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RESOLUTION OF THE “LEARNING TO LIVE TOGETHER. EDUCATION AS AN INSTRUMENT FOR SOCIAL COHESION, CONFLICT PREVENTION AND RESOLUTION” INTERNATIONAL FORUM

29 JUNE 2012 | BISHKEK

The UNESCO supported “Learning to Live Together. Education as an Instrument for Social Cohesion, Conflict Prevention and Resolution” International Forum was held in hopes of developing a strategy for educational systems to effectively respond to conflict and crisis situations and take measures for conflict prevention and build a culture of peace and non-violence,

AFTER HEARING AND DISCUSSING the reports of ministers of education and sciences of the EurAsEC countries and international experts regarding the role of education in conflict prevention and resolution;

TAKING INTO ACCOUNT that all the countries participating in the UNESCO International Forum assume obligations under international conventions and declarations, which provide for the universal rights of every child to the requisite conditions for development, including the right to live in a sustainable and peaceful society, where equality and social inclusion principles are respected;

CONSIDERING that the sphere of education is becoming one of the key priorities of human development and raising relevance of the purpose of education, as set by the International Commission on Education for the 21st Century, acting under the aegis of UNESCO, including learning to know, learning to do, learning to be, and
learning to live together;

**UNDERSTANDING** the necessity of searching for effective solutions to problems regarding universal equal access to education for the advancement of sustainable development, overcoming conflict situations and eliminating all forms of discrimination;

**RECOGNIZING** the existence of various conflicts at the local or regional level, which cause severe mental and moral trauma for children, youth, women and other vulnerable groups, being the primary victims of conflicts;

**UNDERLINING** that one of the main instruments of conflict prevention and post-conflict rehabilitation is the ability of teachers to focus on cultural traditions and customs in their work, which do not contradict secular values and norms based on human rights;

**ACKNOWLEDGING** that education based on inclusiveness, in particular, is the main instrument for building a culture of tolerance, mutual respect, recognition and cooperativeness,

the Forum recommends the following to Participant Countries:

**At the POLICY PLANNING LEVEL:**

- Develop a national education policy based on principles of the supremacy of civic values and cultural diversity, democratic governance and participation, and a commitment to peace, humanization, integration, inclusiveness, and prevention of discrimination;
- Establish that one of the goals of educational policy will be the promotion of education as a way to consolidate society, and identify education as a factor in providing opportunities for development and effective and quality work;
• Provide, in accordance with the international obligations laid out in the UN Convention of Children’s Rights, free access to education for all children lacking educational opportunities, including needy families, families of refugees, migrants (irrespective of their status or migration duration), ethnic minorities, children who are in need of special education, those living with HIV, and taking into account all gender concerns;

• Consider general policy principles at international meetings of ministers of education and to coordinate decisions regarding actions for conflict prevention and the settlement of emerging issues in crisis situations;

• Regulate financial flows and provide the most effective implementation of strategic documents in the sphere of education, improve coordination mechanisms and effectively use external assistance;

• Develop/review policy on the development of inclusive education as one of the key instruments for creating a more equitable and peaceful society;

• Introduce mandatory public examinations of educational strategies and programs in the processes of development, implementation, monitoring, and assessment in order to comply with international obligations for the advancement of human rights, gender equality, and conflict prevention;

• Introduce the practice of making publicly available analytical reports on the implementation of outside assistance in the educational sector with the aim of improving government transparency and accountability. Base these reports on standards and principles that are in accordance with international norms (no less than once every two years);

• Improve participation in civil society organizations, including by those individuals representing marginalized and vulnerable populations. Improve these populations’ interests in the development, implementation, monitoring, and evaluation of programs and projects in the educational sphere.
At the **POLICY IMPLEMENTATION LEVEL:**

- Determine minimal standards for education in natural, man-made, or social disaster situations and provisions for natural or man-made disasters;
- Develop efficient psychological and pedagogical social support programs in emergency situations to train workers of educational institutions/organizations to be knowledgeable in these areas;
- Regularly monitor educational content in order to identify xenophobia, discriminatory practices, and conflict issues in standards, curriculum, text books, teaching and methodical materials, and the educational environment;
- Improve the content and types of extracurricular and out-of-school activities in order to develop and gratify children’s interests and form their ability to live in a multicultural and changing society, taking into account universal human rights, non-discrimination, and equality for everyone;
- Change qualifying requirements for education workers, especially concerning professional competencies aimed at various conflict and crisis prevention and resolution;
- Develop subject standards and programs based on the needs of multicultural societies, including programs for bilingual/multilingual education;
- Incorporate multilingual and multicultural educational issues professional development training to improve the qualifications of education workers;
- Prepare qualified pedagogical personnel to successfully develop inclusive education by taking into account gender-sensitive approaches for reducing discrimination and preventing conflicts;
- Promote collaboration between adjacent ministries, governmental, non-governmental, and international organizations, and the media in order to create favourable conditions to advance social inclusiveness, inter-cultural and inter-ethnic dialogue, and counter negative stereotypes;
- Assess the possibility of establishing a Resource Centre of Education for Conflict Prevention and Resolution in Central Asia and a common internet platform for exchanging best practices and increasing the capacity of educational institutions and pedagogical process participants; Consult with the Board of Education of the EurAsEC Integration Committee for assistance in establishing and supervising the Resource Centre of Education for Conflict Prevention and Resolution in Central Asia.

The main purpose of the Forum was to review educational initiatives and best practices in the context of preventing of natural disasters and conflicts in Central Asian and CIS countries.

FORUM OBJECTIVES
• Introduce approaches of conflict prevention and post-conflict rehabilitation into national strategic documents in the field of education in Central Asian countries.
• Cooperate to create a platform for constructive dialogue among Central Asian countries in the sphere of education with the goal of using best practices and previous experience in conflict prevention.
The Forum presented an opportunity for high-level officials, experts, and professionals to determine and discuss priority issues in various fields of post-conflict education.

Gathered at the event were high level and mid-level policy makers, including ministers of education of EurAsEC countries, specialists, experts, researchers, and a team of international and local experts in the education field. More than 120 people participated in the Forum, including delegations from Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, and representatives of UNESCO, UNICEF, Soros Foundation – Kyrgyzstan, UN Women, and other international organizations and development agencies (see the List of Participants in Annex III).

Forum partners provided for the participation of well-known experts from Germany,
Costa Rica, Moldova, the Russian Federation, Ukraine, the Philippines, and South Korea, all of whom contributed to active and interesting discussions during plenary sessions and working groups. Participation by Ministers of Education of EurAsEC member countries highlighted the importance and significance of the Forum’s themes as well as contributing to the promotion of joint initiatives and activities to achieve the goals of education for all.

This report presents the final results of the Forum’s work including clarification on issues of education in conflict situations, views of representatives from scientific circles on conflict prevention and resolution in education systems, and testimonies from field experience. It reflects the main provisions of speeches, reports, presentations, and Forum discussions (see Annex II, Forum Programme). The report contains the primary details of discussions that took place during parallel sessions as well. More in-depth information of the Forum’s follow-up activities can be found in Annex IV.

High-level officials from participating countries and representatives of the UN and other international organizations attended the Forum’s Opening Ceremony. Ms. Gulnara Asymbekova, Deputy Prime-Minister of the Kyrgyz Republic, delivered an opening address on behalf of the Government of Kyrgyzstan in which she highlighted the significance and timeliness of UNESCO initiatives, as well as the role of international donor organizations in preventing and reacting to emergencies and natural disasters.

Mr. Sergei Lazarev, Director of the UNESCO Almaty Cluster Office, greeted participants on behalf of Ms. Irina Bokova, the UNESCO Director General. He emphasized that education is a fundamental instrument in peace-building based
on tolerance, mutual respect, and commitment to dialogue. He continued that countries should pursue the path of mutual confidence among citizens, and this kind of work should start from school. Mr. Lazarev called upon international organizations, governments, civil society, NGOs, experts, and parents to play more active role in the development of the educational systems in these countries.

The UN Special Rapporteur on the Right to Education Mr. Kishore Singh paid special attention in his report to realizing the right to education in the context of creating a culture of peace, promoting human rights based on respect of the values and principles specified in the UN Charter, and to issues of consolidation of society and quality education. These issues are part of the normative framework necessary to provide education to all without discrimination.
All presenters expressed hopes for professional dialogue among officials who develop education policy and educators themselves. Over the three days of the Forum plenary presentations and speeches were directed to resolving problems reflected in the event’s themes: the role of education in conflict prevention and response to post-conflict situations, approaches used in post-conflict periods, priority areas for the provision of technical and financial aid, and developing tolerance in society while taking international experience into account.

Forum Participants had the opportunity to take part in discussions divided into three thematic groups:

- Education as an Instrument for Social Cohesion, Conflict Prevention and Resolution;
- Gender Approaches in the Education System for Conflict Prevention;
- The Role of Social Inclusiveness in Promoting Peace and Stability of Society.

Results of discussions are reflected in the resolutions adopted by participants at
the Forum’s conclusion. The Forum’s resolution and recommendations include issues related to the role of the educational system in prevention of conflicts and their consequences, specificities of budget and human resources policy, and activities of the system for capacity-building for pedagogic staff and governmental officials. The resolution forms a basis for the necessity of systemic data collection and analysis, experience exchange, and recommendations to establish a regional resource centre.

Country delegation representatives and invited experts rated the event and the issues discussed very highly. Participants expressed their gratitude to Forum organizers for providing a platform for discussion, experience, and the opportunity to meet with experienced and competent professionals.

The UNESCO Almaty Cluster Office and Soros Foundation Kyrgyzstan plan to publish participants’ reports from the Forum, as well as organize other follow-up meetings and trainings for governmental officials in Central Asian countries. These will include activities to determine action plans for implementation of the recommendations and resolution from the Forum.
The international community recognizes the universality of the right to education and its key role in exercising human rights in the economic, cultural and social, political, and civic spheres. Most Forum presenters and participants referenced the main international instruments such as the UN Charter, UNESCO Constitution, Universal Declaration of Human Rights (1948), as well as provisions of international conventions and declarations (UNESCO Convention Against Discrimination in Education, The UN Declaration of the Rights of the Child, World Declaration on Education for All, Millennium Development Goals (MDGs)). These represent a legislative framework for taking action at the national level with regard to quality and equality in education, the role of women in conflict prevention and peace-building, and the introduction of human rights compliance standards and international principles of freedom into national curricula (see The Role of Education in International Documents the Role of Education in Annex III).

In the context of the role of education in preventing conflicts and their consequences, participants noted the particular significance of the “Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction” (developed by the Inter-Agency Network for Education in Emergencies (INEE)), and conclusions...
and recommendations of the “2011 Education for All Global Monitoring Report “The Hidden Crisis: Armed Conflict and Education”. Special attention was devoted to strategies for strengthening the role of education in the processes of peace-building laid out in these documents. Along with other post-soviet states, Central Asian countries have been actively engaged in the process of ratifying international conventions and documents including the implementation of education rights for all. In 2002, the Forum on Education of Central Asian Countries and Kazakhstan was held as a mechanism for reforming the educational system, with partnership and cooperation between countries in implementing the tasks outlined by the World Education Forum (2000). The importance of the role of education in building society and human development has been highlighted in all forums on education in Central Asian countries.

Presently, Central Asian countries are in the process of reforming education in response to widespread economic and social upheavals. Economic crises, rising
levels of unemployment and poverty, demographic growth, and increasing migration create new challenges for education systems throughout the region. Unfortunately, in some parts of this region conflicts have arisen as a result. As a response to new challenges, educational institutions are expanding the civil, multicultural, and gender aspects of their curricula. More attention is being focused on inclusive education, which is aimed at access to education for every child.

The Forum provided opportunities for closer cooperation within the region to develop educational programmes on peace-building that will contribute to fostering a world-view based on mutual respect, common interests, and the values of a multicultural society.
Strategies and Policy

“In recent years there has been a rise in awareness of the need for non-formal and formal education programmes in emergency situations. Millions of children, youth and adults have benefited from the efforts of education authorities and local and international humanitarian agencies. As more emphasis has been put on education, two important issues have emerged:

1) a recognition that individuals do not forfeit their right to education during emergencies and disasters and that education cannot remain ‘outside’ the mainstream humanitarian debate, but must be seen as a priority humanitarian response; and

2) a broad-based desire and commitment to ensure a minimum level of quality, access, and accountability for education in crisis.”

*From Minimum Standards for Education in Emergencies*

UN Special Rapporteur on the Right to Education MR. KISHORE SINGH in his speech “THE RIGHT TO EDUCATION IN THE CONTEXT OF CONFLICT PREVENTION AND PEACE-BUILDING” stated: “...As with all human rights,
the right to education imposes three levels of obligation: the obligation to respect, the obligation to protect, and the obligation to implement. Countries that are signatories to international conventions must include their obligations in their constitutions or laws, and in educational policy...Conflicts and natural disasters do not result in these obligations being suspended...To advance the peace building mission of education into a multicultural society of the 21st century it is necessary to change the paradigm and to consider education as a unifying force, and cultivate a spirit of respect for human rights in the school environment, because the main skill is the ability to live peacefully with other people. Modern pedagogy, along with academic and scientific problems, should pay close attention to education and communication without violence to inculcate ethical and moral values...

Many speakers highlighted the importance of monitoring and evaluation of actual situations to verify that signatories are fulfilling their duties; presentations also discussed the establishment of mechanisms that can be used to induce the Government to meet standards, rules, and conventions to which they have adhered and the obligations they have taken upon themselves, as ratification of conventions and recognition of standards does not necessarily mean their implementation and enforcement. Some recommendations for policy making from Forum presentations are listed below.

**MR. ABDUL HAKEEM**, Education Advisor and Coordinator, APPEAL, UNESCO Bangkok, presented the following RECOMMENDATIONS FOR POLICY MAKING IN THE FIELD OF EDUCATION in his concluding remarks:

1. Education should be considered during the strategic assessment of a conflict. Studies emphasize that the relationship between education and conflict can be both positive and negative (part of the problem/solution). Education can be a casualty of
conflict but also exacerbate tensions and underlying causes.

2. Rather than fragmented and compartmentalized responses, more systematic analysis is needed. Compartmentalized thinking (“preventative”, “emergency response”, “post–conflict”) can decrease the likelihood of deeper systemic analysis of the relationship between education and conflict and leads to inconsistent responses.

3. System-wide approaches are needed: activity by a single agency focusing on a single issue is unlikely to have a positive impact on the conflict. It is necessary to view the system as a whole and work together with others in a strategic manner.

4. More attention is required on the role of formal education: focusing special forms of education on specific groups of people has led to neglect of issues concerning the large number of children involved in formal education. Similar attention should be given to systemic issues that have the potential to aggravate or ameliorate conflicts.

5. There is a need to see reconstruction/reorganization as an opportunity to develop a conflict-sensitive education system, i.e. treat the conflict as a transforming process and transform the purposes of education to serve this process.

6. Education as a Right: it is necessary to consider education as a right in the context of emergency response, not as a luxury.

DR. KANG SOON WON, Hanshin University (Republic of Korea), in a presentation entitled: “THE ROLE OF EDUCATIONAL STANDARDS, PROGRAMMES, AND EDUCATIONAL MATERIALS IN VIOLENT CONFLICT PREVENTION AND THE FORMATION OF TOLERANCE” touched upon global issues that become aggravated in conflict and post-conflict periods such as poverty, inequality, and injustice. Dr. Kang Son Won also articulated the concept of “peace education” and discussed the peace education movement through the experiences of Japan and Korea, the goals of education for peace, the practical example of the Peace Road project.
Later in the presentation the speaker cited UNESCO recommendations concerning education for peace:

- “Education should include critical analysis of the historical and contemporary factors of economic and political nature underlying the contradictions and tensions between countries, together with study of ways to overcome these contradictions, which are the real impediments to understanding, true international cooperation, and the development of world peace.”
- “Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practice exploitation and foment war.”

**Methodological basis**

Forum participants received a set of manuals and guide books highlighting experience in different emergencies related to aspects of restoring the process of education. Materials also covered psychological and social support activities with various groups in emergency situations developed by international organizations, scientific centres, and NGOs.

**MR. JONATHAN VEITCH**, UNICEF Representative in Kyrgyzstan, presented guidelines on “MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES, CHRONIC CRISIS AND EARLY RECONSTRUCTION”, developed by the Inter-Agency Network for Education in Emergencies (INEE). This document was distributed to Forum participants in Russian and Kyrgyz.

These guidelines provide a set of minimum standards, key indicators, and
recommendations that include information for the organization of humanitarian activity in the field of education starting from the development of education programmes to their implementation. These standards also serve to ensure programme sustainability as well as government and community support. Minimum standards are divided into the five categories below:

- **Minimum standards common to all categories:** this section focuses on the essential areas of community participation and the use of local resources when applying the standards contained in the handbook, as well as ensuring that emergency education responses are based on an initial assessment followed by an appropriate response and continued monitoring and evaluation;
- **Access and learning environment:** focuses on partnerships to promote access to learning opportunities and inter-sectoral linkages with: health, water and sanitation,
food aid/nutrition, and shelter in order to enhance security and physical, cognitive, and psychological well-being;

- **Teaching and learning**: focuses on critical elements that promote effective teaching and learning: 1) curriculum, 2) training, 3) instruction, and 4) assessment;
- **Teachers and other educational personnel**: focuses on the administration and management of human resources in the field of education, including recruitment and selection, conditions of service, and supervision and support; and
- **Education policy and coordination**: focuses the formulation, enactment, planning, implementation, and coordination of policy.

In his report “**The Roles of Teachers in Peace Education, Inter-Cultural Understanding, and Peace-Building**”, **Mr. Toh Swee-Hin**, University for Peace (Costa Rica) reviewed the role of teachers. This included a systematic integration of diverse but interrelated thematic issues and problems of conflict as well as important pedagogical principles and methodologies. He pointed out that teachers’ efforts require relevant support and solidarity from education ministries and agencies, curriculum developers, school administrators, teacher training systems, authors and publishers of manuals and textbooks, international organizations, and others. Education for peace, inter-cultural understanding, and peace-building should not be based on “content”, “knowledge”, or “understanding” alone. Equally vital is an appropriate process and education strategy. Drawing on global experiences and examples, the Mr. Swee-Hin offered the following pedagogical principles as relevant and especially needed:

- **Holism** – an extension of education for a culture of peace across all sectors of society, recognition of interdependence of all issues and problems of conflict and violence, the integration of non-formal modes of education into more formal modes;
values formation—all learning processes inherently contain values, and therefore values focusing on peaceful relationships should be nurtured and practised (love, justice, compassion, respect, reconciliation, forgiveness, sustainability, integrity, simplicity, sharing, wisdom, hopefulness);

dialogue—avoid passive models of teaching and learning, promote horizontal, participatory and equitable modes of communication, teaching, and learning that encourage learners to share self-understanding of their own realities and foster mutually respectful critical analysis and questioning of views.

MR. BORIS KHASAN, Head of the Department of Psychology of Development at the Institute of Natural and Humanitarian Sciences, Federal University of Siberia, Krasnoyarsk, Russian Federation, presented THE METHODOLOGICAL FOUNDATION OF THE FORMATION OF CONFLICT COMPETENCIES for discussion.

The following are the three theses around which the methodological foundations of conflict competencies are developed:

• The first thesis—it is necessary to distinguish the type of conflict: devastating, destructive etc., and which strategy of avoidance and prevention should be required. There are also conflicts which are needed and unavoidable, i.e. they are part of life (sport competitions for example).

• The second thesis—an important issue for the formation of conflict competence is an attitude to overcome spontaneity. Any conflict that is associated with an uncertainty may provoke an acute response, which is often irreversible and turns into escalation. It is necessary to teach educators to control the first and immediate emotional responses. It is better to lean on personal positive experience and use a wide range of possibilities of behaviour in resolving conflict situations. Unfortunately,
negative experience and unequivocal behaviour are often promulgated instead.

- **The third thesis** – it is important to avoid dealing with conflicts that people actually suffer from. It is better to use so-called models so that the attention of the observer moves towards ways to reconcile.

**MR. RUF BERND**, managing director of the Friends of Waldorf Education organization, presented “PSYCHOLOGICAL, EDUCATIONAL AND SOCIAL SUPPORT IN POST-CONFLICT SITUATIONS” in which he discussed activities of Waldorf education which are based on the latest research on traumatic psychology and principles of special needs, helping to stabilize traumatized children and youth in crisis.

Participants from Kyrgyzstan noted that in their country in particular, educators were unprepared to work in conflict and post-conflict situations. This requires revisions to the system of initial teacher training and professional development countrywide.

**Technical and financial assistance in post-conflict situations**

“Education accounts for just 2% of humanitarian aid. This gap is also reflected in the limited educational opportunities for refugees and, to an even greater degree internally displaced persons (IDPs)”


This report suggests measures to improve the effectiveness of international aid: change the humanitarian approach, increase funding, conduct more accurate needs assessments, reform project management and oversight, and establish clear mandates.
**Ms. Valentina Kraush**, Deputy Director of the Institute of Budget Solutions, Moscow, Russian Federation, presented a report entitled “Strategic Planning and Financing for Education in Post-Conflict Situations. Strategies for Working with Donors”. Ms. Kraush discussed general contradictions and the problem of attracting external donors, something which becomes more acute in post-conflict periods. First of all, contradictions are connected with the specification of priorities and the coordination of activities among governmental agencies as well as donors in attracting external aid. The way aid money is used is often a problem, involving issues of financing, accounting, and oversight. Ms. Kraush discussed case studies in the Russian Federation and Tajikistan, and then provided recommendations for improving the effectiveness of donor assistance.

**Mr. Ulan Ryskeldiev**, Chairman of the Supervisory Board of Soros Foundation-Kyrgyzstan, commented on the work of donors and governmental structures in emergencies. The Soros Foundation-Kyrgyzstan’s experience immediately following the 2010 conflict in southern Kyrgyzstan showed that despite existing plans, the government and management of donor organizations are not ready to take responsibility and solve problems. Mr. Ryskeldiev mentioned that the most effective step was the establishment of a crisis headquarters which provided resources for short periods (from few hours to a day), and took upon itself the issues of accountability, data collection, and information transmission to other organizations to get additional assistance, etc.

Developing a coordinated strategy to resolve problems right after the acute phase of the conflict became critical as Kyrgyzstan began to receive a large amount of financial aid and humanitarian assistance from various sources. However,
uncoordinated donor activities led to overlapping and negative effects as well as the development of dependency in different communities. Nearly three years after the conflict, there are still issues that require the establishment of effective coordination mechanisms.

**MS. ANARA NIYAZOVA**, of the Innovative Solution NGO in Bishkek presented a project entitled: “**IMPROVING THE FOCUS OF DONOR SUPPORT ON GENDER FOR THE DEVELOPMENT OF THE EDUCATIONAL SYSTEM IN KYRGYZSTAN.**” This project focused on the need to respect the principles of donor assistance declared at the Paris Declaration: coordination and harmonization (gender-responsive budget, capacity building, specific needs of women, MSE); result-oriented management, and mutual accountability (participation of CSOs, gender assessment indicators, gender equality as an outcome). Ms. Niyazova underlined problems in the area of providing external aid in Kyrgyzstan including low efficiency of partnerships and donor coordination in work with governmental priorities, a gender-neutral approach in country development strategies, and negligence of the gender dimension in national planning processes in general, including budgeting. She noted that the low efficiency of external aid usage is connected with non-compliance with declared principles and obligations, and as such the assistance is not contributing to development, and civil society institutions are not considered as development partners. The report’s conclusion provided recommendations and examples of the influence of civil society on the provision of external aid.
Asia-Pacific Region

DR. HAN ZUNSANG, Dean of the College of Education, Yonsei University, Republic of Korea, in the introduction to his speech “FOSTERING A CULTURE OF PEACE THROUGH EDUCATION FOR INTERNATIONAL UNDERSTANDING WITH A FOCUS ON APCEIU PRACTICES” discussed the history of the establishment, mandate, functions, and principles of the work of the Asia-Pacific Centre on Education for International Understanding (APCEIU).

The speaker noted the following as theoretical basics for the Centre’s work:

- Education for international understanding
- Holistic and multi-dimensional concept
- Thematic field:  
  1) Dismantling the Culture of War  
  2) Living with Compassion and Justice  
  3) Building Cultural Respect, Reconciliation, and Solidarity  
  4) Promoting Human Rights and Responsibilities
5) Living in Harmony with the Earth
6) Cultivating Inner Peace, and so forth

He also shared experiences in the region and presented the main directions of the work of the Centre such as:

- Capacity-building for educators and pedagogical staff
- Conducting research and analysis of politics
- Distribution of information
- International exchange programmes for teachers
- Strengthening the capacity of staff members of the Centre, and networking.

Most Forum participants were interested in teacher exchange programs, on which the Centre spends nearly half (45.3%) of its budget. Dr. Zunsang also highlighted the importance of the programme’s development of teacher manuals and other educational publications.

**PROFESSOR RENE C. ROMERO**, Philippine Normal University, the Philippines, in his presentation “PROMOTING PEACE, TOLERANCE AND INTER-CULTURAL UNDERSTANDING THROUGH NON-FORMAL/INFORMAL EDUCATION” provided an excursion into the history of the development of peace-building movements in the Asia-Pacific region, and introduced experience of work in the Philippines under the slogan “From Instability to Stability”, and emphasized the necessity of developing good neighbourhood programmes. Other topics included the experience of informal programmes and projects such as the creation of Peaceful Zones, ‘Children and Peace’, Literacy Training, “Peaceful Technologies” for youth, and a campaign for solidarity with victims of natural disasters.
Professor Romero underlined the necessity of the conceptualization of thematic concepts, especially understanding “peace” in various contexts, the importance of the organization and inter-institutional consortiums, and launching mechanisms to replicate work that has promoted peace education.

Kyrgyzstan

MR. GULZHIGIT SORONKULOV, Deputy-Minister of Education and Science of the Kyrgyz Republic, presented an ANALYSIS OF THE CURRENT SITUATION AND A REVIEW OF THE ACTIVITIES OF THE PROJECTS AND PROGRAMMES IN THE EDUCATIONAL FIELD IN THE POST CONFLICT PERIOD (after the 2010 June Events) in Kyrgyzstan. He defined several phases of response:

- **First phase** - localization of the conflict, provision of safety measures for children;
- **Second phase** - primary damage assessment, formation of the programme of action, coordination and organization of donor groups, commencement of the action programmes to rehabilitate of children;
- **Third phase** - restoration of infrastructure and a stable and functioning education system, preparation for the new academic year, social and psychological support for children, teachers and parents.

It is noted in the report that in accordance with the standards of action in emergencies, the country must have an emergency response plan against man-made, social, and natural disasters. Unfortunately, Kyrgyzstan lacks this type of plan, a fact which was a major factor in difficulties of the conflict and post conflict period. This absence
led to general disorganization the possibility for peaceful resolution during and after the 2010 conflict.

The comprehensive “Welcome to School” programme was developed from a UNICEF initiative with the help of other interested parties. The programme focused on restoring damaged schools, creating a safe environment (bus services, security, parental guidance), conducting activities on rehabilitation of children, advanced training for teachers, transfer of students to universities in Bishkek, incentives for attracting new teachers, and other measures that provided opportunities for 97% of children of school age in the Osh region and 98% of children in Jalalabad to continue attending school from September 1st onwards.

Concluding his presentation, the speaker presented the Ministry’s plans for conflict prevention, the creation of a tolerant and multicultural environment in the education system (including strengthening educational policy development in the human rights sphere in the Kyrgyz Republic), upgrading standards and curriculum of social and humanitarian subjects, and a pilot project to develop multilingual and multicultural education in 10 schools of the country.

**Mr. Jonathan Veitch**, UNICEF representative in Kyrgyzstan, discussed **APPLICATION OF THE MINIMUM STANDARDS FOR EDUCATION IN EMERGENCIES IN THE NATIONAL “WELCOME TO SCHOOL” initiative implemented in response to the June Events.**

**Mr. Alexander Yazov**, Director of the Olimp school-gymnasium (city of Osh, Kyrgyz Republic), and a direct participant in rehabilitation activities after the June Events, shared his experiences in Kyrgyzstan in ensuring the right to education
in a post-conflict situation. Mr. Yazov also discussed with admiration UNICEF’s small-scale projects such as “School in a box”, sports equipment for schools, educational materials, setting up playgrounds, and long-term initiatives such as the opening of 5 kindergartens and 40 pre-school classes. These projects were unanimously lauded by teachers and students for their positive impact.

It is necessary to note that eventually, mutual understanding between the Ministry of Education and Science of the Kyrgyz Republic, beneficiaries, and donors in many cases rendered effective and timely assistance. Mr. Yazov also noted the help provided by DFID, USAID, the Aga-Khan foundation, ACTED, Kosh Araket, Ulibka, Every Child, Nashi Deti, and other organizations for recovery and creating educational infrastructure for children and youth.

**Moldova**

**MS. ATANASIA STOIANOVA**, Director of the Centre For Minorities’ Problems (Moldova) presented “EDUCATION AS A BASIS OF SOCIAL INTEGRATION, PRESERVATION AND DEVELOPMENT OF THE LANGUAGE AND CULTURAL DIVERSITY: THE MOLDOVAN EXPERIENCE”. In this presentation Ms. Stoianova discussed the experience of reforming the education system of the Republic of Moldova. Of particular interest were how changes to language policy in education led to improvements in the teaching of native languages in schools where national minorities are taught, as well as the introduction of bilingual teaching. Her presentation touched upon issues related to revisions in history, literature, geography, and other textbooks, as well as the introduction of a multicultural context to all subjects, development of a favourable environment in
schools, and the introduction of the new subjects for developing of social skills. All of these topics led to further discussion by audience members.

The following are the results of educational system reforms in Moldova:

- Balance in inter-ethnic relations,
- Increased motivation of language minorities to learn the state language,
- Formation of public opinion for multilingual education,
- Development of multicultural educational content.

**Russia**

**MS. ELENA LENSKAYA**, Dean of the Management in Education Faculty of the Moscow School of Social and Economic Sciences, Moscow, Russian Federation, presented “**SCHOOL ETHOS AS A PRECONDITION FOR MULTICULTURAL EDUCATION**” in which she discussed the following questions:

- What is “multicultural education”?
- How to foster tolerance for diversity?
- How diversity be used as an advantage?
- What do we want to see in a citizen of a multicultural state?
- What is a multicultural school ethos?

The presentation offered a framework for an effective multicultural school (according to James Banks) and the primary directions for teacher training and children’s’ education (emotional competency, critical thinking, conflict competence, legal competence, multicultural dialogue, pedagogical support, therapy in crisis situations, leadership, and social projection).
Ms. Lenskaya discussed experiences from the Northern Caucasus and examples of school projects developed in accordance with the principles of multicultural education. Of special interest were the project of a short-stay kindergarten to teach rural children Russian (a project in Ingushetia), immersion in a multicultural environment – a camp in the Mt. Elbrus area (a project in Kabardino-Balkaria), preparation to live in a different cultural environment (Dagestan), integration of orphans into ordinary schools (Karachay-Cherkessia), the revival of the Ossetian language (North Ossetia), and the “These Strange Armenians” project (Armenian School in Sochi).

**Ukraine**

**MR. OLEG SMIRNOV**, director of the Centre of Inter-Cultural Education and Tolerance (Ukraine) discussed work on conflict prevention in the Crimea in his presentation: “FOSTERING TOLERANCE AND NEIGHBOURHOOD CULTURE IN THE CRIMEA.” The report covered:

- high migration and lack of skills in a multi-ethnic and multi-religion population living in the area;
- The complex process of adaptation by the Russian-speaking population of the Crimea to new Ukrainian realities;
- The complicated historical context: due to its strategic location, the Crimea has been an area of frequent conflict for various world powers. It is the only region of Ukraine where representatives of national minorities are the majority of the population;
- Political and economic instability in Ukraine, lack of careful policy regarding the attitude of the centre towards the regions, manipulation by political elites in
ethnic sphere, mythologisation of history, and speculation on past armed conflicts, construction of a new identity, propaganda of separatist attitudes, “purity of blood’, and replicating negative ethnic stereotypes;

- Schools do not provide skills related to life in multicultural and multi-religion society. The educational environment creates conditions not so much for integration as voluntary segregation of children (the opening of specialized schools with instruction in ethnic languages, and the introduction of “Orthodox culture of the Crimea”, “Islamic culture of the Crimea”, and “The basics of the Christian ethics” religious courses). Educators are not prepared to the work in multicultural and multi-religion environments;

- Ideas of ethnocentrism, isolation, historical and cultural myths, and flourishing “hate speech” are actively reproduced by media. As a consequence xenophobia and intolerance are on the rise among children and adults.

Other sections of the report detail the experience of work and the evolution of neighbourhood development programmes between 1997-2012 starting from
research programmes, their monitoring, textbooks, and manuals on compliance with principles of tolerance, to concrete results and revisions in educational curriculum and environment.

The report also analyses the development and implementation of an integrated “Neighbourhood Culture” course for all phases of education from pre-schools (“Crimean Wreath”) to high schools (“The Foundations of a Neighbourly Community”) and teacher professional development; and finally projects on the Information and Methodology for Inter-cultural Education and Tolerance in the Crimea.

In its conclusion, the report provides detailed recommendations on inter-cultural education at the inter-regional, regional, and inter-sectoral levels.
PART IV. GENDER APPROACHES IN EDUCATION FOR CONFLICT PREVENTION

Thematic Group II had 20 participants including representatives of all participating countries; 6 of them presented their reports.

**Ms. Anara Niyazova**, Innovative Solution NGO, Bishkek, Kyrgyzstan, reviewed legislative aspects in her report “APPLYING STANDARDS AND OBLIGATIONS OF GENDER ASPECTS OF CONFLICT PREVENTION AND RESOLUTION INCLUDING NEW GENERAL RECOMMENDATIONS OF THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)”. This presentation touched on the framework provided by international humanitarian law, UN Security Council Resolutions, CEDAW (new general recommendations #27 - Women in Conflict and Post-Conflict Situations), Millennium Development Goals (MDGs), the UN Action Programme for 13 Agencies against Sexual Violence in Conflict Situations, and the UN Action plan for 7 directions of gender-sensitive peace building.

In her report “EDUCATION AND ARMED CONFLICT: LESSONS LEARNED AND PERSPECTIVES” **Ms. Takhmina Karimova**, Small Arms Survey, Geneva, Switzerland, presented information on the activities of the Geneva-based
Independent Institute for Scientific Research and its research in the field of violence prevention and mitigation. She discussed problems resulting from armed conflicts in education in detail:

- destruction of the system for providing educational services
- limited access to education (girls, forced immigrants)
- leakage of resources (economic costs)
- decrease in social and human capital
- forcing school age children and youth to participate in illegal activities and armed groups

In her report “NEEDS AND PRIORITIES FOR THE EDUCATION OF WOMEN IN THE POST-CONFLICT PERIOD: TAJIKISTAN” Ms. GULDZHAHKHAN BOBOSADIKOVA of the Women with Advanced Degrees of the Republic of Tajikistan public association discussed the consequences of the 1992-1997 conflict in Tajikistan, conflict disengagement by both sides, educational problems in the post conflict period including a shortage of schools and teachers, low enrolment of children (especially girls) in schools, forced marriage of under-age girls, reduction of the marriage age, expressions of violence, revival of traditional (discriminative) perceptions of the role of women in the family and society, poverty growth, and security problems. Tajikistan government measures to ensure equal access to education for women and men and priority directions for female education are listed:

- Create a permanent system to conduct awareness-raising activities related to the importance and necessity of educating women by attracting media, the public, and religious organizations;
- Build safer learning environments; take gender factors into account, allowing for the elimination of obstacles preventing girl’s enrolment
• Develop of practical mechanisms to continue education for young women who had no access to full secondary education when of school age;
• Provide assistance by organizing a centre for professional training;
• Develop and implementation of programmes for girls, which would allow obtaining information, skills, advices and services necessary for vocational guidance, protection from violence and conflict etc.
• Provide targeted assistance from the government and international organizations to support girls’ education
• Enhance legal skills using various forms and teaching methods. Disseminate of information materials (among students, communities, householders, etc.)

**MS. DILDORA KHAMIDOVA**, director of the Centre for Multicultural and Multilingual Education, Osh, Kyrgyz Republic in the report provided a detailed review of the situation of equal access to education for ethnic minorities in Kyrgyzstan in her report: “EQUAL ACCESS TO EDUCATION: GENDER, ETHNIC, AND CULTURAL ASPECTS”. She noted that “According to local NGOs and ethnic communities, there is an observable trend in limited access to informational, material, educational, and cultural resources for ethnic minorities (especially in Osh, primarily for Uzbeks) following the June Events.”

She also discussed migration, early marriages, the dissemination of radical religious ideas, and language policy as other factors that impede access to information for women and girls.

In her report’s conclusion, Ms. Khamidova provides recommendations for governmental and municipal structures: the Jogorku-Kenesh (Parliament) of the Kyrgyz Republic, the Government of the Kyrgyz Republic, the Spiritual Administration
of Muslims of the Kyrgyz Republic, the Ministry of Education and Science, universities, supervisory and controlling bodies, local authorities, law-enforcement agencies, the media, and representatives of the healthcare system.

In her presentation entitled “The experience of NGO in conflict prevention with incorporating of gender approaches” Ms. Nargis Ziyavitdinova, “Zhenskoye Sobranie” NGO, Uzbekistan, provided examples of civil society in Uzbekistan working in different directions such as conflict prevention (family and domestic), the development of inclusive education, and the advancement and protection of women’s rights.

**MR. GERALD GUNTHER**, UN Women in Kyrgyzstan programme specialist,
discusses UN resolutions and reporting and monitoring of national action plans in his presentation “ASPECTS OF EDUCATION IN NATIONAL ACTION PLANS ON UN SC RESOLUTIONS ON WOMEN, PEACE, AND SECURITY”.

The report led to discussions within the group of the role of NGOs, incorporating aspects of gender into standards and obligations, and access to education with respect to ethnicity. Participants also talked about problems of the post conflict period including education of women and overall development. Session participants provided recommendations on the prevention of violence against women, including drawing the attention of law enforcement to such issues and involving the Ministry of Education, as well as implementing Forum ideas at the national level.
The goal of the work of the Thematic Group III was to develop recommendations on the formation of a culture of inclusiveness in order to decrease the risk of conflict emergence and promote a culture of peace through inclusive education.

**Ms. Laura Kennedy**, specialist for Social Sciences Programme of the UNESCO Almaty Cluster Office, articulated the concept of “social inclusion” as a process directed to provide equal opportunities allowing every person irrespective of his/her origin to fully realize their potential in life in her presentation entitled “SOCIAL INCLUSION: BASIC CONCEPTS AND ITS SIGNIFICANCE FOR ACHIEVING SOCIAL COHESION”. She presented the main factors of withdrawal from society by members of vulnerable groups.

Ms. Kennedy defines vulnerable groups as those which have additional needs and the worst results if such needs are not met. These are also groups of people which are most liable to estrangement from society, especially in conflict and post-conflict situations, including people of moderate means, elderly people, refugees, migrants, people with special needs, groups of ethnic or cultural minorities, people living with HIV/AIDS, women, and others.
In her report “DEVELOPMENT STRATEGY FOR INCLUSIVE EDUCATION IN THE REPUBLIC OF KAZAKHSTAN” MS. GULZHAN OROZAEVA, Director of the National Scientific and Practical Centre of Correctional Pedagogy, Almaty, Kazakhstan, presented approaches to introduce inclusive education in the Republic of Kazakhstan, including development of a normative legal framework at the national and the organizational level, governmental programmes and their target indicators, a system of inclusion of children with disabilities into the general education process, and phases of implementation for inclusive education.

MR. HAMZAKUL NAVRUZOV, leading specialist of the Ministry of Education of the Republic of Tajikistan, considered issues of ENSURING THE RIGHT TO EDUCATION FOR VULNERABLE GROUPS.

Mr. Navruzov presented statistics, described the situation in Tajikistan regarding children with special needs into the educational process, and considered issues and provisions of the National Conception of Inclusive Education for Children with Special Needs of the Republic of Tajikistan for 2011-2015.

MS. TAKHMINA KHAIDAROVA, representative of the NGO “Tajik Network of Women Living with HIV”, reviewed THE PROBLEMS AND ACHIEVEMENTS OF WOMEN OF TAJIKISTAN LIVING WITH HIV on the basis of the organization’s projects on improving life conditions of women and children living with HIV. Many women affected by HIV suffer from a lack of benefits and social support; stigmatization, discrimination and violence from families and society; low standards of education and employment, and barriers to realize their basic rights. Information about achievements of the women of “Tajik Network of Women living with HIV” was a more uplifting part of the presentation.
**Ms. Fatima Koshokova**, director of the “Rainbow” public foundation of Osh, Kyrgyzstan, talked about **experience ensuring the right to education for children affected by HIV**. Problems and challenges in working with families with children affected by HIV were highlighted in the presentation. The Rainbow public foundation provides informational, educational, social, psychological, and legal assistance, as well as some financial aid.

**Mr. Daniil Kim**, representative of the Orken public foundation in Shymkent, Kazakhstan, shared his **experience of supporting families with members living with HIV** including trainings for women and youth, providing employment and psychological support, and organization of preschool education and recreation. In addition, Orken conducts seminars on tolerance towards people affected by HIV for doctors and representatives of law-enforcement agencies.

**Mr. Tigran Epoyan**, regional advisor on HIV/AIDS, UNESCO Office in Moscow, provided **practical recommendations for the protection of students and educators with regards to HIV**, and also emphasized the necessity of development of a policy in relation to HIV specifically for the educational sector. He also presented a document “Practical Recommendations on the Implementation of Policy in Relation to HIV in Educational Systems in Eastern European Countries and Central Asia” developed under the support of UNESCO in Moscow.

**Ms. Galina Lee**, national HIV/AIDS programme specialist, UNESCO Almaty Cluster Office, talked about the experience of adapting **practical recommendations on the implementation of policy**
In relation to HIV in educational systems in Eastern European countries and Central Asia” in Kyrgyzstan and Tajikistan, and made a presentation on “Inclusive Education” in which she presented models and the philosophy of inclusive education.

In general, Working Group III participants discussed basic concepts related to social inclusion, their different interpretations, problems of terminology and correct usage in different countries of Central Asia, and the financing of inclusive education.

Working Group III participants came to the following conclusions:

1) Social inclusion is a relevant and important factor for decreasing the risk of conflicts and instability, while at the same time improving peace-building and rapid post-conflict recovery; the subject “Social Inclusiveness” is very appropriate when considering issues of conflict prevention and peace-building;

2) Social Inclusiveness presupposes inclusion of the whole society, not only certain groups;
3) education is an effective instrument for building consolidated societies;
4) inclusive education is the fundamental phase in building an inclusive society – it is necessary to provide rights and access to education for all those excluded from the educational process (not just for children with special needs).

During the discussion of the Forum draft resolution, participants noted the need to use the capacity of the educational system widely for conflict prevention, promoting tolerance, the importance of inclusive communities, and ideas of peace. The following changes and amendments were suggested:

- Develop / revise the policy and regulatory legal framework for the development of inclusive education that addresses the needs of all vulnerable groups, including people with low incomes, children and youth with special needs, populations in remote areas, ethnic and linguistic minorities, migrants, children without parental care, children and young people living with HIV and other diseases, and not only children with special educational needs due to physical and mental health;
- Provide materials, a technical base, and qualified pedagogic staff for the implementation of inclusive education, as well as providing programme and methodical support;
- Strengthen collaboration and cooperation with associated ministries, governmental, non-governmental, and international organizations and the media to create an environment favourable to social inclusion;
- Establish a resource centre for educators to share information and best practices on education for the promotion of peace, conflict prevention, and resolution.
The format of the Forum allowed organizations and experts to organize a photo-exhibition, present publications, conduct classes, and share research and case-studies.

**ADDITIONAL FORUM ACTIVITIES:**

- Instructional lesson on “Pedagogical Practices in Post-Conflict Regions” (Ms. Malsch Grit, volunteer of the NGO “Friends of Waldorf Education”);
- Results of the work of the Multicultural Camp “All Children of the Caucasus” as a platform for conflict prevention (Ms. Lenskaya Elena, Dean of the Faculty of Management in Education, Moscow School of Social and Economic Sciences, Russian Federation);
- The role of mediation skills in conflict prevention and resolution (Ms. Mamajusupova Dilbar, IRET public foundation, city of Osh, Kyrgyzstan);
- Results of research from schools in Moscow and Tajikistan:
  - “Children of Migrants in Schools of Russia and Native Countries: access to education and problems of learning/teaching” (Mr. Dmitri Poletaev, leading research fellow, Laboratory of Migration Analysis and Prognosis of the Institute...
of Economic Forecasting of the Russian Academy of Sciences, Moscow, Russian Federation);

— “Integration of Migrants’ Children in Moscow’s Schools” (Ms. Maria Kotovskai, head of Department, member of the Public Council of Moscow city, Vice Head of the Commission for Ethnic and Migration Affairs);

• Analysis of the current situation on the provision of access to education for children of migrants (Ms. Elvira Vatlina, Children’s Fund of the Republic of Kazakhstan);

• Analysis of the role of media technologies in improving education and integration of working migrants from Central Asia in the Russian Federation (Ms. Nadezhda Azhgikhina, Union of Journalists of Russia).
The “Learning to Live Together. Education as an Instrument for Social Cohesion, Conflict Prevention and Resolution” International Forum demonstrated the common need for closer cooperation and experience exchange in developing educational programmes on peace-building. These programmes help to foster a world-view based on mutual respect, common interests, and the values of a multicultural society.

Issues raised during the Forum provided a basis for discussions and substantiated the necessity of establishing a permanent platform which would contribute to systemic data collection and analysis as well as provide for experience exchange among educators of the region in addressing conflict situations in education and capacity building of educators. At the conclusion of the Forum, a large number of participants proposed the creation of such a platform – the Sub-regional Resource Centre.

In order to prevent conflict situations and eliminate discrimination by increasing access to education and providing a supportive learning environment it is
NECESSARY TO:

— Develop/revise policies on the development of inclusive education as one of the basic instruments to achieve a just, equal, and peaceful society; Provide barrier-free access to education for all children, which are not enrolled in schools, especially those from low-income families, refugees, migrants, ethnic minorities, children with special educational needs, living with HIV, including gender aspects in accordance with the international obligations undertaken by participating countries of the Forum including the UN Declaration of the Rights of the Child to;

— Take all possible measures which are reflected in the minimum standards for education in emergencies or man-made/natural disasters such as general plans of responses to emergencies, and ensure mechanisms for their implementation;

— Conduct regular monitoring of educational content with a view to avoid xenophobia, discriminatory practices, and contentious terms in standards, curricula, textbooks, teaching and methodological materials, and the educational environment;

— Introduce the compulsory public examinations of educational strategies and programmes at all stages of development; implementation, monitoring, and assessment for their compliance with international obligations on the advancement of human rights, gender equality, and conflict prevention; improve mechanisms and forms of participation of civil society organizations including organizations representing the interests of marginalized and vulnerable populations in the processes of development, realization, monitoring, and assessment of educational programmes and projects;
— Improve cooperation among ministries, governmental, non-governmental and international organizations, and the media to create favourable conditions to advance and promote social inclusion, inter-cultural and inter-ethnic dialogue, and overcome negative stereotypes;

— Improve the content and variety of extracurricular activities, complementary education directed at developing and meeting the interests of children, and instilling an ability to live in a multicultural, rapidly changing society that considers universal human rights, non-discrimination, and equality for everyone.

It is important to consider the following issues in the work related to **TRAINING AND PROFESSIONAL DEVELOPMENT OF TEACHERS AND EDUCATION SPECIALISTS**:

— Develop a system of immediate psychological, pedagogical, and social support in emergencies and conduct relevant trainings for educators;
— Introduce changes into qualification requirements for educators, taking into account professional competencies aimed at prevention and resolution of conflicts and emergencies;
— Introduce bilingual and cross-cultural issues into training programmes and professional development for educators.
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ACTED</td>
<td>Agency for Technical Cooperation and Development</td>
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<td>ADB</td>
<td>Asian Development Bank</td>
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<tr>
<td>APCEIU</td>
<td>Asia-Pacific Centre of Education for International Understanding</td>
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<td>APPEAL</td>
<td>Asia and Pacific Programme of Education for All</td>
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<td>ASP</td>
<td>Associated Schools Network</td>
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<td>AUCA</td>
<td>American University of Central Asia</td>
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<tr>
<td>CEDAW</td>
<td>Committee on the Elimination of Discrimination against Women</td>
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<td>CS</td>
<td>Civil Society</td>
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<tr>
<td>DFID</td>
<td>Department For International Development</td>
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<tr>
<td>EFA</td>
<td>Education For All</td>
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<tr>
<td>EurAsEC</td>
<td>Eurasian Economic Community</td>
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| GIZ          | German Agency for International Cooperation  
               (Gesellschaft für Internationale Zusammenarbeit) |
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<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>IDP</td>
<td>Internally Displaced Persons</td>
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<td>INEE</td>
<td>International Network for Education in Emergencies</td>
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<td>IOM</td>
<td>International Organization for Migration</td>
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<tr>
<td>ISE MSUDT</td>
<td>Institute of Social Engineering,&lt;br&gt;Moscow State University of Design and Technology</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
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<tr>
<td>NGO</td>
<td>Non-governmental Organization</td>
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<td>OHCHR</td>
<td>Office of the High Commissioner for Human Rights</td>
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<td>PA</td>
<td>Public Association</td>
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<td>PF</td>
<td>Public Foundation</td>
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<tr>
<td>RSE</td>
<td>Republican State Enterprise</td>
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<tr>
<td>TEC</td>
<td>Teaching and Educational Complex</td>
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<tr>
<td>UN Women</td>
<td>The United Nations Entity for Gender Equality&lt;br&gt;and the Empowerment of Women</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>The United Nations Children’s Fund</td>
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<td>UNSCR</td>
<td>United Nations Security Council resolution</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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### Annex I

**LIST OF PARTICIPANTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
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<td>Name</td>
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<td>Director, Central Asian Diversity Management Center, Kyrgyz Republic</td>
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<td>Bekbolotov Kumar</td>
<td>Executive Director, Soros Foundation-Kyrgyzstan</td>
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<td>Djusupova Aliya</td>
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<td>Name</td>
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<td>Harutyunyan Armen</td>
<td>Regional Representative for Central Asia. Office of the UN High Commissioner for Human Rights (OHCHR)</td>
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<td>Ibragimova Gaisha</td>
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<td>Karimova Irina</td>
<td>President, Tajik Academy of Education, Republic of Tajikistan</td>
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<td>Karimova Takhmina</td>
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<td>Kennedy Laura</td>
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<td>Khalikulov Bakhtiyor</td>
<td>CI Programme Officer and Focal Point for HIV/AIDS Education prevention and Human Rights, UNESCO Tashkent Office</td>
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<td>Khamidova Dildora</td>
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<td>Professor, Director, Institute of Psychology and Development Pedagogy, Russia</td>
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<td>Representative of PF “Orken”, Shym lent, Republic of Kazakhstan</td>
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<td>Kim Jong-Hun</td>
<td>Head, Office of Planning and Administration, APCEIU</td>
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<td>Koak Alexander</td>
<td>Programmes Director, Center of Public Technologies, Kyrgyz Republic</td>
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<td>Korchueva Elnura</td>
<td>Secretary-General, National Commission for UNESCO of the Kyrgyz Republic</td>
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<td>Koshokova Fatima</td>
<td>Director, PF “Info-Center Rainbow”, Osh, Kyrgyz Republic</td>
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<td>Kotovskaya Maria</td>
<td>Leading Research Fellow, Institute of Ethnology and Anthropology of the Russian Academy of Sciences, Chairman of the Commission for Nationalities and Migration Policy of the Moscow Public Board</td>
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<td>Director, Asia-Pacific Center of Education for International Understanding (APCEIU)</td>
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<td>Rector, Kyrgyz Russian Slavic University, Kyrgyz Republic</td>
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<td>Rakhimov Ibod</td>
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<td>Rasulova Gulmira</td>
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<td>Professor, Philippine Normal University, the Philippines</td>
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<td>Chairman, Supervisory Board, Soros Foundation-Kyrgyzstan</td>
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<td>Singh Kishore</td>
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<td>Stoianova Atanasia</td>
<td>Director, Center on Minorities, Republic of Moldova</td>
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<td>Sultanova Gulmira</td>
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<td>Distinguished Professor, University for Peace, Costa Rica</td>
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<td>Ziyavatdinova Nargis</td>
<td>Regional Representative, PA “Jenskoye sobranie”, Republic of Uzbekistan</td>
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Annex II

PROGRAMME

WEDNESDAY, JUNE 27, 2012

VENUE: State Residency “Ala-Archa”

8:30 – 9:30 Registration of participants

OFFICIAL OPENING OF THE FORUM
Chairperson: Ms. MELNIKOVA INNA, Education Programme Specialist, UNESCO
Almaty Cluster Office

9:30 – 10:30 WELCOME SPEECHES:
Ms. ASYMBEKOVA GULNARA, Vice-Prime Minister of the Kyrgyz Republic on social issues
Mr. SADYKOV KANAT, Minister of Education and Science of the Kyrgyz Republic
Mr. LAZAREV SERGUEI, Director of the UNESCO Almaty Cluster Office
Mr. MASKEVICH SERGEI, Minister of Education of the Republic of Belarus
Mr. **JUMAGULOV BAKYTJAN**, Minister of Education and Science of the Republic of Kazakhstan

Ms. **SARTBAEVA DAMIRA**, Regional Programme Director, UN Women Sub-regional office for Eastern Europe and Central Asia

Mr. **KISHORE SINGH**, UN Special Rapporteur on the Right to Education

Mr. **BEKBOLOTOV KUMAR**, Executive Director, Soros Foundation- Kyrgyzstan

Mr. **LEE SEUNGHWAN**, Director, Asia-Pacific Center of Education for International Understanding

Ms. **KORCHUEVA ELNURA**, Secretary-General, National Commission for UNESCO of the Kyrgyz Republic

**10:30 – 10:50**  
Purpose, Objectives, and the Forum Program  
Ms. **MELNIKOVA INNA**, Education Programme Specialist, UNESCO Almaty Cluster Office

**10:50 – 11:30**  
Group photo, coffee - break
PLENARY MEETING I
The Role of Education in Conflict Prevention and Resolution: Basic Approaches in International Practice
Chairperson: Mr. LAZAREV SERGUEI, Director, UNESCO Almaty Cluster Office

11:30 – 11:50
THE RIGHT TO EDUCATION: CONFLICT PREVENTION AND RESOLUTION
Mr. KISHORE SINGH, UN Special Rapporteur on the Right to Education

11:50 – 12:10
IDENTIFYING THE MOST VULNERABLE GROUPS IN CONFLICT CONDITIONS
Mr. HARUTYUNYAN ARMEN, Office of the United Nations High Commissioner for Human Rights (OHCHR) in Bishkek

12:10 – 12:30
INCORPORATING GENDER SENSITIVE EDUCATION POLICY AND PROGRAMMES IN ACCORDANCE WITH INTERNATIONAL HUMAN RIGHTS STANDARDS
Ms. NIYAZOVA ANARA, NGO “Innovative Solution” (Kyrgyzstan)

12:30 – 12:50
STRATEGIC ISSUES AND EXPERIENCE IN PROMOTION OF EDUCATION FOR PEACE AND CONFLICT PREVENTION
Mr. ABDUL HAKEEM, Education Adviser and Coordinator, APPEAL, UNESCO Bangkok

12:50 – 13:00
Questions and Discussion
SECTIONS

SESSION I.
Addressing challenges in a Post-Conflict Period

14:00 – 18:00  THEMEATIC GROUP 1
Education as an Instrument of Social Cohesion, Prevention, and Conflict Resolution
Chairperson: Ms. GLUSHKOVA MARINA, Programme Director, Center for Social Integration (Kyrgyzstan)

14:00 – 14:10  Group Introductions. Objectives & Tasks

14:10 – 14:30  SITUATION ANALYSIS AND OVERVIEW OF EDUCATION ACTIVITIES IN POST-CONFLICT KYRGYZSTAN
Mr. SORONKULOV GULJIGIT, Deputy-Minister of Education and Science of the Kyrgyz Republic

14:30 – 14:50  PSYCHOLOGICAL, EDUCATIONAL AND SOCIAL SUPPORT IN POST-CONFLICT SITUATIONS
Mr. RUF BERND, Executive Director, Friends of Waldorf Education, Head of the Extreme Pedagogy Group (Germany)
14:50 – 15:10  FOSTERING A CULTURE OF PEACE THROUGH EDUCATION FOR INTERNATIONAL UNDERSTANDING WITH FOCUS ON APCEIU PRACTICES
Dr. HAN ZUNSANG, Dean, College of Education, Yonsei University, Republic of Korea

15:10 – 16:00  Questions and Discussion

16:00 – 16:30  Coffee - break

16:30 – 16:50  EDUCATION AS A BASIS OF SOCIAL INTEGRATION, PRESERVATION AND DEVELOPMENT OF THE LANGUAGE AND CULTURAL DIVERSITY: MOLDOVIAN EXPERIENCE
Ms. STOIANOVA ATANASIA, Director, Center on minorities (Republic of Moldova)

16:50 – 17:10  PROMOTING PEACE, TOLERANCE AND INTERCULTURAL UNDERSTANDING THROUGH NON-FORMAL/ INFORMAL EDUCATION
Prof. RENE C. ROMERO, Philippine Normal University (Philippines)

17:10 – 17:30  FOSTERING TOLERANCE AND CULTURE OF NEIGHBORHOOD IN CRIMEA
Mr. OLEG SMIRNOV, Director, Integration and Development Center for Information and Research (Ukraine)

17:30 – 18:00  Questions and Discussion; Finalizing Session Work
14:00 – 18:00  
THEMAT I C G R O U P 2  
Incorporating Gender Responsive Approaches in Education for Conflict Prevention  
Chairperson: Ms. BOBOSADYKOVA GULDJAKHON, NGO “Association of Women with University Degree” (Republic of Tajikistan)

14:00 – 14:10  
Group Introductions. Objectives & Tasks

14:10 – 14:30  
APPLYING STANDARDS AND OBLIGATIONS ON GENDER ASPECTS OF CONFLICT PREVENTION AND RESOLUTION, INCLUDING NEW GENERAL RECOMMENDATIONS OF THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (CEDAW)  
Ms. NIYAZOVA ANARA, NGO “Innovative Solution” (Kyrgyzstan)

14:30 – 14:50  
EDUCATION AND ARMED CONFLICT: LESSONS LEARNT AND PERSPECTIVES  
Ms. TAHMINA KARIMOVA, Small Arms Survey (Switzerland)

14:50 – 15:10  
EDUCATIONAL NEEDS AND PRIORITIES FOR WOMEN IN THE POST-CONFLICT PERIOD – EXPERIENCE OF TAJIKISTAN  
Ms. BOBOSADYKOVA GULDJAKHON, NGO “Association of Women with University Degree” (Republic of Tajikistan)
15:10 – 15:30  
EQUAL ACCESS TO EDUCATION – GENDER, ETHNIC, AND INTERETHNIC ASPECTS  
Ms. KHAMIDOVA DILDORA, Center for Multicultural and Multilingual Education (Osh, Kyrgyzstan)

15:30 – 15:50  
EXPERIENCE OF NGOS ON GENDER SENSITIVE CONFLICT PREVENTION  
Ms. ZIYAVATDINova NARGIZ, PO «Women's Assembly»  
(Republic of Uzbekistan)

15:50 – 16:00  
Questions and Discussion

16:00 – 16:30  
Coffee - break

16:30 – 16:50  
ASPECTS OF EDUCATION IN NATIONAL ACTION PLANS ON UN SECURITY COUNCIL RESOLUTIONS ON WOMEN, PEACE, AND SECURITY  
Mr. GUNTHER GERALD, Programme Specialist on Gender and Mediation, UN Women Sub-regional Office for Eastern Europe and Central Asia

16:50 – 18:00  
Questions and Discussion  
Finalizing Session Work
14:00-18:00  THEMATIC GROUP 3

The Role of Social Inclusion in Promoting Peace and Stability

Chairpersons: Ms. GORKINA VALENTINA, Head, Project “Healthy Generation” and Ms. ABDURAKHIMOVA SHAHLO, Secretary-General, Tajik National Commission for UNESCO under the Ministry of Foreign Affairs of the Republic of Tajikistan

14:00 – 14:10  Group Introductions. Objectives & Tasks

14:10 – 14:30  SOCIAL INCLUSION: BASIC CONCEPTS AND SIGNIFICANCE FOR ACHIEVING SOCIAL COHESION

Ms. LAURA KENNEDY, Social Sciences Programme Specialist, UNESCO Almaty Cluster Office

14:30 – 15:00  The Role of Social Inclusiveness in Promoting Peace Discussion

15:00 – 15:20  STRATEGY OF DEVELOPMENT OF INCLUSIVE EDUCATION IN THE REPUBLIC OF KAZAKHSTAN

Ms. ORAZAYEVA GULZHAN, National Scientific and Practical Center of Correctional Pedagogy (Almaty, Kazakhstan)

15:20 – 15:40  ENSURING THE RIGHT TO EDUCATION FOR VULNERABLE GROUPS

Mr. YAZOV ALEXANDER, Director, School-gymnasium “Olimp” (Osh, Kyrgyzstan)
15:40 – 16:00 Questions and Answers

16:00 – 16:30 Coffee – break

16:30 – 16:50 ENSURING THE RIGHT TO EDUCATION FOR VULNERABLE GROUPS
Mr. NAVRUZOV HAMZAKUL, Leading specialist, Ministry of Education of the Republic of Tajikistan

16:50 – 17:10 NGO EXPERIENCE “TAIK NETWORK OF WOMEN WITH HIV”
Ms. KHAIDAROVA TAHMINA, Tajik Network of Women with HIV

17:10 – 17:30 DISCUSSION ON THE DRAFT RECOMMENDATIONS FOR RESOLUTION OF THE FORUM
Ms. KENNEDY LAURA, MS. LI GALINA, UNESCO Almaty Cluster Office

17:30 – 18:00 Finalizing Session Work, Preparation of the Presentation

19:00 –21:00 OFFICIAL RECEPTION ON BEHALF OF ORGANIZERS OF THE FORUM
CONCERT PROGRAMME OF KYRGYZ FOLK MUSIC
THURSDAY, JUNE 28, 2012

9:00 – 9:30
THEMATIC GROUP REPORTS:
- Ms. GLUSHKOVA MARINA, Programme Director, Center for Social Integration
- Ms. BOBOSADYKOVA GULDJAKHON, PA “Women with University Degree of the Republic of Tajikistan”
- Ms. GORKINA VALENTINA, Head, Project “Healthy Generation”

9:30 – 11:00
PLENARY MEETING II
Goals and Priority Lines of Technical and Financial Support in Post-Conflict Situation
Chairperson: Mr. DEYCHMAN VALENTINE, Director of Education Programmes, Soros Foundation - Kyrgyzstan

9:30 – 9:50
STRATEGIC PLANNING AND FINANCING FOR EDUCATION IN POST-CONFLICT SITUATIONS. DONOR WORK STRATEGIES
Ms. KRAUSH VALENTINA, Deputy Director, Institute of Budget Solutions (Moscow, Russian Federation).

9:50 – 10:10
MINIMUM STANDARDS OF EDUCATION IN EMERGENCIES. PROGRAMME “WELCOME TO SCHOOL”
Mr. VEITCH JONATHAN, UNICEF Representative in Kyrgyzstan
10:10 – 10:30 IMPROVING GENDER RESPONSIVENESS OF EXTERNAL AID FOR EDUCATION SYSTEM DEVELOPMENT: CASE OF KYRGYZSTAN
Ms. NIYAZOVA ANARA, NGO «Innovative Solution» (Kyrgyzstan)

10:30 – 11:00 Questions and Discussion

11:00 – 11:30 Coffee - break

11:30 – 13:30 PLENARY MEETING III
International Experiences on Education for Conflict Prevention and Fostering Tolerance in Society
Chairperson: Mr. RENE C. ROMERO, Philippine Normal University (Philippines)

11:30 – 12:50 CONFLICT COMPETENCY AS A RESULT OF EDUCATIONAL PRACTICE
Mr. KHASAN BORIS, Head, Department of Psychology of Development, Institute of Natural and Humanitarian Sciences, Federal University of Siberia (Krasnoyarsk, Russian Federation)

SCHOOL ETHOS AS A NECESSARY CONDITION FOR MULTICULTURALITY OF EDUCATIONAL INSTITUTIONS
Ms. LENSKAYA ELENA, Dean, Faculty of Management in Education, Moscow School of Social and Economic Sciences (Russian Federation)
Questions and Discussion

12:50 – 13:10  THE ROLE OF EDUCATIONAL STANDARDS, PROGRAMMES AND TEACHING - LEARNING MATERIALS ON TOLERANCE, CONFLICT AND VIOLENCE PREVENTION
Ms. KANG SOON WON, Hanshin University (Republic of Korea)

13:10 – 13:30  THE ROLES OF TEACHERS IN PEACE EDUCATION, INTERCULTURAL UNDERSTANDING AND PEACEBUILDING
Mr. TOH SWEE-HIN, University for Peace (Costa Rica)

Questions and Discussion

13:30 – 14:30  Lunch

14:30 – 16:00  SESSION II
Education Policy Priorities and Measures for Conflict Prevention and Resolution

THEMATIC GROUP 1
Education as an Instrument of Social Cohesion, Conflict Prevention and Resolution
Chairperson: Ms. MARCHENKO LARISA, Head, Section of Monitoring and Strategic Planning, Ministry of Education and Science of the Kyrgyz Republic
14:30 – 16:00 
Group work
Determining Education Policy Priorities and Developing Recommendations for Conflict Prevention and Resolution

THEMATIC GROUP 2
Incorporating Gender Responsive Approaches in Education for Conflict Prevention
Chairperson: Ms. ALIEVA GULSARA, Head of the Department, National Committee for State Security (Kyrgyzstan)

14:30 – 16:00 
Group work
Determining Gender Sensitive Education Policy Priorities and Conditions of Its Implementation

THEMATIC GROUP 3
Social Inclusion for Promotion of Peace and Stability
Chairpersons: Ms. JEKSENBAEVA UMIT, Director, Republican Education and Methodology Center for Complementary Education under the Ministry of Education and Science of the Republic of Kazakhstan and Mr. KHALIKULOV BAKHTIYOR, CI Programme Officer and Focal Point for HIV/AIDS Education prevention and Human Rights, UNESCO Tashkent Office

14:30 – 14:45 
ACTIVITIES OF THE NGO IN PROVIDING RIGHT TO EDUCATION FOR CHILDREN WITH HIV
Ms. KOSHOKOVA FATIMA, PF “Rainbow” Osh City (Kyrgyzstan)

14:45 – 15:00 
ACCESS TO EDUCATION FOR CHILDREN WITH HIV
Mr. KIM DANIIL, PF “Orken”, Shymkent (Kazakhstan)
15:00 – 15:30  Presentation of Practical Recommendations on Protection of Students and Workers of the Education System, Living with/or affected by HIV
Mr. Epoyan Tigran, Reginal Advisor on HIV/AIDS, UNESCO Office in Moscow, Ms. Li Galina, UNESCO Almaty Cluster Office

15:30 – 16:00  Discussion and Development of the Final Version of Recommendations on Social Inclusiveness for Promotion of Stability and in Post-Conflict Situations

16:00 – 16:30  Coffee – break

16:30 – 18:00  SESSION III
Determining Opportunities and Mechanisms of Realization of Education for Conflict Prevention and Resolution by Incorporating Gender and Inclusive Approaches into National Education Strategic Plans and Programmes

16:30 – 17:50  Country Group work
Development of Country Strategic Planning Priorities and Recommendations

17:50 – 18:00  Finalizing Day II
09:00-11:00  PLENARY MEETING IV  
Presentations of Country Recommendations of the Forum  
Chairperson: Ms. IBRAGIMOVA GAISHA, Director,  
Association of Educational Institutions (Kyrgyzstan)

09:00 – 09:20  PRESENTATION OF KAZAKHSTAN  
Ms. JESENBAEVA UMIT, Director, Republican Education and Methodology Center for Complementary Education under the Ministry of Education and Science of the Republic of Kazakhstan

09:20 – 09:40  PRESENTATION OF KYRGYZSTAN  
Ms. MARCHENKO LARISA, Head, Section of Monitoring and Strategic Planning, Ministry of Education and Science of the Kyrgyz Republic

09:40 – 10:00  PRESENTATION OF TAJIKISTAN  
Ms. KARIMOVA IRINA, President, Tajik Academy of Education

10:00 – 11:00  Questions and discussion

11:00 – 11:30  Coffee - break
11:30 – 13:00 Editorial Group Work - Development of Final Documents and Forum Resolution

11:30 – 13:00 PARALLEL THEMATIC GROUPS:

Group I
CASE-STUDY “PEDAGOGICAL PRACTICES IN POST-CONFLICT REGIONS”
Ms. MALSCH GRIT, Volunteer, Friends of the Waldorf Education (Germany)
MULTICULTURAL CAMP “ALL CHILDREN OF CAUCASUS” AS A PLATFORM FOR CONFLICT PREVENTION
Ms. LENSKAYA ELENA, Dean, Faculty of Management in Education, Moscow School of Social and Economic Sciences (Russian Federation)

Group II
THE ROLE OF MEDIATION SKILLS IN CONFLICT PREVENTION AND RESOLUTION
Ms. MAMAJUSUPOVA DILBARKAN, PF “IRET” (Osh, Kyrgyzstan)
Group III

CHILDREN OF MIGRANTS IN SCHOOLS OF RUSSIA AND NATIVE COUNTRIES: ACCESS TO EDUCATION AND PROBLEMS OF LEARNING/TEACHING (on the basis of researches in schools of Moscow and in Tajikistan)
Mr. POLETAEV DMITRIY, Leading Research Fellow, Laboratory of Analysis and Prognosis of Migration of the Institute of Economic Forecasting of the Russian Academy of Sciences (Moscow, Russian Federation)

ACCESS TO EDUCATION FOR CHILDREN OF MIGRANTS: CURRENT SITUATION
Ms. VATLINA ELVIRA, Children’s Fund of the Republic of Kazakhstan

ANALYSIS OF THE RESULTS OF THE STUDY “INTEGRATION OF MIGRANTS’ CHILDREN IN MOSCOW’S SCHOOLS”
Ms. KOTOVSKAYA MARIA, Member of the Public Council of Moscow city; Vice Head for the Commission of Ethnic and Migration Affairs

THE ROLE OF MEDIA TECHNOLOGIES IN IMPROVING EDUCATION AND INTEGRATION OF WORKING MIGRANTS FROM CENTRAL ASIA IN RUSSIAN FEDERATION
Ms. AZHGIKHINA NADEZHDA, Secretary, Union of Journalists of Russia.

11:30 – 13:00

Thematic Exhibitions
13:00 – 14:00  Lunch

14:00 – 17:00  CLOSING PLENARY MEETING
Final Remarks and Forum Resolution Adoption
Chairperson: Ms. MELNIKOVA INNA, Education Programme Specialist, UNESCO Almaty Cluster Office

Closing Statements
Mr. SADYKOV KANAT, Minister of Education and Science of the Kyrgyz Republic
Mr. LAZAREV SERGUEI, Director of the UNESCO Almaty Cluster Office

18:00 – 19:30  Dinner

SATURDAY JUNE 30, 2012 – Departure of Participants
Annex III

THE ROLE OF EDUCATION IN INTERNATIONAL DOCUMENTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS (1948)

ARTICLE 2
Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 26
1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.
It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3) Parents have a prior right to choose the kind of education that shall be given to their children.

**CONVENTION AGAINST DISCRIMINATION IN EDUCATION 1960**

**ARTICLE 5**

1. The States Parties to this Convention agree that:

a) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace;

**INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS 1966**

**ARTICLE 13**

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding,
tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:
   a) Primary education shall be compulsory and available free to all;
   b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
   c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
   d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
   e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject
always to the observance of the principles set forth in paragraph I of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

**CONVENTION ON THE RIGHTS OF THE CHILD 1989**

**ARTICLE 29**

1. States Parties agree that the education of the child shall be directed to:
   a) The development of the child’s personality, talents and mental and physical abilities to their fullest potential;
   b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
   c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
   d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
   e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the
ARTICLE 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (1979)

ARTICLE 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types
of education which will help to achieve this aim and, in particular, by the revision of
textbooks and school programmes and the adaptation of teaching methods;
d) The same opportunities to benefit from scholarships and other study grants;
e) The same opportunities for access to programmes of continuing education,
including adult and functional literacy programmes, particularly those aimed at
reducing, at the earliest possible time, any gap in education existing between men
and women;
f) The reduction of female student drop-out rates and the organization of
programmes for girls and women who have left school prematurely;
g) The same Opportunities to participate actively in sports and physical
education;
h) Access to specific educational information to help to ensure the health and
well-being of families, including information and advice on family planning.

The **Millennium Development Goals** (MDGs) are eight international
development goals that were established following the Millennium Summit of the

**Goal 2:** Achieve universal primary education
- By 2015, all children can complete a full course of primary schooling, girls and boys

**Goal 3:** Promote gender equality and empower women
- Eliminate gender disparity in primary and secondary education preferably by
  2005, and at all levels by 2015
MINIMUM STANDARDS OF EDUCATION IN EMERGENCIES, CHRONIC CRISES AND EARLY RECONSTRUCTION (developed by the Inter-Agency Network for Education in Emergencies (INEE)).

The resulting minimum standards are built on the foundations of the Convention on the Rights of the Child (CRC), the Dakar Education for All (EFA) framework, and the Sphere Project’s Humanitarian Charter. The CRC, MDG and EFA state the right to quality education for all, including those affected by emergencies. This handbook is a tool to be used in efforts to achieve a minimum level of educational access and provision to fulfill this right.

The standards are designed to be used as a mechanism for capacity building and professional training, which allows humanitarian organizations, governments, local and other authorities and population to enhance the effectiveness and quality of assistance provided by them in the sphere of education and thus, to achieve significant changes in life of population suffered from emergencies. In addition, standards are to be used to improve accountability and predictability of actions of organizations, which provide humanitarian aid, and increase coordinated actions of partners including authorities of the system of education.

Access to education is not the right only as in conditions of emergencies, chronic crises, and early reconstruction it provides physical, psychological and social, and cognitive protection, which would contribute to saving of life. Education contributes to saving of lives by providing secure environment for realization of the process of education, and creating opportunities to reveal and render assistance to those affected by conflicts, children and youth especially. Education mitigates psychological and social impact of conflicts and emergencies as it allows instilling the feelings of
hope, security, and sustainability for the future during the crisis, and lay down basics of future economic stability. ... At the same time, education provides knowledge and skills required for survival in times of crises through spreading vitally important information about security measures in cases of landmines threat, prevention of HIV/AIDS, conflict resolution and peacebuilding.

2011 EDUCATION FOR ALL GLOBAL MONITORING REPORT. THE HIDDEN CRISIS: ARMED CONFLICT AND EDUCATION

The report demonstrates the devastating effects of armed conflicts on education. The human rights violations, which lead to the growing number of out-of-school children, are revealed in details in the report. The report questions an effectiveness of international system of humanitarian aid that becomes incapable against problems of conflict affected countries and this in turn, has devastating consequences for the system of education. It warns that schools are often used to transmit intolerance, prejudice and social injustice.

It calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools, sets out an agenda for fixing the international aid architecture and identifies strategies for strengthening the role of education in peace-building.

The report provides the recommendation on priorities of governments and international community in conflicts: 1) protection of children, teachers, and citizens from human rights violations; 2) provision of education access to vulnerable groups, refugees, and displaced persons affected by violent conflicts, 3) reconstruction of
the system of education to ensure positive results in education after conflict, 4) peace-building for revealing peacekeeping potential of education.

**UN SECURITY COUNCIL RESOLUTIONS 1325, 1820, 1888, 1889, 1960: WOMEN, PEACE, AND SECURITY**

**SCR 1325 | OCTOBER 31, 2000**
It is the first UN Security Council Resolution to link women in conflict to maintenance of international peace and security. Increase role and number of women in conflict prevention, peace-building and reconstruction of a just society.

**SCR 1820 | JUNE 19, 2008**
Recognizes conflict-related sexual violence as a tactic of warfare. Its avoidance identified as a critical component of the maintenance of international peace and security. Requires a peacekeeping, justice, and peace negotiation response.

**SCR 1888 | SEPTEMBER 30, 2009**
Strengthens tools for implementing 1820 through assigning leadership, building judicial response expertise, and reporting mechanisms.

**SCR 1889 | OCTOBER 5, 2009**
Addresses women’s exclusion from early recovery and peace-building and lack of adequate planning and funding for their needs.

**SCR 1960 | DECEMBER 16, 2010**
Provides an accountability system for addressing conflict-related SV
Annex IV

Materials from Post-Forum Activities

Two additional follow-up activities were conducted in order to implement “Learning to Live Together: Education as an Instrument for Social Cohesion, Conflict Prevention and Resolution” Forum recommendations:

- A training on post-traumatic professional and psychological rehabilitation for directors of schools and representatives of school parliaments in post-conflict zones of the south of Kyrgyzstan (19-20 September 2012);
- A subregional workshop on promoting the recommendations of the “Learning to Live Together” International Forum (30 October-1 November 2012, Bishkek).

Information about mentioned activities is provided below.
“WHEN WE ARE ONE, WE CAN OVERCOME”,
TRAINING ON POST-TRAUMATIC PROFESSIONAL AND
PSYCHOLOGICAL REHABILITATION FOR SCHOOL DIRECTORS
IN POST-CONFLICT ZONES OF THE SOUTH OF KYRGYZSTAN
(19-20 September 2012)

The critical need to develop a system of psychological support and rehabilitation in the crisis and post-crisis situations in the education systems of Central Asian countries was a primary theme of the international “Learning to Live Together” Forum (27-29 June 2012). Despite the various steps taken in the wake of the 2010 June Events and
various psychological rehabilitation projects, this issue remains relevant today. It remains important to continue working in this direction, especially with regards to the training of specialists, including educators in the field of post-conflict/crisis and special needs education who can work with members of different social groups and also maintain focus on the various ethnic and language groups.

One psychological rehabilitation project was implemented from June to November 2010 by the “Union of Educational Institutions” association with support provided by the UNESCO Almaty Cluster Office and Soros Foundation-Kyrgyzstan. As part of this project, the association conducted trainings for the professional and psychological rehabilitation of teachers from affected regions. The results of the work were presented in the Forum and discussed by the representatives of participating countries.

Monitoring of the psychological state of teachers and students in many schools who participated in the 2010 rehabilitation project revealed that the pressure to create stability falls upon school teachers, as their primary task in a post-conflict situation is to continue to teach normally and thus maintain a normal educational environment.

In September 2012, the Union of Educational Institutions held training on post-traumatic rehabilitation in the south of Kyrgyzstan under the slogan “When We Are One, We Can Overcome”. Heads of schools from the Jalalabad and Osh oblasts and members of school parliaments from the city of Osh participated. The target group consisted of 100 principals and deputy-principals of schools (with instruction in Kyrgyz, Russian, and Uzbek), and 108 pupils from Osh.
The main goal of the project was to assist the psychological and professional rehabilitation school administrations in Kyrgyzstan’s southern oblasts in anticipation of the new school year, as well as analyse the psychological state of educators and students and determine the effectiveness of the trainings held in 2010. The project team’s goal was an enormous task—gather a group of adults and pupils speaking Kyrgyz, Uzbek, and Russian together in one place and foster friendly relations among them.

The content of the training aimed to achieve the following:

— Acquire the skills to recognize symptoms of stress and one’s own emotional state;
— Develop positive thinking;
— Identify internal resources for self-recovery and prevent professional burnout.

The training utilized a variety of activities including: art therapy, body-oriented
therapy, visualization, games to develop team building skills and team cohesion, games on concentration, and a flash mob.

The following instruments were used to monitor the changes in the emotional states of participants:
— questionnaire on the level of emotional state;
— questionnaire on the level of emotional state upon conclusion of the training;
— SAM methodology (state of mind, activity, and mood), the test used to confirm the results.

All participants, including adults, youth, and trainers participated in the flash-mobs, these helped to reduce any fears or psychological barriers.

Training participants produced the following recommendations:
• Continue activities for the psychological recovery of pedagogical personnel; organize a training on methodologies of working with symptoms of post-traumatic stress;
• Organize meetings for school directors from all regions of the country to share experiences and improve professional relations on a regular basis;
• Conduct similar trainings for all pedagogic personnel of the schools of the Jalalabad and Osh oblasts on a regular basis.

SUBREGIONAL WORKSHOP ON PROMOTING THE RECOMMENDATIONS OF THE INTERNATIONAL “LEARNING TO LIVE TOGETHER” FORUM
(30 October – 1 November 2012, Bishkek)
“Learning to Live Together” Forum was held from 30 October to 1 November 2012, in Bishkek.

Representatives from the Ministries of Education, governmental and non-governmental organizations from Kazakhstan, Kyrgyzstan Tajikistan, and Uzbekistan took part in the workshop.

The main goal of the workshop was to discuss the establishment of a Regional Resource Centre on Education for Conflict Prevention and Resolution in Central Asia.

Workshop Objectives:
— Analyse existing educational policy in Central Asian countries in the sphere of conflict prevention;
— Develop work plans to promote the Forum’s recommendations of into strategic documents on education for participating countries;
— Discuss and agree upon necessary measures to take to establish a Regional Resource Centre on Education for Conflict Prevention and Resolution, its model, structure, and future activities.

During the seminar teams by country reports on the theme of “Analysis of Educational Policies in Conflict Prevention and Development of Consolidated Societies”. Presentations covered an overview of educational policies in different countries as well as problems in the sphere of conflict prevention and peace building through education.

Discussions produced the following conclusions:
• Conflict prevention and development of the education for peace and consolidation of societies are more relevant now than ever before, especially due to migration in all countries, problems in cross-border territories, multilingual populations, the existence of past ethnic and regional conflicts, and a difficult social and economic situation hinders an equal access to resources including education.
• Institutional, regulatory and legal frameworks for the development of education do exist, and they can serve as a resource to consolidate societies in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. At the same time participants highlighted the necessity for a detailed analysis of the existing regulatory and legal frameworks in terms of their sensitivity to diversity and multilingualism, social inclusion, etc.
• Of high importance are the potential of school education during formative years, supplementary and out-of school education, and the potential connected with a
transformation of education to a competitive basis and formation of the functional literacy including competencies linked to conflict prevention and resolution.

- The importance of existing programmes and approaches should be recognized but at the same time the lack of monitoring and realization of programmes is an issue.
- Cultural diversity is not reflected sufficiently in educational and methodological approaches; there is no inclusion of social practices in the process of education. The presence of controversial content in educational and methodological materials (i.e. using contradictory approaches in reflecting historical events) is of concern.
- Countries need methodological and expert consultant assistance at the regional level through the Resource centre for promoting ideas of consolidation of society at the country level.
Country teams discussed and presented possible plans to implement Forum recommendations taking into account the following five key areas:

1) strategies in the field of education (NPAs, objectives and values of education, curricula/standards, teaching standards trainings);
2) implementing policy (resources, monitoring mechanisms, involvement and coordination between stakeholders at different levels);
3) teaching and training (results of trainings, programs, methodologies, content of books and training materials);
4) training and professional development of teachers;
5) learning environment (school ethos, out-of-school activities, the educational process).

Participants discussed various models of existing resource centres throughout the world, including those in Asia-Pacific region. The possible mission, objectives, and tasks of the planned regional centre and names for the centre were proposed and discussed. This served as a basis for the planning of the initial activities of the proposed Centre. The group, including representatives of all participating countries developed and presented the work plan for the Resource Centre. Another group discussed the political, legal, and organizational issues regarding operating the Resource Centre (see the organizational scheme of the Centre below).
The Workshop participants produced the following suggestions and conclusions:

— Use the existing institutional opportunities both, at country and regional level;
— Use the practice of establishing working groups for specific tasks;
— Identification and approval of coordinating structures/persons for participation in the Centre’s activity should be done by/under the authority of the Ministries of Education of Central Asian countries;
— Form a Supervisory Board for the Regional Resource Centre made up of representatives of each country, as well as UNESCO representatives; Use the principle of rotation of the Executive Management of the Regional Resource Centre;
— Establish an organizational and managerial group at the regional and national levels;
— Ensure that in name of the Resource Centre reflect its regional character/status and mission for the consolidation of society through education;
— Take into account the new tasks of education, as set by the International
Commission on Education for XXI Century: learning to be, learning to know, learning to do, and learning to live together;
— Support the initiative of the Ministry of Education and Science of the Kyrgyz Republic on the possibility of joint patronage of the Resource Centre in cooperation with the Integration Committee of the EurAsEC and ministries of education of the region.

During the concluding phase of the workshop participants decided on the following:

1. **CONDUCT RESEARCH AND ANALYSIS**
   - analyse the needs of the education system;
   - research, adaptation, and dissemination of innovative practices, experiences and mechanisms to prevent and response to the emergencies through education.

2. **DEVELOP METHODOLOGICAL MATERIALS, PROVIDE EXPERTISE AND CONSULTING**
   - development and disseminate methodological materials, criteria and tools to improve the quality and content of the teaching/learning materials;
   - examine and review teaching materials to determine their sensitivity to diversity;
   - provide expertise and consultations in the development of techniques, methodologies, and tools for the realization and monitoring of the education policy.

3. **TRAINING AND CAPACITY BUILDING**
   - provide support for development of professional competence related to the implementation of tasks for the consolidation of society through education;
   - training activities.
4. ORGANIZATIONAL ACTIVITIES
   • develop the strategy and activity plans of the Regional Resource Centre;
   • organization of the activity of the Centre and interaction among partners/stakeholders for the effective task solution;
   • support socially important initiatives aimed at the development of the consolidating education in the countries of the region.

5. ACTIVITIES TO RAISE AWARENESS
   • conduct activities on raising awareness though preparation and dissemination of the informational materials on education for peace though mass media and other channels;
   • develop a database of experts, practices, and methodologies to conduct studies.
Tas for the composition of the working group on promoting the decisions of the Forum at national level:

1. Prepare and submit to the UNESCO Cluster Office a draft letter concerning the list of country working groups for further approval of working plans with the ministries of education of the region.

2. Establish a Coordination Group consisting of representatives from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan for further coordination of work related to developing documents for the Regional Resource Centre and plan of activities.

3. Complete and disseminate the final version of the Concept paper on the Regional Resource Centre.