



UNESCO Almaty
Cluster Office

Central Asia: International Forum “Learning To Live Together”

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

(Bishkek, Kyrgyzstan 27-29 June, 2012)

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The Central Asian sub region is located in the centre of the Eurasian continent and has a territory **3882 thousand km²** with the population more than **53 million people** and about 130 nationalities.

It includes the states:

Republic of Kazakhstan

Kyrgyz Republic (post conflict country)

Republic of Tajikistan (post conflict country)

Republic of Uzbekistan,
(till 1991 former Soviet Union republics)





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Forum Background

The fundamental principles of **the Global post-2015 UN development agenda** :

- human rights
- equality and sustainability
- inclusive social and economic development
- environmental sustainability
- **peace and security**
(freedom from violence, conflict and abuse prevention)



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Forum Background

Peace building and development demands :

- to develop the building blocks of sustainable livelihoods;
- to systematically address insecurities brought on by hunger, natural resource degradation and a preponderance of natural disasters;
- to expand access to quality education, health care and other basic social services;
- to achieve gender equality, human rights and youth development to underpin long-term sustainable and peaceful development of the society.



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Forum Background

Critical Issues of Education for conflict prevention : Efficiency and Quality

- Education system not responsive to current societal and economic emergency needs, in particular conflict prevention
- Lack of reliable data for informed evidence-based emergency policy, comprehensive cost-benefit analysis of the aid needed, monitoring and measurement of the true impact of aid
- Inadequate financing of the education system and inefficient use of the existing budget to respond to emergency needs, lack of coordination of efforts
- Low Teacher/administrator competencies to support conflict prevention
- Inadequate curriculum, learning and teaching materials
- Lack of openness, transparency, and accountability at all levels of the system



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Forum Background

- The change nature of conflicts and impact of current crisis in the CA countries: water and energy conflicts, the financial crisis, food insecurity, climate-related natural disasters, human trafficking ,border demarcation, religious and political extremism, legal and environmental issues, migration and academic impact;
- Tajik – Uzbek, Tajik – Afghan borders are mine-contaminated
(more than 500,000 Tajik people live in mine-affected areas, 70% are women and children, about 800 mine accidents)
- Political crisis in Kyrgyzstan (June 2010).The conflict has had pressing humanitarian consequences for 1,140.200 people;
- The major outbreak of violence between ethnic Kyrgyz and Uzbeks in southern Kyrgyzstan and the Uzbek border;
- Kyrgyz President’s visit to UNESCO HQs for meeting with DG with request to provide support to education system with focus to post conflict areas (rehabilitation, conflict management, post conflict education programs and projects)



Central Asia: “Learning To Live Together” Affected areas in Kyrgyz and Uzbek communities





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As a response to the demands from countries, development partners, and other stakeholders UNESCO Almaty initiated International Forum “Learning To Live Together” (Bishkek, Kyrgyzstan, June 2012)

Forum Partners and Participants

UN Women Sub-Regional Office for Eastern Europe and Central Asia, OSI, GIZ, EURASEC Member State Education Ministers, CA Ministries of Education, UN Special Rapporteur on the Right to Education, NGOs, national professionals and experts from UNESCO Bangkok, APCEIU, CIS countries, development partners, practitioners, focal professionals and community leaders from post conflict countries.



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Forum Main Goal

to support policy makers, community, NGOs from post conflict countries in the region

to intervene constructively in the transition process from violence to peace and nonviolence

Forum objectives

- focus on education policies to address the most pressing issues in the affected territories, the education needs of the post conflict territories in particular in the areas of education policy, planning and management;
- bring together civilians and NGOs from different countries and conflict regions to contribute to the facilitation of local/international peace-building efforts through education.
- establish a region-wide network for strengthening peace movements, gender responsiveness across post conflict countries through education;
- analyze critical educational practices of participants on peace, non-violence, gender equality issues in post conflict situation.

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The Forum working sessions focused on the following themes:

- the role of education in conflict prevention and resolution: basic approaches in international practice;
- education policy priorities and measures for conflict prevention and resolution;
- goals and priority lines of technical and financial support in post-conflict situations;
- international experience in education for conflict prevention and fostering tolerance in society;
- education policy priorities and measures for conflict prevention and management.





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Forum thematic groups for professional networking and exchange of practices:

- *Education as an Instrument of Social Cohesion, Prevention, and Conflict Resolution;*
- *Gender Responsive Approaches in Education for Conflict Prevention;*
- *The Role of Social Inclusion in Promoting Peace and Stability.*





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The Forum final document touched upon the following topics:

- **preventive education policy formulation**, including issues on the financial, administrative, monitoring management with focus on education for conflict management and peace keeping;
- **capacity development for target groups**, first of all for teachers (pre - service and in-service), state/government officials, statisticians, journalists; reinforcement of national capacities of teacher training institutions and teacher educators;
- **gender responsive strategies and education policy formulation** in post conflict situation;
- **development of teaching/learning resource materials** for school subject-oriented curriculum and extra curriculum activities;
- **the CA Resource Center establishment** to facilitate knowledge exchange and enhance competencies to identify, share and apply good practices about effective teaching with focus on education for conflict prevention (curriculum, knowledge and skills update, subject-based competencies, teacher retraining,).



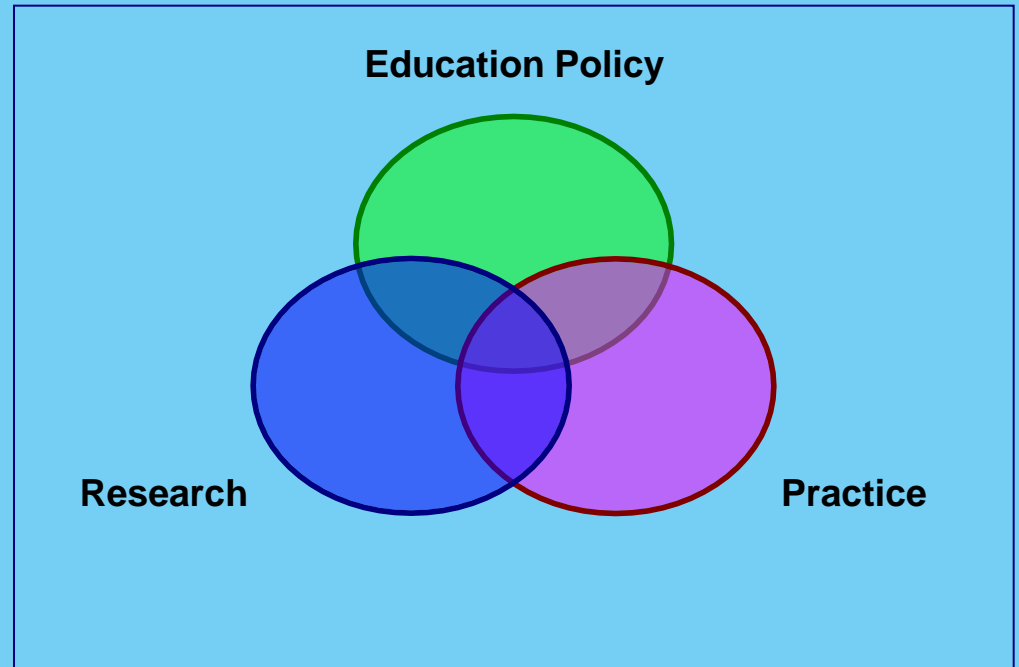
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Forum Recommendations:

To adopt sector-wide, RBM approach to peace and conflict prevention with focus on :

- advocacy,
- partnerships building,
- capacity development,
- sharing of good practices
- mobilizing national resources:

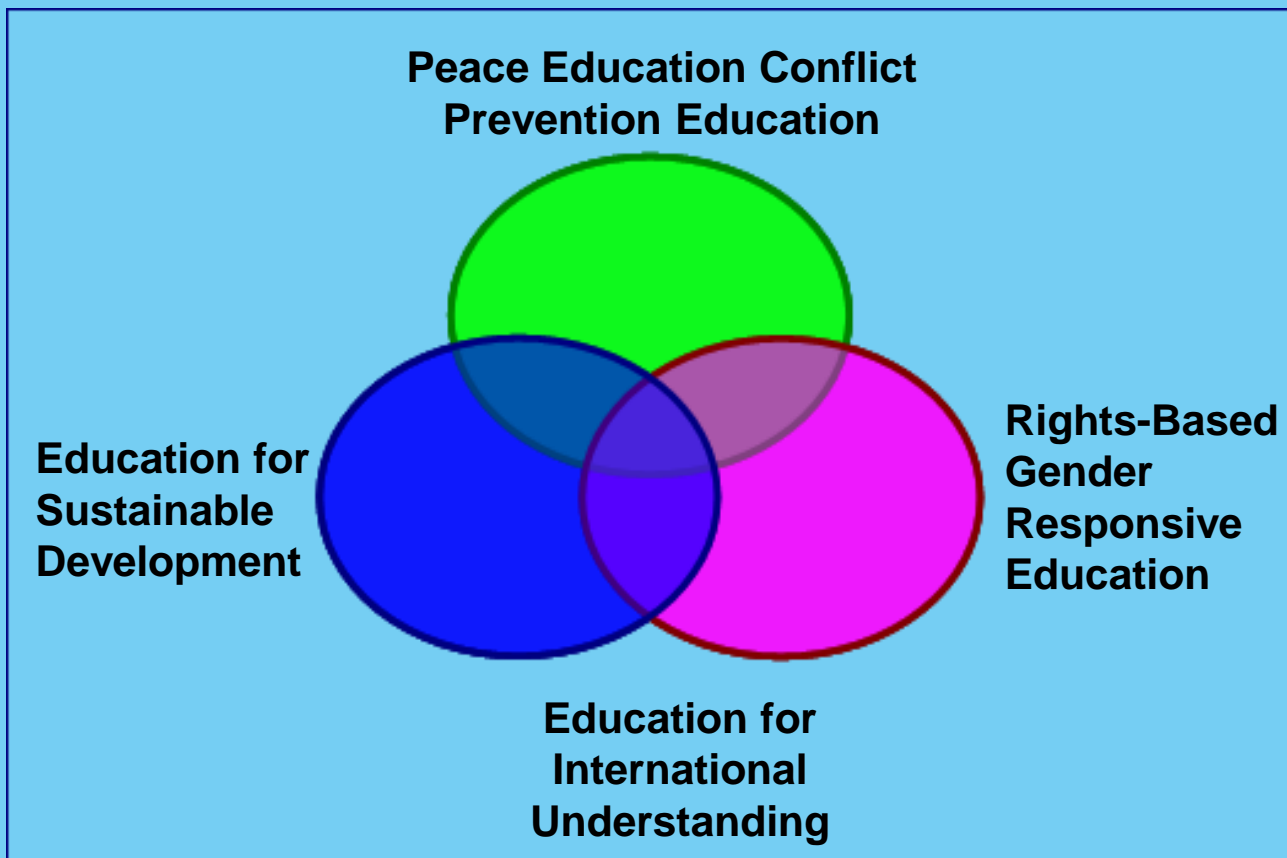
Integrated Approach for Policy Development



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Set up the framework for implementation of peace and non-violence strategies
as thematic multidimensional intersectoral approach

Thematic Multidimensional Approach





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Forum Recommendations:

- **Develop national indicator framework** to guide programming, monitoring and evaluation of achievements, tools for effective conflict prevention and peace building education
- Assist stakeholders’ **capacity building in data collection, analysis** and reporting mechanism
- **Involve media** to promote peace and non-violence through all learning environments
- Promote of peace and conflict prevention education through **strategic use of UNESCO networks** (ASP, Eco-Schools, UNESCO Chairs, clubs, theme groups, Associations of Institutes and Universities, UNEVOC centers, CLCs)
- **Integrate of conflict prevention and peace building priorities priorities into country strategic documents:** Country Education Development Strategies, PRSs, UNDAFs, CCAs at country levels to respond to the needs of disadvantaged and excluded
- Develop interdisciplinary and intersectoral teacher training programmes, teaching/learning materials with **integrated approach to Learning To Live Together as cross-cutting theme** applied to different levels of education



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Education strategies to support Teacher Development as one of the priorities

System of support <ul style="list-style-type: none">● responsive Education Policy and legislation● Human, information and finance resource committed● networking● Innovative models and practices	Capacity Development <ul style="list-style-type: none">● coordination of education planning and management● adapted concepts and methodology● monitoring of plans and programmes● competencies in decision making
Improving Teacher quality <ul style="list-style-type: none">● Training curricula and programmes● Teaching/learning interactive methods● Resources (IEC) materials● Evaluation and dissemination of good practices and experiences	Research, knowledge production <ul style="list-style-type: none">● Objectives, tasks, context adapted to national priorities and needs● Thematic and multidisciplinary options for implementation

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Major concerns:

- Lack of the clear vision of the “Learning To Live Together” concept and priorities linked to national SD needs
- Peace building strategies are not integrated into National Education Development Strategies
- System of education is not conducive to implementation of multidisciplinary approach
- Lack of coordination among partners (ministries of education and environment, NGOs, private sector, local education authorities, communities)
- Lack of national mechanisms to monitor, evaluate and disseminate good practices
- Lack of national resources to support peace building strategies at operational level (dependence on external resources and aid
- Lack of core competencies: understanding of the strategic objectives of the concept “Learning To Live Together”, new trends and innovations in education, ability to manage multiple stakeholders



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The Ways Forward

Central Asia potential to sustain the progress:

- 1. Forum Theme Groups** established for professional networking on:
 - teaching/ learning on conflict management,
 - gender mainstreaming,
 - community participation,
 - social inclusion.
- 2. CA Resource Center on conflict prevention** education to be established within cooperation framework of UNESCO Almaty and EURASEC Integration Committee on Education as a platform for learning and sharing experiences with focus on:
 - knowledge and competencies exchange about effective teaching on conflict prevention;
 - share and dissemination of good practices with focus on education for conflict prevention (curriculum, knowledge and skills update, subject-based competencies, teacher retraining, etc).
 - TOT country teams building for networking and peer-learning opportunities to include non-formal education, replication of successful innovations
 - thematic case studies and research support enhancing synergies with different education and development initiatives (EFA, MDGs, UNLD, ESD)
 - recommendations/policy guidelines development for peace and conflict prevention mainstreaming as a cross-cutting theme



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Forum follow up activities to address the challenges in CA :

Capacity development/ practical training

- training of NGOs, school principals, teachers on methodology, evaluation of good practices (CA workshop “Learning To Live Together: Local good practices and innovations from the fields”, September 20-25, 2012)

Advocacy and raising awareness

- decision makers training to raising awareness on peace building, conflict prevention related issues and priorities (CA workshop “Reflection on relevant education reforms to integrate peace and non-violence principles and values”, October 25-29, 2012)





Partnerships building

- Workshops in cooperation with CA NGOs, focal points from relative ministries, experts from UNECE, OSCE, UNDP to discuss options for cross-sectoral cooperation and reflect concept “Learning To Live Together” in the mandates of multiple stakeholders.
- cooperation with Women’s Peace Corps (WPC) in the Eastern Europe and Central Asia (EECA) region to improve women’s effective contributions to peace building and conflict prevention processes.

Sharing of good practices

- CA Resource Center on conflict prevention education in cooperation with Ministries of Education will be in charge for collection and assessment of ESD good practices, dissemination of best experiences
- Networks of NGOs, Eco-Schools, ASP schools, teacher training institutes are committed to pilot good practices, provide creative innovations and feedback on dissemination of experiences



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Strategic directions to move forward in the next biennium:

- Engagement in wide consultations and policy dialogue for **networking and sharing the experiences** for implementation of “Learning To Live Together” strategies;
- **Post 2015 national consultations** will be organized to bring perspectives of “Learning to Live Together” into policy agenda
- Recommendations/policy guidelines for “Learning To Live Together” mainstreaming as **cross-cutting theme to combine the humanitarian and development programmes and strategies** for conflict prevention and resolution
- Guidelines for **monitoring and evaluation** of processes and learning initiatives
- Re-orienting **Teacher education programmes** to integrate peace and non violence strategies into both pre-service and in-service programmes;
- Re-orienting of **education curricula** to integrate multidisciplinary approach; developing teaching/learning support tools



“Give children tools to create better lives and sustainable and peaceful world is possible.

Abandon them, and the cycle of poverty, conflicts and violence will continue.”

Quincy Jones (musician)



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Thank you very much

