



EIU Best Practices Series **No. 45**

EIU Best Practices 2017

# Learning to Live Together through Literature and Critical Thinking: Encourage, Explore, Experience

A Case from **Kazakhstan**



**APCEIU**

United Nations  
Educational, Scientific and  
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국제연합  
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Asia-Pacific Centre of  
Education for International Understanding  
under the auspices of UNESCO  
유네스코 아시아태평양 국제이해교육원

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# Foreword

The EIU Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 43 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, three new cases are added to the series with the series number 44, 45 and 46, which include a classroom based programme, afterschool programme, and professional development programme for teachers.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through this series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, the three EIU Best Practices 2017 are the outcomes of the action plans established by three participants of APCEIU's Asia-Pacific Training Workshop on EIU (APTW) in 2016.

The EIU Best Practices Series is unique in that it provides insights into how EIU/ GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different location and institutional background, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges. I hope that

the EIU Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulation to Mr. Widyamukti Arif Wicaksana, Ms. Elvira Sarsenova, and Ms. Lucy Oliver Fernandez for their continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU Best Practices 2017.

October 2017



Utak Chung  
Director

# EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education “Learning to Live Together.” EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO’s mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7<sup>\*</sup> highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/ GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the National Commissions for UNESCO, UNESCO field offices, and APCEIU’s partner institutions; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the three best practices; 3) Field visit: APCEIU staff undertake field visits to the programme sites of the selected cases to conduct field observation and

interviews, and provide selected applicants with the guidelines for the final report; 4) Case presentation and award ceremony where selected applicants present their cases and receive the EIU Best Practices Award at one of APCEIU's international events; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

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- Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

# Contributor



## **Ms. Elvira Sarsenova**

Teacher

Miras International School

Elvira Sarsenova is a Russian Language and Literature, and Russian Language Acquisition teacher. Since 2012, she has worked at Miras International School, a private school in Astana, Kazakhstan. At Miras, she manages Service and CAS (Creativity, Activity, Service) activities in the Primary, Secondary and High schools, and contributes to the school's service programme curricula. She has also developed a variety of workshops devoted to Global Citizenship Education (GCED), thinking maps, and quality reflection professional development. Working in a UNESCO accredited school, she has also created a programme that integrated Sustainable Development Goals and World Charity Days. Elvira is devoted to learning about best educational practices and sharing her research experience in reputable journals and magazines. In her master's research, she examined adolescents' axiological educational activity, which served as the basis for the creation of the GCED after-school programme. She is currently pursuing a Ph.D. in the field of Educational Management. Her recent workshops include "Quest Technology in Education", "Differentiation Teaching" and "Inspiring Leadership". She is also an alumna of the Asia-Pacific Training Workshop on Education for International Understanding, which took place in Seoul in August 2016.



# Summary

School becomes a platform for learning the life skills that guarantee peace and tolerance. To be an active citizen, one must be an open-minded learner. In this case, we might describe critical thinking as the essential ability of engaging in reflective and independent thinking; this is one of the skills that must be developed in the academic realm. In uniquely powerful ways, the study of literary masterpieces can prepare our students for meaningful lives. When we read, we expand our horizons by critically questioning and thinking. Literary masterpieces zoom in on symbols and connections between the individual and the global, the national and the international, the past and the present. To help students enjoy the benefits of literary education, Miras International school, Astana in Kazakhstan initiated an after-school activity called “Learning to live together through Literature and Critical Thinking” or 3ES Pro (Encourage, Explore, Experience). This programme promotes values of global citizenship and sustainable development, such as peace, tolerance, support, equality, and connections. By highlighting the various perspectives in literary masterpieces, diverse cultural traditions, and teambuilding activities from various countries, it instructs students in the concepts of global citizenship and Learning to Live Together. Positive feedback and successful student-initiated projects motivate students to expand their projects and devote greater effort to the promotion of global citizenship.



# Acknowledgements

I want to thank APCEIU for providing Miras International School, Astana an opportunity to share its practice with the world community. I hope that this practice will help promote principles of GCED and sustainable development among teachers and students. I would also like to express my gratitude to the Head of Miras International School, Astana, Ms. Yelena Khamitova for fully supporting me through all the steps I have taken to understand Global Citizenship Education and professional development workshops—starting from visiting APCEIU, attending conferences, and establishing this practice. I am very grateful to Ms. Yelena Khamitova for her interest and professional guidance in supporting this programme as an after-school activity. In addition, I humbly thank our Deputy Head of Curriculum development, Ms. Galina Bandurina, for her continuous support in creating and managing the school programme and for providing us the tools to create and assess our projects. Thanks also to our UNESCO Coordinator, Ms. Natalia Galikhina, for her wonderful ideas and clear management. I also want to thank the Dean of Students, Ms. Adema Kasseinova, for helping to guide my collaboration with students and parents, as they became a vital part of this after-school activity. My sincere appreciation goes as well to the Ms. Saule Temirzhanova, for kindly illuminating important reading strategies. Finally, I would like to thank Mr. Utak Chung and Ms. Yeonwoo Lee for bolstering my understanding of GCED and opportunities to participate in conferences organized by APCEIU.



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# Learning to Live Together through Literature Critical Thinking: Encourage, Explore, Experience

## 1. Introduction and Background

### Base for implementation

The "Learning to Live Together through Literature and Critical Thinking" programme was based in the context of national and school needs. Over time, government policies have shaped the pedagogical strategies educational institutes must employ. As a young independent country, the Republic of Kazakhstan is highly interested in raising active, modern citizens who respect the values of other cultures but maintain the heritage of their motherland. The establishment of the Kazakhstan-2050 strategy changed the education system in major ways. Since 2011, the Kazakhstani educational model requires schools to implement innovative pedagogy focused on integration into the international community, awareness of human needs, and fostering citizen responsibility. In addition, since there are around 130 different ethnicities living Kazakhstan, it is significant to include learning peace and multicultural dialogue in our curricula within the context of the new national strategy.

Miras International School is a pioneer in the implementation of quality education based on the integration of International and National educational standards in Kazakhstan. The school aims to foster life-long learners in a challenging and supportive environment. It is accredited by International Baccalaureate Organization, which aims to develop inquiring, knowledgeable and caring young people who are motivated to succeed. Since being accredited as a UNESCO School in 2001, teachers at Miras have devoted themselves to education of young leaders who understand and share values of global citizenship. We strive to develop students who will build a better world through intercultural understanding and respect. Our students come from more than 20 countries and everyone feels comfortable and supported in the warm school atmosphere. The international teachers work to nurture cross-culture dialogue

and learning of different values. Many students successfully study abroad and become valuable contributors to the international community. As a Language and Literature teacher, I focus on fulfilling my teaching practice to make students feel comfortable in foreign countries, understand and value differences, recognize gender equality, and be active citizens and life-long learners.

### **Participation in training workshops on Global Citizenship Education**

My programme provides students an intellectual journey and encourages them to become contributors to sustainable development and peaceful living. My visit to APCEIU in August 2016 remains a great source of inspiration for me. The highly professional facilitators expanded our understanding of global and local issues and raised questions about the present-day impact of various historical factors. This training spurred my personal and professional growth, strengthened my mind, and gave me the ability to think outside the box.

Visiting the Demilitarized Zone (DMZ) Peace-Life Valley in Inje, Gangwon Province was also an inspirational experience and that place became a symbol for me of the fragility of peace. A brittle agreement between nations and military powers is all that separates brothers and sisters of the same nation. I took a stone as a symbol of peace from the territory of the 4th Tunnel, and I show it to my students and colleagues. I began my first lesson after returning from APCEIU showing the stone to my teenaged audience and asking “what can this stone symbolize?” This small stone as a symbol of fragile peace that we all are responsible for allowed students to think about and share their own symbols or understanding of peace. That was my first goal when planning the programme—to teach the common human values that we are not only responsible for ourselves, our families, our school communities, but also the wider world. When I analyzed the possible ways of teaching and stimulating student interest in these common values, I conceived of a programme that would teach students about cultures and beliefs other than their own and thus allow them to understand and experience other systems of living, traditions, and customs.

In September 2016, as an APCEIU alumnus, I was invited to take part in a training workshop to promote Global Citizenship Education (GCED) in Central Asia, where I collaborated with the colleagues and experts to research the problems of global education in Central Asian countries. This workshop gave me an overview of the local problems in Kazakhstan and in other Asian countries,

and provided me with ideas for overcoming them. Although Kazakhstan is a country with a long history and rich culture that we need to preserve as national heritage, we still face widespread misunderstanding or rejection women's rights, and issues related to gender identity and equality that need to be addressed if we want develop our country in a sustainable manner. This was another important reason that I created my programme: To help students understand the problems facing our nation and the world.

### **Designing an after-school programme for teenagers**

One issue I encountered in creating my programme was determining the appropriate age level of participants. Listening to young people express their views about learning to live together may help us better understand what teenagers know or do not know about GCED concepts and make the information more widely available to the community. Before planning the programme, I researched methodologies for teaching adolescents. I was surprised about the lack of clear examples of effective pedagogies to teach teenagers. The teenage years are special because teenagers are already mature enough to understand the needs of the community; moreover, they have the energy and enthusiasm to create plans to address those needs and engage the community. However, they still require more guidance, support, and information about how to best meet community needs.

**“ Listening to young people express their views about learning to live together may help us better understand what teenagers know or do not know about GCED concepts and make the information more widely available to the community. ”**

Another important step in developing the programme was determining the programme format. Since Miras International School follows two curricula, adhering to both national Kazakhstani and International Baccalaureate requirements, integrating an additional lesson into the daily schedule did not seem to be viable; it might have overloaded students and repelled them from the programme. Therefore, establishing the programme as an after-school activity turned out to be the most reasonable idea to avoid schedule overloading and conflicts with academic examinations. However, the lack of time was not the only reason I chose to design an after-school programme. After-school activities help students develop a variety of skills that cannot be fully explored during lessons.

They offer opportunities for students to learn new skills, explore potential talents, receive support in areas they need to improve, make friends, and form relationships with supportive adults. These experiences will help them to build confidence, and grow into more positive and self-assured adults. The after-school activity is also a good way for students to relax in a more comfortable and less official atmosphere after six hours of study.

While the plan to establish the after-school format seemed very practical, I still faced several challenges. First, because participation required energy, inspiration, and independent critical research after a hard school day, I had to find ways to motivate and encourage students to attend the after-school programme. To achieve this goal, I organized a school-wide presentation about the programme. I started my presentation with the question “Do any of you want to be global leaders?” After I received some positive replies, I asked, “Do any of you want to learn how to make peace, foster cultural dialogue, and develop skills you can use for your entire lives?” In my presentation, I tried to show students the outcomes of participation in "Learning to Live Together through Literature and Critical Thinking" and the life skills they can learn from participating.

In addition, to engage the largest number of students, I included a variety of active-learning strategies for each unit of the programme. I believe that to become confident leaders, students needed to step out of their comfort zones, which is why I employed transformative pedagogy, including dramas to evoke feelings, reading out loud activities to master voice tone and presentation skills, and collaboration activities to teach social skills. I also built activities based on the notion that we only learn new things if we step outside our comfort zones. However, I also did not want students to fear being in new circumstances, so I also included reflective writing exercises when I asked students to brainstorm answers or provide final feedback. I had one student who did not want to share his questions with others orally, and I allowed him to use written questions until he got used to the other participants. Using varied active-learning strategies may be key in helping individual learners see concepts from multiple perspectives, which is the goal of the programme.

It was important that students had opportunities to share their opinions and that others did not interrupt them even if their ideas, questions, or answers contradicted the principles being taught. For this age group, teachers should

not be the center of the class/discussion; instead, they should manage the conversation by prompting or questioning students in various areas. Rather than punishing or excluding students, teachers should facilitate conversations and open friendly dialogues.



### Using literature to foster critical thinking and cultural dialogue

I designed "Learning to Live Together through Literature and Critical Thinking" according to pedagogical principles of GCED, which requires that such programmes be integrated into the curricula and interdisciplinary teaching. Students can use the skills they acquire during the after-school activity, including literary analysis and critical thinking strategies, in other areas of study, such as History, Geography, and Language. Active citizenship requires active and open-minded learning. In this context, we might describe critical thinking as an essential ability to engage in reflective and independent thinking and this is one of the skills that students must develop to succeed in the academic realm. In uniquely powerful ways, literary studies can prepare our students for meaningful lives. When we read, we learn to see between the lines and expand our horizons by critically questioning and thinking. Reading enables us to look at symbols and connections and in so doing helps us realize the importance of hidden meanings.

“

**Reading enables us to look at symbols and connections and in so doing helps us realize the importance of hidden meanings. Literature also links us to our own history and the histories of others.**

”

Literature also links us to our own history and the histories of others. I always tell my students: “If you want to know the culture of others, start reading their Literature”. Literature and critical thinking can help students address human nature and understand the convictions they hold.

In summary, "Learning to Live Together through Literature and Critical Thinking" is an after-school programme based on, and aiming to augment, the school's educational requirements. Students who participate in the programme have the opportunity to develop their collaboration and social skills in the supportive, relaxed, and fun atmosphere that characterizes after-school activities. While the programme included curricular elements such as reading literary masterpieces and increasing literacy and spelling, students understood the values of global citizenship and its connection with the school curricula and everyday life. In this programme, students gain the opportunity to combine life-skills that they can utilize in school and after school to become leaders and careful listeners.



## 2. Description of the Programme

### Goals and objectives

The "Learning to Live Together through Literature and Critical Thinking" after-school programme assumes students learn to live together through the two specific processes: the “discovery of others” and the “experience of shared purposes”; these processes lead to the development of competencies including

empathy, cultural sensitivity, acceptance, communication, teamwork, and leadership.

In fact, we do not need special events to discover each other; we are able to accomplish this through our daily routines. For me, as an educator, a successful peace programme focuses on providing students the skills they will need to get along with others, solve problems, stop conflicts, respect differences, value diversity, and contribute positively to their communities. I believe that we need to teach students that peace, justice, and equality are not utopian dreams but achievable ideals that we can contribute to broadly and enact in our lives. Every year, students graduate from our programmes, receiving our certification of their study achievements in Mathematics, Languages and Science. This is what our society values and we therefore encourage students to take pride in these achievements. I expect you cannot imagine allowing students who could not read, write, or count to graduate. Yet, every year students graduate without ever learning the principles of living together, peacemaking, and conflict resolution. In this respect, the "Learning to Live Together through Literature and Critical Thinking" programme aims to:



**I expect you cannot imagine allowing students who could not read, write, or count to graduate. Yet, every year students graduate without ever learning the principles of living together, peacemaking, and conflict resolution.**



- Explain to students the concepts of global citizenship on and learning to live together through the perspectives of literary masterpieces, diverse cultural traditions, and teambuilding activities based on the examples from a variety of countries;
- Promote participant's understanding of Education for International Understanding through lectures and independent research;
- Provide daily opportunities for students to articulate and share the topics around EIU through presentations of final outcomes;
- Encourage students to demonstrate their understanding of global citizenship in practical actions based on analyses of local needs.

Since this after-school programme also aims to help students develop both necessary life skills that they can use outside of the school and academic skills (such as the ability to read critically) that they can use in their studies, the learning objectives are the following:

- Compare different cultures and pieces of literature by applying the EIU conceptual framework in reading activities focused on notions of peaceful living and tolerance;
- Experience cultural and historical diversity to produce positive attitudes toward national and cultural diversity through inquiry-based activities;
- Strive to develop understanding of basic human needs by examining national and international contexts and considering ways to meet these needs;
- Encourage creative and critical thinking in activities and daily life;
- Encourage students to enact true global citizenship.

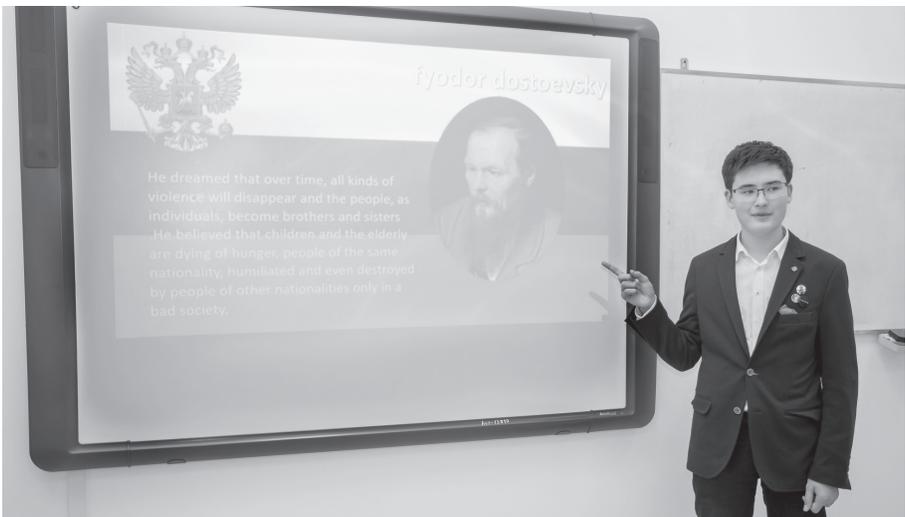
The target group for this project is teenagers aged 14 to 17. Some of our students came from different countries and some shared nationalities, but they were motivated to explore other cultures. When the after-school programme began in the beginning of the academic year in September, around ten students from different grade levels voluntarily joined the programme. During the year, as the intensity of after-school programme and depth of our studies increased and students had other work to do, the number of students decreased to six.

### **Programme structure**

This after-school programme consists of two main parts: a teacher-led part and a student-led part. The teacher-led programme includes three units that each last for one month. During the fourth unit, which last for two months, students must widen their understanding of GCED while exploring the needs of the community and how they can contribute to meeting these needs. In the final step, students present their research findings to the chosen audience.

In all of the programme's units, my first step in presenting a problem is called "Encourage". In this phase, I highlight the existence of a problem and give students the opportunity to talk and discuss relevant issues. For my first lesson, designed to establish the strong relationships and ice breaking activities between

students, I chose the topic of tolerance. I found a Russian literary masterpiece included in the school curricula and learned that the literature curricula also relate to the topic of sustainable development through reducing inequality. I posted the following quotation from that literary masterpiece "In Bad Company" by the famous Russian writer, Vladimir Korolenko: "He dreamed that over time, all kinds of violence will disappear, and the people, as individuals, will become brothers and sisters. He believed that children and the elderly are dying of hunger, people of the same nationality, humiliated and even destroyed by people of other nationalities only in bad company." Then I asked students to consider the question: "What is bad company?" V. Korolenko's literary masterpiece dramatizes the human prejudices surrounding financial status, employment, and even national diversity. The author depicts a world in which poor people or beggars have the status of "bad company". Children are not allowed to talk with them and the adults keep their distance from the poor out fear of "getting infected with something shameful". I assigned critical reading activities to help students understand the importance of tolerance and cultural differences, appreciate diversity, and promote tolerance within the community. Other units followed a similar format, utilizing a variety of resources.



In each unit, the second step involves using problem solving methods and teambuilding activities to get everyone involved in exploring the problem. For example, to promote cultural diversity and tolerance, the programme provided informative presentations about national traditions as well as activities that gave students the opportunity to demonstrate their views about controversial issues. The programme aims to involve students from a wide variety of nations, thereby integrating various perspectives and traditions; in so doing enacting the principles of living together in a small classroom, and then applying these skills in real life. Another challenge is to create an atmosphere in which everyone feels equally valued and important. Sometimes teenagers do not want to listen to each other, mainly because of the differences in their opinions and cultural backgrounds. This prompted me to create the “Explore” step (the second step) in which students give presentations about their own cultures and traditions, allowing other participants to “feel and touch” the values and customs of other nations. Another challenge is language. Not all of our students speak and understand English at a high level (we have students from India, France, Korea, Russia, and Kazakhstan), so I created the programme’s last step, “Experience”. In this step, students participate in teambuilding activities, sharing their emotions to build better relationships and understand one other. During this step, students also may raise different sustainability issues, and share their feelings. Together, these steps get students involved in the programme and help them become constructive contributors to its development. In my experience, students are very happy to share their culture and listen to others’ opinions. A more detailed description of the activities for each unit is provided in Annex A.

The second part of the programme is devoted to helping students expand their understanding of global citizenship through independent research. To support this research, students are provided with the “What is your global citizenship?” diary (see Annex B). This diary is designed to support and lead student to research community problems or needs, and help them present their goals visually. The main goal of this activity is to motivate students to be active citizens and to encourage them to explore the community needs and the ways they can

address those needs. Therefore, the programme focuses on the final project more than individual lessons.

### **The final project: Map of Astana**

On the final stage of the programme, the scale of the project expanded to the national level when the students initiated "Map of Astana" project. In relation to the SDG 11: Sustainable Cities and Communities. The project was created to support hospitality development in Astana. Astana, as a young and attractive city, lacks tourist maps with the sightseeing and logistical information like directions to buses, survival vocabulary, and service numbers.

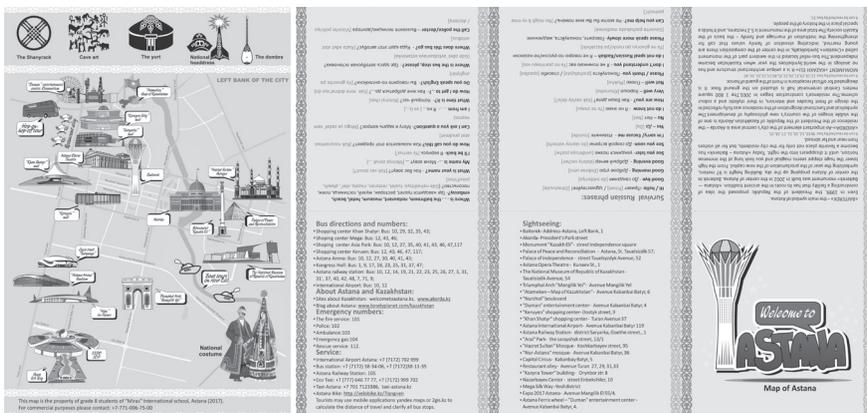
The project was a product of activities in which students explored different types of connections and interdependence between individuals. One of the activities demonstrated the relationships between different individuals in the city of Astana. A group of students adopted a variety of roles, such as international tourist, local tourist, resident, taxi driver, and tour guide. Students then play acted various possible scenarios for individuals in these roles. For example, they acted out a scenario in which an international tourist comes to the city where no one speaks his language. At this time, all other participants sat down, leaving the student playing the role of the international tourist standing alone; he then described his feelings and thoughts.



A French student added that there were no tourist maps available, which made it difficult for new comers to get oriented in the city. The students came to realize that Astana is a young city and international tourists did not have any maps to

help them undertake independent excursions. Driven to contribute to SDG 11, students proposed the creation of a tourist map of the city that would include emergency information and survival vocabulary to make it easier and safer for visitors to navigate the city. Students felt it was important to bolster the city's appeal to tourists to ensure the sustainable development of relations between local and international communities, demonstrate the city's beauty, and boost the local economy.

Students conducted field trips around the city and sketched out directions to transfer to the airport. Students then created a development plan and attended extracurricular lessons to learn how to use an image editing software to draw the map. After that, they developed three different designs and considered the strengths and limitations of each version. They consulted with a publishing agency about the inclusion of user friendly and visually appealing information on the map. Students also designed a special stand for distributing the map in the city. To help visitors better understand the local context, students included survival vocabulary, emergency contacts, bus directions, and key information about sightseeing locations.



▲ The Map of Astana developed by the students

### 3. Reflection and evaluation

#### Success factors and constraints

The importance of the programme was that it gave students the opportunity to explore cultural diversity and peaceful living in a global community. Critical thinking methods were at the heart of the programme and made it possible for students to evaluate topics around global citizenship and sustainable development from various perspectives. The programme also represented cultural diversity through various pieces of literature or video resources and activities. The country research also gave students the opportunity to learn about the traditions and culture of other people, which strengthened the relationships between students and helped build a more close-knit community. Teambuilding activities supported students to learn how to collaborate effectively and actively engage in the learning process. Each lesson highlighted the vital aim of achieving the Sustainable Development Goals. Since the programme aimed to inspire students to demonstrate their global citizenship, it culminated with students launching an important and useful project for the city community.

In fact, this project became very popular in Kazakhstan. The uniqueness of the project was that there were no printed tourist maps in the city of Astana. The national magazine “WE” interviewed students and promoted their volunteer project. The students also received the official support of national company EXPO-Astana 2017, the UNESCO Department of the national Eurasian University and the Kazakhstan Ambassadors Club. The national company EXPO-2017 suggested publishing the map and distributing it in official boutiques. The students were invited volunteer at the national exhibition during the EXPO. The city hotels called and asked to purchase the map. A small project that initially involved six students drew the attention of the media and government and had an impact on the city of Astana.

While taking part in the project, the students had the opportunity to apply their understanding and the results of their learning from the classroom to



**The students had the opportunity to apply their understanding and the results of their learning from the classroom to engage real action beyond the confines of school--they shared their knowledge with their families and the city community.**



engage real action beyond the confines of school—they shared their knowledge with their families and the city community. Through their real-world actions, students demonstrated their understanding of global citizenship. They also improved their leadership skills while creating their projects and collaborating in team-building activities. The programme cultivated an inclusive and warm atmosphere among students from different cultures. Students also mastered skills in public speaking, performance, and brainstorming during the programme—skills that they can apply in future lessons or in real life.

Parents also became interested in the project during the final stage. They supported the students as they implemented their ideas and gave advice regarding the product's development. Parents contacted me to ask for clarification and contribute to project planning. They also supported students in contacting publishing agencies, which was initially an obstacle for students because they did not know reliable agencies who could understand the idea. Meanwhile, parents also suggested ideas for promoting sustainable development in their fields—ideas that can potentially develop into large scale projects in the future. For instance, one parent decided to organize free hairdressing training workshops for women from orphanages and rural areas, contributing to SDG 8 : Decent Work and Economic Growth. Another parent, who was interested in promoting sustainable development using her role as a leader of psychology courses for women, suggested implementing SDG 3: Good Health and Well-Being, by providing a special educational course for community members.

The school administration was also interested in the project. When the final stage of the project was completed, the students were awarded the “Best UNESCO Republican Project” and presented their "Map of Astana" to the administration. The administration then published pictures of the students around the school, congratulating their achievement. At the final assembly held at the end of the academic year, students received congratulations and certificates from the Head of the school in front of parents, other students, and the administration. The school website also published the students' project and pictures to promote the students' contributions.

The after-school programme and student project did not receive much support from teachers in the beginning, because the teachers were generally overloaded and did not want to be involved. However, we would have definitely benefited

from collaboration with the Geography teacher, who could have supported students' work in creating a high quality map. Students could have also benefited from IT lessons regarding the adaptation of the map for online applications and learning how to use an image editor software. Moreover, since the map was developed in English and Russian, proofreading from the English teacher would have benefited the project as well. After the project became popular and others learned that this programme was selected as one of the EIU Best Practices, language teachers offered their support to translate the map into Kazakh and French. In this regard, this project certainly has a potential to be an interdisciplinary programme.

### **Some comments from the students**

“We do believe in importance of Global Citizenship Education as the guarantee of a peaceful, equal, and high quality education for all. Being a global citizen for us means a sense of belonging to humanity, demonstrating empathy and respect for differences and diversity.”

“I think, we reached our goals: we created a tourist map of Astana, demonstrated active global citizenship and contributed to the sustainability of the sustainable and community through the participation in EXPO. We also have plans to develop the project in future. We are planning to develop the map for the special needs people and offer commercial space for fundraising.”

“‘We are all global citizens and responsible for a peaceful world’— this was the phrase with which we started our lessons. Our teacher taught us how to be better versions of ourselves. Each of us grew to become responsible and active global citizens who are strong enough to face challenges and solve problems.”

“‘We are here to create a better future’ is my motto after participating in the Learning to Live Together programme. Living in a multi-culture environment, we learned how to respect our diversity by coming to understand what unifies us. Ms. Elvira believed in us when we stopped believing in ourselves. Balanced support inspired us to establish new personal goals.”



## 4. Way Forward

A primary strength of this programme is that it will continue to improve as it is revised. It will remain as an after-school programme with the added involvement of ICT and Geography teachers. At the same time, the establishment of the "Global Citizen Award" will take place at the end of academic year during the school-wide assembly. To establish the award, I'm designing an introductory lesson about the attributes and characteristics of global citizens with more experienced after-school programme graduates and a checklist of those attributes. New participants in the programme will create a self-development plan and keep Global Citizen Diary to assess their strengths and knowledge of global citizenship; then, once they complete the programme, they will undertake another self-assessment.

The inclusion of quality reflection is a crucial part of the programme that attests to the students' understanding of global citizenship and development of skills. I plan to make this reflection an online visual portfolio where students can upload photos, writing, and research outcomes from their projects. This visual diary will be a part of a student-led conference where students will present their achievements to their family, peers, and teachers. The best online portfolios will be published on the school website and featured on the school TV.

"Map of Astana" can be also promoted and sold commercially. Students can also continue developing their project through next year. The first graduates of the after-school programme want to continue the development of their "Map of Astana" project and adapt their map to make it usable for people with special needs. This year, under my supervision, students will establish a more advanced plan to create a tourist map for blind people. Students have already contacted a company that provides audio materials for tourists.

Additionally, in collaboration with a training center for women, students planned a brand-new project that seeks to fulfill Sustainable Development Goal 4: Quality Education. This special programme will integrate ICT and psychological education for women of all ages.

# Annex A

## Overview of the Programme Units

Unit 1. Step 1: Encourage						
Education for International Understanding Topic	Sustainable Development Topic	Representative Country	Literary Masterpiece	Objectives	Reading Techniques	Inspiring Quote
Learning to live together: Cultural diversity	SDG 10: Reduce Inequalities	Russian Federation	Vladimir Korolenko, In Bad Company Resources: <a href="http://kissin.dk/childhood/badcompany.doc">http://kissin.dk/childhood/badcompany.doc</a>	- Express the importance of tolerance for personal and cultural differences; - Appreciate the unity in diversity; - Promote tolerance.	Ambassadors' reading Part 1: Reading in groups Part 2: Ambassadors from each group present their parts Part 3: Class discussion: What is "A bad company"?	"He dreamed that over time, all kinds of violence will disappear, and the people, as individuals, become brothers and sisters. He believed that children and the elderly are dying of hunger, people of the same nationality, humiliated and even destroyed by people of other nationalities only in a bad society."
Homework: Ask students to prepare to present on the national celebrations of the events that they selected in the lottery.						
Step 2: Explore						
Activities	Analyzing	Lecturing	Reflection			
Ask students to present on the events they chose and researched at home: 1) Traditional Indian Dance: Hari Rama Krishna 2) Traditional Russian New Year celebration: Kalyadki 3) National Kazakh tradition for the newborns: the first step Puiti 4) Girls are encouraged to find work instead of going to school in Lubyva, as opposed to in Japan where children are pressured to go to school by their parents. 5) National Chinese tradition of giving presents to each other	1) Ask students to share their thoughts about the presentations; 2) Ask students to connect traditions they knew with the new traditions presented today; 3) Ask students to think about why people have so many traditions and where they come from; 4) Ask students why traditions differ and what factors the traditions share; 5) Ask students if they would be comfortable living in a society with different traditions, practices and beliefs.	Watch and discuss video: "Learning to Live Together" "L'Arigatou International Geneva" <a href="https://www.youtube.com/watch?v=IxafmzSyC7Q">https://www.youtube.com/watch?v=IxafmzSyC7Q</a>	Ask students to respond to these prompts: 1) What is bad company? 2) Write down all the feelings that characters from the story need to change in their lives and stick them on the wall; 3) Complete the statement: I value tolerance because it gives...			

### Step 3: Experience

#### Sharing and promoting

**Objective:** To allow participants to learn about their peers and discover the differences and similarities between them. **Outcomes:** Participants get to know how others who are different from them can also be very similar. Participants acknowledge themselves and others by seeing their inner and outer sides.

**Materials:** Paper and pens, lots of rolls or lengths of colored thread, adhesive tape, and several pairs of scissors

1. Each participant draws a star with five points—provide a template or diagram to copy so that all stars are similar. Ask participants what information about themselves is fundamental to their identity and select five questions from the list. Ask them to write, in each point of the star, the answer to the questions. Examples could include: their religion, their favorite music, the place that means the most to them, the person who is most important to them, and their favorite activity. You could choose other options based on the make-up of the group.
2. When they finish writing on their stars, sit in a circle and let each student explain her or his choices. Ask participants to attach their stars to the wall. Give each participant a roll of colored thread, which they can use to link the points of their star to those of others who expressed similar interests.
3. Each person must try to find at least one similarity with either the person immediately preceding him/her or with any of the participants who present before him/her. You or a co-facilitator could go first so that each participant can find at least one similarity.
4. Once all the links have been made, ask the participants to go find out more about the creators of the stars to which they are linked. In short conversations, they should now try to identify a few more similarities with these people, but also some differences. For instance, we both like Indian food; I like playing football but s/he doesn't; s/he likes cooking and I don't; we are from the same part of the city, etc.
5. Look at how many points of the stars remain unlinked—are these interests or passions unique to specific people? Reflect on how wonderful it is that there is so much diversity and richness in the world. Just as stars can look all the same, we know that they are all different, and isn't this exciting?
6. Ask the participants to talk about one of the people they met, explaining what they had in common and what they felt differently about.
7. Finally, have a wider discussion about what makes each of us unique. Emphasize that all people have things in common, but also differ in important ways. Conclude the activity with a reflection on the importance of seeing others from inside rather than just the outside.
8. Post the posters outside the classroom.
9. Ask students to write diary notes in the blog.

#### Reach to the stars

Unit 2. Step 1: Encourage						
Education for International Understanding Topic	Sustainable Development Topic	Representative Country	Literary Masterpiece	Objectives	Reading Techniques	Inspiring Quote
Democracy: Gender Equality	SDG 5: Gender Equality	India	To Educate A Girl - Manisha's Story Resources: <a href="https://www.youtube.com/watch?v=7Gh3P194HAY">https://www.youtube.com/watch?v=7Gh3P194HAY</a>	<ul style="list-style-type: none"> <li>- Develop an awareness of various occasions;</li> <li>- Understand equality among human beings;</li> <li>- Develop respect and a positive attitude;</li> <li>- Interpret the status of girls and women;</li> </ul>	<p>Hot chair reading: Part 1: Students watch the video; Part 2: Students write a short essay sharing their ideas and thoughts about the video; Part 3: Students read their essays from a chair in front of the class.</p>	<p>"A woman is human. She is not better, wiser, stronger, more intelligent, more creative, or more responsible than a man. Likewise, she is never less. Equality is a given. A woman is human." - Vera Nazarian, <i>The Perpetual Calendar of Inspiration</i></p>
Homework: ask students to make a number of pictures or a short video based on the topic: If I were in your shoes						
Step 2: Explore						
Activities	Analyzing	Lecturing	Reflection			
<p>Ask students to read the story "To Be Born a Girl" and watch Emma Watson's speech at the UN Congress: <a href="https://www.youtube.com/watch?v=3D6xSGuSDg">https://www.youtube.com/watch?v=3D6xSGuSDg</a></p>	<p>1) Ask students to read the story "To Be Born a Girl" in groups; 2) Ask students to answer questions on a worksheet; 3) Ask students to present their answers; 4) Examine the overall understanding of the text and discuss the United Nations' efforts to promote recognition of women's rights and human equality;</p>	<p>Show the presentation on girls' rights and discuss it with students. Ask students to write all key features, facts or questions from the presentation. <a href="http://planamada.ca/the-Girl-Issue">http://planamada.ca/the-Girl-Issue</a></p>	<p>Examine students' understanding of the questions below by asking them to written answers individually. Stick the papers on the walls, so all new students can read the statements.</p> <ol style="list-style-type: none"> <li>1) Do you think there is any difference between men and women?</li> <li>2) Do you think it is right to give more privileges to men than women?</li> <li>3) Should women be required to stay home and look after their children, make supper, and clean the house?</li> <li>4) "Equality is a given. A woman is human." Do you agree with this statement? Why?</li> </ol>			

<p>Sharing and promoting</p> <p>Are you acting like a man or a woman?</p>	<p>- To understand and analyze gender role stereotyping and its origins          - To research and examine the effects and outcomes of gender stereotyping on career and skill development          - To challenge stereotypical perceptions and actions regarding gender.</p> <p>Materials:          Newsprint or sheets of paper divided into 3 parts, markers.</p> <ol style="list-style-type: none"> <li>1) Divide the students into small groups (no larger than 5), any gender.</li> <li>2) Give each group a piece of newsprint divided into 3 columns. On the top of the middle column either write "Act like a Man" or "Act like a Woman". Ask students to make a list of what it means to act like a man or a woman in this column. Brainstorm key ideas.</li> <li>3) On the left column ask students what people may "say" or "do" if someone does not act like a man or a woman, and, in the middle column, what kind of reaction it can provoke. Students can write quotes, theses, or full sentences to support their ideas. Remind students to be respectful.</li> <li>4) Divide the right column in half and ask students to list the jobs one would choose if they acted according to the descriptions listed in the middle column. For example, the "traditional" female role and career choice might not include welder, construction worker, etc.</li> <li>5) Hang up the lists for students to view and contemplate. Make a tour gallery where each group sticks its poster on the wall and all groups walk around writing comments on posters.</li> <li>6) Assist students with analyzing these lists. Possible questions for discussion may include:             <ul style="list-style-type: none"> <li>• How and where do we learn our perceptions of male and female roles?</li> <li>• Do these roles and descriptions limit or enhance our life choices?</li> <li>• Have you or someone you know ever acted differently from how your gender is "supposed" to act?</li> <li>• Have you or someone you know ever stood up for a person who challenged gender stereotypes?</li> <li>• What other conclusions/statements do you have about this topic?</li> </ul> </li> </ol> <p>Have you changed your opinion about gender stereotypes and equality after this activity?</p>
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Unit 3, the final lessons Step 1: Encourage														
Education for International Understanding Topic	Sustainable Development Topic	Representative Country	Literary Masterpiece	Objectives	Reading Techniques	Inspiring Quote								
<p>Learning to live together: Interdependence. In this unit students brainstorm possible acts of global citizenship</p>	<p>SDG 17: Partnership for the goa</p>	<p>World economics and society (based on the example of the Crayola company)</p>	<p>Singing a song: Interdependence: <a href="https://www.youtube.com/watch?v=rCSpfSE9z7A">https://www.youtube.com/watch?v=rCSpfSE9z7A</a> Watching the video: <a href="https://www.youtube.com/watch?v=4fZwZKopLIM">https://www.youtube.com/watch?v=4fZwZKopLIM</a></p>	<ul style="list-style-type: none"> <li>-Demonstrate how an assembly line is formed.</li> <li>-Experience division of labor and specialization.</li> <li>-Arrange individuals in sequential order based on potential lines of dependency.</li> </ul>	<p>RAFT strategy: Students fill in the table, explaining might depend on one another. They can choose roles, (e.g. car driver), an audience (e.g. passengers), a form (e.g. a letter), and a topic (I am dependent on you!)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Role</td> <td></td> </tr> <tr> <td>Audience</td> <td></td> </tr> <tr> <td>Form</td> <td></td> </tr> <tr> <td>Topic</td> <td></td> </tr> </table>	Role		Audience		Form		Topic		<p>“Life does not make any sense without interdependence. We need each other, and the sooner we learn that, the better for us all.” Erik Erikson</p>
Role														
Audience														
Form														
Topic														

Homework: ask students to draw an assembly line that demonstrates their connections and interdependence.

Step 2: Explore			
Activities	Analyzing	Lecturing	Reflection
<p>In this lesson, students can easily discern how an assembly line works, but it is important to use an activity like this one to reinforce the underlying principles of interdependence, specialization and division of labor.</p> <p><a href="https://www.factmonster.com/cool-stuff/art/crayola-crayon-colors">https://www.factmonster.com/cool-stuff/art/crayola-crayon-colors</a>  <a href="http://www.econedlink.org/teacher-lesson/446/">http://www.econedlink.org/teacher-lesson/446/</a></p>	<p>Students will reassemble boxes of crayons. One group of students will work on the task individually and the other group will organize themselves as an assembly line, and specialize.</p> <p>Divide the students into groups of four or five. Have them arrange their chairs and desks to form a common work surface. You will need a new box of 8, 12 or 24 crayons per student (use boxes of all the same crayon count). Place one box of crayons per student on each table. Ask each group to open the boxes and spill the contents into a large pile in the middle of the work surface, mixing up the crayons as they add more. Then have the students carefully unfold the box so that it is flattened.</p> <p>Explain to the students that it is their individual task to put one box of crayons back together per student and that you will time their group effort. Ask them to raise their hands when they have finished, and record the time on the board (keep track for each group). Do not keep track of the time it takes individual students to finish; it is more important to see how long it takes the group to put all the boxes back together. When all the boxes have been reassembled, add up the total time for each of the groups—e.g., group A took X minutes, group B took Y minutes, etc.</p> <p>Ask the students if they can think of a way to make the job easier. You will want to encourage them to consider that they might first sort the crayons according to color, then each student could place several crayons in the box and then hand the box to the next group member until the box is reassembled, and properly filled. All the students could work to sort the crayons and each could participate in the reloading of each box. Record the time for this round. Have your students refer to the tip sheet if they need some help thinking of ways they could improve their assembly line.</p> <p>Whether or not they were successful, was the job easier? What happened if one of the students got behind? What happened when the work piled up? What if one of the students was ill on the day this work was to be done?</p> <p>If the activity moves along well, you may consider repeating it by enlarging the groups and the respective number of crayons.</p>	<p>Show the presentation on From Independence To Interdependence  Alana Conner at TEDxPacificPalisades  <a href="https://www.youtube.com/watch?v=ONXVSDHOU">https://www.youtube.com/watch?v=ONXVSDHOU</a></p>	<p>Test student understanding of the questions below by asking them to write their answers individually. Stick the papers on the walls, so all new students can read the statements.</p> <ol style="list-style-type: none"> <li>1) Whom do you depend on for a loaf of bread?</li> <li>2) Whom do you depend on for chocolate chip cookies?</li> <li>3) Whom do you depend on for movies?</li> <li>4) How does it affect you if someone from your family is in a bad mood?</li> <li>5) How does it affect you if someone from your working group mates is sick?</li> </ol>

Step 3: Experience

Sharing and promoting

- To understand that take part in systems and play significant roles in the development of these systems;
- To appreciate the need for more interdependent efforts.

Divide the class into groups of five. Each group member is then assigned a role. For instance, if you have decided to study the family as a system. Assign the following roles: father, mother, grandparent, son, and daughter.

Ask each small group to hold hands in a circle. Tell them that at no point during the game should they let go. If they do, the system breaks down. This means that the game requires a large space in which the different groups can move.

Tell the groups that you will announce that a certain member (members) of the system has (have) problems. The person (persons) taking that particular role will then have to fall. This means that the other members of the group will have to muster enough strength to hold up the member who has the problem. This step will be repeated until all the group members have had a chance to fall. You may increase the difficulty by announcing that two, three, or even four members simultaneously have problems.

This activity serves both as an icebreaker and as an introduction. Most probably, it will increase their awareness of their participation in a system and help them see that they are all accountable to the system. Use the activity to introduce the value of interdependence.

The chain game  
"Interredation or  
Interconnection"

Next, invite students to complete a self-awareness activity. Give each of them a piece of paper—some version of the activity sheet shown below—and ask them to reflect on their personal experience of systems and of the value of interdependence

Name the system you present	
Identify the roles you play in this system	Identify your feeling about this role
Indicate the positive influence you exert in this system	Indicate the negative influence you exert in this system
Use brainstorming to list a possible action you can personally take to improve the system	Use brainstorming to list an interdependent move that the group can consider to improve the system

Unit 4.  
INDEPENDENT RESEARCH

This unit involves independent research lessons. Students may consult with the teacher about their projects or other questions they have about global citizenship and international understanding. To support students' research on how they can demonstrate their global citizenship, the teacher provides a "What is your global citizenship diary". After one month of research, students are expected to come up with a project that demonstrates global citizenship. The whole unit of independent research lasts a total of two months.

## Annex B

### What is Your Global Citizenship Diary

# What is your Global citizenship?

Road to understanding myself and others





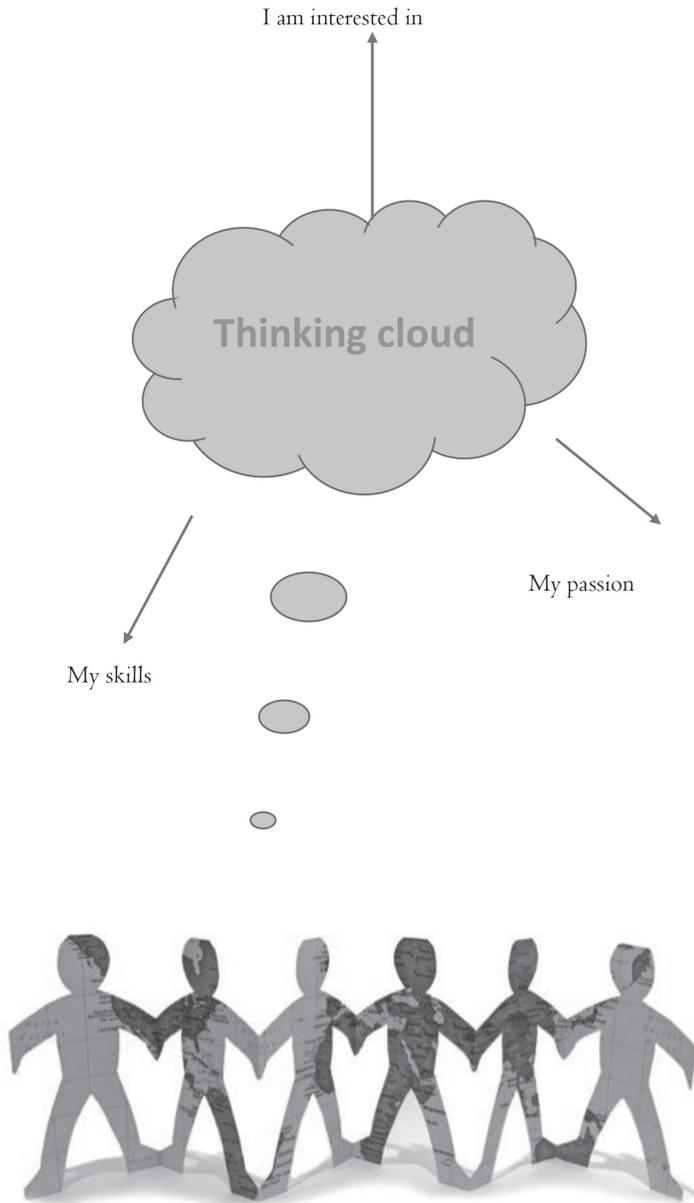
Global Citizenship Education (GCED) aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

What do you want to know about GLOBAL CITIZENSHIP EDUCATION?

Watch the video and write down your answers.

What I know	What I want to know	I have questions about

Now think what you are passionate about. Catalogue your interests, skills and talents.



Play and define your active role!

Name the system you are presenting

What is your role in this system

Write your feelings

Write positive influence of this system on you

Write negative influence of this system on you

What actions can you take to improve they system?

What actions can we utilize to improve the system?

## Four square reflection tool

What happened?

How do I feel?

Any ideas?

Can I stand it alone?

## What is about the planning?

My global essential planning

My idea

Investigation of the idea

Preparation and planning

Action

Reflection

## My self-development planning road

Here I am

Here I start



**I want to be!**

## Investigating Diary Notes

# EIU Best Practices 2017 Case Presentation and Award Ceremony

The three awardees of the EIU Best Practices 2017 were invited to present their cases at the 2<sup>nd</sup> International Conference on Global Citizenship Education: Platform for Pedagogy and Practice, co-organized by APCEIU and the Ministry of Education of the Republic of Korea in partnership with UNESCO in Seoul, Republic of Korea from 13 to 14 September 2017. The event gathered more than 400 educators, policy makers, scholars, and young people from 60 different countries.

The EIU Best Practices 2017 Case Presentation and Award Ceremony was held as a special session during the conference. The EIU Best Practices Award certificates were conferred to the awardees by Dr. Utak Chung, Director of APCEIU. The three awardees and titles of their best practices were:

Awardee	Best Practice Title
Mr. Widyamukti Arif Wicaksana (Teacher, Nizamia Andalusia Primary School, Jakarta, Indonesia)	The Children Film Festival for Peace
Ms. Elvira Sarsenova (Teacher, Miras International School, Astana, Kazakhstan)	Learning to Live Together through Literature and Critical Thinking: Encourage, Explore, Experience
Ms. Lucy Oliver Fernandez (Lecturer, National Institute of Education, Singapore)	Student Voice in Curriculum Development

The case presentation was moderated by Professor Soon Yong Pak from Yonsei University, Korea. This session allowed the awardees to share their practices and experiences with other GCED practitioners and experts from around the world.





EIU Best Practices 2017

# Learning to Live Together through Literature and Critical Thinking: Encourage, Explore, Experience

A Case from **Kazakhstan**