

Report on the outcomes of project “Training CLC facilitators for parenting education to develop tolerant behaviour of children”.



Implemented by Association “Education for All in Kazakhstan” with the support of UNESCO, Almaty (March-August 2014)

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Introduction

Tolerant behaviour matters are gaining greater significance among global community. They are important also for Kazakhstan society. Developing tolerant behaviour, i.e., developing tolerance in the process of education is getting strong practical interest.

For Kazakhstan examining the problem of tolerance in the area of ethnic relations on the national, between ethnic groups and on the individual level is most pertinent. The state regulates inter-ethnic relations and processes in the national policy through the legislative base, including Constitution of RK, as well as by means of relevant bodies and institutes that are operational on the central, regional and local government. Methodological approaches to modern inter-ethnic processes are emphasized in the works of President N. A. Nazarbayev "Kazakhstan-2030", "At the threshold of the XXI century", "Five years of independence", "In the stream of history" and others. In these works President continually stresses the importance of sustaining the current harmony and cooperation between citizens and countries. Current relations between ethnic groups in Kazakhstan political scientists feature as peaceful and quiet, though underline their complex, multi-level and, from time to time, contrary nature. Under these circumstances developing tolerant behavior among all citizens of Kazakhstan is topical and has practical significance.

Developing tolerant behaviour, according to the expert opinion, is linked to education, i.e., inseparably linked to communication culture. It's one of the most critical issues in the family, at school and in the society at large. Well understanding that we are different and we should take other people as they are, not always we act correctly and adequately. It is important to be tolerant towards each other, though it is not easy. «Pedagogy of collaboration» and «tolerance» — these are the notions without which any transformation in the modern education activity is impossible.

Basics of tolerant behaviour are built in the family, on the examples of relations between parents and children. Practice shows that not all parents do attach this problem due importance. In this connection organization of targeted training of parents and caregivers involved in education and taking care of children, aimed at developing skills of tolerant behavior, would facilitate not only raising awareness on this issue, but also attracting the attention of stakeholders (individuals and organizations) to this important theme. Normally to such organizations are referred schools, kindergartens, colleges and other education institutions of formal education. In our opinion, organizations of non-formal education operational in various regions of Kazakhstan also have good potential.

1. Main aims and components of the project

Long term objective of the project is oriented towards enhancing the focus of CLC activities on developing skills of tolerant behavior among children, youth and adults.

Short term objective - preparing CLC facilitators and trainers to conducting seminars and other training activities for parents and other stakeholders on developing tolerant behavior.

In our opinion, the achievement of this objective would help to update the wealth of CLC tools enabling CLCs enhance the education impact on local population in terms of peaceful coexistence, familiarize and involve parents' community to modern programmes of child development, identify short-term strategy of their development with focus on enhancing education, cultural and peace building mission, contribute to improving skills and competences of CLC facilitators and trainers. Besides, implementation of the project would facilitate widening the range of CLC activities, and thus enhancing their sustainable development, because developing tolerance among children and adults already at present has and will increasingly gain importance in the society in the future.

Project strategy included the following key activities:

1. Analysis of the current situation on the project in the 7 Community Learning Centres.
2. Conducting two seminars for CLC facilitators and trainers, heads of preschool education institutions/centres, other organizations concerned: "Training parents on developing skills of tolerant behaviour among children" and "From the experience of CLCs on developing skills of tolerant behaviour among children, youth and adults".
3. Developing training package with methodological materials for each seminar.
4. Summarising and translating methodological materials into Kazakh language.
5. Preparing interim and final reports.

The project started with establishing Working group (WG) to implement and carry out project activities. It involved experts of the Association "Education for All in Kazakhstan" and CLC facilitators. All activities were implemented according to the Work Plan developed by project experts.

Members of the WG studied and systematized the information and practical experience related to the project theme (List of sources is indicated in the "Information and methodological materials" developed in the frame of the project, pp. 32-33).

The team carried out survey among CLC facilitators and other representatives to specify learning needs of the target groups on the project theme and summarized the results. 16 people were questioned. From the responses of all respondents it follows that development of tolerant behavior is of *major significance* for local community. Questionnaire used to carry out the survey included 6 questions (full text of the questionnaire is in Annex 1 to 'Information and methodological materials').

In defining the term 'tolerance' the majority of respondents (13 of 16) emphasized such features as "Communication aimed at reaching mutual understanding" and "Open, open-minded, unbiased attitude to human diversity". In the opinion of respondents, these are parents who bear the main responsibility for developing tolerant behavior among children and youth (10 responses) and school (5 responses).

CLC representatives assume that the lack of tolerance is exhibited most often in relations *between people of different nationalities and confessions (3 responses), between people of different age (3 responses), between parents and children (4 responses), between teenagers (5 responses).*

Answering the question “What features should a tolerant person have?” each respondent has chosen 5 positions. Among the proposed list of features the majority gave preference to such features as *patience, tolerance to difference, ability to command oneself, ability not to condemn others’, ability to listen and empathize with others.*

Analysis of the survey results has shown that all respondents clearly understand and realize the importance and pertinence of developing tolerant behavior among children, youth and adults, and they see a specific role of families and of the school in this process.

All respondents do acknowledge the topicality of the project theme and have formulated their suggestions to the content of the seminar “**Training parents on developing skills of tolerant behavior among children**”.

2. Content and outcome of training activities

The mentioned seminar was the first of the two planned training activities conducted in Almaty on May 5-6 and June 24 in the premises of Almaty college of economy and technology whose staff has proved to be a reliable and efficient partner for the Association “Education for All in Kazakhstan” during a number of years (Programme of seminars is in Annexes 2 and 4). The meeting in May had mainly information and orienting dimension. It was important to specify what needs to be studied locally at the grass root level, what sources could be used to carry out similar seminars with representatives of target groups. To achieve this the training seminar started with introductory discussion and familiarizing the participants with the outcome of the preliminary questioning of CLC facilitators which was already mentioned above in the previous section.

Specific attention was given to familiarizing with international and national experience on developing tolerance in the society. In the presentation on these issues the main accent was made on the UNESCO Declaration of principles on tolerance, 1995 and review of works of President of RK N.A. Nazarbayev in which he emphasizes the importance of sustaining harmony and cooperation between citizens of the country and of the entire world.

A separate session was dedicated to interactive activities conducted by seminar participants based on the materials of UNESCO, Bangkok “Parenting Education Guide”¹, 2012 on forming tolerance in the family.

In the concluding part of the seminar the participants were split into regional groups, and prepared draft CLC plans on developing skills of tolerant behaviour among children, youth and adults. All plans envisaged organising pilot seminars and training activities on the theme of the project. As a result of the meeting recommendations were adopted (Annex 3) to further CLC actions.

The principal outcome of the first seminar we see in raising awareness of CLC facilitators on the issue of tolerance and their methodological preparedness to organizing and conducting local training activities on the mentioned matter taking into account local needs and context.

During May-June CLC facilitators and trainers carried out pilot training activities in the field with parents and other stakeholders on developing tolerant behaviour among children and youth. The target audience included school principals, teachers, psychologists, senior grade students. The main category of participants attending pilot training activities was made up by parents (primarily mothers and grandmothers) and children – preschool and school.

Summary of all these activities were presented at the second seminar on 24th June 2014. Its strategic objective – facilitate dissemination of experience of non-formal education institutions in the name of peace and tolerance. The immediate objective – facilitate exchange of experience between CLCs on preparing parents and other stakeholders on developing skills of tolerant behavior.

In the course of the seminar were demonstrated interesting examples from local experience on developing tolerant behaviour among CLC target groups and this was really a success. Besides weaknesses and opportunities in implementing CLC programmes on developing tolerant behavior were identified. The photos given below illustrate the activities carried out in the local communities.



Seminar with parents, Sortobe CLC (work in small groups)



Seminar with teachers, Sortobe CLC



Communication Skills Training for senior year students, Eskeldi CLC



Seminar with teachers, Eskeldi CLC



Parent meeting CLC, Club "Arai", Taraz

In total the seminars in the field were attended by over 200 people.

All presentations provoked interest and active discussions among the participants of the second seminar. Among *the strengths* of the pilot training activities in the field the participants mentioned the following ones:

- Professionalism of facilitators.
- High interest and learning activity among the participants.
- Availability of a variety of information and methodological materials prepared prior to the seminars.
- Involvement of personnel of formal education sector organizations (schools, colleges, kindergartens) in the training activities.
- Exchange of practical/life experience between teachers of secondary schools and parents on developing skills of tolerant behavior among children.
- Inclusion of the tolerance matters in the theme of class and parents' meetings for the next school year.
- Emerging need in conducting additional activities (games, consultations, debates, etc.) on the topic.
- Effectiveness of practical sessions in small groups.
- Enhanced collaboration with local administration and education institutions

Difficulties were related to the lack of involvement of men, insufficient involvement of teachers and lack of video-materials that could make a stronger emotional and psychological impact on the learners.

The concluding session of the second seminar was dedicated to discussing communication culture as the principal tool of tolerant behaviour (presentations on this theme and the content of assignments for working in small groups are presented in Part 4 of "Methodological recommendations...". Analysis of selected situations (case studies) helped the participants improve communication skills and skills of active listening, studying and resolving inter-personal conflicts, holding negotiations and making decisions. In the opinion of seminar participants, presentations made in small groups on developing communication skills could be used as additional methodological material to conduct training activities in the field.

In our opinion, the overall and the most important outcome of the period between the training seminars (pilot seminars in the field) and the second meeting in Almaty is enhanced motivation and readiness of learners to creatively apply the knowledge and skills acquired in practice. To a large extent, thanks to this, the participants were able to professionally analyse their draft Action plans on developing tolerance and strengthening peace, revise and introduce changes in accordance with the UNESCO Declaration of the principles on tolerance.

3. Methodological provision of the seminar

As has been mentioned earlier, in developing and implementing the project the team clearly understood the importance of the content related aspects; however not less important was its methodological provision. To do so experts have prepared Methodological Guide to the two training seminars. CLC facilitators and trainers acknowledged that these materials have helped them to competently and informatively carry out the training activities in the field. In the initial version the first part of the methodological materials included mainly theoretical aspects of the topic and review of the practical experience of CLCs; the second part was focused on actual development of communication skills – both theoretically and practically. For the purpose of disseminating the experience gained in the process of the project implementation, and to unify the Methodological Guides they were consolidated into one – a sort of compendium or collection containing both theory as well as description of methodology and practice of preparing parents and other stakeholders to developing skills of tolerant behavior among children and youth.

The collection consists of **four parts**. The **first** part describes general aspects of tolerance: notion, forms, brief history of the matter. The **second** part is dedicated to describing the potential non-formal education provides for raising awareness and developing youth and adults in the field using psychological and pedagogical means. Based on concrete examples from the practice of CLCs it demonstrates a variety of activities that have education, peace building dimension. The content of the **third** part is dedicated to the approaches towards developing tolerant behavior in the family, methods and tools. Review of the notion of contemporary family, problems it faces, its educational and developing potential for children is also given due attention. It accentuates the relations of parents and grandparents as the main source for developing values, social behaviour of children and grandchildren. The **fourth** part includes practical materials for facilitators who would like to conduct training activities on developing communication skills among children and adults, and also an example of presentation and practical assignments for prospective seminar participants. We believe that in such a form the compendium (collection) would be demanded by organisations and institutions both of formal and non-formal education.

Effectiveness of the materials proposed is confirmed by the training activities carried out by Association “Education for All in Kazakhstan” in the frame of the UNESCO, Almaty project “Training ” Training CLC facilitators for parenting education to develop tolerant behaviour of children”.

Conclusion

Tolerance is one of the properties that to a considerable extent affects not only the social climate, inter-personal relations, policy, but also is a very important feature that exerts an impact on developing and educating a human being.

Education as a process of interaction (but not action!) is associated with tolerance, patience - not to everything, but only to those values that give food to reflection, thought and development. This is development of such ways of behaviour and reaction that do not cause harm to others, those that take into account specificities

of others. Modern cultured individual – is not only educated person; he/she is a personality with a sense of self-confidence and also respected by others.

Therefore an important task of the family and of the education system is developing, shaping among children the ability to build relations in the process of interaction with others based on cooperation and mutual understanding, ability and readiness to accept others, their views, customs and practices as they are. The task of all individuals and organizations linked to educating children and youth is to ensure that the learners have acquired not only a store of knowledge and skills, but to ensure that self-sufficiency, autonomy and tolerance have become a corner stone of their stand in life.

The modern unstable situation in the world has demonstrated that the activity towards developing tolerant behaviour among people should not be limited to individual projects, actions and activities. The UNESCO Declaration of principles on tolerance (1995) indicates: “Education for tolerance should be considered an urgent imperative; that is why it is necessary to promote systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance - major roots of violence and exclusion. Education policies and programmes should contribute to development of understanding, solidarity and tolerance among individuals as well as among ethnic, social, cultural, religious and linguistic groups and nations”.

In this connection CLCs and other non-formal education organizations are advised to consistently work on developing tolerance in diverse directions as there is a big variety of applicable and suitable means. These are:

- Conversation
- Meetings with interesting people
- Evening parties
- Tours, excursions
- Going out for a walk
- Joint creative activities
- Debates, discussions
- Competitions and games
- Class meetings
- Charity actions
- Training on communication skills
- Story telling and others

In selecting means and tools it should be noted that each new didactic situation requires that relevant approach is used, and each teacher/parent/caregiver would use those that fit their individual style and level of psychological and pedagogical knowledge and skills. Devoting special attention to improving teacher training and enhancing their qualification should become an important aspect of work of formal and non-formal education institutions.

16 individuals were involved in questioning – among them representatives of 5 CLCs and 2 colleges involved in the project. Survey was conducted based on the following questionnaire:

QUESTIONNAIRE

Dear colleagues. In order to finalize the programme of the seminar “**Preparing parents to developing skills of tolerant behaviour among children**” we would like to ask you to answer the following questions and underline appropriate answers.

№	Questions	Number of responses
1.	<p><i>What definition, in your opinion, more accurately expresses the essence of tolerance:</i></p> <ol style="list-style-type: none"> 1. Ability to act constructively during the conflict, complete it without violence 2. Communication aimed at reaching mutual understanding 3. Open, open-minded, unbiased attitude to human diversity 4. Patience, tolerance to circumstances and environment 5. What else? 	<p>1</p> <p>7</p> <p>2</p> <p>6</p>
	<p><i>To what extent the issue of developing tolerant behaviour is important for the population of your raion/city/village:</i></p> <ol style="list-style-type: none"> 1. Very important 2. Important 3. Less important 4. Not important 	<p>16</p>
3.	<p><i>Who should bear the main responsibility for developing tolerant behaviour among children and youth?</i></p> <ol style="list-style-type: none"> 1. Family/parents 2. Kindergarten 3. School 4. Friends 5. Who else 	<p>10</p> <p>1</p> <p>5</p>
4.	<p><i>In what environment, in your opinion, lack of tolerant behaviour is demonstrated most often (in your region)?</i></p> <ol style="list-style-type: none"> 1. Between people of different ethnic groups and confessions 2. Between people of different age 3. Between parents and children 4. Between teenagers 	<p>3</p> <p>3</p> <p>4</p> <p>5</p>

	5. Between bosses and subordinates 6. Whom else?	1
5.	<p>What features should a tolerant person have? Please choose from the list below 5 most specific, in your opinion, qualities (features):</p> <p><i>Disposition towards others</i> <i>Indulgence</i> <i>Patience</i> <i>Sense of humour</i> <i>Responsiveness</i> <i>Trust</i></p> <p><i>Tolerance to diversity (differences)</i> <i>Ability to command oneself</i> <i>Benevolence, kindness</i> <i>Ability not to blame others</i></p> <p><i>Ability to listen</i> <i>Curiosity, desire for learning</i> <i>Ability to empathize</i></p>	<p>3</p> <p>2</p> <p>6</p> <p>8</p> <p>4</p> <p>6</p> <p>3</p> <p>5</p> <p>5</p> <p>4</p>
6.	What issues, in your opinion, should be necessarily included in the seminar programme on the mentioned theme?	<p>Inter-ethnic communication of children. Tolerant attitude to disabled children. Games on developing tolerance. Development of tolerant consciousness in the family. Development of adequate self-esteem of a child Emotional culture of parents.</p>

CONCLUSION.

From the answers of respondents it follows that developing tolerant behaviour is *very important* for local communities. In defining the term (notion) of tolerance the majority of respondents (13 of 16) emphasized such qualities as “Communication aimed at reaching mutual understanding” and “Open, open-minded, unbiased attitude to human diversity”.

In their opinion, the main responsibility for developing tolerant behaviour among children and youth should be with *parents (10 responses) and school (5 responses)*. CLC representatives assume that lack of tolerant behavior is demonstrated most often in relations between *people of different ethnic groups and confessions (3 responses)*,

between people of different age (3 responses), between parents and children (4 responses), between teenagers (5 responses).

*Responding to the question "What features should a tolerant person have?" each respondent had to choose from the list 5 most specific qualities (features): From the proposed list the biggest number selected by respondents referred to such features as *patience, tolerance to differences, ability to command oneself, ability not to condemn others, ability to listen and ability to empathize.**

Analysis of the results of questioning has shown that all respondents clearly realize the importance and topicality of developing tolerant behaviour among children and youth, and see a special role of family and school in this process.

PROGRAMME

Seminar “**Preparing parents to developing skills of tolerant behaviour among children**”, organized by Association “Education for All in Kazakhstan” with the support of UNESCO, Almaty. May, 5-6, 2014, Almaty

Location: Almaty state college of technology and management (ASCTM), Chaikovski street, 7, Tel: +7 727 233 22 72.

Objectives:

- Contribute to enhancing the focus of CLC activity on developing skills of tolerant behaviour among children, youth and adults.
- Prepare CLC facilitators and trainers to conducting seminars for parents and other stakeholders on developing tolerant behaviour.

Expected outcomes:

- Participants familiarised with examples from the local and international experience on developing tolerant behaviour among children, youth and adults;
- Action plans on involving parents and other stakeholders in the field in developing tolerant behaviour among children and youth;
- Recommendations on dissemination of CLC experience related to the seminar developed;

Day 1	
09:00-9.30	Registration
09:30-10.00	Opening <i>Chairperson: Shaizada Tasbulatova, Director, Association “Education for All” in Kazakhstan”</i> <i>Welcome addresses:</i> <ul style="list-style-type: none"> • Aigul Khalafova, Education specialist, UNESCO Cluster Office, Almaty • <i>Shaizada Tasbulatova, Director, Association “Education for All in Kazakhstan”</i>
10.00-10.10	Information on seminar objectives and programme. Valentina Belosludtseva, Expert, <i>Association “Education for All in Kazakhstan”</i>
10.10–10.30	Break
10.30-13.00	Session1.EducationpotentialofCommunityLearningCentres. <i>Chairperson: Nasymzhan Ospanova, Director, Almaty state college of technology and management.</i>
10.30-11.30	CLC education activities. From the experience of Eskeldi, Sortobe and Taraz CLCs. Questions and answers.
11.30-12.30	Tolerance: general notion, situation in the field and development needs. Introductory discussion. Summary of introductory survey of seminar

12.30-13.00	<p>participants. Valentina Belosludtseva, Expert, <i>Association "Education for All in Kazakhstan"</i>.</p> <p>International and national experience of developing tolerance in the society. Presentation. Svetlana Ushakova, Director, Public Fund "Institute of national and international development initiatives". Questions and answers.</p>
13.00-14.00	Lunch
14.00-17:00	<p>Session2. Main stages of developing tolerant behavior in the family.</p> <p><i>Chairperson: Zhanna Telpekbayeva, Director, Politechnical college "Progress", Ili raion</i></p>
14.00-14.10	Introductory word. Valentina Belosludtseva, Expert, <i>Association "Education for All in Kazakhstan"</i>
14:10-15.00 15.00-15.50	<p>Interactive session based on the materials of the UNESCO "Parenting Education Guide", 2012.</p> <ol style="list-style-type: none"> 1. Children's behaviour. ASCTM teachers. 2. The many languages of children. Teachers of Polytechnic college "Progress"
15.50-16.10	Break
16.10-16.40	Role of communication skills in developing tolerance. Role play. V. Belosludtseva.
16.45-17.00	Summary of the day. N. Ospanova, Zh. Telpekbayeva
Day 2	
9.30-13.00	<p>Session 3. Everything starts in the family! ?</p> <p>Chairperson: Amina Ersa, Sortobe CLC Facilitator</p>
9.30–10.00	Modern family – what is it like? Round table. Shaizada Tasbulatova
10.00-11.00	Relations between parents as the most important element of child development. Work in 3 small groups. V. Belosludtseva
11.00-11.20	Break
11.20-13.00	Methods and tools of developing tolerant relations between parents and children. Continuation of work in small groups. V. Belosludtseva
13.00-14.00	Lunch
14.00-14.40	Presentation of the outcome of group work
14.40-15.40	Developing CLC Action plans on developing skills of tolerant behaviour among children, youth and adults. Work in groups split into groups by regions.
15.40-16.00	Break
16.00-16.30	Presentation and discussion of the outcome of group work.
16.30-17.00	Approval of the seminar draft recommendations. Summary and closing seminar. Sh. Tasbulatova, V. Belosludtseva

RECOMMENDATIONS

Of the seminar “**Preparing parents to developing skills of tolerant behaviour among children**”, organized by Association “Education for All in Kazakhstan” with the support of UNESCO, Almaty. May, 5-6, 2014, Almaty

Seminar presentations and discussions have shown that developing skills of tolerant behaviour among adults, youth and children is of great importance both from the point of view of its relevance to the national strategy of Kazakhstan as well as in terms of meeting needs of parents and other stakeholders in the field in psychological and didactical knowledge and skills, including issues of tolerance.

Results of surveying CLC facilitators and trainers also have demonstrated high topicality of the matter for local communities.

Seminar participants expressed an opinion that the current experience of interaction between CLCs and parents linked to the new knowledge and skills obtained in the frame of the present seminar would make a sound foundation enabling them to extend their education potential with a focus towards programmes on developing tolerance among target groups of population.

Based on the aforementioned seminar participants suggest:

1. Carry out similar pilot seminars with parents and other stakeholders (individuals and organisations) in the field;
2. Summarize and present the findings of the pilot meetings at the next seminar in Almaty as planned in the frame of the project;
3. Familiarize representatives of local administration and other partner organizations with the materials of the May 2014 seminar in Almaty;
4. Introduce in the CLC practice the organization of training and cultural activities aimed at implementing the recommendations of UNESCO Declaration of principles on tolerance of 16th, November 1995;
5. Recommend the Association “EFA in Kazakhstan” provide methodological support in organizing further CLC training activities;
6. Organize translation of project materials (Methodological recommendations) into Kazakh language.
7. Facilitate promotion of the idea and principles of tolerance and peace education in the education institutions of secondary, vocational and higher education.

PROGRAMME

Seminar “From the experience of CLCs on developing skills of tolerant behavior among children, youth and adults” organized by Association “Education for All in Kazakhstan” with the support of UNESCO, Almaty. June, 24, 2014, Almaty

Location: Almaty state college of technology and management (ASCTM), Chaikovski street, 7, Tel: +7 727 233 22 72.

Objectives:

- Facilitate dissemination of non-formal education experience in the name of peace and tolerance.
- Organise exchange of CLC experience on training parents and other stakeholders on developing skills of tolerant behavior.

Expected outcomes:

- Participants familiarised with examples from the local experience of developing tolerant behaviour among target groups of CLCs
- Strengths, weaknesses and opportunities in implementing CLC programmes on developing tolerant behavior identified.

09:00 - 9.30	Registration
09:30 - 10.00	Opening <i>Chairperson: Shaizada Tasbulatova, Director, Association “Education for All” in Kazakhstan”</i> <i>Welcome addresses:</i> <ul style="list-style-type: none"> • Aigul Khalafova, Education specialist, UNESCO Cluster Office, Almaty • <i>Shaizada Tasbulatova, Director, Association “Education for All in Kazakhstan”</i>
10.00 - 10.10	Information on seminar objectives and programme. Valentina Belosludtseva, Expert, Association “Education for All in Kazakhstan”
10.10 - 10.30	Break
10.30 - 13.00	Work session 1. CLC experience on implementing programmes of developing tolerant behaviour among children and adults. Chairperson: Amina Ersa, CLC Facilitator, Sortobe, Kordai raion, Zhambil oblast . Presentations from the CLC experience – CLC “Progress”, CLC of Eskeldi and Sortobe raions and Taraz city, ASCTM Centre of non-formal education. Questions and answers.

	Concluding summary. V. Belosludtseva
13.00 - 14.00	Lunch
14.00 - 17:00	Session 2. Communication culture – main instrument of developing tolerant behavior. <i>Chairperson: Zhanna Telpekbayeva, Director, Politechnical college “Progress”, Ili raion</i>
14.00 - 14.30	Role of communication skills in developing tolerance. Presentation.V. Belosludtseva
14:30 - 16.00	Analysis of case studies on communication. Work in 3 small groups.
16.00 - 16.20	Break
16.20 - 17.00	Presentation of the outcome of work in small groups.
17.00 - 17.20	Summary of the seminar. Presentation of certificates. Sh. Tasbulatova, V. Belosludtseva