment taken by Kazakhstan. According to the Article 1 of the Law of the Republic of Kazakhstan «On protection and management of historical and cultural heritage sites»: *«International regulations should be taken into account if any international document ratified by the Republic of Kazakhstan imposes any different regulations comparing to those in the present Law».*

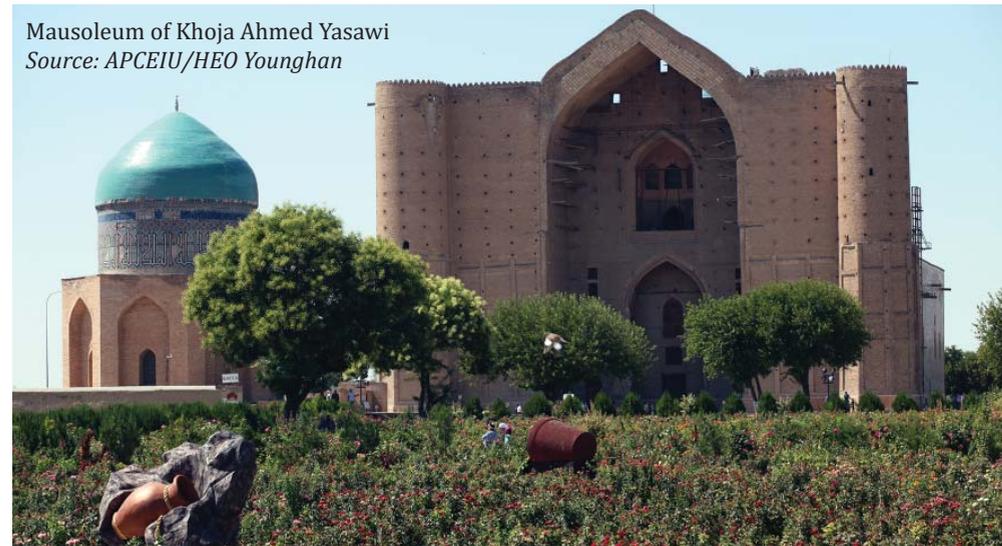
Mausoleum of Khoja Ahmed Yasawi
«Kazandyk» Hall
Source: APCEIU/HEO Younghan



Mausoleum of Khoja Ahmed Yasawi¹⁵

Brief description

Mausoleum of Khoja Ahmed Yasawi was named after a distinguished medieval Sufi prophet (1103-1166) and is one of the well-known and valuable cultural heritage sites of the Republic of Kazakhstan, which was the first site, included by Kazakhstan into the UNESCO World Heritage List in 2003. It was built between 1389 and 1495 in the north-eastern part of the city of Turkestan (until the late Middle Ages it was known as «Yassy»¹⁶), Syrdarya River Region, modern South-Kazakhstan Region of the Republic of Kazakhstan. Nowadays it is a regular pilgrimage destination and the burial ground for numerous Kazakh khans (rulers), batyrs (commanders), beys (judges) and Muslim



Mausoleum of Khoja Ahmed Yasawi
Source: APCEIU/HEO Younghan

prophets (164 persons in total).

Mausoleum is portal-dome construction of 46, 5 × 65, 5 meters in size. Height of the portal part is 39 meters and its width is 50 meters. The site consists of 34 rooms separated by a corridor system. Main hall of the Mausoleum – «Kazandyk» (also known as «Kazanlyk») – is covered with a dome of 18 meters in diameter, which is considered as the biggest remained dome of all five countries of the post-soviet Central Asia. In its center there is a bronze ritual pot – Taikazan (weight – 2 tons, volume – 3000 liters), which was

¹⁵ Main source of information – Internet-site of UNESCO World Heritage Center: <http://whc.unesco.org/en/list/1103>

¹⁶ Kratkij ènciklopedičeskij slovar' istoričeskijh toponimov Kazahstana / Sost. Erofeeva I.V., Almaty, 2014, str. 420.

made in 1399 of 7 different metals (copper, zinc, gold, silver, bronze, lead and iron)¹⁷. Except the main portal, all external walls are decorated with glazed colored majolica. Building is decorated with geometric pattern and Arab signatures. All the constructions were made of baked bricks. Except of the portal, the main part of constructions was built without any foundation and stand on so-called mud embayment. The site was built in two stages by the order of Tamerlan (Timur) – prominent Central-Asia military commander and founder of the Timurid Dynasty. First stage of construction took place in the beginning of 1390th, while the second stage in the end of 1390th and beginning of XVth century. Lower tier of the building including all rooms on the first and the second floor was built during the first period; upper part of the portal, dome, rearrangement on the first and the second floor, all internal and external decorations were built during the second period. Construction of the Mausoleum finished in 1405 after the death of Tamerlan; among other factors, the cladding of main front portal of the building was not finished.

Inclusion criteria

- Criterion (i): *The Mausoleum of Khoja Ahmed Yasawi is an outstanding achievement in the Timurid architecture, and it has significantly contributed to the development of Islamic religious architecture;*
- Criterion (iii): *The Mausoleum and its property represent an exceptional testimony to the culture of the Central Asian region, and to the development of building technology;*
- Criterion (iv): *The Mausoleum of Khoja Ahmed Yasawi was a prototype for the development of a major building type in the Timurid period, becoming a significant reference in the history of Timurid architecture.*

Mausoleum of Khoja Ahmed Yasawi is a cultural heritage site of national importance since 1982 and possesses subsequently the highest level of protection on the national level ensured by the authorized authority – Ministry of Culture and Sports of the Republic of Kazakhstan. On the local level the main body that executes the daily management of this and a few other closely situated cultural heritage sites is the 'State Historical and Cultural Reserve Museum Azret-Sultan' that was founded in 1978.

¹⁷ Internet-site of State Historical and Cultural Reserve Museum «Azret-Sultan»: <http://azretsultan.kz/ru/node/527>

Petroglyphs of Tamgaly
Source: APCEIU/HEO Younghan



Petroglyphs within the Archaeological Landscape of Tamgaly¹⁸

Brief description

'Petroglyphs within the Archaeological Landscape of Tamgaly' is the second site on the territory of the Republic of Kazakhstan that was included into the UNESCO World Heritage List. It is situated in the gorge of the same name in the Chu-Ili Mountains of the Almaty Region of the Republic of Kazakhstan. This site also known as 'Tanbaly', is a huge concentration of petroglyphs or rock engravings (over 5000 pieces) that belong to a long period of time from the second part of second millennia BC to the beginning of XXth century AC. The territory of the site also includes numerous ancient cult constructions (sacrificial altars), ancient settlements and burial grounds: cists (Bronze Age) and kurgans (Early Iron Age – modern period). It is important to mention that all described archaeological sites form a single complex¹⁹. Territory of the site covers the area of 900 hectares²⁰, while its buffer zone covers around 2900 hectares.



Petroglyphs of Tamgaly
Source: APCEIU/HEO Younghan

of animals more often includes horses and wild mountain sheep, and mythical and disappeared species that lived on this territory during the period, when the petroglyphs were made.

Some of the petroglyphs that were found on the territory of Tamgaly are used in modern popular culture. For example, one of the pictures of sun-head divinity is used as the logo of the international music festival «Azia Dauysy».

Критерий включения

- *Criterion (iii): The dense and coherent group of petroglyphs, with sacred images, altars and cult areas, together with their associated settlements and burial sites, provide a substantial testimony to the lives and beliefs of pastoral peoples of the Central Asian steppes from the Bronze Age to the present day.*

“Petroglyphs within the Archaeological Landscape of Tamgaly” is a cultural heritage site of national importance since 2001 and possesses subsequently the highest level of protection on the national level ensured by the authorized authority – Ministry of Culture and Sports of the Republic of Kazakhstan. On the local level the main body that executes the daily management of this and a few other closely situated cultural heritage sites is the ‘State Historical, Cultural and Natural Reserve Museum of Tamgaly’ of the Ministry of Culture and Sports, which was founded in 2003.

¹⁸ Main source of information – Internet-site of UNESCO World Heritage Center: <http://whc.unesco.org/en/list/1145>

¹⁹ Klejn L.S. Arheologiĉeskaâ tipologiâ. L., 1991, str. 373, 375.

²⁰ Rogožinskij A.E. Petroglify arheologiĉeskogo landŝafta Tamgaly. Almaty, 2011, str. 342.



Flamingos on the Korgalzhyn Lakes

Source: Association for the Conservation of Biodiversity of Kazakhstan, Ruslan Urazaliev

Korgalzhyn Lakes

Source: Association for the Conservation of Biodiversity of Kazakhstan



Saryarka – Steppe and Lakes of Northern Kazakhstan²¹

Brief description

‘Saryarka – Steppe and Lakes of Northern Kazakhstan’ is the first World Natural Heritage site on the territory of Kazakhstan, which includes two natural reserves: Korgalzhyn State Natural Reserve (Akmola and Karaganda Regions of the Republic of Kazakhstan) and Naurzum State Natural Reserve (Kostanai Region of the Republic of Kazakhstan). It features wetlands of outstanding importance for migrations of the water birds, including globally threatened species, among which the extremely rare Siberian white crane, the Dalmatian pelican and Pallas’s fish eagle.

The site is situated on the stopover point on the crossroad of birds from Africa, Europe and South Asia to their breeding places in Western and Eastern Siberia. Moreover, this territory is valuable refuge for over half of the species of steppe flora of Central Kazakhstan, a number of threatened bird species and the critically endangered Saiga antelope.

²¹ Основной источник информации в переводе – Интернет-сайт Центра всемирного наследия ЮНЕСКО: <http://whc.unesco.org/en/list/1102>.

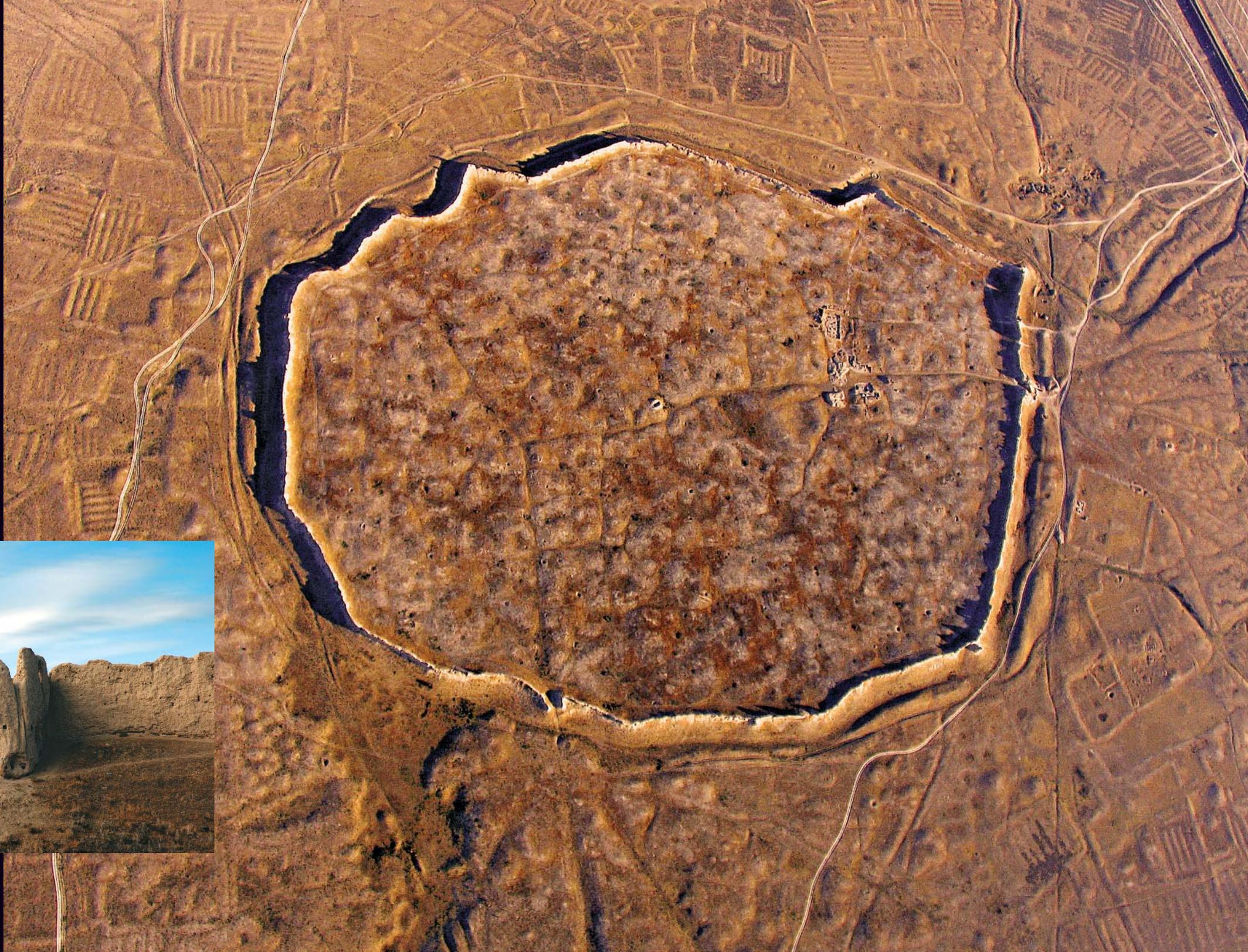
Inclusion criteria

- *Criterion (ix): The property contains substantial areas of steppe and lakes with largely undisturbed associated biological and ecological processes. The seasonal dynamics of the hydrology, chemistry and biology of the lakes, with the diverse flora and fauna of the wetlands have evolved through complex wetting and drying cycles, and are of global significance and scientific interest. The wetlands of Korgalzhyn and Naurzum State Nature Reserves are key stopover points and crossroads on the Central Asian migratory bird flyways and are of outstanding importance for migratory water-birds on their way from Africa, Europe and South Asia to their breeding places in Western and Eastern Siberia. The property also contains over 200,000 ha of Central Asian steppe, more than half of which is pristine, and which is part of the temperate grassland biome.*
- *Criterion (x): Korgalzhyn and Naurzum State Nature Reserves protect large areas of natural steppe and lake habitats that sustain a diverse range of Central Asian flora and fauna and support vast numbers of migratory birds, including substantial populations of many globally threatened species. The Korgalzhyn-Tengiz lakes provide feeding grounds for up to 15-16 million birds, including flocks of up to 2.5 million geese. They also support up to 350,000 nesting waterfowl, while the Naurzum lakes support up to 500,000 nesting waterfowl. The property’s steppe areas provide a valuable refuge for over half of the species of the region’s steppe flora, a number of threatened bird species and the critically endangered Saiga antelope, former widely dispersed species, whose range was reduced because of a poaching pressure.*

Korgalzhyn and Naurzum State Natural Reserves have a high level of legal protection and good support from the state and international partners in field of management. According to the Law of the Republic of Kazakhstan «On specially protected natural territories» both reserves belongs to the category of specially protected natural territories of national importance and report to the Committee of Forestry and Wildlife of the Ministry of Agriculture of the Republic of Kazakhstan. Its territories were given to them in perpetuity; they cannot be rented, used for production of natural resources, or privatized²².

²² Zapovedniki Srednej Azii i Kazhstana, Materialy proekta MSOP «Ocenka èffektivnosti upravleniã zapovednikami Srednej Azii i Kazhstana», red. Ášenko R.V., Almaty, 2006, str. 48, 97.

Ancient settlement
of Sauran, one of the
component sites of the
serial transnational
nomination 'Silk Roads'
*Source: Renata Sala, Jean-
Marc Deom*



Silk Roads: the Routes Network of Chang'an-Tianshan Corridor²³

Brief description of the «Silk Roads» nomination

Great Silk Road – is one of the largest terrestrial commercial arteries in history, which was an important instrument for expansion and exchange of various beliefs, ideas, values, languages, scientific achievements and technologies on the territory of Eurasian continent.

It is common to believe that the caravan routes of the Great Silk Road connect the territories and civilizations of the Mediterranean and Middle East with China and South-East Asia from the middle of the IInd century BC. Beginning of the Silk Road functioning as a single diplomatic and commercial artery is associated with the journey of the Chinese diplomat Zhang Qian, who was sent to the West by the Emperor Wu of Han in 138 BC. He reached the territory of modern Afghanistan and came back through the territory of Central Asia. Following his streamlined path the caravans of silk went to the west and the caravans with different goods went to the east from the Mediterranean, Middle East and Central Asia²⁴. «However, archaeological studies on the territory of Central Asia, Kazakhstan, Altai Region, Siberia and China gave an incontestable evidence of the trade of the silk and Iranian carpets in Eurasia long before the mission of Zhang Qian. Silk horsecloth with embroidered phoenixes and Iranian carpets were found on the territory of the excavation site of «royal» kurgans of Pazaryk in Altai Region dated by Vth century BC. Silk tissue was found in the Issyk kurgan on the territory of Zhetysu (Semirechie) Region of Kazakhstan and in Siberian Arzhan»²⁵.

«It is quite difficult to imagine the Silk Roads, but it's schematic representation will show lines on the map that correspond to the network of caravan routes that were reuniting the West and the East of Eurasia through the territories of China, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. There were going to Korea and Japan on the east, to Russia, Eastern and Western Europe on the west, to India on the south and to Middle East of the south-east. It was a road of double-sided movement of goods, scientific achievements, cultural values and religions. It was an important and fast way for its time to disseminate information through the merchants, travellers and diplomats»²⁶. It is important to mention and the routes and corridors were not the same during the different periods of its

23 Main source of information – Internet-site of UNESCO World Heritage Center: <http://whc.unesco.org/en/list/1442>

24 Velikij Šelkovyj put' (na territorii Kazahstana) / red. Bajpakov K.M. – Almaty, Adamar, 2007, str. 15.

25 Baipakov K.M., Voyakin D.A., Kazakhstan Section of the Great Silk Road in the Serial World Heritage Nomination, Archaeological Expertise, 2014, p. 9.

26 Zuev Ū.A. Kitajskie izvestiâ o Suâbe. //Izvestiâ Akademii nauk KazSSR: Seriâ istorii, arheolo- gii i ètnografii. 1960. Vyp. 3(14). str. 87-89.

functioning: «in different centuries the most importance was taking by different segments and corridors; some of them were disappearing, and some cities and commercial stations were regressing»²⁷.

«Another topical issue is the date of the end of functioning of the Silk Roads. However the instability of the terrestrial corridors and success of Chinese commercial fleet have contributed to the fact that the Silk Road started to disappear as a commercial and cultural connection between East and West starting from the XVIth century»²⁸.



Glass and metal artefacts found on the territory of the ancient settlement of Kesken-kuyuk kala. Source «Archaeological Expertise» LLC

27 Velikij Šelkovyj put' (na territorii Kazahstana) / red. Bajpakov K.M. – Almaty, Adamar, 2007, str. 37.

28 Baipakov K.M., Voyakin D.A., Kazakhstan Section of the Great Silk Road in the Serial World Heritage Nomination, Archaeological Expertise, 2014, p. 11.

Historical role of the Great Silk Road was highly recognized by UNESCO as a tool to promote peace and tolerance in different regions of Eurasia. For this reason UNESCO initiated in 1988 **'Integral Study of the Silk Roads: Roads of Dialogue'** as part of the World Decade for Cultural Development (A/RES/41/187, 1988-1997). Five international scientific expeditions were implemented as part of this initiative: Desert Route across China from Xi'an to Kashgar (July – August, 1990), Maritime Route from Venice to Osaka (October 1990 – March 1991), Steppe Route across Central Asia (April – July, 1991), Nomads' Route across Mongolia (July – August, 1992), Buddhist Route in Nepal (September, 1995).

This huge study has shown a huge perspective for the nomination of the Silk Road sites and routes for the UNESCO World Cultural and Natural List. As the result, a big international project 'Serial Nomination of the Silk Roads for World Heritage List' was initiated, in frames of which 54 different corridors with total length of 150000 km were reviewed.

After that, a few other big international projects were initiated for popularization and more detailed studies of cultural heritage of the Great Silk Road. For example, World Tourism Organization (UNWTO) and UNESCO prepared the **'Roadmap for Development – Heritage Conservation and Tourism: Promoting Sustainable Growth along the Silk Roads Heritage Corridors'** in 2013. This project aims to «set priority projects for developing tourism and safeguarding heritage across the corridors of the Silk Roads in view of eventual inclusion of two corridors on the territory of Central Asia and China into the World Heritage List in 2013/2014»²⁹.

Also the **UNESCO Silk Road Online Platform** was developed with support of UNESCO and financial support of Azerbaijan, Germany, Kazakhstan and Oman. This online platform was developed to become an important source for background information and news on the Great Silk Road.

First corridor of the Silk Roads – Routes Network of Chang'an-Tianshan Corridor – was jointly prepared for the nomination by China, Kazakhstan and Kyrgyzstan for 9 years and was included into the World Cultural and Natural Heritage List during the 38th session of the World Heritage Committee. Length of this segment of the Silk Roads is around 5000 km. Along with other 22 sites in China and 3 sites in Kyrgyzstan it includes following eight cultural heritage sites situated on the territory of the Republic of Kazakhstan:

Almaty Region of the Republic of Kazakhstan

- Ancient settlement of Kayalyk (Antonovka)
- Ancient settlement of Karamergen
- Ancient settlement of Talgar

Zhambyl Region of the Republic of Kazakhstan

- Ancient settlement of Aktobe Stepninskoe

²⁹ Internet-site of UNWTO: <http://silkroad.unwto.org/ru/node/41378>

- Ancient settlement of Kulan
- Ancient settlement of Ornek
- Archaeological complex of Akyrtas
- Ancient settlement of Kostobe

Chang'an-Tianshan Corridor was formed between II century BC and I century AC and was used until the XVI century. This corridor remained the central trade route for Central Asia from VIII century to XIII century with the trade's highest point from VIII century to IX century, and informed about establishment of Islamic Caliphate, Tan Dynasty and Byzantine Empire. The trade prospered during the Pax Mongolica (Mongolian World) from XIII century to XIV century and after the Timurid Dynasty during the XVI century.

Besides the goods, merchants were transporting knowledge and skills, beliefs and languages from the different regions on the Silk Roads. Capital centres and palace complexes, Buddhist cave temples, ancient roads, post stations, watchtowers, fragments of the Great Chinese Wall, fortifications, tombs and religious constructions have been included into 33 component sites that demonstrate cultural, intellectual and scientific exchanges and proposed for nomination of the Chang'an-Tianshan Corridor for World Heritage List.



Example of archaeological artefacts found on the territory of cities of the 'Silk Roads: the Routes Network of Chang'an-Tianshan Corridor' nomination:

- Bronze mirrors, ancient settlement of Talgar;
- Lamp from the Manichean temple, ancient settlement of Kayalyk;
- Ceramic cover of the vessel, ancient settlement of Kulan.

Source «Archaeological Expertise» LLC

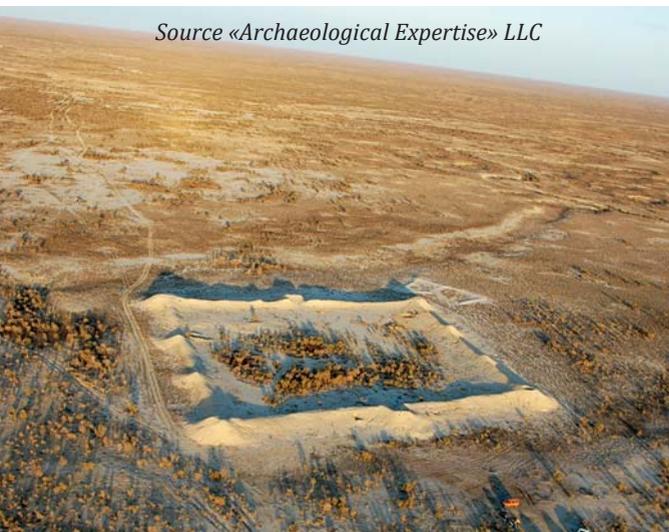
Kazakhstan Components of the Site³⁰



Source «Archaeological Expertise» LLC

Ancient settlement of Kayalyk (Antonovka)

Site is situated on the side of Ashybulak River in 190 km to the North-East from the city Taldykorgan. It is mentioned in the sources of XI – beginning of XIIIth centuries as an independent possession of Turks-Karluks in Karakhanid Khanate. In the middle of XIIIth century it was visited by William of Rubruck, ambassador of King Louis IX of France on his way to Mongolia. He described the city like a big trade center. The remains of Buddhist temple, Nestorian church and Muslim mosque were found on the territory of the ancient settlement during the archaeological excavations.



Source «Archaeological Expertise» LLC

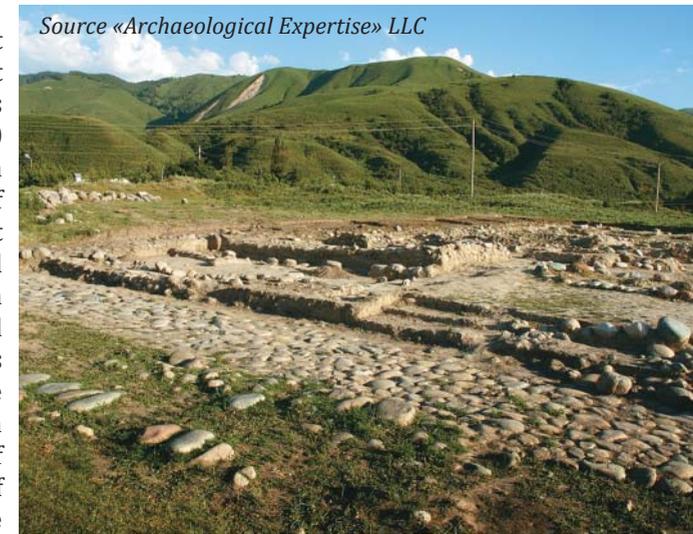
Ancient settlement of Karamergen

Site is situated in Southern Balkhash Region in 200 km to the North-East from the village of Bakanas and in 3 km to the North from the fall of the dry river-bed of the Ortasu River into Shet-Bakanas. It is dated by the IXth – XIIIth centuries. Karamergen is situated on the flat land bordered by a sand ridge from one side, and by an ancient dry river-bed from other side. Ancient settlement is situated on a rectangular ground of 115 × 120 in size, which corners are oriented in the cardinal directions. Its walls have three meters in height. Round towers of 4, 5 meters in height stands on its four corners.

Ancient settlement of Talgar

Site is situated in the southern part of modern city of Talgar on the right side of the river of the same name. It is situated on a rectangular ground of 300 × 3000 meters surrounded by a wall with towers, ditch and gates in the middle of each side. Found artefacts confirm that it was a medieval trade centre, which had connections through the Silk Roads with China, Iran, India and Japan. Architectural style of the ancient settlement has several particularities related to the specification of local construction materials, climate and dynamics of economic development: wide use of stone because of its exuberance in the region and big courts that correspond to numerous cattle-breeding activities.

Source «Archaeological Expertise» LLC



Ancient settlement of Aktobe Stepninskoe

Site is situated in the steppe region of Zhetysu on both sides of Aksu River. It is dated by beginning of IVth – XIIIth centuries. Citadel is situated on a hill of 15 meters in height with an adjacent shakhristan of 2300 × 250 meters surrounded with two walls. In one of the rooms, the archaeologists have found around 5000 bronze coins of Karakhanid period. Houses were built in rows along the river flow and were connected to each other.



Source «Archaeological Expertise» LLC

³⁰ Main source of information – Results of the UNESCO/Japanese Funds-in-Trust project 'Support for documentation standards and procedures of the Silk Roads World Heritage serial and transnational nomination in Central Asia' 2011-2014, Almaty, 2014, pages 128-151.



Source «Archaeological Expertise» LLC

Ancient settlement of Kulan

Site is known from the Chinese and Arab sources of VII-XIII centuries. It is a complex of architectural sites of different historical periods situated on the same territory. A Zoroastrian fire temple was found on this territory. Two cultural complexes – ancient Turkic and Sogdian, were also identified on this territory. City also had a big market due to its location between the piedmont and steppe zones on the Great Silk Road. It is situated on the fertile land with numerous small rivers including the biggest one – Karakat.



Source «Archaeological Expertise» LLC

Ancient settlement of Ornek

Site is situated in eight km to the South from the modern village of Ornek on the sides of Altynsy and Shybyndu Rivers. Its territory is surrounded with earth rampart and 31 towers. Archaeological studies have shown that it was a place of trade and cultural exchange between the nomad and urban civilizations. The city was founded on the basis of the ancient Turkic nomadic capital, which transformed into the city on the Silk Roads because of the proximity of the seasonal migration routes of nomadic communities between summer and winter pastures. There is a necropolis of medieval nomads situated next to it.

Archaeological complex of Akyrtas

The complex is situated next to the foot of Kyrgyz Alatau Mountains. It includes several sites of different periods from the Vth century BC to the XVI-XVIII centuries AC. It has a size of 3 km from the East to the West and around 5 km from the North to the South. It includes a palace complex and adjacent territory on both sides of the dry riverbed next to numerous caravanserais dated by XI-XIV centuries. Palace complex was built with the use of architectural traditions of the Middle East and has similarities with palaces of Iraq, Syria, Jordan, and especially with the palace of Qasr al-Hayr al-Gharbi (Syria). One of its characteristic particularities is a system of reservoirs and tunnels for water collection during spring and autumn periods.



Source «Archaeological Expertise» LLC

Ancient settlement of Kostobe

Site is situated on the east of the village of Sarykemer on the right side of Talas River and has a size of 420 × 450 meters. It is surrounded with double line of walls with towers. Carvings and construction horizons were dated by IX-X centuries. Major part of the citadel is occupied by a palace, which includes a temple complex of two buildings: parade hall-shrine and additional hall. This city was an important trade centre of the South-Eastern Zhetysay Region.



Source «Archaeological Expertise» LLC

Inclusion criterions

– Criterion (ii): *The latitude of the continental routes networks, the ultra-long duration of use, the diversity of heritage remaining and their dynamic connections, the richness of the cultural exchange they facilitated, the varied geographical environments they connected and crossed, clearly demonstrate the extensive connection that took place within various cultural regions, especially the nomadic steppe and settled agrarian/oasis/pastoral civilizations, on the Eurasian continent between the 2nd century BC and the 16th century AD.*

These connection and forms of influence had a great impact into developments in architecture and city planning, religions and beliefs, urban culture and habitation, merchandise trade and interethnic relations in all regions along the routes.

The Chang'an-Tianshan Corridor is an extraordinary example in world history of how a dynamic channel linking civilizations and cultures across the Eurasian continent, realized the broadest and most long-lasting exchange among civilizations and cultures.

– Criterion (iii): *The Chang'an-Tianshan Corridor bears an exceptional witness of traditions of communications and exchange in economy and culture, and social development across the Eurasian continent between the 2nd century BC and the 16th century AD.*

Trade had a significant influence on the settlement structure of the landscape, through the development of towns and cities that brought together nomadic and settled communities, through water management systems that underpinned those settlements, through the extensive network of forts, beacon towers, way stations and caravanserais that accommodated travellers and ensured their safety, through the sequence of Buddhist shrines and cave temples, and through manifestations of other religions such as Zoroastrianism, Manichaeism, Nestorian Christianity and Islam that resulted from the cosmopolitan, multi-ethnic communities that organized and benefitted from the trade of valuable goods.

– Criterion (v): *The Chang'an-Tianshan Corridor is an outstanding example of how the trade of valuable goods in the long period of time promoted the growth of sizeable towns and cities, supported by sophisticated water management systems: rivers, wells and underground springs to respond to the needs of residents, travellers by the irrigation of crops.*

– Критерий (vi): *Тянь-Шаньский коридор напрямую связан с дипломатичеCriterion (vi): Chang'an-Tianshan Corridor is directly associated with Zhang Qian's diplomatic mission to the Western Regions, a milestone event in the history of human civilization and cultural exchange in the Eurasian Continent. It also testifies the tangible contribution of Buddhism into development of the*

ancient China, the significant impact on cultures of East Asia, and the spread of Nestorian Christianity (which reached China in 500 AD), Manichaeism, Zoroastrianism and early Islam. Many of the towns and cities along the corridor testify expansion of technologies for harnessing water power, architecture and town planning.

On the international level the coordination of the nomination to World Heritage List of the whole serial and transnational site 'Silk Roads: the Routes Network of Chang'an-Tianshan Corridor' was implemented by **Intergovernmental Coordinating Committee** created in 2009. It included the representatives of three State Parties that were involved in the nomination process. Function of the secretariat was played by the ICOMOS International Conservation Center in Xi'an, China (IICC-X). Coordinating Committee developed the abovementioned nomination on the basis of those corridors that were identified by **'The Silk Roads, ICOMOS Thematic Study'**.

In May, 2012 China, Kazakhstan and Kyrgyzstan signed an intergovernmental agreement, regulating the nomination procedure and mechanisms, promotion and management of this transnational cultural heritage site. In February, 2014, the same State Parties signed one more detailed agreement on the same nomination.

Meetings of the working group composed of two experts and one official representative from each State Party of this nomination, and representatives of the Secretariat – IICC-X, were taking place on the regular basis.

International cooperation for this nomination requires some actions in field of management by the corresponding cultural heritage sites on the national level. All components of the serial transnational site 'Silk Roads: the Routes Network of Chang'an-Tianshan Corridor' are the cultural heritage sites of national importance and possess subsequently the highest level of protection on the national level ensured by the authorized authority – Ministry of Culture and Sports of the Republic of Kazakhstan.

A scenic view of the Ugam River flowing through a valley. The river is the central focus, with white water rapids and numerous rocks visible in the water. The banks are lined with trees in various stages of autumn, showing shades of yellow, orange, and green. In the background, there are rolling mountains under a clear blue sky. The foreground is dominated by the dark, intricate branches of a tree on the left side, framing the scene.

Ugam River on the territory of Sairam-Ugam National Park
Source: *Sairam-Ugam State National Natural Park,*
Muratkhan Berdaliyev

Western Tien-Shan³¹

Brief description

Brief description Serial transnational site 'Western Tien-Shan' includes Aksu-Zhabagly Reserve (Zhambyl Region of the Republic of Kazakhstan), Karatau Reserve (South-Kazakhstan Region of the Republic of Kazakhstan), Sairam-Ugam National Park (South-Kazakhstan Region of the Republic of Kazakhstan), reserves of Padish-Ata, Besh-Aral and Sary-Chelek (all in Kyrgyzstan), and Chatkal Biosphere Reserve (in Uzbekistan).

Western Tien-Shan is characterized by an outstanding diversity, mosaic structure and beauty of landscapes; evidences of major geological and evolutionary process; unique composition of various ecosystems; rich flora and fauna, an important part of which is composed by endemic, as well as rare and endangered species and communities. Territory of the site is one of the world centres of origin of some nut and fruit trees, as well as other cultivated plants.

Specially protected territories nominated by three State Parties are the most representative and well-remained territories of a unique single natural complex – Western Tien-Shan. Each of these protected territories has its specificity and compliments each other from the point of view of biodiversity, beauty of landscapes and paleontological sites.

Inclusion criteria

– *Criterion (x): Nominated components are the key elements for the conservation of the outstanding biodiversity of the Western Tien-Shan. Eventhrough each property has a huge importance for conservation of one or another component of the unique biocoenosis of this mountain land only together they can assure its longstanding and sustainable development.*

Western Tien-Shan is one of the world centres of origin of some nut and fruit trees, and many other cultivated plants. It is also populated by their numerous wild ancestors: plum (Prunus), apricot (Armeniaca), walnut (Juglans regia), onion (Allium), medic (Medicago), apple (Malus), pear (Pyrus), grape (Vitis), tulip (Túlipa) and almond (Amygdalus). This huge genetic material has an outstanding importance for agro biodiversity for many countries of the world. Western Tien-Shan was included into the List of world's key ecological regions because of high concentration of forest biological diversity.

Nominated territory has saved the characteristic for Western Tien-Shan combination of various types of fir and leaf forests: juniper, nut, fruit, riparian, and over 10 endemic plant communities. Total number of endemic plant species

in some areas goes up to 9-14% of total flora.

Unique population of narrow-spread endemic specie of Western Tien-Shan – Menzbier's marmot (Marmota menzbieri) lives only on the territory of Kazakhstan, Uzbekistan and Kyrgyzstan. Snow leopard (Uncia uncia) and Karatau argali (Ovis ammon nigrimontana) also require particular attention from the point of view of the conservation of biodiversity and genetic sources. In total 25 animal and plant species inhabiting the nominated territory are among the endangered species of the IUCN Red Book.

Each protected territory has a management-plan that renews regularly according to the national regulations. It happens not less than every 5 years or more often in case of need. Kazakhstan also disposes the monitoring databases (separate for each component) created within GEF/UNDP project, which is now being customized also with the support of GEF/UNDP. These databases can be used for introduction of the integrated monitoring on the territory of all nominated components.

Currently three State Parties prepare the memorandum for management of this World Heritage site. This memorandum includes creation of the steering board (working group, coordinating committee) with regular meetings, information of other State Parties and development of a single monitoring database for the whole site.



Siberian ibex on the territory of Sairam-Ugam National Natural Park

Source: Sairam-Ugam National Natural Park, Muratkhan Bergaliyev

³¹ Main source of information – Internet-site of UNESCO World Heritage Center: <http://whc.unesco.org/en/list/1490>

World Heritage Tentative List of Kazakhstan

According to the Article 62 of the Operational Guidelines for the Implementation of the World Heritage Convention, the World Heritage Tentative List is «an inventory of those properties situated on its territory which each State Party considers suitable for inscription on the World Heritage List». World Heritage Tentative List is also a preparatory stage before the inclusion of each site into the World Heritage List. «A Tentative List is a planning and evaluation tool for States Parties, the World Heritage Committee, Advisory Bodies and the World Heritage Centre, providing an indication of future nominations»³². Before the inclusion of each site into the World Heritage List, it should be not less than one year in the World Heritage Tentative List.

By the time of preparation of this publication (November, 2017) the Republic of Kazakhstan included thirteen sites in the UNESCO World Heritage Tentative List.

UNESCO World Heritage Tentative List on the territory of Kazakhstan³³ (in chronologic order of inclusion)

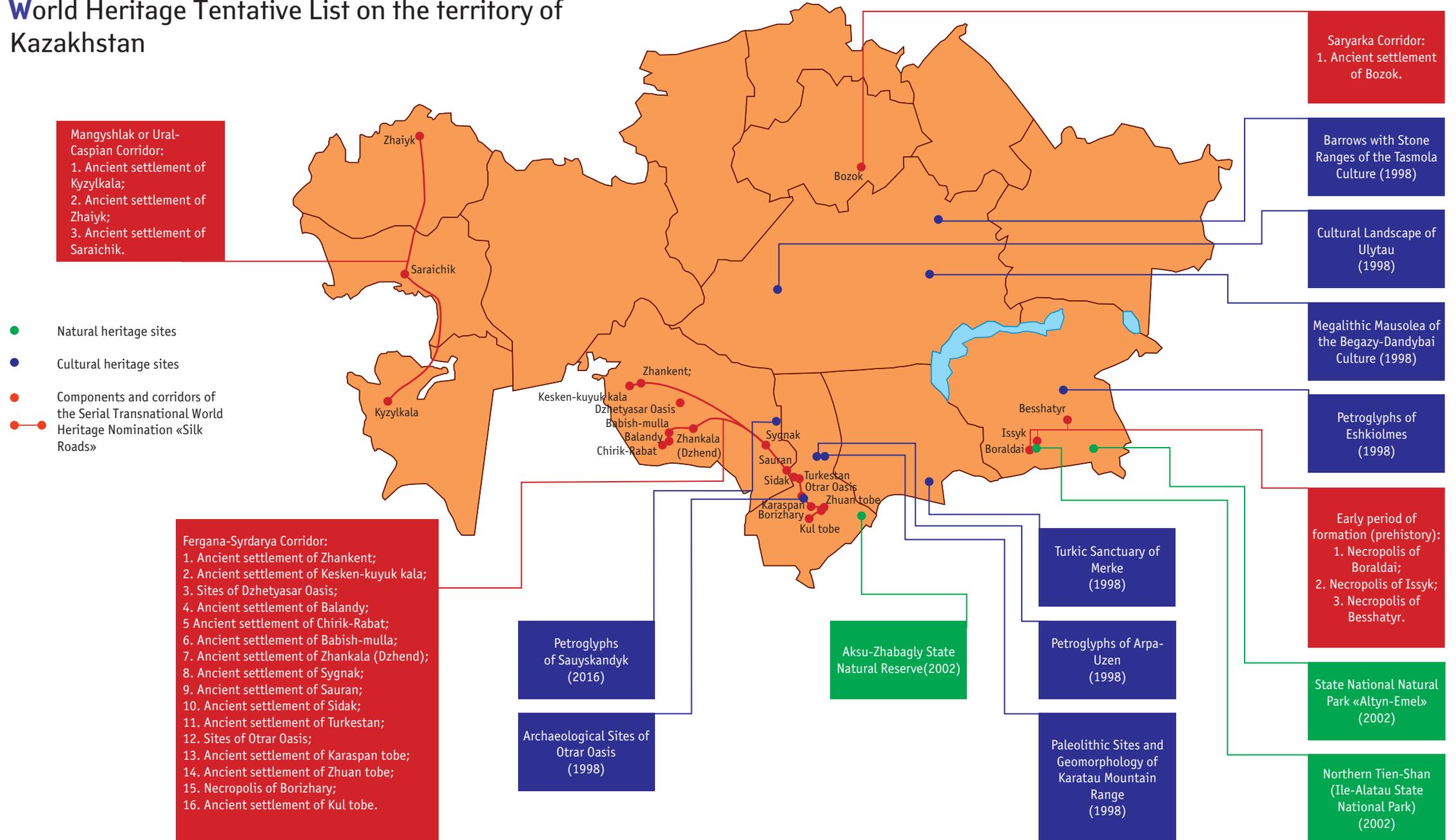
Nº	Name	Type of site	Year of inclusion
1	Turkic Sanctuary of Merke	Cultural	1998
2	Megalithic Mausolea of the Begazy-Dandybai Culture	Serial, cultural	1998
3	Barrows with Stone Ranges of the Tasmola Culture	Serial, cultural	1998
4	Petroglyphs of Eshkiolmes	Cultural	1998
5	Petroglyphs of Arpa-Uzen	Cultural	1998
6	Paleolithic Sites and Geomorphology of Karatau Mountain Range	Serial, cultural	1998
7	Archaeological Sites of Otrar Oasis	Serial, cultural	1998
8	Cultural Landscape of Ulytau	Cultural	1998
9	Northern Tien-Shan (Ile-Alatau State National Park)	Natural	2002
10	State National Natural Park «Altyn-Emel»	Natural	2002
11	Aksu-Zhabagly State Natural Reserve	Natural	2002

12	<p>Silk Roads</p> <p>Fergana-Syrdarya Corridor: 1. Ancient settlement of Zhankent; 2. Ancient settlement of Kesken-kuyuk kala; 3. Sites of Dzhetyasar Oasis; 4. Ancient settlement of Balandy; 5. Ancient settlement of Chirik-Rabat; 6. Ancient settlement of Babish-mulla; 7. Ancient settlement of Zhankala (Dzhend); 8. Ancient settlement of Sygnak; 9. Ancient settlement of Sauran; 10. Ancient settlement of Sidak; 11. Ancient settlement of Turkestan; 12. Sites of Otrar Oasis; 13. Ancient settlement of Karaspan tobe; 14. Ancient settlement of Zhuan tobe; 15. Necropolis of Borizhary; 16. Ancient settlement of Kul tobe.</p> <p>Mangyshlak or Ural-Caspian Corridor: 1. Ancient settlement of Kyzylkala; 2. Ancient settlement of Zhaiyk; 3. Ancient settlement of Saraichik.</p> <p>Saryarka Corridor: 1. Ancient settlement of Bozok.</p> <p>Early period of formation (prehistory): 1. Necropolis of Boraldai; 2. Necropolis of Issyk; 3. Necropolis of Besshatyr.</p>	Serial, transnational, cultural	2002
	13		

³² Ponimanie vsemirnogo nasledia v Aziatsko-Tihookeanskom regione. Vtoroj cikl periodičeskoj otčetnosti 2010-2012, ŮNESKO pri podderžke ŮNESKO/Āponskogo trastovogo fonda, 2013, str. 29.

³³ Internet-site of UNESCO World Heritage Center: <http://whc.unesco.org/en/statesparties/kz>

World Heritage Tentative List on the territory of Kazakhstan



Factors affecting the sites

In many countries and regions of the world the cultural and natural heritage sites experience the impact of various negative factors. In case of the UNESCO World Heritage List, these factors can represent the danger for their Outstanding Universal Value, and in some cases for their physical existence. At the same time, most of the sites of world or local cultural and natural heritage are situated under the permanent negative influence of a series of factors.

In this regard, it is necessary to design the most detailed list of factors affecting the World Heritage sites, as well as the local cultural and natural heritage sites in different countries of the world, which includes:

«Local conditions affecting physical fabric:

- Wind (erosion, vibration);
- Relative humidity;
- Temperature;
- Radiation/light;
- Dust;
- Water;
- Erosion and siltation;
- Micro-organisms.

Invasive or hyper-abundant species:

- Translocated species (fish stocking, inappropriate plantings, introduced soil etc., dieback due to pathogens);
- Invasive/alien terrestrial species (weeds, feral animals, rodents, insect pests, bird pests, diseases/parasites, micro-organisms);
- Invasive/alien freshwater species (weeds, invertebrate pests, fish pests, diseases/parasites, micro-organisms);
- Invasive/alien marine species (weeds, invertebrate pests, fish pests, diseases/parasites, micro-organisms);
- Hyper-abundant species (naturally occurring species impacting ecosystem by virtue of ecological imbalance);
- Modified genetic material;
- Pests.

Natural disasters:

- Earthquake;

- Storm (tornado, hurricane/cyclone, gale, hail damage, lightning strike, river/stream overflow, extreme tides);
- Flooding;
- Tsunami/tidal waves;
- Avalanche/landslide;
- Volcanic eruption;
- Fire (altered fire regimes, high-impact fire suppression activities, lightning strikes, accidental fires, e.g. dropped cigarettes, not ecological).

Climate change:

- Drought;
- Desertification;
- Changes to oceanic waters (changes to water flow and circulation patterns at local, regional or global scale, changes to pH, changes to temperature);
- Temperature change;
- Other climate change impacts..



Ancient settlement of Saraichik (component of Mangyshlak or Ural-Caspian Corridor) that becomes eroded by the Ural River

Sources: Samashev Z.S.

Infrastructure development:

- Housing (urban high-rise, encroachment);
- Commercial development (skyscrapers, large shopping malls, encroachment/changes to skyline, etc.);
- Industrial areas (individual factories, industrial areas/parks, encroachment/changes to skyline, etc.);
- Ground transport infrastructure (roads, car parks, railways, including easements, transport depots);
- Air transport infrastructure (airports, airstrips);
- Marine transport infrastructure (harbours);
- Underground transport infrastructure;
- Effects arising from use of transportation infrastructure (vehicle traffic on roadways, shipping traffic in shipping routes, air traffic).

Service facilities:

- Water infrastructure (dams, water tanks, locks, pumping stations, introduction of new systems/infrastructure);
- Renewable energy facilities (thermal, wave, solar, wind);
- Non-renewable energy facilities (nuclear power plants, oil/gas facilities);
- Localized utilities (cell-phone towers, radio towers);
- Major linear utilities (power lines, pipelines).



Grazing of domesticated animals on the territory of the ancient settlement of Talgar (one of the components of the nomination 'Silk Roads: the Routes Network of Chang'an-Tianshan Corridor').
Source: APCEIU/HEO Younghan

Pollution:

- Pollution of marine waters (ocean dumping, bilge water discharge, solid debris in marine environments);
- Groundwater pollution (oil/chemical spills, industrial effluent, agricultural runoff, household sewage/waste, acid sulphate soils, effluent discharge, mine/tailings runoff);
- Surface water pollution (acid rain, mine/tailings runoff, agricultural runoff);
- Air pollution (excessive smoke or other airborne particulates, dust, local effects of emissions from use of fossil fuels);
- Solid waste (mine tailings, litter, industrial waste, household rubbish);
- Input of excess energy (any inputs of heat and light that disturb ecosystems including inappropriate urban lighting, heat pollution, etc.).

Biological resource use and modification:

- Fishing/collecting aquatic resources (trawling, netting, line fishing, game fishing, collection/harvest fisheries, spear-fishing, by-catch/incidental take issues);
- Aquaculture (marine, freshwater aquaculture);
- Commercial hunting (bush-meat trade, guided game hunting);
- Subsistence hunting (i.e. not for economic benefit);
- Livestock farming/grazing of domesticated animals (grazing on farms or by pastoral groups);
- Land conversion (agriculture – crops and livestock, rural, forestry);
- Crop production (deep ploughing, new crops, intensification of planted agriculture, traditional crops, traditional systems, gardening);
- Commercial wild plant collection (pharmaceutical trade, medicinal plants, fodder collection, thatching, mushrooms, bulbs, etc.);
- Subsistence wild plant collection (indigenous subsistence hunting, gathering and collecting, i.e. not for economic benefit, for example: food plants, medicinal plants, fodder collection, thatching, mushrooms, bulbs, etc.);
- Forestry/wood production (logging, pulp production, all silvicultural operations, restoration/regeneration, sustainable wood harvesting).

Physical resource extraction:

- Quarrying (rock, sand, aggregates);
- Mining;
- Oil and gas;
- Water.

Unfavourable human activities:

- Illegal activities (illegal extraction of biological resources, i.e. poaching), blast fishing, cyanide fishing, illegal extraction of geological resources (mining/fossils), illegal trade, illegal occupation of space, illegal excavations, illegal construction, looting, theft, treasure hunting, ghost nets (discarded fishing gear);
- Deliberate destruction of heritage (vandalism, graffiti, politically motivated acts, arson);
- Military training;
- War;
- Terrorism;
- Civil unrest.

Tourism:

- Impacts of tourism/visitor/recreation (high levels of visitation, vendors, building community support, sustainable livelihoods);
- Major accommodation and associated infrastructure (hotels, restaurants, golf courses, ski resorts, etc.), major/permanent high-cost tourist facilities (pontoons, jetties, observatories, cable cars, chalets, fully serviced camping areas, etc.);
- Interpretative and visitor facilities (visitor interpretive facilities (visitor centres, site museums, etc.), signage, trail hardening (trail markers, etc.), information booths, picnic facilities, camping areas, moorings/marker buoys).

Interaction with society:

- Ritual/spiritual/religious and associative use festivals/ performances;
- Society's valuing of heritage (change in values, abandonment changes in values leading to new uses of heritage resources, expansions of / additions to current uses of heritage resources, conflicting values, abandonment);
- Indigenous hunting, gathering and collecting;
- Changes in traditional ways of life and knowledge system (loss of traditional knowledge and practices linked to heritage);
- Identity, social cohesion, changes in local population and community, changes in livelihoods, migration to or from site.



Archaeological scientific and research studies of the ancient settlement of Taraz.
Source «Archaeological Expertise» LLC

Management activities:

- Low-impact research/monitoring activities (visitor surveys, water sampling, non-extractive surveys, In situ surveys);
- High-impact research/monitoring activities (excavation, sampling using destructive techniques, research involving removal of features or species, i.e. extraction)³⁴.

³⁴ Understanding World Heritage in Asia and the Pacific. The Second Cycle of Periodic Reporting 2010-2012 with the support of UNESCO/Japanese Funds-in-Trust, 2013, pages 60-88.

Global Citizenship Education³⁵

Global Citizenship Education is of the most important part of actual UNESCO activities in field of education since September 2012, when the Secretary-General of UN Mr. Ban Ki-moon launched **Global Education First Initiative**.



will require the integration of GCED in education systems, either as a stand-alone subject, a component of existing programmes and/or the ethos of a learning environment and system»³⁷.

This initiative aims «to raise the political profile of education, inspire new partnerships and mobilize additional funding to deliver on the promise of Education for All»³⁶. Together with the ideas of putting every child in school and improvement of the quality of learning it has a third focus on the fostering of the global citizenship.

First UNESCO Forum on Global Citizenship Education took place in Bangkok, Thailand in December 2013 and identified the key role of education for further promotion of global citizenship among the UNESCO State Parties. Second UNESCO Forum on Global Citizenship Education took place in Paris, France in January, 2015 and confirmed the need of integration of Global Citizenship Education principles into the national education systems. Also 2nd UNESCO Forum on Global Citizenship Education decided the launching of the **UNESCO Clearinghouse on Global Citizenship Education** that was opened at Asia-Pacific Centre of Education for International Understanding (APCEIU). Today, this center, its publication and information sources (including the Internet-site: <https://www.gcedclearinghouse.org/>) are the most detailed sources of information about the Global Citizenship Education. Third UNESCO Forum on Global Citizenship Education took place in Ottawa, Canada in March, 2017 and confirmed the key role of the teachers and professors for promotion of the Global Citizenship Education concept.

So what is the Global Citizenship Education? According to APCEIU it «aims to equip learners of all ages with those values, knowledge and skills that are based on and instil respect for human rights, social justice, diversity, gender equality and environmental sustainability and that empower learners to be responsible global citizens. GCED gives learners the competencies and opportunity to realise their rights and obligations to promote a better world and future for all. Grounded in a lifelong learning perspective, it targets all learners of all ages – children, youth and adults. GCED can be delivered in all modes and venues, including formal, non-formal and informal education. In most countries, the formal education system will be the main mode of delivery of GCED. This

³⁵ Source of picture – Internet-site of UNESCO: <https://en.unesco.org/gced>

³⁶ Internet-site of UNESCO: <http://www.unesco.org/new/ru/education/global-education-first-initiative-gefi/>



Third UNESCO Forum on Global Citizenship Education, March, 2017, Ottawa, Canada
Source: APCEIU

³⁷ Internet-site of UNESCO Clearinghouse on Global Citizenship Education : <https://www.gcedclearinghouse.org/about?language=en>

Practically there are three following core conceptual dimensions of global citizenship education:

- «**Cognitive:** To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations;
- **Socio-emotional:** To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity;
- **Behavioural:** To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world»³⁸.

Global citizenship education can enable learners to:

- «Develop an understanding of global governance structures, rights and responsibilities, global issues and connections between global, national and local systems and processes;
- Recognise and appreciate difference and multiple identities, e.g. culture, language, religion, gender and our common humanity, and develop skills for living in an increasingly diverse world;
- Develop and apply critical skills for civic literacy, e.g. critical inquiry, information technology, media literacy, critical thinking, decision-making, problem solving, negotiation, peace building and personal and social responsibility;
- Recognise and examine beliefs and values and how they influence political and social decision-making, perceptions about social justice and civic engagement;
- Develop attitudes of care and empathy for others and the environment and respect for diversity;
- Develop values of fairness and social justice, and skills to critically analyse inequalities based on gender, socio-economic status, culture, religion, age and other issues;
- Participate in, and contribute to, contemporary global issues at local, national and global levels as informed, engaged, responsible and responsive global citizens»³⁹.

Global Citizenship Education process needs to target following key learning outcomes:

«Cognitive:

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations;
- Learners develop skills for critical thinking and analysis.

Socio-emotional:

- Learners experience a sense of belonging to a common humanity, sharing values and

responsibilities, based on human rights;

- Learners develop attitudes of empathy, solidarity and respect for differences and diversity.

Behavioural:

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world;
- Learners develop motivation and willingness to take necessary actions»⁴⁰.

Therefore, there are three following key learner attributes, which development require orientation of the Global Citizenship Education process:

«Raising awareness and critical thinking

- Know about local, national and global issues, governance systems and structures;
- Understand the interdependence and connections of global and local concerns;
- Develop skills for critical approach and analysis.

Socially networks and respect of diversity

- Cultivate and manage identities, relationships and feeling of belongingness;
- Share values and responsibilities based on human rights;
- Develop attitudes to appreciate and respect differences and diversity.

Ethic responsibility and engagement:

- Develop appropriate skills, values, beliefs and attitudes;
- Demonstrate personal and social responsibility for a peaceful and sustainable world;
- Develop motivation and willingness to care for the common good»⁴¹.

³⁸ Global Citizenship Education Topics and Learning Objectives, UNESCO, 2015, page 15.

³⁹ IDEM, page 16.

⁴⁰ IDEM, pages 22-23.

⁴¹ IDEM, page 29.

International education principles in field of education

Speaking about the international education principles in field of education it is important to mention the concept '**Education for International Understanding**', which aims to «to install a culture of peace that encompasses individuals, communities, nations, international/global systems and a sustainable relationship between humanity and nature»⁴². Seven following principles of Global Citizenship Education can be identified on the basis of all guidelines for Education for International Understanding:

- **Interdisciplinary education** based on the integration of two or more disciplines. This approach teaches the student to solve the problem on the basis of quality analysis of required actions.
- **Problematic education and critical thinking.** This education principle gives an opportunity to solve the problem by viewing it from different points of view and asking a question: what if? Problematic education supports the motivation of students and asks them to plan active actions for solving the problems. Possibility of independent studies gives to a student the required skills for research activities that he/she can use in his/her future professional life.
- **Value-based education** that provides students with the moral-ethical values. This education principle prepares active citizens that respect not only the values of their county, but also the values and interests of other people.
- **Multimodal education** based on the use of various education technologies such as Internet, presentations, creative workshops and encyclopaedias.
- **Active education**, which involves students in discussions and research studies. This education principle teaches students to take responsibility for their actions and decisions.
- **Contextual education**, which focuses on the studies of local and global context. This education principle allows the use of previously acquired skills to solve problems of local and global importance.
- **Evaluation of education process and evaluation as an educational method.** This education principle allows students to plan their achievements and see the changes of their understanding of the discipline.

Included into the lesson plan, these principles transform the education process into an exciting adventure, in which the traditional approach «material — exercise» transforms into «problematic questions — research — result — skills».

In context of the cosmopolitan culture of Kazakhstan it is important to mention education principles of UNESCO Programme '**Learning to live together**', as this approach to the students forms the understanding of individuality and uniqueness of other nations.

This programme is based on the viewing of a child as a subject of collective responsibility, where each person has the engagement in the childcare process. Apart of identification of approaches for childcare, it also identifies following principles that should be used in each lesson:

- «Ethical principles and core values for ethics education;
- Capacity to choose: greatest gift and most challenging responsibility;
- Safeguarding and upholding human dignity;
- Respect and mutual understanding;
- Empathy and the ability to 'put yourself in another's shoes';
- Individual and collective responsibility;
- Reconciliation and the approach to build bridges»⁴³.

Principles of Global Citizenship Education and «Learning to live together» complement each other and makes the lesson more socially-valuable for the students. Lesson planning in view of these two concepts transforms into a journey for the teacher itself; he has an opportunity to understand in the better way and appreciate together with its students the role of communication and interdependence.

In view of desire of the policymakers of the Republic of Kazakhstan to assure the sustainable development of the country, it is important to mention the concept of «**Education for Sustainable Development**» initiated in 2002 by the UN Resolution on the Decade of Education for Sustainable Development that started on January, 1st, 2015. «*Education for Sustainable Development is a process of understanding, how to make the decisions required for the longstanding future of economy, ecology and equity of all communities. Development of the future-oriented thinking is the key task of education*»⁴⁴.

⁴³ Learning to live together An Intercultural and Interfaith Programme for Ethics Education, Arigatou Foundation, 2008. Chapter: Ethics and Ethics Education, pages 10-15.

⁴⁴ Образованіе: сокровище сокровище (Osnovnye položenія Doklada Meždunarodnoj komissii po obrazovanіju dlā XXI veka), MOO VPP ŪNESKO «Informaciā dlā vseh», 2007: <https://www.ifap.ru/library/book201.pdf>

Global Citizenship Education in Kazakhstan: Current State

International Commission on Education for the Twenty-first Century admitted that *«the coming century is going to be dominated by global processes that will create some sustainable contradictions that are need to be overcome – contradictions between global and local, universal and individual, traditions and modernity, perspective and next tasks, competitiveness and equal opportunities, unbounded expansion of opportunities and human limits to acquire them, contradictions between spiritual and material»*. In 2015 the Education Policy Committee of the Organization for Economic Cooperation and Development (OECD) started the implementation of a new project '**Future of Education and Skills: Education2030**'. *«The OECD assumes that the world is confronting with previously unknown challenges, and becomes unpredictable and vulnerable. Modern human receives more information in 1 month than the human of XVIIth century during all his life. The total amount of information in the world doubles each two years, which makes its over-learning impossible and useless. Therefore the academic knowledge, functional skills, personal competences and relations are insufficient to prepare the school child to live in these conditions. It requires new skills – meta-cognition and meta-competences. Advanced economies require the transformation of the aims of education from 'a man who knows' to 'a man who thinks creatively, acts and self-develops'. In this regard in 1980th the leading countries of the world started to transform the knowledge centrism into the practice-oriented education»*⁴⁵.

Several official program documents of the Republic of Kazakhstan are trying to give their answer to the above-mentioned challenges.

Law of the Republic of Kazakhstan «On the Education» (July, 27, 2007) № 319-III is the most important text for the official policy of the Republic of Kazakhstan in this field. Notably Article 11 of this law notes *«admission of the achievements of local and world culture, studies in field of history and traditions of Kazakh and other communities of the country; knowledge of the Official, Russian and foreign languages»* as one of the main objectives of the education system.

National Programme for Development of Education and Sciences in the Republic of Kazakhstan for 2016-2019, which was initiated by the Decree of the President of the Republic of Kazakhstan (March, 1, 2016) № 205, aims *«to improve competitiveness of education and sciences, development of human potential for sustainable economic growth»*. One of its main objectives is the *«modernization of the content of higher and post-graduated education in view of international tendencies»*.

Plan «100 Concrete Steps of the Nation» (paragraph 79) envisages *«step-by-step*

transition to education process in English language in the high-school and universities» and determines «improving competitiveness of prepared specialists and growth of the economic potential of the education sector» as one of the main objectives of education in Kazakhstan.

State support and understanding of the importance of education according to world education standards notably follow to increased number of **UNESCO Associated Schools** in our country. Project of UNESCO Associated Schools was initiated in 1953 for cooperation of the schools to disseminate knowledge and experience in field of education. UNESCO Associated Schools were initially following the Global Citizenship Education concept, and also were the experiment grounds for innovation pedagogic activities. Today there are 28 UNESCO Associated Schools in the Republic of Kazakhstan that regularly participate in the exchange of experience in field of the best education practices in field of education. By their experience, they demonstrate the importance of Global Citizenship Education and provide an opportunity for transformation of traditional education methods into modern education strategies based on the critical thinking, working in groups and research studies. Work of the UNESCO Associated Schools in field of integration of the Global Citizenship Education into the education process is supported by the annual festivals, competitions and conferences.

However, none of the above-mentioned national documents and strategies mentions directly the Global Citizenship Education concept. In this regard, the World Cultural and Natural sites on the territory of the Republic of Kazakhstan, as well as the national intangible heritage can be important practical instruments for the integration of the Global Citizenship Education into educational system of the Republic of Kazakhstan.

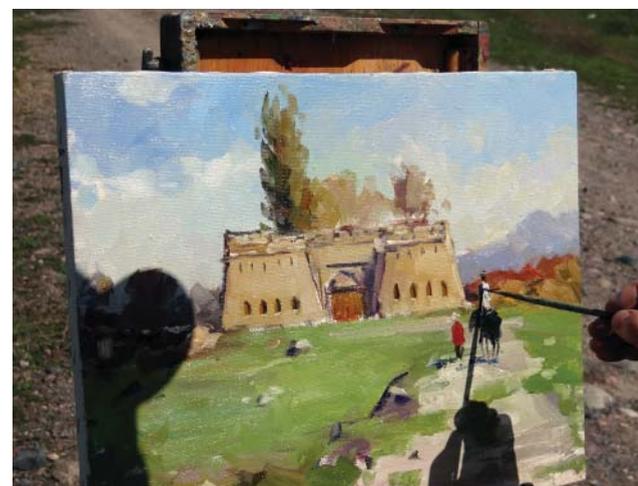
⁴⁵ Инструктивно-методическое пис'мо «Об особенностях организации образовательного процесса в общеобразовательных школах Республики Казахстан в 2017-2018 учебном году», Астана, 2017: <http://engime.org/metodicheskoe-pisemo--2017-2018-uchebnij-god.html?page=2>

Potential of World Heritage for Global Citizenship Education

«We are never sufficiently understanding. Whoever differs from us – a foreigner or a political adversary – is almost inevitably considered evil. A little more understanding of people would be necessary merely for guidance, in the conflicts which are unavoidable; all the more to prevent them while there is yet time. If history could only renounce its false archangelic airs, it would help us to cure this weakness. It includes a vast experience of human diversities, a continuous contact with men. Life, like science, has everything to gain from it, if only these contacts be friendly»⁴⁶ wrote Mark Bloch in his famous work 'The Historian's Craft', which he wrote, in 1941-1942 – during the tragic years for his country, France.

Words of Mark Bloch on the historical science can be projected on the relations between tangible (cultural and natural) and intangible heritage, and the Global Citizenship Education. As it was previously shown, this concept and many other initiatives of UNESCO and international community in this field aim to sustainable and peaceful relations based on the common understanding and acceptance between all countries and communities.

So how the tangible and intangible heritage can make their contribution into the Global Citizenship Education in Kazakhstan? A more detailed answer will be given hereafter in the description of the education courses.



Students of the School of Fine Arts and Technical Design named after A. Kasteev during the seminar and field practice on the territory of the ancient settlement of Talgar (one of the components of the nomination «Silk Roads: the Routes Network of Chang'an-Tianshan Corridor»)..
Source: Regional Observatory on Intercultural and Creative Education, School of Fine Arts and Technical Design named after A. Kasteev.

⁴⁶ Blok M. Apologiã istorii ili remeslo istorika. M., «Nauka», 1973, str. 79.

Example of Educational Course 1

Heritage Sources: Studies of Tamgaly Petroglyphs

Age of students	12-15 years (beginning of the secondary education programs)	
Subject	History	
Integrated subjects	Geography, fine arts, literature, man and society	
Key words	Global Citizenship, sustainable development, tolerance, empathy, active citizenship, World Heritage, cultural heritage	
Total time	15 lessons	
Conceptual dimensions of education process	Course tasks	Education strategies and time
Cognitive	Studies of the mythology of the ancient nomadic population of Kazakhstan	<ul style="list-style-type: none"> – Guide tour to the World Heritage site of Tamgaly; – Discussion with the guide; – Recording of terms and facts in the notebook.
Socio-emotional	Classification of the mythological animals of Tamgaly	<ul style="list-style-type: none"> – Studies in class; – Homework and/or group work in class: demonstration of the classification of the mythological animals of Tamgaly on the poster.
Behavioural	Written works in order to develop the understanding of the history of other communities	<ul style="list-style-type: none"> – Homework and/or group work in class: preparation of an essay; preparation of the myth/scenario for a play; preparation of the children research article on the culture and worldview of the ancient population of Kazakhstan on the basis of Tamgaly studies (1 of proposed tasks for selection).

Goal of the teacher is to support students in::

- Petroglyph studies from the point of view of various school disciplines;
- Understanding of importance of culture studies as a tool to support peace and stability;
- Understanding of connections between historical and modern global values; Understanding of the need of protection of World Heritage sites.

This course is built on the education concepts in field of Global Citizenship Education as follows:

- Integration with education programme;
- Integration with scientific disciplines;
- Introduction of information technologies;
- Problematic education;
- Group studies.

Besides the disciplinary conditions, this part also use such active forms of work as:

- Project presentation;
- Exhibition;
- Guide tour..

This course uses the methods of the programme 'Learning to live together': education on the basis of visual and tactile perception.

The entire education process is based on the group work and further presentation of materials and discussions. Lessons are based on the new education strategies including problematic studies and such critical thinking aspects as: **technology of education in global information community (TOGIS), critical writing, 'I know, I want to know, I have learned'**.

Integration of the education tasks based on activities and values into the lessons leads to independent studies on the issue of the conservation of cultural properties with use of official information sources. For the teacher it is important to keep confidence among the students, atmosphere of trust and demonstrate the understanding of their points of view. Teacher must be a model for the students in case of Global Citizenship, have the listening and understanding skills and appreciate the people, who want to understand him and the others. This course includes the method of Mrs. Elvira Arstambekovna Sarsenova of **'3Es' – Encourage, Explore, Experience**⁴⁷.

⁴⁷ Internet-site of 'Miras' International School:
<http://www.miras-astana.kz/ru/events/detail.php?ID=3220>

Lesson 1

Individuality and solidarity (problematic studies of the material)

Students receive the quote of Erich Fromm: «(1) A person must develop his mind in order to understand himself, his relation to others and his place in the universe. (2) He must comprehend the truth, in accordance with his limitations and his possibilities. (3) He must develop the ability to love for others, as well as for himself, and feel the unity of all living beings. (4) He must have the principles and norms that would lead him to this goal».

Round table: students discuss the meaning of this phrase in context of Global Citizenship. Students give the examples of the importance of comprehension of their opportunities in order to contribute to the society, and think on the need of empathy to other people and living beings to keep the peace and stability.

In this context teacher should take a role of a listener-manager. Teacher listen the student discussion and leading it to the need of active actions in order to understand yourself and society, keep the peace and unity, tolerance and equity among the people.

Work in groups

Goal of the task: establish relations and connections between the quote and Global Citizenship (affiliations and interconnections among the communities, active engagement, local and global structure); select the ideas and subjects for further discussion during the lesson. **Students** will use critical thinking to prepare the studies; apply to strategic writing for further execution; exchange the ideas and thoughts in groups.

Each phrase of the above-mentioned quote has a number. Students receive one phrase per group to fill the 'map of thoughts'. After 15 minutes, students will exchange their ideas with other group members. If the student likes the idea of some of the speakers, he puts this idea into his 'map of thoughts' (fig. 1). After all group members have spoken out, the students will have 20 minutes to identify the common ideas. Students will have to summarize this material in the table of reflections (tab. 1), by identifying the common ideas of all members of the group that require particular attention. During the presentation of these reflections by the representatives of the groups, the teacher has to identify the cluster of the lesson «Individuality and solidarity». These issues will be used during the further studies and during the final exhibition.

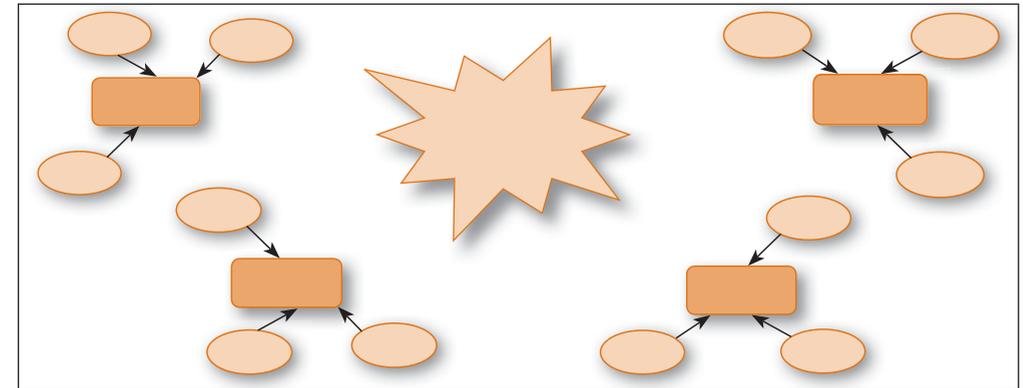


Fig. 1, Map of thoughts'

Map of thoughts:

- - What «big idea» your proposal has? Write them in the central figure (star).
- Identify the main subjects of the «big ideas». Write them in the rectangular.
- Identify the participants and responsible for the main subjects. Write them in the ovals.
- Mark near the arrows, how the participants or the responsible persons influence the proposed issues.

Table of reflections	
Common issues topics which discussions haven't led to any questions (group came to the solidarity)	Topics that require particular attention

Tab. 1, Reflections

Notice: on this stage, the role of teacher-manager is extremely important. Teacher should listen carefully the student speeches and discretely lead their reflection to the themes of the present course. Following (or similar) topics should be identified as the further students will concern the Global Citizenship and sustainable developments concepts: importance to understand the other people; importance of solidarity and development notions; we have the same history; we are all different, but similar; each person is special and unique.

Lessons 2 and 3

Lecture and Collection of Materials

Group Research Work

Before the lesson: teacher should make the lecture plan on the basis of the topics that were identified during the Lesson 1. Topics that did not lead to any questions should be viewed as facts, while the topics that caused difficulties should be viewed more carefully under this lesson. Importance of this lesson consists in the theoretical material of the issue of Global Citizenship and Sustainable Development received by the students to design their group research work. It is important to include in this lesson the terms of Global Citizenship and Sustainable Development goals for the students to have a possibility to use these terms in the future. This lesson should also be finished by the instructions to students on the further field trip to Tamgaly.

This lesson will take apart according to the changed activity and value based technology of TOGIS, which was developed by the Doctor of pedagogic sciences – Professor V.V. Guzeev. Lesson takes a form of independent group research work and further presentation of material (activity-based technology). Students have to present their understanding of the problem and prove the importance of its studies for the society. Group research work follows the topics identified by the students during the previous lesson. This pedagogical technology includes the tasks (topics) to be solved by the students during their research work. After all groups have presented their materials, the teacher presents its version of the lesson plan based on the official sources of information of UNESCO (values based technology). Students compare the material of the teacher (if it is necessary) and make the reflections according to the technology of critical thinking. Structure of the TOGIS technology and approximate topics of the research work are given hereafter (tab. 2):

Group 1 Each person is individual and unique	Group 2 We have the same history	Group 3 Importance of understanding the other people	Group 4 We are all different, but equal
Solving of the lesson task on the Global Citizenship			
Audition tour 1: presentation of material. Questions of the audience.			
Value based material from the teacher. Comparison and correction, students see the questions of the audience. Reflection.			
Audition tour 2: Reflection. Students make the notes of the key elements into the notebook.			
Audition tour 3: Students discuss the results of the 'I know, I want to know, I have learned' approach in groups.			
Final word of the teacher			

Tab. 2. Structure of TOGIS technology

Example of the task according to the concept of global education in the changed TOGIS technology:

Dear students! Read the task.

We have one history

Our homeland occupies one of the biggest territories in the world. Kazakhstan is situated on the territory of two parts of the world – Asia and Europe. History is a memory of the people. Kazakh people are the successors of the great history of ancient Saka, Wusun, Kangju, Huns and Sarmat people. Such variety of tribal communities leads to **unity of origin** the development of various nations and culture. For example, all achievements of the Bronze Age communities are related to the rising of the Andronovo culture. Andronovo heritage sites are situated from the Zhaik River on the West to the Yenisei River on the East, from Taiga on the North to the Pamir Mountains on the South. The rock engravings (**petroglyphs**) that were found in the southern Kazakhstan, on territory of Tamgaly in the Zhetyysay (Semirechie) Region, and in Karatau Mountains testify the settlement of the people during the Bronze Age. These rock engravings exist all over the world and all of them are protected by UNESCO. Similar techniques of rock engraving making in different parts of the world, **for example in North America, Kazakhstan, Russia and Uzbekistan**, testify the same origin of all mankind (*according to the materials of 'History of ancient Kazakhstan' by A.T. Toleubayev*).

Tasks or the research work::

- 1) Find the material on bold words.
- 2) Prove the cultural importance of petroglyphs for understanding of the public conciseness of the past time.
- 3) Identify the importance of studies of the history of your own nation and the world in order to preserve the spirit of Global Citizenship.

In this task, the teacher needs to present the list of literature or Internet-sources that will help students to study this issue. Answer to the task given by the teacher (stage 'Receiving of the value based material') (see tab. 2) also should be based on the official sources.

Lesson 4

Visit of Tamgaly (observation lesson)

Before the visit: students receive the map of Tamgaly with the empty stars for the pictures of petroglyphs (image of the mountain is taken from the Internet-site: <http://www.istockphoto.com>, but the image can also be drawn by the students). Students should mark on the map (Fig. 2) the dates of the rock engravings, describe their status of conservation and visibility, as well identify the theme (group) of the image – what it shows. Each student should mark not less than 4 rock engravings of different periods and themes. Students should also fill the form ‘I know, I want to know, I have learned’, which they already filled during the second lesson.



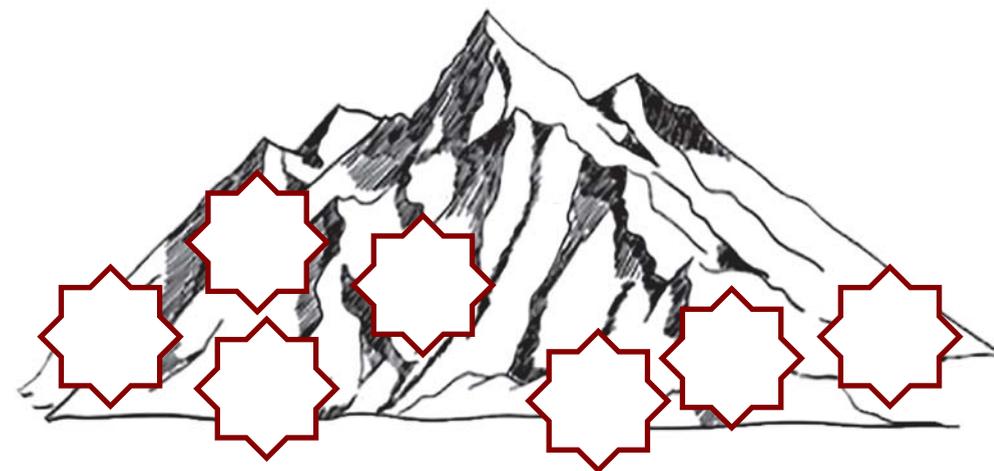
School visit on the territory of the World Heritage Site «Petroglyphs within the Archaeological Landscape of Tamgaly»
 Source: State Historical, Cultural and Natural Reserve-Museum «Tanbaly», Boris Zheleznyakov

During the visit: students should be divided by the groups. Each group select one of following themes drawn by the ancient nomads on the rocks of Tamgaly:

1. Cult divinities;
2. Hunt scenes;
3. Daily life and culture;
4. Animals;
5. Science.

During the guided visit, the students should fill the table «Themes of Tamgaly petroglyphs» (tab. 3) by keeping correct notes and images. Each group should identify not less than seven petroglyphs. All the facts collected by the group will be checked by the teacher (guide or the group leader) after the end of the visit.

Fig. 2. Map of Tamgaly



Theme	Image of the petroglyphs	Century (approximate dating)	Description of the meaning

Tab. 3. Themes of Tamgaly petroglyphs

Lesson 5

Overnight in style of Nomads

This lesson is designed in theatrical manner. The main aim of this task is to understand the beliefs of the ancient nomads that lived on the territory of Kazakhstan and to make a parallel between ancient and modern migration problems.

Stage №1 – Presentation of the Information

Students prepare an oral presentation of their observations by telling the other groups the particularities of petroglyphs, periods, drawing techniques, and its themes. Listeners should continue to fill the ‘I know, I want to know, I have learned’ table in their notebooks. It is desirable for student presentations to be creative, which means to include a legend, a poem or a dance that shows a part of the ritual shown on the petroglyphs.

Stage №2 – Cooking of dishes of nomads of the Bronze Age

Students and group leaders (heads of the tour, guides) receives a task: to cook the dinner of the nomads of the Bronze Age (tab. 4). Of course, this task is rather entertaining and insightful, as the dinner requires certain preparations in advance. This activity aims to understand the difficulties and ways to overcome them faced by ancient nomads during their migrations. During the tasting and presenting their dishes the students continue to fill the ‘I know, I want to know, I have learned’ table.

Group 1 Main dish	Group 2 Second dish	Group 3 Third dish
Meat soup with sorrel (fish soup is also possible in case of available ingredient)	Barley porridge with fried liver	Herbal tea with mint, salvia and honey

Tab. 4. Options for dishes

Stage №3 – «legends near the campfire»

Before the lesson: the teacher need to find the legends related to the petroglyphs in different countries.

This stage aims to consolidate of the class collective and demonstrate of the public reading skill; students read the legends and stories related to the site of Tamgaly and the origins of the petroglyphs in general. Apart of the productive reading students learn to listen and hear the other team members, and try to understand the feelings of other people by using the phenomenon “take my place”.

Students can be asked to imagine their own legends based on the scenes of the life of ancient nomads. They can use not only the legends of Kazakhstan, but also the legends from other countries that have the petroglyphs (discussed during the lecture), such as “Legend of Oghuz-khan”, “legend of three suns” (“legend of Sikachi-Alyan”), “legend of Omoks” (Yakut mythology), “How the sun and the moon were born” (legends and tails of American Indians).

During this exercise, the teacher can evaluate speech, intonation and dramatic side of the stories. At the same time, students should continue to fill the ‘I know, I want to know, I have learned’ table, where they should answer following questions: What does this story gave to me? Which values underline this legend? Is it possible to make a parallel between this legend and the today’s life? After the end of presentation, each student shares his observations and answers verbally the questions from the reflections.



School visit on the territory of the World Heritage Site «Petroglyphs within the Archaeological Landscape of Tamgaly»
 Source: State Historical, Cultural and Natural Reserve-Museum «Tamgaly», Boris Zheleznyakov

Lesson 6

Experimental studies of Tamgaly

The aim of this task is to study the anciently formed mythical phenomenon of Tamgaly on the basis of modern scientific laws. Ancient nomads did not know the rules of physics, and such phenomenon as echo for example, considered as a voice of God. It is recommended to perform demonstration experiments (tab. 5) to demonstrate the need of good education to understand the origin of some superstitions and formation of religious values. Students work in groups to study various scientific phenomenon, which can take place in the gorge or a cave. It is preferable for students to work independently and according to their preferences. After the experimental observation, students make presentations of these phenomenon and provide the scientific arguments on the example of the gorge of Tamgaly. Students continue to fill the 'I know, I want to know, I have learned' table. Departure.

Physics	Geography	Physical geography	Fine arts
Echo phenomenon in the mountain gorge	Mapping the migrations of cattle and nomads on the basis of petroglyphs	Sides of the world and salt calendar	Techniques of making petroglyph

Tab. 5. Scientific experiments



Petroglyphs of Tamgaly
Source: APCEIU/HEO
Younghan

Lessons 7, 8, 9 and 10

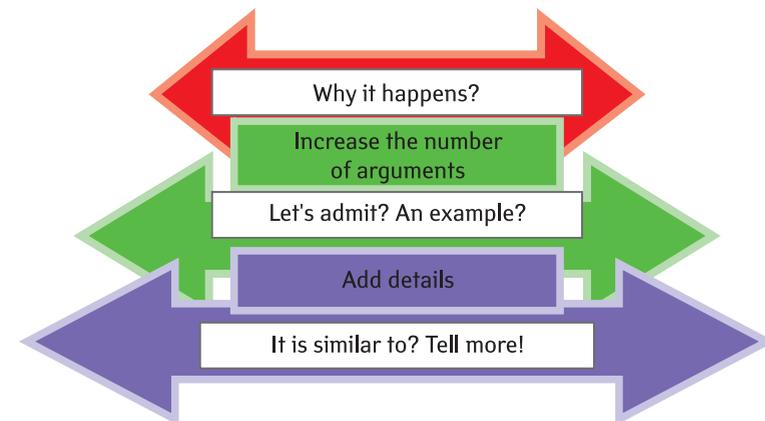
Migrations: difficulties of the past and the present

This experimental lesson takes place before the final exhibition. This task aims to generalize the received information on the Tamgaly and make parallels with the problems of modern society, such as disrespect of the culture and faith of other people, careless treatment of cultural heritage sites, and inability to hear and understand other people.

Stage № 1 - Generalization of material

Students present the scientific studies implemented on the territory of Tamgaly. Discussion on the results of the group work. Students exchange the 'I know, I want to know, I have learned' tables, and fill the column 'I have learned' with more detailed commentaries. In order to continue the lesson teacher can demonstrate the strategy of "3E" (Expand, Extend, Elaborate) – Fig. 3.

Fig. 3. "3E" Strategy



After that teacher asks the class: can the legends and stories help us to understand the person? Which difficulties nomads faced and what he wanted to say to next generations? Can we consider the petroglyphs of Tamgaly as a way of communication between ancient and modern people? Is there are any difficulties? In case of this discussion, it is very important for students to give their examples, and constantly make parallels with the past (on the basis of studies of Tamgaly and history of ancient Kazakhstan).

Lessons 11, 12, 13, 14 and 15

Personal Exhibition

This exhibition is the final product created by the students according to their understanding of Global Citizenship, history studies and conservation of cultural heritage sites. Through this exhibition, the students will be able to understand themselves and other people. Students should demonstrate the understanding of differences between us, ability to use human goods given to everyone, and respect to rights of other people. During the passage next to the stands, students will see the examples of their uniqueness through history, values and need of other people. This task will help students to appreciate the diversity, overcome the prejudice and show the importance of understanding and respecting other people.

'Map of stands' (fig. 5) will be given to all guests of the exhibition (parents, teachers, school administration, and students of other classes), while the students will present the stands and speak about the importance of Global Citizenship Education. Each stand will include the photos on the issue of the exhibition, detailed description of the problem (Global Citizenship issue, sustainable development and 'living together') (fig. 4) in order to explain the origin of the problem and the ways to solve it. Each stand should include the information on one specific theme identified on the basis of materials on Tamgaly petroglyphs and understanding of culture and Humanity on the basis of history studies.

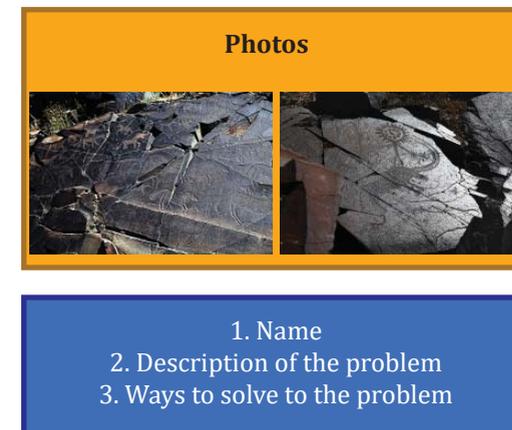


Fig. 4. Demonstration of photos, example

Stage 2 – modern problems

Method of five-pointed star. Each student draws a five-pointed star. Ask the students to provide information about themselves crucial to understand their individuality. Remind them that one part of the star should be filled with the information that students have learned during the trip to Tamgaly, and which helped them to understand other people. For example: ability to listen and understand; importance of knowing other culture for better understanding of your own culture; importance of history for peacekeeping.

1. After students will end to fill their 'stars' let them sit in a 'circle' and give a time to each of them to speak. After the end of the tour, ask students to stick their 'stars' on the walls, so the other students were able to see the answers.
2. Give a few colour markers to each student so they mark by one colour similar facts from his 'star' and 'stars' of other students. Each student should found at least one identical (similar) answer.
3. After students mark similar answers propose them to find the 'creators of stars' or those, who gave the similar answers, and talk to them to find more similarities. It can be not only personal information, but also an opinion on particular problem of Global Citizenship, view on the struggle with famine and ways to fight for the sexual equality.
4. Talk to the class and find how many 'stars' remained uncoloured? Pay attention to uncoloured 'stars' that demonstrate the uniqueness and speciality of each person. It should be underlined that even if each star has its unique form and difference from the others, they can be used for a good reason – understanding of the humanity and its needs.
5. Resume the lesson by putting an accent on fact that our history makes each of us unique. In this regard, the study of history is understanding of the uniqueness of your own nation, which means the world in general. All humans have something in common; it was true even in the past, as it is shown by the petroglyphs of Tamgaly and other parts of the world; but they also unique; all their beliefs, legends and traditions – it all could be viewed as uniqueness. History studies allows us to understand the values of other cultures on the example of our own values, understand and appreciate the culture of other people, which means understand and appreciate the humanity. Global Citizenship principle consists of the fact that we belongs not only to our own family, but also to all the humanity. Therefore Global Citizenship Education (GCED) aims respect to everyone and development of the sense of belonging to the humanity..

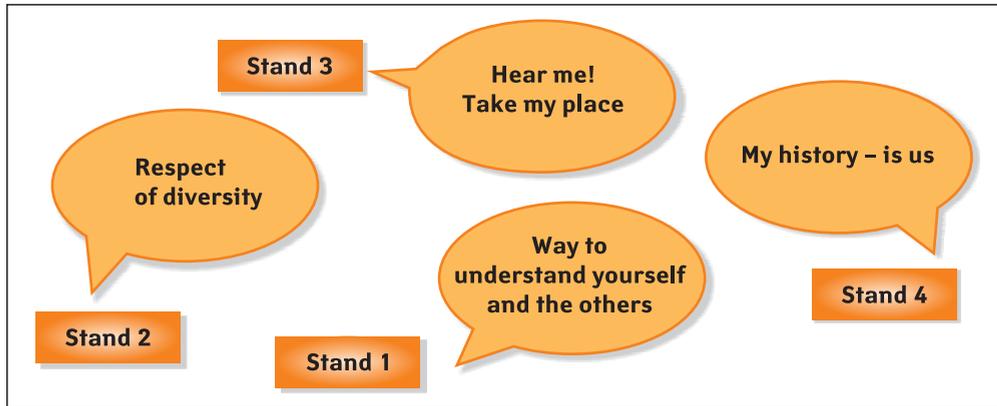


Fig. 5. Thematic map of stands

In the end of the exhibition, students and guests will be asked to fill the following reflection form (tab. 6):

What have I learned during the exhibition?	What do I feel?	How can I help to solve the problems of humanity?	What is Global Citizenship and Global Citizenship Education?

Tab. 6. Reflection

Conclusion

This series of lessons was developed in order to support the students in studies of cultural difference and historical values on the example of their own country in accordance to Global Citizenship Education. Such interactive forms of work as field visit, practical experience, exhibition and creative workshop aimed to study the life and beliefs of other communities on the basis of taken example, understanding of history and traditions of our country and community on the basis of scientific experiments and useful practices (cooking and drawing), and compare ancient system of values and global situation.

By studying petroglyphs, life and migration of ancient nomads, students will have a better understanding of the rights and obligations that were given to us by previous generations. By studying the needs and difficulties of the ancient societies and their cultural values that can disappear, students will be able to appreciate the need of social activism in field of conservation of cultural heritage sites and universal human values developed during the ancient times..

It is known that petroglyphs found from different parts of the world demonstrate the universal values and ways to appreciate the gifts of the nature. Petroglyphs were some sort of instrument for transferring the information and identification of the uniqueness of each historical period. These lessons are based on the Global Citizenship Education concept and principles of 'Learning to live together', fill the gap between the academic knowledge given in school, and practical and social knowledge. Students use the lectures for individual studies on the basis of the work in groups, integration of various educational disciplines, and by having an opportunity to use different feelings: kinetic, oral, visual and multimodal. This example of educational course demonstrates the ways to teach the peace and respect to the diversity on the basis of academic skills. Unfortunately, school programme does not include such important lesson as 'peace education'. Following the academic skills that cannot be always used in practice, we forgot the universal human values as the guards of peace and stability. If we will not learn the principles of the peace, someone will teach us the war, lie and jealousy. How to teach a child to live in peace and harmony with itself and the others? How to teach to understand yourself, your history and history of the others? We believe that education processes based on these issues will allow teaching Global Citizens, which will contribute to the prosperity of humanity and longstanding stability.

Apart of the education course example on the issue of Global Citizenship Education through UNESCO World Heritage site – ‘Petroglyphs within the Archaeological Landscape of Tamgaly’, the author of this part prepared an example of short lesson dedicated to the Global Citizenship.

Notice: this lesson is a part of the programme “Learning to live together through literature and critical thinking”.

This programme was developed to teach the principles of peacekeeping and harmony, ability to have a dialogue in the multinational community and ability to study the culture and traditions of other countries. The programme includes personal student research work aiming to promote of the Sustainable Development goals in the national context.

Age: 13-16 years

Conceptual dimensions of education process	Task of the lesson	Teaching strategies	Time
Cognitive	Students will learn how the different social groups influence each others.	Game ‘Spider-web of relations’ Sources: raps of a few colours. Course of the game: students form a circle. Teacher announces the theme of the game, for example – economics. First student throw the rap to another and says: “If my country has a stable economy, the employees have a good salary”. Beginning of the rap remains in hands of the first student. Second student takes any role related to economic activities – for example a working man. He throws the rap to another student by keeping a part of the rap and says: “I am a working man. If I have a good salary I can afford quality products from the shop”. Next student selects, for example, the role of a shop-seller and says: “I am a shop-seller. If a working man buys a lot of products, then I have a good profit and have a lot of employees”. That is how we make the spider-web of relations, demonstrating the connections between different social groups from each other. These connections can be viewed not only from the positive (high salary, big profit, employees), but also from the negative point of view (absence of work, small salaries). It is also possible to play other roles, such as a tourist, who came to visit the city, which has no road-signed and everybody speaks foreign languages.	30 min

		Students should come to the conclusion that all social groups are closely related to each other. This system of intercommunications can be expanded to economic, political and historical connections.	
Socio-emotional	On the basis of a game students will conduct an experiment in field of studies of these interconnections as factors of sustainable development of community (Sustainable Development Goal 11)	Game “Interconnections” Students stand in circle of five persons. Each group plays the role of certain community, for example a family. Each student takes a role of certain group member, for example mother, father, brother, sister, grandmother. Teacher gives the situation, for example the mother is sick. It is obvious that if one family member is sick, it influences all family members. Students that were influenced by the state of a ‘mother’ fall to the ground. Other possible situations: school, driver, passer, tourist. After this game the students fill the reflection form: – What role did I have? – What did I feel? – How I was influenced by the state of other persons? – How the difficulties and needs of other people influence the system of interconnections?	40 min
Behavioural	Students will create a project for development of Sustainable Development Goals	Students plan in groups the research work, which will be able to help local social communities on the city-level. For example, during the game of “interconnections”, students remarked in case of ‘tourist’ situation that in Astana there is no map of sightseeing of the city and tourists have difficulties to find their way to them. It was decided that students will create their project – a map of Astana with all sightseeing marked on it together with the English-Russian phrasebook and telephone numbers of emergency services.	40 min
Total:			110 min

Example of Educational Course 2

Global Citizenship Education through cultural heritage (on the example of the ancient settlement of Otrar)	
Age of students	7-11 classes
Total time	4 lessons
Purpose of education	Raise awareness on the history of medieval Otrar, give an opportunity to see connection between medieval urban culture and culture of modern Kazakhstan, and show the importance of Kazakhstan's culture at global level.
Objectives of education	<p>Education:</p> <ol style="list-style-type: none"> 1. Students should know, how the city of Otrar was founded, where it was situated, what was its history; 2. Understand ancient functions of Otrar; 3. Understand the contribution of Otrar to global culture. <p>Developing: To develop:</p> <ol style="list-style-type: none"> 1. Monologues and analytical thinking; 2. Work with a map; 3. Understanding of cause and effect relationships; 4. Generalization and making conclusions; 5. Research work and discussion skills. <p>Pedagogic:</p> <ol style="list-style-type: none"> 1. By studying of the cultural heritage of Kazakhstan, teaching the pride for your own country and patriotism, and Global Citizenship; 2. By forming sustainable interest to the issues by creating a bright emotional and visual perception of cultural and historical heritage; 3. By teaching rejection of violence and cruelty. <p>Creative: Development of intellectual skills and creativity.</p>
Type of lesson	Studies of new material
Methods	Visual, partial studies, explanation-illustrative, reproductive.

The main aim of this course is to integrate the education of historical material with such disciplines as literature, geography and fine arts. It will give an impulse for cognitive activities of the students. Independent studies of the problem are going to develop the information searching skills, which will be very important in the future.

This course helps to develop student's skills of working in group, which contributes to development of respect to the opinion of other people, dialogue and patience, which means to the 'learning to live together'. Study of such heritage site as Otrar teaches students to understand the interconnections between ancient and modern values.

This course includes usage of various teaching instruments: art objects, literature, Internet and drama. They are built on the notion of mutual understanding, confidence and responsibility of the teacher and the students, which gives an opportunity to understand yourself and the others.

This course uses materials of the programme "World Cultural Heritage in hands on the youth". It means that the young generations study not only local historical heritage sites, but also their universal value. Tolerant and careful treatment of historical and natural heritage sites of our country is a component of Global Citizenship Education and underlines the harmony between different communities of the world.



Ancient settlement of Otrar
Source: "Archaeological Expertise" LLC

Lesson 1

Plan and content of the course

Opening speech of the teacher

Today we are going to talk about one of the ancient settlement of southern Kazakhstan – Otrar, which was nominated as component for inclusion into the UNESCO World Cultural Heritage List. You are going to know about historical importance of this city that doesn't existed any more.

“Otrar” was the name of a well-known medieval city of the East, which was mentioned in numerous historical sources.

During this course you will know following:

1. Location of Otrar;
2. Ancient functions of Otrar;
3. History of the destruction of Otrar;
4. Historical importance of Otrar.

Watching the ‘YouTube’ clip – «Otrar: city saturated with history!»: <https://www.youtube.com/watch?v=6fjF7hG5coQ>

Discussion: location of Otrar. Teacher shows the location of Otrar on the map. Teacher asks the questions: “Look, on the influx of which rivers stands the ancient settlement of Otrar”? Answer – Syrdarya and Arys.

Task: Take the contour maps and match location of the ancient settlement of Otrar and sign its name. Work with the contour map: students fill the contour maps.



Archaeological excavations on the territory of Otrar
Source: “Archaeological Expertise” LLC

Lesson 2

Ancient Functions of Otrar

Opening speech of the teacher

Now we will try to understand the role of Otrar during the ancient period.

Teacher asks a question: “What do you think? What types of activities could be developed near the big rivers of Syrdarya and Arys”? Answer – agriculture. Otrar was the centre of a big agricultural area. This idea was proved by the discovery of the ancient remains of the grain dated by VI-VII centuries. However, agriculture was not the only activity of local citizens.

Teacher asks a question: “Look on the photos of the archaeological objects and guess, what was the other activity developed in the city of Otrar”?



Answer – crafts. Otrar was the centre of agricultural and crafting activities.

Teacher asks a question: Take a look once again on the map. What mountain ranges lie on the East of the city of Otrar? Answer – Mountain Range of Karatau. Mountains were the natural fortresses in the case of the advancing of enemies from the steppe. As the city is situated next to the mountain region, Karatau was a supporting fortress for nomads that lived in the Syrdarya River region.

Teacher asks a question: “Take a look on the archaeological objects that were found on the territory of Otrar. How these objects can be interconnected? What can reunite them”? Answer – connection with the trading activities. Otrar was a centre of trade. It was situated on the crossroad of the trade itineraries of the Great Silk Road. The city had

a few gates. Camel caravans were coming to the city during the night and the day from different parts of the world:

- Russian merchants from the West;
- Mongol and Chinese travellers from the East;
- Arab merchants from Bukhara and Shash (Tashkent) from the South;
- Bashkirs and Yakuts from the North.

These caravans were transporting vessels, textile, exotic animals, dried fruits, jewellery and book to the city. Therefore, Otrar played the function of a centre of trade.

Capital is always an administration or managing centre of the region. Otrar was undoubtedly the centre of culture and sciences during the V-XV centuries.

Teacher asks a question: “Do you remember which distinguished scholar was born in this city”? Answer – Abu Nasyr al-Farabi. His name has the information on the place of his birth – city of Farab, which was the second name of Otrar that was used during the ancient period.

Teacher asks a question: “Abu Nasyr al-Farabi, for what is this name well-known”? Answer should be given in form of a snowball game – each volunteer should name one of his merits to have his portrait in the end.

However, not only al-Farabi praised Otrar. In the city there were several madrasah or the eastern universities. Their professors were very educated and gave their lives to the science. These universities taught such disciplines as geography, philosophy and astronomy, and such ancient authors as Aristotle, Plato and al-Farabi.

Books have been transported to Otrar from around the world. They have been kept in the city’s library. Library of Otrar was known around the world because of some its rare and valuable books. It has raised a lot of masterminds. However, the library was destroyed. According to the legend it was burnt down by warriors of Genghis Khan. Only few books were saved by local citizens. They put them into the jars and buried into the ground. In our days, the President of the Republic of Kazakhstan initiated the research and restoration of the ancient books of the Otrar Library in the capital of our country – Astana.

Task: fill the table “Functions of Otrar”. Examples of functions:

- Well-known eastern medieval city;
- First settlement appeared in this region over 2000 years ago;
- Capital of Turkic territories during VI-VII centuries;
- Main city of Syrdarya Region during IX-X centuries;
- Trading and economic centre;
- Historically known as Farab or Oyrantibe;
- City on the Great Silk Road;
- Scientific centre.

Lesson 3

History of Destruction of Otrar

Opening speech of the teacher

Now we will try to identify the reasons of the destruction of the city of Otrar.

During its long history, Otrar was destroyed several times, but local citizens were rebuilding it again and again. Many legends and tales were made about the history of Otrar. One of the most existing is the legend of the destruction of the city of Otrar by the Mongol army of Genghis Khan.

Listen to the tale on the destruction of Otrar and prepare your impressions on this event.

1st student

«In the beginning of XIIIth century Genghis Khan – Mongol ruler reunited a huge army and started a series of expansion campaigns against the neighbouring countries. He was very carefully prepared to the war because of the help of spies and merchants that were collecting the information of the countries for future invasions. In spring 1218 Genghis Khan send a trading caravan to the Central Asia. It consisted of 500 camels with silver, gold, silk, furs and other goods, and 450 persons, including a lot of Mongol spies that joined the merchants by order of Genghis Khan. In the middle of 1218 the huge caravan came to Otrar. Local ruler Khair khan was worried by a strange behaviour of these merchants, imprisoned and killed them. The caravan was depredated and the whole treasure of killed was taken by Khair khan. Only one man escaped and brought the information on the massacre to Genghis Khan».

2nd student

«Historical sources are not giving the exact information on when the Mongol army reached the walls of Otrar. Ruler of Otrar Khair khan knowing that there will be no mercy from Mongols had to fight until the last moment. He had 20000 warriors. Ruler of Khorezm gave him another 50000 warriors. After five month of heroic defence of Otrar, one of the military chiefs – Karash became demoralized and left the city with 10000 warriors and surrendered to Mongols. Ugedei and Chagatai – sons of Genghis Khan executed the traitors, but Mongols entered into the city and started the pillage».

Watching the ‘YouTube’ clip – «Destruction of Otrar»

<https://www.youtube.com/watch?v=OAHonv3eSBI>

Individual reading: «Otrar poem about defeated winner or the error of Genghis Khan» by Mukhtar Shakhanov.

Discussion with students: Opinion on the destruction of the city. What could have saved the city?

Lesson 4

Historical importance of Otrar

Opening speech of the teacher

Today the study of historical heritage of Otrar is one of the most important scientific tasks.

Teacher asks a question: “Why”? Examples of the student answers:

- Otrar – centre of urban civilization of ancient Kazakhstan;
- Big centre on the Great Silk Road, centre of crossroads of a few different cultures: European, Chinese and Oriental;
- Otrar gave us a great scientist encyclopaedist Abu Nasyr al-Farabu;
- It was a place of intercommunication between the nomad and agricultural culture;
- It was a place with the ancient irrigation constructions, channels and dumb.

All above-mentioned information shows the Otrar and Otrar Oasis as one of the valuable archaeological, historical and architectural sites of world cultural importance.

Cultural heritage is under special attention in modern Kazakhstan. In August 2011, the Government of the Republic of Kazakhstan and UNESCO signed an agreement on ‘Conservation and restoration of the ancient settlement of Otrar’. This project was financially supported by Japan and involves some world-wide-known foreign and Kazakhstan’s specialists. They were trying to restore and protect the history and culture of the outstanding ancient city for modern and future generations.

They have also made some excavations that helped to recreate the view of the ancient city and to imagine the lifestyle of that period.

Rich and unique material on urban development, construction and crafts was gathered as the result of excavation works, which gave an idea on local urban life and culture during the almost 2000 year old history of Otrar.

Discussion with ‘objectors’

For this task students form in two groups (each group should propose their own project for restoration, conservation, protection and further using of the historical heritage of the ancient settlement of Otrar). Time: 5-7 minutes.

Two students play the role of ‘invited experts’ that for one reason or another are not agree with the proposals of other students. For these 5-7 minutes, they should prepare some questions to show the absence of need to conserve the World Heritage sites. For example: “Maybe it will be better to take the financial source for conservation of the ancient settlement of Otrar and give it for the construction of the cinemas that will show the historical movies and fundraising concerts for development of the culture of the region”?

Speaker (teacher or one of the students) gave the floor to the groups that will present

their projects. Time for presentation: 3-5 minutes.

‘Experts’ asks their questions. All groups will have 1 minute to prepare their answers.

Time for answer: 30 seconds.

‘Experts’ can ask 3-5 questions.

In the end the speaker asks one representative of each group and experts to give their opinions on the discussion.



One of the towers of the ancient settlement of Otrar

Source: “Archaeological Expertise” LLC

Test (understanding of lesson material)

1. On the influx of which rivers stood the ancient settlement of Otrar?

- Amudaria and Syrdarya;
- Talas and Shu;
- Syrdarya and Sarysu;
- Syrdarya and Arys.

2. What functions had the ancient Otrar (mark the wrong option)?

- Centre of trade;
- Centre of crafts;
- Centre of cattle breeding;
- Centre of agriculture.

3. Was Otrar situated on the Great Silk Road?

- Right;
- Wrong.

4. What was the ancient name of Otrar?

- Suyab;
- Farab;
- Taraz;
- Sairam.

5. What made Otrar a supporting fortress for nomads?

- Proximity of rivers;
- Proximity of Karatau Mountains;
- Itineraries of the Great Silk Road;
- Absence of other cities.

6. What happened to the population of Otrar after the victory of Mongols?

- They were taken as prisoners;
- They were killed;
- They were released;
- There is no information about it.

7. For how long lasted the siege of Otrar?

- 3 months;
- 4 months;
- 5 months;
- 6 months.

8. What was the reason of the destruction of Otrar?

- Treason of allies;
- Lack of weapons;
- Despair of the population;
- Superiority of Mongol army.

9. What was the historical value of Otrar?

- Centre of urban civilization;
- Place of construction of the ancient irrigation systems;
- Mixture of various cultures;
- All options are correct.

10. Which scientist was originally from Otrar?

- Ahmed Yasawi;
- Makhmud Kashgari;
- Yusuf Balasaguni;
- al-Farabi.

Results of the course

Reflection:

Today I have learned...

It was interesting to...

It was difficult to...

I understood that...

I felt that...

I was surprised that...

Course gave me for life...

Home-work: Watching the 'YouTube' clip:

https://www.youtube.com/watch?v=DIqrMi_npK4

Annex: Potential of Intangible Heritage over the Global Citizenship Education

In spite of the fact that the present population aims first of all to demonstrate the potential of tangible heritage sites for Global Citizenship Education, intangible heritage also has this kind of potential. As an annex, this publication provides a brief study of potential of intangible heritage of the Republic of Kazakhstan for the Global Citizenship Education.

Introduction

History of humanity can be seen as a history of creative ideas, which is the inexhaustible driving force and food for reflection on the issue of development of countries and nations. Beautiful natural landscapes, historical and cultural heritage sites initially were the eyewitnesses of the history. However, the cultural heritage of any given community is composed not only by its tangible forms. Humans are the most important heritage of their cultures, which means that the true common heritage of the humanity is its creative diversity. Protection of cultural heritage demonstrates an outstanding approach to the history, traditions and achievements of the civilization. Cultural development includes the dialogue promoting the mutual reinforcing of cultures.

cultures. Ancient culture of the Great Steppe, which has been using its own literacy for a long time ago (ancient Turkic, runic, and Orkhon-Yenisey scripts during the Middle Ages and Arab, Latin and Cyrillic after that), has been formed as a living being and played the role of functioning and explanation institute for oral, poetic, music and artistic creativity and heritage. Music, poesy, prosaic folk styles, speeches of 'sheshen' orators, shaman complex (baksylyk), and applied-decor creativity (decoration of yurts, costumes and jewels) were the priorities for the nomad culture. The dominant of nomad culture is a Human and its socialization considered as humanization. Educative and moral-ethical tendency was dominating all forms of creativity related to the word. These forms of creativity include akyn and epic styles, and music (kuy – message of God), and were dedicated to enrich and improve the world of humans and reunite it with the world of ancestors. Intangible cultural heritage was one of the main components of national culture, foundation for national consciousness, which straighten the spiritual ties between generations, and play the key role for development of modern culture of Kazakhstan⁴⁸. During the Soviet period Kazakhstan's science was studying the intangible culture heritage; however, big system studies on the issue of regeneration of ethnic and cultural memory have been studied since the inclusion of the country to UNESCO in 1992. Modern information technologies made the access to the cultural

heritage significantly easier.

In 1994, UNESCO World Heritage Centre and UNESCO Associated Schools developed an interregional project "Young People's Participation in World Heritage Preservation and Promotion". This project aimed to development of education programmes to inform the young generation on the issue of unique natural and cultural heritage site, as well as engage the youth in practical activities in field of conservation of World Heritage.



Demonstration of traditional way of milling cereals with the use of milling stone
Source: "Archaeological Expertise" LLC

⁴⁸ Концепція об охроне і розвитку нематеріального культурного спадщини в Республіці Казахстан: утв. постановленням Правител'ства Республіки Казахстан от 29 апреля 2013 года, № 408.

Kazakhstan actively participates and promotes the programmes that aim to protect cultural diversity and support of global cultural initiatives. Ratification of Convention for the Safeguarding of the Intangible Cultural Heritage (Paris, 2003) by Kazakhstan in 2011 and establishment of the National Committee for Protection of Intangible Cultural Heritage have largely contributed to the straightening of the state support in field of restoration and development of substantial forms of public creativity.

In 2012 a group of experts of the National Committee for Protection of Intangible Cultural Heritage together with Regional Centre of UNESCO – ICHCAP⁴⁹ (Seoul, South Korea) prepared and published scientific analytic Review of Intangible Cultural Heritage of Kazakhstan⁵⁰. It allowed the Ministry of culture and artistic organization to objectively evaluate the existing potential and plan concrete steps in field of promotion of cultural heritage, what became a logic continuation of the State Programme “Madeni Mura” (2004-2011), Public Idea and Patriotic Act “Mangilik El” and new state programme “Rukhani Zhangyru” 2017⁵¹. In 2013, Kazakhstan accepted Concept for protection and development of intangible cultural heritage of the Republic of Kazakhstan.

For now, the National List of Intangible Cultural Heritage of the Republic of Kazakhstan includes forty eight elements⁵². Short description of each element is given in the publication «Intangible Cultural Heritage of the Republic of Kazakhsta»⁵³. UNESCO Representative List of Intangible Cultural Heritage of Humanity includes: Traditional knowledge and skills in making Kyrgyz and Kazakh yurts (2014); Kazakh traditional art of Dombra Kuy (2014); Aitys – art of improvisation (2015); Kazakh Kuresi (2016); Nauryz (2016); Flatbread making and sharing culture: Lavash, Katyrma, Jupka, Yufka (2016); Falconry, a living human heritage (2016)

Certain successes of Kazakhstan in field of conservation of intangible cultural heritage were the results of targeted system activities initiated by National Commission of the Republic of Kazakhstan for UNESCO and ISESCO and UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan: training and education workshops, international forums and scientific research conferences for intangible cultural heritage transmitters, professors and teachers. It proves the success of the initiated cultural and education scientific strategies of UNESCO.

Further development of the intangible cultural heritage in Kazakhstan is guided by the Article 14 of the Convention for the Safeguarding of the Intangible Cultural Heritage that encourage the State Parties to provide the awareness raising, respect and rising

49 ICHCAP – International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO

50 Intangible Cultural Heritage Safeguarding Efforts in the Asia-Pacific. Field Survey Report. International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region under the auspices of UNESCO. – 2012. page 133. Available online at: www.ihcap.org

51 Presented in UNESCO on October, 2017.

52 Internet-sajt Nacional'nogo proekta «Kul'turnoe nasledie»: <http://www.madenimura.kz/ru/culture-legacy/intangible-heritage/national-list/>

53 Mažitov S.F. Nematerial'noe kul'turnoe nasledie Respubliki Kazahstan. – Almaty, 2016. Str. 108.

importance of intangible cultural heritage in the society, which includes modernization of the education programmes. Similar project in field of establishment and testing the methods for introduction of the intangible cultural heritage elements was initiated by UNESCO Office in Bangkok and has been successfully implemented since 2013 in four pilot State Parties – Vietnam, Uzbekistan, Pakistan and Palau (Pacific)⁵⁴.

In this review, we will try to analyse the present situation and opportunities for integration of the intangible cultural heritage elements into the school education system of Kazakhstan.



Dombra Kuy performance
Source: APCEIU/HEO Younghan

54 Learning with Intangible Heritage for a Sustainable Future: Guidelines for Educators in the Asia-Pacific Region. UNESCO Bangkok Office, 2015.

Current state and opportunities

Unique ethno-cultural diversity of Kazakhstan explains by historical polyethnic and multi-confessional composition of local population. In this regard, it is important to create opportunities for renaissance and development of ethnic cultures and interconnections between them for the benefit of common harmony. Admission of the idea of ethno-cultural education is equal to the creation of national system of education and teaching based on the idea of cultural and linguistic pluralism, which includes the international level of technique and information support in field of education and traditional cultural values. Education is a factor that forms the sense of belonging to particular historic and cultural tradition.

National Programme for Development of Education and Sciences of the Republic of Kazakhstan for 2016-2019 (approved by the Decree № 205 of the President of the Republic of Kazakhstan from March 1, 2016) identifies the development of infrastructure and introduction of the reformed content as the main priorities of the school education system of Kazakhstan. A fast-changing world requires modern school students to know how to get the information independently, analyse and use it effectively. The centre of this process should be not only the critical thinking, but mainly the creative potential that is responsible for spiritual evolution of the society and protection of cultural diversity.

Ethno-cultural education for the preschool organization depends on the programme “Balbobek” and education programmes “Karlygash”, “Kaynar” and “Samopoznanie”. National statutory standard in field of education identifies the content of five disciplines for preschool education: health, communication, knowledge, creativity and society. Creative education (creativity) is implemented by studies of painting, molding, applique work and music, and includes 3-5 hours according to the age. These programmes form among the children the initial knowledge in field of history, nature, traditions and practices of Kazakh people and other ethnic groups living on the territory of the Republic of Kazakhstan.

Kazakh folk is used for development of the children music skills. During the practicing of music instruments and in choreography classes and studios children not only familiarize with the creativity, but also have an opportunity to receive a more profound knowledge. Education with gifted children can be continued from the age of five years in the organizations of additional education programmes in field of creativity (music and fine art schools).

There are annual competitions of young musicians to promote the music art, Kazakh traditional and professional music, and classic music among the youth, and identification of gifted children. Traditional master-classes of leading musicians of the country and concertmasters are taking place as part of the national competitions, as well as exchange of experience in field of music education. Students participate in the international competitions in close and far-situated foreign countries.

Fine art promotes the development of common esthetical culture among the students, enlargement of their worldview, confirmation of theoretic bases of fine art,

and development of artistic perception. Some students have an opportunity to exhibit their works on the national competitions and exhibitions (‘Boyalar Piyasy’); best works are sent to the international competitions in India, Korea, Russia (Moscow and Saint-Petersbourg), Belorussia, Italy and Poland.

Children International Festival “Children are painting the world” is organized together with UNESCO Cluster Office for over 15 years (since 1999); their best works are annually published in the UNESCO albums. It contributes to the fact that each year thousands of students of fine art schools select the profession and faith related to the fine art creativity

Choreographic activities (rhythmic and choreography) are studied in the choreographic schools, fine art schools, art centres and classes, and general education schools and clubs. Choreographic bands participate in the national competitions “Boztorgay”, “Kunshuak”, “Ak kogershin” (together with bands from Kyrgyzstan, Russia and China), as well as in international festivals in Bulgaria, Greece, Spain and other countries. The jury of these competitions composed eminent culture activists.

Decorative and applied arts encourage children interest to the origins of traditional art and familiarize with traditional creativity, working technologies and producing of traditional crafts.

The Republican art exposition of the best children works “Saving and improving the legacy of our grandfathers” is being organizing once in two years in frames of the Central-Asian crafting market organized with the support of UNESCO Almaty Cluster Office in the Central State Museum of the Republic of Kazakhstan. It demonstrates the best works of textile (artistic needlework, wickerwork, macrame lace, carpet making, goblin tapestry and embroidery), leather, woodwork, metalwork, ceramics, sculpture and other type of applied arts (application, souvenirs, straw-work, beads, polymer and natural objects etc), and untraditional types decorative and applied arts (fur, cork, fish bone, clay, salt dough, plasticine etc). To conserve and multiply” takes place once every two years. National historical and ethnographic education programme “National Heritage – Precious Treasure” for studies of traditional technologies and production of national creative objects by children classes of applied arts was developed and introduced in Turkestan.

There are some new forms of common work of gifted children and famous artists (master-classes and plein-air) during the summer and winter vacations (“Creative workshop of young talents”, “Earth – our common home”, “World seen by adults and children”, “Masters of palette to the children of Kazakhstan!”, “Landscape of homeland”).

School students of different ages participate in development of theatre creativity (youth theatres, music theatres, theatre studios, fashion theatre). National festival-competition of children theatre bands “Young Talents of Kazakhstan” is being organized since 2009 with participation of children from 14 to 18 years old.

Fig. 1. Creative education and intangible cultural heritage



Phenomenon of intangible cultural heritage has no time, cultural, national, social, age and gender limits. It shows himself in following fields:

- (a) oral traditions and forms of self-expression including the language as a source of intangible cultural heritage;
- (b) performance art;
- (c) traditions, rituals and celebrations;
- (d) knowledge and traditions related to the nature and universe;
- (e) knowledge and traditions related to traditional crafts.

Therefore, it is necessary to make parallels between the intangible cultural heritage and education, and recommend schools those fields, where their creative union is possible. Actual typical education programmes of general education organizations (approved by the Ministry of Education and Sports of the Republic of Kazakhstan, 03.04.2013, №115 with amendments and additions as of 27.07.2017 № 352) includes following fields of

cooperation⁵⁵ in case of school education: “language and literature”, “human and society”, “mathematics and informatics”, “natural sciences”, “fine arts”, “technology” and “physical culture”. List of education courses that have been included into each education field of activity is given in tab. 1.

	Field of education	Education courses
1	Language and literature	«Kazakh language», «Kazakh literature», «Russian language», «Russian literature», «Native language», «Uigur/ Uzbek/Tajik literature», «Foreign language», «Abai studies»
2	Human and society	«History of Kazakhstan», «World History», «Human Society», «Law»
3	Mathematics and informatics	«Algebra and Precalculus», «Geometry», «Informatics»
4	Natural sciences	«Geography», «Physics», «Chemistry», «Biology»
5	Fine arts	«Fine Arts», «Music»
6	Technology	«Technology»
7	Physical culture	«Physical culture», «Initial Military Trainings»

Tab. 1. Education field of school courses

Tab 2. shows the eventual opportunities for integration of intangible cultural heritage into the school education courses⁵⁶.

	Field of Intangible Cultural Heritage	Field of education
1	Oral traditions and forms of self-expression including the language as a source of intangible cultural heritage	Language and literature
2	Traditions, rituals and celebrations	Human and society
3	Knowledge and traditions related to the nature and universe	Mathematics and informatics
4	Knowledge and traditions related to the nature and universe	Natural sciences
5	Performance arts; knowledge and traditions related to traditional crafts	Fine arts
6	Knowledge and traditions related to traditional crafts	Technology
7	Traditions, rituals and celebrations	Physical culture

Tab 2. Eventual opportunities for integration of intangible cultural heritage into the school education courses

⁵⁵ Инструктивно-методическое письмо «Об особенностях организации образовательного процесса в общеобразовательных школах Республики Казахстан в 2017-2018 учебном году» [7]

⁵⁶ These separation is used by the author to simplify the understanding of giving material.

Brief description of integration field

Language and literature

Kazakhstan is currently implementing a unique project on unification of three languages (Kazakh, Russian and English), initiated by the President of the Republic of Kazakhstan N.A. Nazarbayev. Implementation of this programme undoubtedly will contribute to the integration of Kazakhstan into the international community and straightening of cultural and linguistic diversity by giving equal chances to everyone regardless their mother tongue. In this context, it is important to use a longstanding experience of Kazakhstan with general education schools with such languages of education as Uzbek, Uigur and Tajik. Apart English, French and German languages (at choice) these schools give courses of Dungan, Turkic, Polish, Kurd, Azeri, Korean, Tatar and other languages of ethnic groups. Language policy that targets the conservation, development and transmission of the linguistic diversity of Kazakhstan corresponds to the spirit of Convention.

In context of education in field of “Language and literature” school students not only raise their linguistic skills, but also get to know a wide socio-cultural material. For example education course “Kazakh language and literature” includes studies of classics of Kazakh literature: B. Mailin “Days of Ait”, C. Muratbekov “Smell of the wormwood”, K. Sarin “Sad dombra” in a high school, and traditional tales, myths and legends in the beginner and middle school, which promotes protection and popularization of Kazakh language and oral traditions. Course of Abai studies (9th class), introduced in 2013, aims to promote the creative heritage of this poet and spiritual enrichment of students, and includes a wide range of examples of oral poet Kazakh tradition

After that it is possible to use the methods of exposition into the linguistic environment of Z. Erzhan based on studies of national epos and introduction of big approved projects of “Koblandy – by heart” initiated by Z. Erzhan and Z. Naurzbayeva for school and optional course of literature⁵⁷. As part of this project, the authors developed an education and method manual and CD-disks with the text of the epos in form of poetic and performances. There is also an idea to use the experience of the school of young akyns “Tastulek” developed on the basis of the library named after A.S. Pushkin (Almaty, head – akyn Gulnur Zulkarshyn).

Human and Society

This education field aims to form the historical consciousness and thinking among the school students in order to connect present and past societies. From the point of view of intangible cultural heritage, it includes the history of development of Kazakh oral and poetic tradition, creativity and biographies of famous akyns, zhyrau and beys. In

⁵⁷ Eržan Z., Naurzbaev Z. Učebno-metodičeskoe posobie «Koblandy – naizust’»: <http://kieli7su.kz/index.php/koblandymenu/methodsmenu/194-koblandy-batyr-uchebno-metodicheskoe-posobie>

order to implement the “Tugan Zher” programme for education organizations during the academic year 2017-2018 the disciplines of “History of Kazakhstan”, “Geography” and “Kazakh Literature” has 5 hours for lesson on the basis of museums, cultural organizations and historical sites (outside the school). For rural schools that cannot afford it because of the lack of this kind of sites there are special video-materials. These video-materials will be sent to the education departments by their preparation.

Particular interest has the optional course “Regional Studies” (7 class), which will be introduced in 2017. This course aims to study the history and culture of the home region (small motherland), which can include identification, documentation and studies of the Intangible Cultural Heritage elements available for the school students.

As part of the education work for “History of Kazakhstan” discipline it is recommended to study the calendar of UNESCO anniversaries and implementation of associated activities. For example in 2017-2018 National Academy of Education named after Y. Altynsarin⁵⁸ mentioned following dates 350th anniversary of the birth of famous Kazakh bey Kazybekbi Keldibekuly (1667-1764) and 350th anniversary of the birth of Kazakh military leader, tarkhan, bahadur Tam Eset Kokiuly(1667-1749), who fight against Dzungar invasion.

Mathematics and informatics

This education field is directed development of mathematic knowledge, algorithm, operational and critical thinking, logic, intellectual and creative capacities of the students. Development of this school education field in context of Intangible Cultural Heritage is sees as following:

- Inclusion into the content of education courses the traditional measurement of big distances and time of nomads, length standards and units on the basis of human and animal bodies;
- Understanding of the notion of sacral numbers in Kazakh culture;
- Elements of geometric knowledge of nomads (division of the world on three composed parts: upper, middle and lower, symmetry of ancient kurgans, architectural constructions, their orientation in the environment etc);
- Wide usage of Kazakh traditional intellectual game of ‘Togyz Kumalak’⁵⁹ – shepard algebra that aimed to development of logics and ingenuity.

Natural sciences

Education process in this field forms the understanding of natural phenomenon and laws, presents scientific methods of understanding of the nature, and allows perceiving

⁵⁸ Ob osobennostáh organizacii obrazovatel'nogo processa v obšeobrazovatel'nyh školah Respubliki Kazahstan v 2017-2018 učebnom godu: Instruktivno-metodičeskoe pis'mo. – Astana: Nacional'naâ akademiâ obrazovaniâ im. I. Altynsarina, 2017. Str. 370.

⁵⁹ «Togyz Kumalak» means «nine spools». For the trainings it is possible to use online application ‘Master togyzkumalaka’ for smartphones and pads. This application has several levels of difficulty from ‘beginner’ to ‘master’.

not only the world of nature, but also our place in it. Here it is possible to recommend the knowledge on the life necessities of Kazakh people, time and geographic locations of seasonal migrations, and knowledge about the nature, Universe, household items, nutrition, cattle-breeding and house management related to the nomadism.

Lessons of “Everything on our origins (basics of genetics)”, “Pearl of Universe (course for the girls of 7-9 classes)” and others of the education discipline of “Biology” can be used to actualize traditional knowledge of “Zhety ata” (seven generations of ancestors) and Shezhire, life stages according to the Tengrian calendar (‘mushel’) and many others.

Lesson of “geography, history, creativity: crossroads and cooperation” of the education discipline of ‘Geography’ can be used to actualize traditional ecological knowledge, rules and principles of the usage of natural resources by the nomad society, sacral geography elements and others. Studies of natural, historical and cultural reserved sites of Kazakhstan can have a big importance in this case..

Creativity and technologies

Education process traditionally includes creativity, which forms and develops emotional, moral and censor culture among the students, motivate to see, price and create the works of art, and focus development of imagination and creative skills. Traditional art of ancient nomads (music, story-telling, and decorative and applied art) recently became one of the most important part of creative education, because of it philosophical, esthetical and ethic potential.

Education discipline of “Technology” has a well-formulated work in field of technology of artistic treatment of various materials (wood and metal) and elements of traditional decorative and applied art of Kazakh people.

Integration of Intangible Cultural Heritage into the context of this part of school education is seen in form of master-classes in the following fields:

- Traditional decorative and applied art including disappearing elements (needlework technique of ‘biz keste’ etc);
- Traditional music, and oral and poetic traditions;
- Eventual participation of students and targeted organization of various cultural events and festivals on Intangible Cultural Heritage elements.

Physical culture

This education course opens wide opportunities for traditional sport games – ‘asyk atu’, ‘arkan-tartu’ and many others adapted to modern schools. It is reasonable to implement various competitions and festivals of national games of the multiethnic population of Kazakhstan.



Students of the School of Fine Arts and Technical Design named after A. Kasteev during the lecture on the territory of the necropolis of Boralday (one of the sites of World Heritage Tentative List of Kazakhstan).

Sources: “Archaeological Expertise” LLC

Conclusion

Many achievements were made for more than twenty years of active cooperation between Kazakhstan and UNESCO; even more plans of further work are planned for the future, including the sector of Intangible Cultural Heritage. Education, science and culture are one of the main components of international policy of UNESCO and so-called 'formula of success' for sustainable development of any country including Kazakhstan. Common efforts together with UNESCO in field of protection and development of Intangible Cultural Heritage in Kazakhstan are the indispensable components of the state policy in field of education including school education.

Considerable efforts for further straightening of Intangible Cultural Heritage in context of school education were made by the state programmes and conceptual ideas "Mangilik el", "Rukhani zhangyru" and "Tugan zher – Tugan el" initiated by the President of the Republic of Kazakhstan N.A. Nazarbayev for protection of cultural national code and identity. Analysis of the content of the school education fields show that certain elements of Intangible Cultural Heritage are being introduced into the education process through academic courses, research and homework activities, additional education and optional courses.

This chapter allows identification of several priority directions for consolidation of state activities, cultural and education organizations, representatives of the professor community, and civil society institutes.

On the national level, it is reasonable to encourage studies directed to identify the role of cultural heritage for development of creative potential and raising the quality of human resources identification of the priorities of the state's cultural and education policy of the Republic of Kazakhstan, which should form the centre of the innovation concept of education. It is important to immediately develop and find financial support to budget-supported and education organizations, encourage initiative support and sponsorship of the creative education organizations, including local and self-employed art organizations. It is recommended to support establishment and active cooperation between the chairs, networks and observatories of UNESCO in field of explanation of the education methodical support, promotion of the leading experience for cultural heritage, and use cooperation with TURKSOY in field of encouraging the development of traditional types of Intangible Cultural Heritage, including education process.

Yet many things depend on the initiative of teachers of general education schools and professors of additional education, from their desires and creative experience.

**POTENTIAL INFLUENCE OF WORLD HERITAGE SITES
OVER THE GLOBAL CITIZENSHIP EDUCATION
IN THE REPUBLIC OF KAZAKHSTAN**

Manual for teachers
of general secondary and
high school education programmes.

Proofreader
Olga Ivanova

Design
Olga Khramovskaya
Madjer Massanov

Computer design
Olga Khramovskaya

Send for the printing: 17.11.2017
Number of copies: 600
Printed by «HIKARY» Printing House