



EIU Best Practices Series **No. 35**

# Nurturing Global Citizens Through Experiential Learning

Sirdarya Regional Foreign Languages Boarding School, Uzbekistan  
EIU Best Practices 2013



**APCEIU**

United Nations  
Educational, Scientific and  
Cultural Organization

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

국제연합  
교육과학문화기구

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Since its establishment in 2000, the Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO (APCEIU) has served as a regional centre mandated to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region.

As educators are faced constantly with great challenges in the fast-shifting world of global interconnectedness, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past in order to learning to live together. In this regard, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences, practical integration of holistic EIU pedagogies and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of unique cases over the past seven years. This year, five new cases are introduced with series number 31 to 35.

The following case is set in Uzbekistan where evidently diverse social groups live in harmony despite their differences. Among the schools in the country, the Sird-

arya Regional Foreign Languages Boarding School in Gulistan City is arguably an exceptionally unique school due to the close engagement of parents with the boarding school's EIU-themed activities. Activities range from extra-curricular activities including artwork and sports, to classroom-based activities such as role plays and international awareness events. Each activity is carefully designed to arouse the interest of the students in EIU-related themes such as tolerance, understanding and sustainable development. In the process, the students become highly motivated to take leading roles as responsible global citizens in creating a more peaceful world.

I believe that through this programme, various good practices can be widely shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region. In doing so, I sincerely wish that the EIU Best Practices cases continue to spread inspiration to create further openness, equality and diversity in the Asia-Pacific region and beyond.

I would like to extend my heartfelt appreciation to the National Commission of the Republic of Uzbekistan for UNESCO and the Sirdarya Regional Foreign Languages Boarding School for their kind cooperation in sharing their experiences.

December 2013



CHUNG Utak  
Director

## EIU Best Practices is...

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

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

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms

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

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years. APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

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Ms. Feruza AHMEDOVA has worked as the Deputy Director of the Sirdarya Regional Foreign Languages Boarding School, Gulistan, Sirdarya Region, Uzbekistan from 2010 to 2013, and was also an active member of the UNESCO ASPnet schools. She also got her master's de-

gree in languages and literature from the Gulistan State University in 1999. Before serving as a teacher from 1999 to 2010 at the boarding school, she worked at the Secondary School No.5, Mirzaobod District, Sirdarya Region as a Russian language teacher for two years from 1998 to 1999.

Ms. AHMEDOVA has received the Best Teacher of the Republic of Uzbekistan award in 2011. She was also one of the most active participants at the 1st Asia-Pacific Leadership Academy for School Principals on Education for Diversity, a capacity-building training workshop organized by APCEIU from 4 to 13 October 2010 in the Republic of Korea.

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# Nurturing Global Citizens Through Experiential Learning

## 1. Introduction and Background

Uzbekistan is one of the countries of the former post-Soviet states. The implementation of the Soviet Union policy of the unitarisation of cultures, traditions and customs of different peoples and nationalities has led to the fact that in the years of democratization of the system (1980-1990ties) resulted in ethnic conflicts. The word “peace”, “friendship”, and “equality” were key in politics and education. However, the democratization of the system has shown that people find it difficult to restrain ethnic aggression and intolerance towards people of other nationalities and beliefs evident after the collapse of the Soviet Union. Such intolerance and social inequality touched Uzbekistan in 1989 too. Today it’s shameful, sad and scary to talk about it.

Today, Uzbekistan is one of the largest countries in the Central Asia, with an estimated population of about 30 million people. The implementation of the state policy is aimed at the development of civil society. There are active international cultural centers and more than 140 national cultural centers in the country. Education in the schools of the Republic is conducted in seven languages (including Uzbek, the official language of the country).

The people are often confronted with stereotypes and prejudices. They used internet forums to vent their feelings and beliefs. Ignorance, mistrust, and intolerance to different religions, views, and cultures often lead to tension and violent society. There are certain biases or prejudices stemming primarily from the perception viewed from the people who live in different parts of the country. Multiculturalism prevailed in the community. Children are mostly from multicultural families and often experience stereotypes in the society. In our community many children are from families where the parents are of different

nationalities or religions. In Uzbek families, children unconditionally obey the will of the parents. It is but necessary that children should be guided by their parents and inculcate in them that biases and prejudices should be avoided and eliminated.

To protect the child from the effects of prejudice, it is deemed necessary to start at home. This negative thinking should be removed first within one's own self, and then in the environment. At home, it should be explained to the child that there is nothing more absurd than race or class consciousness. The school also plays a pivotal role in eliminating biases and prejudices.

If we want to raise a child sensible and sensitive enough, close supervision is needed. Talking about the causes and effects of such actions could make them understand the situation. It is also necessary to encourage the child's spirit of self-improvement and development. Critical thinking should also be developed and encouraged. Living in a civil society where human rights, social justice, tolerance are not just nice words, but a way of thinking is what all strive for. Students should not only know about the Universal Declaration of Human Rights, the and International Convention on the Rights of the Child but also make them reflect and appreciate cultural diversity; and learn to observe and respect the rights and freedoms of people, regardless of their social status, religion, nationality, etc. The programme will not immediately solve any global problem but it can at least try to change the community and affect the outlook of people who will become citizens of the future.

Notably, Sirdarya regional boarding school specialized in foreign languages is a microcosm of multicultural life, because it is attended by children from all over the region (i.e. Sirdarya region), who come from diverse families and backgrounds. At the same time, it is considered to be the center of social life for nearby mahallas (communities). In fact, this centrality is typical for small cities of Uzbekistan, where the school plays important social role apart from educational one.

### **How did the programme begin?**

It all started when Ms. Feruza AHMEDOVA, Deputy Director, Sirdarya Regional Foreign Languages Boarding School, participated in the '1<sup>st</sup> Asia-Pacific Leadership Academy for School Principals on Education for Diversity' workshop organized by APCEIU from 4 to 13 October 2010 in the Republic of

Korea. In one of the training exercises called "Orient Express", the teachers were asked to choose a companion and argue their choice from a list of imaginary passengers, representing different nationalities and social level. The teachers were also asked to give a reason for their reluctance to go with other passengers. After this exercise, the participants clearly understood the stereotypical thinking. The workshop participants also gained considerable awareness on "learning to live together" which focuses on understanding and respect for others. Changing school climate and culture is possible by changing the mindset and way of thinking of the students toward education. This workshop inspired Ms. AHMEDOVA to initiate and implement the programme. The implementation of the programme was made possible with the assistance and support of the parents, representatives of the cultural centers of the region, and the inhabitants of mahalla, where the school is located.

### **Human Resources**

The following human resources were mobilized:

1. The main organizers of trainings for teachers and students of the school were the teachers themselves. While professional psychologists acted as facilitators. Some of the parents of the students are doctors and lawyers.
2. Parents were also involved in the programme. During the parents' meeting, the problems, causes and solutions to the conflicts in the school, communities, and in the family were discussed.
3. Representatives of national cultural centers were invited and talked about culture. The participants had an opportunity to talk personally with representatives of national cultural centers.
4. Local authorities provided administrative support and helped to attract public attention and mobilized mahalla (community) residents to attend the festival.
5. Some local university students were also involved and volunteered in organizing the festival.

### **Educational Resources**

Internet research was conducted by the teachers. They read related materials such as those found in the UNESCO website. In 2001, the school system has a new academic discipline, basics of spirituality and enlightenment. During the lesson,

students learn the basics proclaimed in 1997, the idea of national independence. This ideology is not based on the idea of the superiority of the Uzbek people, but on the idea of peace on earth, preservation of culture, tolerant attitude towards people regardless of their faith, ethnicity, social justice for all citizens, as well as conservation and respect for natural resources. Before the school became a member of the UNESCO ASPnet, students are unaware of the current global issues. Students should have their own cultural identity and not just copy another culture. Education for International Understanding (EIU) towards a Culture of Peace should be promoted. Given the increasingly interconnected world, exchange and dialogue between cultures are the inevitable tools for building peace.

## 2. Description of the Programme

### 2.1 Goals and Objectives

One training participant commented, “As a teacher, anyone can influence the outlook of the children. If one can change a few people, then he/she has already touched the future.” Those words were the inspiration to start this programme.

#### **Main Goal of the Programme**

EIU key pedagogical principles of holism, critical empowerment and dialogue will enable all-around development of the students empowering them to become active members of society. The lack of information is even more dangerous. Ignorance and prejudice often create violence and conflict. EIU is a powerful tool for intercultural understanding, appreciating cultural diversity, and promoting human rights towards a peaceful world. It stimulates critical thinking on current social and international issues.

#### **Objectives:**

- To help students explore their own culture;
- To learn culture, traditions and languages of other nationalities;
- To promote tolerance and respect for people with different backgrounds (religions, way of life and way of thinking);
- To encourage students to be active citizens of the society;
- To establish fruitful collaboration between students, teachers, parents, mahallas (communities) residents and local authorities;

- To stimulate creative work and research among teachers within the framework of the EIU; and
- To exchange views and experiences on integrating the EIU-related themes into the educational process.

The main targets of the programme are students and teachers. To a large extent, the programme has been implemented within the curriculum framework. The main philosophy of the programme is that all existing differences can be resolved peacefully, by engaging in dialogue and collaboration. Thus, it helps to foster learning about one’s own self and others, getting to know about foreign cultures, and exchanging views which leads to tolerance and mutual understanding.

### 2.2 Pedagogy / Teaching Methods

The main pedagogical principles of the programme are as follows:

#### **Integrity**

Teaching tolerance implies that all school staff and parents should communicate with children and show them kindness, patience, and respect.

#### **Willingness to Engage in Dialogue and Equal Partnership**

This is an important condition for the democratization of teacher-student relationship. Engaging in dialogue fosters understanding of different views and opinions

#### **The Principle of Positivity**

Under this principle, advisory style of management is better than prescriptive style of management. Teachers should work on the creative process to produce concrete result. Students should develop their critical thinking and creativity in order to be self-sufficient and to make significant contributions to society.

#### **From Knowledge To Understanding**

It is important not only to know or hear about the key themes of EIU (gender equality, human rights, sustainable development, culture of peace and non-violence), but also understand the importance and the need to develop appropriate behavioral skills in today’s society.

All the methods and techniques aimed at the development of creative thinking which stimulates critical perception of reality. Different types of art such as



painting, dancing and theater acting were used as a way of learning about the world and one's own self. The inner self was manifested through creative writing, exhibitions, and drawings. There are children who do not want to attract public attention. Therefore, the child should be given a choice – to take part in the activity that he/she likes.

Perhaps the most difficult part of the programme is its critical evaluation. Students and parents do not always speak honestly and critically about the shortcomings of the programme. This is probably due to the prevailing mentality that is unacceptable to speak openly about the shortcomings or criticize. It is only through anonymous evaluation that they speak their minds freely. There is no clear limitation of the scope of application or method during the lessons, school activities, or training for teachers. Innovative interactive methods that take into account student-centered approach to learning are used.

The table shows the most popular methods and techniques of teaching:

Components of Programme	Methods and Techniques
Teachers' trainings	<ul style="list-style-type: none"> <li>- "Open lessons"(peer-teaching)</li> <li>- Meetings</li> <li>- Seminars</li> <li>- Discussion</li> <li>- Model lesson plans</li> <li>- Internet and school library research</li> </ul>
Students trainings, lessons, extracurricular school activities	<ul style="list-style-type: none"> <li>- Brainstorming</li> <li>- Role play</li> <li>- Simulation</li> <li>- Games</li> <li>- Verbal (communicative) and Non-verbal Exercises</li> <li>- Problem solving</li> <li>- Discussion</li> <li>- Working in group projects</li> <li>- Audio-visual support Flip Chart</li> <li>- Illustrations</li> <li>- Posters</li> <li>- Movies</li> <li>- PPT format presentations</li> <li>- Cultural activities using creativity</li> </ul>
Festivals	<ul style="list-style-type: none"> <li>- Use of community resources</li> <li>- Exhibitions</li> <li>- EIU issues through Art «4 Ds-dress, dance, diet and dialect»</li> <li>- Master-classes</li> </ul>
Celebration of international days	<ul style="list-style-type: none"> <li>- Writing essay</li> <li>- Contests</li> <li>- Thematic school-wide days</li> <li>- School meetings</li> </ul>

Establishing effective partnerships	<ul style="list-style-type: none"> <li>- Critical reflection through Q&amp;A</li> <li>- Guest lecture</li> <li>- Interviews</li> <li>- Communicative and interactive activities</li> </ul>
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### 2.3 Activities in Detail

The programme consists of several components. The first one is teachers' training. Trainings covered issues ranging from education for peace and intercultural understanding.

Before each training teachers were asked to do research in Internet and to collect data and materials relevant for the training discussions. Then, each of the themes was asked to represent an idea or demonstrate a method (technique) to be used during a lesson, where the EIU-related topic was integrated. The EIU related topics were introduced into lessons in the form of educational materials and games, etc.

Through the trainings, some interesting methods have already been integrated by teachers into the class activities. The following are some examples:

- During Russian language classes, children studied politeness and making kind requests. Then, the teacher asked some students to leave the classroom for a while, whereas the other students were asked to stay in a circle, holding each other's hands. One of the students, who were outside, was asked to come into classroom and get inside the circle

All the students who remained in the classroom were explained that the arms can be released only if a student from outside the circle politely asks to do so. The first thing the student from the outside made was trying to break the circle by pushing and jumping through. After unsuccessful attempts, the student was asked as to whether there had been some other ways to achieve the goal. The teacher then explained that the student could have asked politely to open the circle.

- Another example is from Law lesson. A teacher distributed each student a letter indicating his / her available resources and social status. No other student knew what available resources and social status had the other student. Then teacher asked the students to stay in a row and made some statements such

as “You can afford to go on a trip”, “You can work only part-time”, etc. The student, who was able to fulfill the statement, commented on his/her position and made a step forward. As a result of the exercise, each student stood in different places, which resembled different opportunities and levels possible to achieve. In the subsequent part, and reflection part, the teacher discussed with students the so called “social ladder”, and explained social inequality existing in reality.

- During Literature lesson, a teacher discussing the life of literary heroes, who experienced the hardships of war, introduced an activity called “War and Peace”. He presented images associated with life during and after the war. Then he asked, “Is it easy to return to the normal life after the war?” The majority of students responded that it is tremendously difficult to go back to normal life and connected their thoughts with literary heroes (i.e. by finding the phrases from books they read about heroes, which were supporting their arguments).

Thus, it becomes apparent that in almost all school subjects it is possible to integrate the EIU themes of cultural diversity, human rights, tolerance, peace and non-violence. And there is no restriction in form and format: it can be in the form of discussion of texts, or it can be in the form of role-plays and simulation games.

The second component is students' trainings. Under this component, several trainings have been arranged for students by trained teachers, who applied their acquired knowledge to explain the EIU-related themes. These have been accompanied by creating model situations and organizing game activities, which ensured a relaxing atmosphere, fun and successful learning of students.

Thematic trainings for school students have been held once a month. The themes discussed covered “Problems and Solutions”, “Stereotypes and Prejudices”, “Dialogue”, “What Bothers me Today”, “Gender Equality”, “Social Ladder”, “Intercultural Communication”, etc.

The third component is organizing festival dedicated to the EIU-related topic at the end of the school year. The Festival of Tolerance has been organized showcasing aggregate results of the whole programme. It focuses on several issues for instance on “Culture of Peace” (through dance contest, costumes demonstration, cuisine, music, people of the world presentation),

“Sports World”(through organizing competitions in various sports), “Science World”(through master-classes on entertaining physics and chemistry) and “The Art of Peace” (through master classes and exhibitions of traditional and contemporary art).

### **Festival of Tolerance**

In April 2012 the school-wide Festival of Tolerance was organized, which was held in sayil (open-air celebrations) format. The peculiar feature of this format is that it allows holding events in several places simultaneously, while allowing spectators as well as participants to choose where to go and see. It was accompanied by students' creative work exhibition (traditional arts and crafts), and preparation of a stand with posters about culture, cuisine and traditions existing in other nations. Furthermore, the Festival included sports competitions (mostly popular sports such as kurash (wrestling), karate, and taekwondo), music performances, and master classes of artists and poets.

In 2011 it was Ecological Festival under the theme, “Earth is our mutual habitat.” The purpose of the environmental festival was to draw attention to environmental problems in the local community and to call for a change in human behavior in relation to nature. Caring for the environment is a guarantor of sustainable future. An important component of this event was the close cooperation and collaboration of all participants: schools, parents, and mahalla (community). There was a lot of preparatory work for the festival. First, an activity called “Environmental Troopers” was initiated. Students at the school, the residents of mahalla (community) cleaned their territory, greened the school grounds and the area where the school is located. Secondly, there was an exhibition of handicrafts made of household waste which aimed to draw attention to the problem of contamination of household waste. Thirdly, two days before the festival, every student of the school showed how he/she feels about himself as citizen of the planet earth through paintings. All 540 works (for 540 students) were displayed in Art Gallery.

In 2010, International Festival was held as a celebration of the diversity of cultures. The theme of the festival was “Unity in Diversity”. The festival includes showcasing music, culture, traditions and customs of different nationalities.

The most important attention of this programme was given to school-wide activities, among which the Festival is of central significance. In fact, the Festival

of Tolerance was preceded by active preparatory work (ex: students gathered information about different cultures, traditions, national dresses, cuisines, and above all, various ethnicities living in Uzbekistan).

The fourth component is celebration of International Days. The school has celebrated throughout the year numerous international days such as International Day of Peace, World Literacy Day, World Teacher's Day, International Day of Tolerance, Mother Language Day, etc.

In addition, it has become a tradition within the school to celebrate international days. So far the following have been celebrated in relation to EIU:

- The World Literacy Day, which was accompanied by a contest for the best essay on the topic of "War and Peace";
- The World Day of Health, on which The Day of Sports was announced school-wide;
- International Day of Family which united parents and school teachers in a football match;
- International Day of Peace was accompanied by hosting a picture gallery "The World through my Eyes";
- International Human Rights Day which involved local lawyers who conducted lessons on human rights;
- The World Poetry Day was accompanied by a contest among students for the best poetry recitation;
- The International Day of Earth was conducted with "Open lessons" on the theme "Earth is Our Mutual Habitat", among others.

The fifth component is establishing effective partnerships. Partnerships have been a key component within the programme. The school worked closely with local universities, scholars, scientists, parents, mahalla (community) residents and local authorities. Partnerships were crucial for successful implementation of the programmes especially the Festival of Tolerance.

### **Physical Environment and Arrangements**

The physical school environment affects the students' behavior and learning ability. The school should provide safe, stimulating, and exciting environment for the students since they spend much of their life in the school premises. Thus,

it becomes important for the school to provide positive living conditions for the implementation of educational and social activities. The school environment can also become a source of stress and at the same time a source of development for the students. Teaching children ages 10-11 years old is associated with stress, since this is a new family for them as well as new living conditions. However, the participation of children in the programme and self-awareness on the part of the school and family greatly help in the process of adaptation. Therefore, the main focus of the programme is done on the extra-curricular activities in an informal setting.

The Sirdarya Regional Foreign Languages Boarding School represents a boarding school where children spend six days a week, i.e. most time of their life which makes the school like their second home. The students of the school are diverse, coming from different backgrounds.

## **3. Relevance to EIU**

### **3.1 What is EIU?**

UNESCO has been firmly dedicated in achieving its mandate of promoting a Culture of Peace. EIU was one of the vital tools for constructing peace in the minds of men. EIU fosters pedagogical principles of holism, dialogue and critical empowerment. It is grounded on the four pillars of learning: learning to know, learning to do, learning to be, and learning to live together. EIU cultivates critical thinking and ethical reasoning and encourages tolerance and respect for cultural diversity. With a change in the learning process, the inclusion of EIU may influence positive change at the school or local community. A holistic framework of EIU covers the following themes:

- Living with Justice and Compassion
- Dismantling the Culture of War
- Building Intercultural Respect, Reconciliation, and Solidarity
- Cultivating Inner Peace
- Living in Harmony with the Earth
- Promoting Human Rights & Responsibilities

The programme tried to incorporate all the themes which are closely related with

each other.

### Living with Justice and Compassion

This programme tried to help the teachers and students to know their “self” differs. Respecting and understanding of differences often leads to compassion and tolerance.

### Dismantling the Culture of War

Building Intercultural Respect, Reconciliation, and Solidarity

Modern civilization is in the state of rapid development that often leads to struggle for resources. The growing interdependence among nations sometimes resulted in conflict and violence. Exchange and dialogue between cultures and nations are indispensable tools for building a peaceful world.

Intercultural tolerance can occur only when everyone starts to look at people and communicate with them on the basis of the following principles:

- The principle of non-violence (aggression) as a means of communication and persuasion
- The principle of no compulsion: to be demanding on self, and not to others
- The principle of making : has the right to be different

### Cultivating Inner Peace

Cultivating Inner Peace through self-examination, personal interviews, and understanding the essence of religion is important. Finding inner peace by the students plays a big role in having positive relationship between adults and children in the school, between parents and children in the family. The programme provided professional psychologist for the students. It was obvious the children were encouraged after meeting and talking with the Imam of the local mosque.

### Living in Harmony with the Earth

Sustainable development is not possible without the harmonious co-existence with the earth. Through various forms of art (painting, modeling, music), excursions, green lessons, the students learned the significance of protecting the environment towards a sustainable future.

### Promoting Human Rights & Responsibilities

The basis of training is the idea that human rights are the foundation of the development and harmonization of standards of behavior in the family, at school, in the community and around the world. Knowledge of human rights students receive in the classroom, gain skills in:

- Active listening and communication: the ability to listen to different points of view, to defend their own rights and others.
- Critical thinking: finding relevant information, critical evaluation of the evidence, awareness on prejudice and bias, recognition of different forms of manipulation and making decisions based on reasoned judgment.
- Cooperation and positive conflict resolution.
- Participation in social projects, on-line conferences, business games

### Key School Subjects to Integrate EIU

School subject	Relevance EIU issues/ themes and activities
Foreign languages	<ul style="list-style-type: none"> <li>- Reading and discussion of articles on social issues</li> <li>- Educational materials in the form of literary texts that reflect the theme of war and peace, racism, religion</li> <li>- The study of culture (traditions, customs, sights) of the target language</li> <li>- Skills of dialogue, communication and interpersonal skills</li> </ul>
Mother tongue	<ul style="list-style-type: none"> <li>- Talk peace terms «consensus», «human rights», «tolerance», «holocaust», «peace education», «peace conflict resolution», «diversity», «sustainable development»</li> <li>- Understanding of shared values through the study of proverbs and sayings in their own language and folklore of the peoples of the world</li> <li>- Educational texts on topics covering global issues</li> <li>- Writing essays, poems, reflecting the internal “I”.</li> </ul>
Literature	<ul style="list-style-type: none"> <li>- World War II in the works of world literature</li> <li>- Human values. The problem of moral choice</li> <li>- The study of the intangible world heritage</li> <li>- Tales of the peoples of the world.</li> </ul>
Human rights	<ul style="list-style-type: none"> <li>- Gender Equality Law</li> <li>- Civil society</li> <li>- Freedom of belief</li> <li>- Democratic reforms</li> <li>- Studying of international documents (“Universal Declaration of Human Rights”, “Convention on the Rights of the Child,” etc.)</li> </ul>
Fundamentals of spirituality and enlightenment	<ul style="list-style-type: none"> <li>- Ethical and human values. Tolerance</li> <li>- The uniqueness of the Uzbek culture</li> <li>- The traditions and customs of the peoples of the world</li> <li>- Uzbekistan is a diverse country</li> <li>- Preservation of historical monuments and cultural heritage.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>- Geography of Natural Resources</li> <li>- The process of globalization</li> <li>- Distribution of world resources</li> <li>- What determines the quality of life in different countries?</li> <li>- The fight against desertification.</li> </ul>

Biology	<ul style="list-style-type: none"> <li>- Biodiversity</li> <li>- Conservation of flora and fauna</li> <li>- Healthy lifestyle</li> <li>- Humane treatment of animals.</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>- Household wastes recycling</li> <li>- Risks of contamination of chemical wastes to water and soil.</li> </ul>
Physics / Astronomy	<ul style="list-style-type: none"> <li>- Saving technologies</li> <li>- Studying the experience of world-renowned scientists</li> <li>- Alternative sources of energy.</li> </ul>
Music	<ul style="list-style-type: none"> <li>- Traditional music and folk music</li> <li>- A variety of styles of music</li> <li>- The uniqueness of the national musical genres</li> </ul>
History	<ul style="list-style-type: none"> <li>- The emergence of history of religions</li> <li>- Philosophies of antiquity. Origins of Tolerance</li> <li>- World culture and ancient historical monuments.</li> </ul>
Art	<ul style="list-style-type: none"> <li>- Art topics creative works are: "The world through my eyes," "I will never love it", "Earth is our common home", "My Country", etc.</li> <li>- Painting the world</li> <li>- Discovering the art will know peace</li> <li>- Virtual field trips to museums.</li> </ul>

Apart from Uzbek language, Sirdarya Regional Foreign Languages Boarding School offers the majority of children an option to learn from among three available foreign languages: English, Russian and French. Learning a foreign language means simultaneously learning foreign cultures. Thus, exploring foreign cultures has become an essential part of the curriculum at school. And this helps in understanding other cultures and traditions, while forming tolerance and respect for differences.

The school curriculum also offers a special lesson called "Country Studies", which is held once in two weeks. Within the framework of this lesson, questions associated with living in a multicultural community, issues of religious tolerance and intercultural dialogue are studied.

#### 4. Impact of the Programme

The students of the school have gained confidence to freely express their opinions. The students commented that the programme was interesting and exciting. Any confrontations between students were solved in a civilized manner. Dialogue was attended by a third party - teacher, leader of the class, school psychologist, and representative of the school administration).

The teachers have revised their style of teaching and the ability to engage in dialogue. Participation in the programme has allowed raising the level of competence of teachers in many social and legal issues. Teachers have become closer to their students, and even developed a close relationship. The relationship between colleagues (teachers) has grown into a constant exchange of experiences, ideas, information and positive support for each other. Each teacher develops its own strategy for integrating EIU in training and education.

School atmosphere is largely dependent on the management style of the school. Openness, human and democratic principles are the basis of school policy.

Parents said that they themselves learned a lot from their children. Through communication with their children, they learned about the culture, music and traditions of the peoples of the world. Most parents try to impose their ambitions in children. After conducting several interviews and training with the parents, they began to hear and understand their child. After participating in school activities, parents experienced a sense of joy and satisfaction and positive emotions. The distance between parents and children, teachers and parents greatly reduced. They learned to listen to each other.

The school became the center of cultural and social life of the mahalla (community), where the school is located. Mahalla are representatives of different nationalities. The ability to speak the native language, observe the customs and traditions, and to take an active role in the society is the simple democratic rights. Mahalla residents also participated in school activities. They all represent different social groups with different views, lifestyles, religions, and nationalities, but they live together in the same community with equal rights and freedom.

Teachers continuously improve their competences in EIU. The number of conflicts between children, children and parents, pupils and students, teachers and parents declined.

#### 5. Evaluation of the Programme

The success of the programme was covered in the reports of national and local television and in the newspaper article.

The programme was made possible with the unwavering support of the students, parents, residents of mahalla, representatives from national cultural centers, press, etc. The concept of a Culture of Peace and cultural diversity is new to the students and parents. That is why some are skeptical about the programme. Many teachers are also skeptical to conduct the programme as this involves time and effort which many see it as an additional burden. But after conducting training sessions for teachers in a relaxed atmosphere they were encouraged to participate in the programme. In implementing the programme, lack of educational resources and teaching material posed a problem.

To date, the existing system of education cannot ensure the formation of the core competencies of students. It is very difficult to describe the formation of emotional and psychological skills and competencies of self-improvement (i.e., how to develop your inner world).

During the implementation of the programme, the quality of school leadership was tested. The representatives of the local community need further improvement on information technology, social and ecological culture.

## 6. Conclusion

Education is the most important means of self-realization as a subject with conscious purpose, meaning and value of existence in a global world, being built on the principles of transparency and exchange of intellectual freedom, and human resources. Only education can develop the ability of the person to increase its contribution to the solution of socially important problems. The principles of EIU towards a Culture of Peace can be integrated in all academic subjects. Language and culture are related and intertwined. Language influence the way people see other culture. One of the major goals of foreign language teaching called for the formation of respect and understanding of other cultures and peoples. In implementing the programme, language and culture were first given the focus, then teacher training. Extra-curricular activities followed were implemented successfully. EIU is an essential tool for fostering respect for diversity and intercultural understanding to break down the barriers between different cultures, thus leading to a peaceful world.

The factors that contribute to successful implementation of the programme are

the following:

**“Step by Step” :** It is impossible to impose major and abrupt changes. It takes time to integrate EIU to the curriculum and lesson plans.

**Encouraging Student Participation :** Students were e included in all the educational and social activities of the school.

However, they were given an opportunity to select which activities they would like to participate and join.

**Creativity and Freedom :** Students were given a platform to express their creativity freely which in turn leads to understanding and tolerance.

**Building Partnerships :** The success of the programme was made possible through the involvement of people from different fields - professional psychologists, lawyers, social scientists, representatives from cultural centers, and people from the community.

**Information Technology and Other Educational Resources :** Today, internet is a major source of information. A list of appropriate internet sites, books, articles, journals, with a brief description of the contents helped in the implementation of the programme.

**Changing the School Environment :** The school environment should promote democracy, mutual respect and tolerance, peaceful resolution of conflicts, cooperation and interaction.

**Competence of Teachers in EIU :** Some teachers have knowledge on the different themes of EIU. It is crucial to have discussions among themselves for the exchange of experiences, ideas, and opinions.

**Active Participation of Parents :** Parents are no longer just watching the learning process. They also become a direct participant. They were allowed to attend the classes and tutoring, to participate in the activities, and to make changes and suggestions in the educational process.

## Photo Gallery

### Integrating EIU through Lesson Activities



▲ “Writing letters to friend from...”



▲ Presentation of Japan Culture



▲ Group working “Rules of living in peace”



▲ English lesson “What do these words mean?”



▲ Ecological lessons on theme "Earth is our habitat"



▲ "Warm up activity"



▲ "We draw our world"



▲ "Peace through children pictures"



▲ "Let's lead our mind to ..."



▲ "Do you know these proverbs?"



▲ "We are together"



▲ Moments of teachers training



▲ The unforgettable moments of the Festivals





▲ *The unforgettable moments of the Festivals*