
Prepared for UNICEF CARK and the IIGE of the University of Toronto by Lee R. Bartel

Summer 2003
An Evaluative Report
on the IIGE/UNICEF Global Education Project
Summer 2003
Prepared by Lee Bartel

Time Period Addressed: June – August 2003

Scope of the Report:
- Uzbekistan National Core Team Workshop July 10 - 11
- Uzbekistan Principal's and administrator's Workshop, Tashkent, July 12-13
- Uzbekistan Teacher’s from Pilot Schools Workshop - July 14 – 18
- Kyrgyzstan National Core Team Workshop July 5-6
- Kyrgyzstan Principal's and administrator's Workshop, July 7-8
- Kyrgyzstan Teacher’s from Pilot Schools Workshop - July 9-13
- Turkmenistan National Core Team Workshop July 21-24

Delimitation: Since detailed descriptive and analytic reports were created for each of the workshops in the three countries, this evaluative report will not reiterate the description nor include those reports. However, this report draws on each of those reports for important evaluative data.

Sources of data for an evaluation:
- June teleconference
- Personal Observations of Uzbekistan workshops
- Consultants’ Reports from Uzbekistan, Kyrgyzstan and Turkmenistan
- Administrator questionnaires – Uzbek and Kyrgyz
- NCT question activity Uzbekistan, Kyrgyzstan and Turkmenistan
- NCT flip-chart responses Uzbekistan
- Teacher Participant daily reflective journals - Uzbekistan, Kyrgyzstan
- Interviews – NCT coordinator – Uzbekistan, 2 NCT members
- Interview with B. Jorobekova, Teacher, School-Gymnasia, Chaldovar Talas oblast, Bakay-Ata rayon, Kyrgyzstan
- Focus group – Uzbekistan student assessment team
- Informal conversations with UNICEF workers
General purpose of the Summer workshops

Uzbekistan: The general purpose was preparation for implementation although the portfolio was not complete. More specifically the purpose was capacity building for NCT, introduction to Global Education for administrators, initial training for Grade 1 and 5 teachers of the pilot schools. It was stated upfront that part of the purpose of the workshop was to determine readiness and to decide on an implementation strategy.

Kyrgyzstan: In the June teleconference it was the consensus that the country was not ready for implementation because the portfolio was not complete. However, the portfolio was rushed into greater completeness although not approved for implementation. The workshops, however, went ahead anyway with the general purpose of preparation for implementation. Teachers present at workshop were not only grade 1 and 5 – pilot teachers. Rather the Teacher Workshop included teachers of various levels. The workshop therefore lacked an implementation imperative.

Turkmenistan: After the June teleconference the country was placed on a slow track. The purpose of the summer workshop was to review the global education approach with the National Core Team (NCT), while providing capacity building support in the creation and development of global education activities.

Evaluative observation: The objectives for the summer workshops in Uzbekistan were quite clear and were met. In Kyrgyzstan the objectives were clear for the NCT and administrators workshop, but for the teachers’ workshop it did not have an implementation focus and the presence of teachers from other grades was a surprise and confusion related to implementation. In Turkmenistan the objective was clear and was directly pursued and met.

Summer Workshop Evaluation:

Advance Scheduling and Planning: The operational decision to leave the scheduling and confirmation of the summer workshop dependent on a country creating a complete and approved portfolio of activities forced a period of indecision and apprehension. The delay was caused to some extent by the turn-around time factor of activity writing and approval. Had workshops been definitively scheduled and the content left flexible, the administrative side of the summer workshops would have been more efficient. As it was, IIGE teams were undecided and unsure of when and where workshops would take place. This extended to last minute deliberations while consultants were conducting a workshop and resulted in “next day” flights with visa’s not fully in place. The stress this placed on consultants was counter-productive to their work and generally unhealthy to mind and body. The lack of decisive planning also led to increased costs for airfare. Recommendation: All workshops need to be definitively scheduled and teams assembled and contracted several months in advance.
**IIGE Group Debriefing and Team Cohesion:** Summer time is a difficult time to gather people for a meeting, but team work requires conference. The disintegration of IIGE at the University of Toronto, the geographic relocation of Dr. Selby, and the inter-continental location of members of the teams, resulted in no debriefing meetings being held. Since the workshops were held, the project coordinator, Fumiyo Kagawa, has also decided to relocate. This has resulted in essentially no inter-team communication. This has a potential cost in terms of understanding and agreement of “project” and contribution.
Recommendation: More consistent and regular inter-team communication needs to be established.

**UNICEF Project Information:** Perhaps this point is dependent on the previous point. Involvement in a project by graduate students and faculty members who give up extensive portions of their time comes with an investment, a sense of ownership, that thrives on and requires an on-going sense of connection – of knowing what is happening and what difference one’s involvement made. A number of decisions and plans were left pending at the end of workshops: would implementation go ahead? When? What grades? When would the teacher training take place? How would the NCT manage that? And so on. Information regarding such matters ought to be communicated to the “whole team” of people involved in the project. No such communication has taken place.
Recommendation: UNICEF take responsibility to inform IIGE members regularly and frequently of project developments.

**UNICEF administrative workshop support:** Consultants from all workshops were unanimous in their appreciation for the administrative support through the duration of the workshops. From the supply of materials, provision of facilities, coordination of personnel, to the sense of hospitality and care for individual needs, UNICEF staff did an efficient and effective job.

**NCT General Response:** In all countries, there was no doubt that the NCT was positive, responsive, and enthusiastic. There was a sense that matters were finally becoming clearer, that confusions were lifting, that misunderstandings were being eliminated. The support for continued work toward implementation is generally strong, although problems were articulated.

**Administrator Response:** In Uzbekistan and Kyrgyzstan administrator workshops resulted in noticeable change in outward enthusiasm and inner understanding. Addendum 3 contains a table based on the administrator questionnaire that indicates that overall gain in understanding of Global Education was about 40% over the 2 days. Attitude toward GE was rated on average around 3.5 out of 4 which reveals strong support for both the content and the process of Global Education from the administrative sector. The issues GE identifies as important for consideration in school were very strongly endorsed with a rating of nearly 4 out of 4. Expectation for the implementation of GE in the schools was very positive.
Teacher Response. Reports based on teacher reflective journals (Addendum 4) showed an overwhelmingly positive response. The report on the teachers’ journals in Kyrgyzstan efficiently sums up the response of teachers: *As the analysis of the first day of the teachers’ seminar showed, all teachers positively accepted the ideas of Global Education. Over the next days the data of teachers’ journals showed that the teachers preserved the high level of trust towards the ideas of Global Education. At the same time the participants of the seminar noted that they started to think more about the future of education and children. An important result of the seminar is that the teachers noted that they discovered themselves, they looked deep in their inner world, and they saw their weaknesses and strengths. They are now ready to help children overcome the same weaknesses.*

Communication: Interpreters were again key to communication and all workshops had excellent service by the interpreters. The subject matter, however, continues to be a source of concern as certain ideas must be communicated with considerable precision. Possible miscommunication continues with words like “evaluation” and “assessment” which we discovered are generally translated into the same word in Russian. This raises the urgent need for a glossary of terms with IIGE approved translations. One of the NCT members in the identification of needs at the end of 9 days of workshops wrote: “I would like to have a glossary of terms and to participate yet again in such a seminar to submerge in GE even deeper.”

In addition, the workshops worked with teachers from various regions of the countries. These teachers did not all understand Russian well and translation into several languages was not available simultaneously. The problem became more apparent as teachers were asked to read and write crucial learning materials in Russian.

Recommendations: A tentative glossary was created by the Kyrgyz team and needs to be translated in a guided, discussion oriented context by IIGE. Print materials may need to be created in National languages.

Russian Translation of GE Materials: This material was nearly complete at the time of the workshops but was not ready for distribution. The lack of availability was a continuing barrier to understanding and digestion of the concepts of GE.

Consultant Context Understanding: One of the NCT members stated the problem this way: “Our Canadian colleagues should be paying greater attention to the regional components and the aspect of mentality when they create programs and plans of seminars. This way there will be less obstacles in our work.” Pre-planned and pre-translated workshops may be a cross-language necessity but result in an inflexibility and a lack of responsiveness to local needs. More “learning” is needed by consultants regarding local conditions and practices. The fact that workshops take place while students are not in school means it is difficult to see schools in operation. Also, the curriculum review recommended in the Interim Report in February was not done. Such a review would provide important information.
Recommendations: Three things might contribute to greater understanding of context: (1) more consistent connection of consultant to country, (2) provision by UNICEF of video recordings of typical AND exemplary classes taking place in schools, and (3) conducting a curriculum review as recommended in the Interim Report.

Consultant and Workshop Connection to Local Teaching Plan: This point is strongly related to the previous one. Constraints in the national teaching plans, tradition, the teachers’ training, and supervision controls require that GE activities be carefully connected to the teaching plan. The approach being used by IIGE to “infuse” the existing curriculum with GE activities also requires attention to the teaching plan (since it is the teaching plan which by default exists as curriculum). Workshop content, however, has not to date allowed teachers to experience activities specifically related to all subject areas of schooling. This has made it difficult for NCT members to understand what subject specific plans are like. The most commonly expressed problem and frustration in the evaluation data was the difficulty writing activities. The lack of curriculum review, and “pre-packaged” general GE workshop activities has contributed to this.

Implementation Barriers: The Uzbekistan NCT members freely admitted their fear of showing the activities they had created to teachers. The reason for this was the lack of direct connection to the teaching plan. But, exploration of the problem through interview and focus group revealed that one of the principal barriers was the constraints and requirements of the new student evaluation requirement by the Ministry. One of the NCT members wrote: “Unless rating in the primary school is changed, it will be difficult to introduce GE into the existing school standard.” The prepared workshops and existing IIGE strategies had little hope to offer regarding this problem.

Student Assessment Understanding: Related to the previous point is the urgent need for NCT members to understand what student assessment can be in relation to Global Education activities. This need to understand does not only apply to NCT members but to all connected to the actual implementation and supervision of the Global Education project. A focus group discussion with the Uzbekistan representatives to the Student Assessment Workshop in Bishkek revealed considerable lack of understanding of specific strategies and techniques for qualitative assessment. The system primarily applies tests – paper and pencil examinations—granted, with some variety of the type of “exercise” students are required to complete. This mind-set is also seen in the descriptions of “rating” activities required from the central ministry in Uzbekistan. This lack of understanding accounts for the difficulty country activity writers seem to be having in adding the student assessment dimension to activities.

Recommendation: More explicit direction be given to NCT members in all countries, perhaps in the form of a Technical Manual.

Activity Writing and Feedback: The most evident problem in the progress of the GE project in CARK is the writing of acceptable activities. Understanding of the nature of activities has been one problem. The workshops made a good contribution again to solving this problem. Not having specific enough guidance materials has been another. One NCT member wrote that the biggest need was “methodological manuals on GE.”
Another wrote: “Systematization of theoretical issues needs to become clearer.” During the Uzbekistan workshops, the consultants created a Technical Manual for Activity Writing that was enthusiastically welcomed by the team. However, the feedback process itself may need to be reviewed. One NCT member wrote: “I would like for the trainers who write comments about our activities to be present at the seminar to work on the activities with us directly.” Another wrote: “The most difficult aspect was communicating with international experts, because we would receive different replies to the same activities. This caused instability and lack of confidence about own actions on part of all members of the team.” The problem is easy to understand. An activity is sent, receives one set of comments, is revised and resubmitted, and then receives different comments, perhaps even at odds with the first. This contributes to misunderstanding, sense of lack of progress, and discouragement. This problem has two dimensions: (1) using different consultants to offer feedback on activities – at different times, without necessarily knowing what comments the previous reviewer made; and (2) sending consultants to work with a NCT who has not done the criticism of the activities. Recommendation: IIGE and UNICEF need to build more consistent connections between consultants and specific countries.

Function and Coordination of National Core Teams: A general problem of coordination was addressed at the workshop in Bishkek in February: the heavy handed authority assumed by coordinators and their intentional absence from participation as a group member. This was again noted in Uzbekistan but appeared to be partly the result of UNICEF expectations of the coordinator as an administrator of payment, travel tickets etc. The democratic participation as a contributing “equal” is an essential expectation of Global Education. Since it runs counter to the tradition and culture of CARK, it must become a special priority. In addition, the NCT is expected to work as a collaborative team. This requires group meetings in spaces conducive to group work. One NCT member wrote: “I would like for the NCT to work more often with foreign consultants. I would also like for the NCT to meet more often at the headquarters in order to work more on the development of activities.”

Line of responsibility and accountability: Since this project involves five countries, each with a UNICEF office, a ministry of education in each country, UNICEF central CARK administration, IIGE and Plymouth, an important question appears to be, who makes decisions and with what consultation regarding matters such as: what country implements what and to what extent, what is evaluated and by what means, and schedules and timelines regarding all aspects of the project. In other words, who has what responsibility and who has what authority?
ADDENDUM 1

Evaluation Instructions for the IIGE Team – Summer 2003

1. Throughout the Workshops
   a. Please keep a record of the actual workshop schedule and events
   b. Keep descriptive and observational notes as possible throughout the workshops. Note questions, concerns, special incidents, etc.
   c. You will draw on the results of 1 and 2 for your summary report.

2. Teacher Training Workshop:
   a. Include a session on day one to introduce all teachers to the Reflective Journal Form. Discuss the form, show the example (which will be available in translation) engage them in writing a description, and a reflection during the training.
   b. Assign each teacher to complete Reflective Journal Entries at the end of each day of the workshop – suggest they do one for what they felt was a particularly significant experience for them during the day, and one general one for the whole day (with less description).
   c. Beginning on the second day of the teacher Training workshop, select a small group of the NCT (I suggest people from those who attended the Evaluation Workshop in February), and ask them to collect the Reflective Journal entries from the teachers, and to prepare a summary (2 or 3 pages) with attention to common themes – most significant experiences, teacher reactions (in multiple categories), teachers questions. The Evaluation team will need guidance and help as they learn to analyze the forms. They should keep all copies of the reflective journals. They should submit the summary form to UNICEF for translation and submission to IIGE. You might watch for examples of thoroughly done Reflective Journal Entries and ask the individuals whether these can be shared with the group to offer further training in the reflective process.
   d. Sometime during the workshop, a Core Team Member should review the whole process of evaluation (the part of the Technical Manual that applies to teachers and students) and what teacher will have to do.

3. Principals’ Workshop
   a. At the end of each day, ask participants to complete the attached feedback form while in the workshop room.
   b. Ask the participants to clearly mark “day 1” or “day 2” as appropriate on the form.
   c. Collect the forms.
   d. During the NCT workshop or during the Teacher Training Workshop, ask 3 NCT members (including someone who attended evaluation workshop in February) to “analyze” the forms – calculate the average rating for each of questions 1 – 5 (for each day separately), and create a summary for questions 6 – 8. Give special attention to question 8 allowing 2 or 3 pages
for that summary alone and include representative quotes from the questionnaires.
e. Retain the forms
f. Submit the rating calculation and question summary translations to IIGE.

4. National Core Team
   a. Toward the end of the teacher Training Workshop, ask each of the NCT members to write about one page in response to these questions:
      i. In your work during the past year with Global Education, what has been the most motivating and rewarding?
      ii. In your work during the past year with Global Education, what has been the most difficult or frustrating?
      iii. What do you think you gained during the present workshops?
      iv. What are your needs and wishes in relation to the Global Education project?
Addendum 2

Uzbekistan NCT Workshop Assessment Activity

NCT members were divided into groups of about 4 and were asked to reflect on their experience writing activities during the past year and to list what was positive, negative, and interesting.

Positive:

About the process:
- Creativity, search for non-traditional forms of working,
- mutual support; helping each other,
- link with other subjects.
- Small discoveries concerning the skills of writing the types of activities.
- The thought, and simply the words of the expert was encouraging and inspired confidence.
- We work for the kids.
- We have been able to introduce GE in own activities.
- Friendly content;
- Conductive to learning;
- Observation and comparison of different opinions.

For children
- Children have an opportunity to speak about their feelings;
- Link between learning and upbringing;
- Preparing children for life;
- Life skills, peace-loving [friendliness?]
- Students become more active;
- They become confident;
- Their abilities and skills develop;
- Development of their speaking ability;
- Comfort in the classroom;
- Freedom of thinking;

Negative:

- Insufficient understanding of the essence of the GE:
- 4 main principles/elements of the lesson (potential, expansion, ...),
- repetition of identical exercises,
- insufficient amount of literature,
- fear that the quality of knowledge will decrease,
- time management.
• Developing (formulating) objectives;
• discomfort because of the difficulty in perceiving the GE ideas;
• It is difficult to move away from the traditional good lesson to the GE;
• Were not able to find support in the experience of others.
• We felt that traditional methods did not reconcile with the 4 components of GE.
• Activities have not been tested;
• Activities are not for conservative teachers;
• Is there enough time in the activity?
• Technical problems.
• The problem of resources;
• The problem of time;
• Not all students (group) participate;
• Not in every class it can be introduced...

Interesting:

• To look at habitual things from a different perspective,
• “to receive” the activity design and to test it.
• The process, it was of interest;
• The comments excited keen interest;
• It is interesting to observe the difference between the GE school and a regular one.
• Diversity of ideas;
• Element of surprise;
• Consequences;
• The role of a teacher (facilitator);
• The role of a student.
• Ability to ask the right questions;
• Working on oneself;
• Broadening of horizon;
• Integrity, inseparability of all problems in the world.
ADDENDUM 3

ADMINISTRATORS’ WORKSHOP QUESTIONNAIRE

Please circle the number that represents the statement most true for you:

1. At the beginning of today my knowledge of “Global Education” was:
   1 none 2 very little 3 some 4 much

2. At the end of today my knowledge of “Global Education” is:
   1 none 2 very little 3 some 4 much

3. The approach to pedagogy presented today was:
   1 completely new to me 2 somewhat new to me 3 somewhat familiar to me 4 completely familiar to me

4. At the end of today, my attitude toward “global education” is:
   1 very negative 2 somewhat negative 3 somewhat positive 4 very positive

5. I believe that for the children’s learning in school, the “issues” (such as the environment or gender) of Global Education are:
   1 completely unimportant 2 somewhat unimportant 3 somewhat important 4 very important

6. Briefly describe what you found most positive, stimulating, and engaging today:

7. Briefly describe what you found most difficult today:

Complete question 8 on day 2 only.

8. Briefly describe your expectations for Global Education in your schools:
UZBEKISTAN ADMINISTRATORS’ WORKSHOP QUESTIONNAIRE - RESULTS
33 participants

<table>
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<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>% Change</th>
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<tbody>
<tr>
<td>1. knowledge of GE at the beginning</td>
<td>2.45</td>
<td>2.9</td>
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<td>2. knowledge of GE at the end</td>
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<td>3.4</td>
<td>6%</td>
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<td>Percentage change from beginning to end</td>
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<td>17%</td>
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<td>3. familiarity with GE pedagogy</td>
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<td>3.25</td>
<td>20%</td>
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<td>4. attitude toward GE</td>
<td>3.5</td>
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<tr>
<td>5. Importance of GE issues for children</td>
<td>3.8</td>
<td>3.95</td>
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</table>

Note: Rating on scale of 1 –4 where 4 is the highest or most positive.

**Response to Question 6 (what you found most positive, stimulating, and engaging today) Day 1:**
The majority of the participants mentioned positive attitude to the seminar; 9 participants believed that the most positive and encouraging thing that drew their attention was the philosophy and ideas of GE; 5 participants thought that the most positive and attractive was the activities and games conducted by the trainers. 5 participants were attracted by the interactive training methods; 4 participants noted high professionalism of the trainers; 2 participants mentioned food.

**Response to Question 6 Day 2:**
The majority thought the seminar was very interesting.
- 10 participants support the philosophy of GE and its multidimensional character, including temporary and spatial dimensions;
- 8 participants got interested in interactive methods of GE;
- 7 participants spoke positively about the idea of organizing this seminar;
- 6 participants support and believe important to have an interactive classroom and friendly attitude to children (students);
- 1 participant mentioned that it was interesting for him to work in small groups.

**Response to Question 7 (what you found most difficult today )Day 1:**
Most participants did not have any major difficulties; 6 participants noted that it was difficult to perceive the ideas of GE; 5 participants noted that the “Web” activity was rather difficult; 2 participants noted that the seminar was quite intense (large amount of information, difficulty in perceiving); 2 participants found it difficult to become engaged in the team work.
Response to Question 7 Day 2

Most participants did not have any particular difficulties:
- 3 participants believe the concept and the idea of GE complicated;
- 3 participants had difficulty expressing their opinion;
- 2 participants felt it would be difficult to implement this whole education in practice;
- 1 participant had difficulty doing the “Web” activity;
- Another participant had difficulty working in the “photographs” activity.

Response to question 8 (your expectations for Global Education in your schools)

All participants expect many positive results from the seminar for the learning/teaching process, i.e. democracy in education, interesting discussions; friendly schools, changing teachers’ attitude to their work; the increasing of interest in acquiring knowledge; interactive lessons; many seminars and materials on GE.

The participants hope that the GE will be implemented and introduced in their schools and anticipate some difficulties in following the instructions.
KYRGYZSTAN ADMINISTRATORS’ WORKSHOP QUESTIONNAIRE - RESULTS

<table>
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<th>Day 1</th>
<th>Day 2</th>
<th>% Change</th>
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</thead>
<tbody>
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<td>2.78</td>
<td>10%</td>
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<td>2. knowledge of GE at the end</td>
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<td>3.56</td>
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<td>Percentage change from beginning to end</td>
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<td>28%</td>
<td>41%</td>
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<td>3. familiarity with GE pedagogy</td>
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<td>4. attitude toward GE</td>
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<td>3.87</td>
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</tr>
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<td>5. Importance of GE issues for children</td>
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<td>4.0</td>
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Note: Rating on scale of 1 – 4 where 4 is the highest or most positive.

Response to Question 6 (what you found most positive, stimulating, and engaging today) Day 1:

School principals and specialists of departments of education believe that the most positive and motivating factors for them have been the following:
- understanding of global education and the objectives, set for the schools; practical outcome of the obtained knowledge;
- global education includes all types of education and tutorship;
- humanism, respectful attitude towards the individuality of the child, friendly atmosphere of cooperation;
- different activities that stimulate communication among the participants of the seminar, concrete exercises “Two mules,” “Globingo,” “Rights balloons”;
- organization of the seminar;
- the experience of the members of the National Core Team (NCT);
- positive combination of the work of foreign trainers with that of the NCT trainers;
- information about an interactive classroom;
- rich material on global education.

Response to Question 6 Day 2:

School principals and specialists of departments of education believe that the most positive and motivating factors for them have been the following:
- GE ideas about introducing real changes into the process of learning, making it more interesting and of better quality;
- positive impact of the GE methods, interactive learning, obtaining the knowledge collectively;
- interesting exercises “Time chairs”;
- global education dimensions, inner and temporal;
- using psychological knowledge to create inner comfort, to support the audience and build up confidence;
- the skills of self-evaluation, analyzing oneself, developing the inner dimension for the participants of the seminar, survey of personal feelings;
- inputs of foreign trainers Hugh, Janette and Cliff have been most interesting, as well as those of certain NCT members; the ability of trainers to attract the attention of all participants.

Response to Question 7 (what you found most difficult today) Day 1:

School principals and specialists of departments of education noted that in their opinion the following aspects of global education problems have been the most difficult:
- realization and acceptance of the fact that different people might have different outlooks on the world;
- getting acquainted with the four GE dimensions;
- elaboration of joint decisions, they did not always find a common language in the group;
- certain activities “Two mules”, “Globingo”, “Rights balloons”;
- getting accustomed to the atmosphere;
- unclear explanations on part of the NCT members;
- some of the participants did not have any difficulties at all.

Response to Question 7 Day 2:

School principals and specialists of departments of education noted that in their opinion the following aspects of global education problems have been the most difficult:
- self-evaluation, answering questions about oneself;
- looking for answers to questions related to the future (myself and my future, real and preferred future), in general understanding and envisaging the future;
- to define one’s confidences and worries; to identify one’s abilities, confidence and worries in the implementation of GE ideas in education for certain subjects;
- the “Nine dots” activity.

Response to question 8 (your expectations for Global Education in your schools)

School principals and specialists of departments of education expect that when global education is mainstreamed in their schools:
- quality of education will improve, «Schools need GE. This will improve quality of education, level of good breeding. Teachers are used to the old methods of education and tutorship, this is why they need to be changed with the utilization of GE techniques”; “We will mainstream all elements of GE in practice, teachers and students will become more active, which will have a positive impact on quality of education”; “GE ideas will be constantly used by teachers in their classrooms and in extracurricular activities”;
• the level of knowledge of students will improve, as well as their independence;
• this will be the beginning of solving the problem of humanization of schools; cooperation among the students, the teachers and the parents will expand; everyone will join in; “The GE idea will become the idea of the entire team of pedagogues, parents and teachers, pedagogical cooperation will become a reality”;
• the capacity of the teachers will increase, as well as the interest of the students towards knowledge; GE will bring broadening the horizons of teachers to school; we will have thinking, confident and educated students in our schools. If we cooperate with the national core team, we can expect good results. The students will have a developed speech, logical thinking, children will be thinking globally”;
• will become a GE ally; «I hope to convey the GE ideas to teachers and parents”; “I think that together with my teachers we will try to build a team and will inform the pedagogues”;
• interesting GE methods and techniques will be used, “It appears that we will have good results”; “Tolerance, flexibility, mutual acceptance will be enhanced; horizons will be broadened, quality of knowledge will improve”;
• there will be theoretical support, seminars for teachers will be organized for them to study GE ideas and techniques; “teachers will obtain the skills and the knowledge, necessary to mainstream GE ideas in schools”; there will be new methodological manuals which will reflect on the GE ideas;
• material and technical assistance will be offered;
• the development of GE ideas will take place around the globe.
### Descriptive Details – Important Incidents
“‘What did you do?– What happened?’”

<table>
<thead>
<tr>
<th>Personal Responses</th>
<th>Emerging Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What do you think and feel?”</td>
<td>“What are you wondering about?”</td>
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**TEACHER REFLECTIVE JOURNAL ENTRY**

**Date________________**
Uzbekistan Report on Teacher’s Reflective Journal (First Workshop Day)

We have distinguished 5 main themes while reviewing the reflective journals of the teachers:

1. Feelings about new knowledge and new teaching methods.

The majority of the participants have displayed positive interest in new teaching methodology. Some participants noted that even passive and shy students have the possibility to participate and show their abilities thanks to these methods. Some participants pointed out that these methods help students develop cooperation and communication skills as well as enhance their responsibility. They also encourage them to help each other and build up their logical reasoning.

One participant states: “Group work is always interesting and it makes students broad minded. It also creates a friendly atmosphere.

A comment from another participant witnesses that interactive methods encourage quick mastering of the material due to dynamic teaching: “A clearer visual idea can be given by interlaced colored threads rather than long philosophizing over the unity of the world.”

2. Feelings about the teaching process itself.

The majority of the participants have expressed positive feelings and emotions about the very process of teaching.

- Many participants have noted that the activities conducted by the trainers were very interesting and that they always felt the support of each other.
- Many of them pointed out that having come to an unfamiliar auditorium, it was easy for them to join in the process due to the activities held by trainers.
- One of the participants noted that she was feeling remote at the beginning, but when they started the activities, she was more relaxed as she felt the friendly atmosphere: “I was more relaxed and it was fun.”
- An exercise with dots: “I was so glad as if I found people who were very close to me.”
- Suggestions and remarks were made on certain activities.
- One of the participants pointed the following about the activity called “Spider web”: “The facilitator’s role is very important in this activity for proper organizing. There was only one translation over the headphones and it was clear, but the diversity of the goals set by some trainers confused me. “

The same participant thought that proper timing should be established for presentations and that trainers are empowered to stop the speakers who are speaking off the point.

- Regarding the activity “Globingo”
- A participant was worried, as it seemed that one of the participants was feeling uncomfortable.
- Paying special attention to have all participants get involved in the process was suggested during the activity with dots.
3. Thoughts about the contribution to the life of the society.

Although not the majority, some participants reflected on the contribution of Global Education to the life of the society.
One participant stated: “Changing the role of the teacher will promote the establishment of the society of people with free thinking. Quality education is based on friendly atmosphere. This in turn depends greatly on the responsibility of a teacher.”
On the fourth category “Thoughts about professional use of knowledge and transfer to colleagues”.

4. Thoughts about professional use of knowledge and transferring it to the colleagues.

The majority of the participants felt worry, doubt, anxiety and even fear.
Some participants made clear suggestions:
“The trainer should control that all participants understand the instructions of the activity being held to make the work more effective. “
“I am sure that we teach children, not subjects. How can I make my colleagues believe this so that being in love with their subjects, they would see a child as a human rather than a student?”
“Will I be able to use the knowledge I gained in my work?”

5. Using the gained knowledge in practice (pedagogic).

Most of the comments of the participants were on the 5th category – Pedagogic use of knowledge.
The majority of the participants attempted to adapt the activities to their subjects during the seminar itself.
Two participants suggested using the activity “Zoom” in the Traffic Rules classes.
A teacher decided he could use the activity “Spider web” in geography classes for the 5 and 7 grades.
Some teachers offer having the instructions in written form to conduct the activities more effectively.
The participants have expressed concerns about the questions they may have, that students may feel competition, that they may not be able to convey the goal of the activity.
- How to eliminate the competition component?
- How to connect these activities with the curriculum?
- Does this game (with dots) provide positive results in educating the children?
- How can you achieve full answer from a student?
- What needs to be done to conduct many topics of school curriculum in frames of Global Education Philosophy?
Uzbekistan Report on Teacher’s Reflective Journal  (Third and Fourth Workshop Days)

Having read the reflective journal forms filled out by the teachers we have found the same basic themes as in the first entry report, but have added a sub component to category 3 – thoughts about personal life in combination with the life of the society. As well, we have added an additional category – Discovering new abilities in self and others. (Inner Potential)

1. Feelings about new knowledge and new teaching methods.

Almost all participants note a bigger interest and positive regard to new teaching methods. Part of them expressed special interest in group work: “When you work alone, you feel some dissatisfaction, get into a dead-end, while the group work, it grasps you in and gets you moving!”

Some teachers say that these activities develop commitment, communication and cooperation skills, enhance their abilities to argue and advocate their opinion, their abilities to listen and hear: “In a certain way these activities teach the participants to compromise and come to an agreement.”

2. Feelings about the teaching process itself.

Almost all teachers said that the teaching process has been interesting, exciting, useful and that they all felt the atmosphere of trust, comfort and kindness: “We became closer during the game, I wanted to tell about myself.”

“Smiling and nodding with approval was enough for a person to stop being shy.”

3. Thoughts about the contribution to the life of the society.
   a) Thoughts about personal life

More participants addressed the category “thoughts about contribution to the life of the society”. The participants felt they could become part of the positive changes in the society: “To make the world better, each of us has to become better. Be honest with self, improve self, admit the mistakes and correct them.”

Thoughts about the possibility of the people’s contributions to change the world in future. One of the participants pointed out the role of the woman in the society, the purpose of her existence and the choice she has to make – a family or a career. What to dedicate herself to? What is better?

4. Discovering new abilities in self and others.

One teacher noted that this kind of activities influence discovering concealed abilities: “Always thought that I could not be imaginative, it turns out that I can be.”
Some activities allow to see the negative and positive qualities of one’s character and make the person want to change for better. “It was like standing in front of a mirror and discovering my own habits that I want to get rid of now.”

5. Thoughts about professional use of knowledge and transferring it to the colleagues.

Some teachers expressed doubts that the new methods are applicable in the traditional classrooms. For example:

1. Will it be possible to create the atmosphere of trust where a student may become relaxed and liberated?
2. How to get shy and passive students involved?
3. Some of the participants have already offered their own views of activities that they will be using.
4. Many are already sure that a friendly and comfortable atmosphere is vital in making the class work more effective.

6. Using the gained knowledge in practice (pedagogic).

Almost all participants are ready to use new knowledge and skills in their work. They have a lot of questions in this regard. Most of them are about the technical issues of conducting the activities:

1. How to create the atmosphere of trust, friendliness and comfort?
2. How to give home assignments to the students after group work? Should the assignment be individual or should it be done together?
3. What needs to be done if they do not complete their home assignments?
4. Doubts if they can use in their work.
5. What needs to be done if part of the students has completed the home assignment and the rest has not?
6. Should the time of students’ answers be limited?
7. Will the teachers take the students’ work seriously? For example: “My view of the future” (Picture)
8. How to evaluate the students’ work?
9. What needs to be done if there is a conflict in the students’ work?
KYRGYZSTAN -- ANALYSIS OF THE DATA OF TEACHERS’ JOURNALS, JULY 2003

“Important events”
“Personal attitude” and “Emerging issues”

From the first through the last days of the seminar the participants - teachers - have been filling out their journals, where they expressed their opinion about important events, personal attitude and emerging issues and concerns.

1. Certain details of important events from the point of view of the teachers:

On the basis of an analysis of the teachers’ answers to this question, we will generalize on their opinions with some quotes from their replies.

Journals 9.07.03

- I was presented with the GE concept. I got acquainted with the four GE dimensions.
- I liked the linkage between theory and practice, the environment of the seminar and its atmosphere. We did different exercises that made us feel more open and comfortable, allowed us to relax and tune in to the work of learning something new.
- A pleasurable experience of meeting the participants and the trainers.
- Some of the participants of the seminar were shy to express their opinions. However communication allowed us to overcome these restraints from the very first minutes of the seminar. We found out a lot about each other. Each participant could present himself/herself without any pressure, could express his/her point of view. “It was a pleasure for me to see so many wonderful people around, my colleagues, to have the chance to socialize with them”.
- Reflections caused interest towards what was happening. “We tried to understand and put the information that we were presented with, through ourselves”. We worked actively. It was interesting. Time flew by, we felt no fatigue. “I started thinking about the optimal usage of the classroom”.
- We learned new techniques: “Globingo”, “Personal Shield”, “Time chairs”, “Dots”, “Future”, “Two mules”. “Find someone, who..”, “Billiard balls”, “It is very important that I personally participated in all these activities”. “Everyone had ideas about using all this in practice”.
- The seminar gave me a lot of new things; I especially liked the Syrian experience of working with the “Dots” activity. I had interesting thoughts about how I could use them in practice. This variant I can use at my lessons for the purposes of speech development, thinking and creative activities of schoolchildren. “Today made me think about a new approach to the system of education. I now have the interest to study something new and to teach”. “It became clear to me, that we, the teachers, have to change, we have to be optimists, lively and gracious. We need to change our attitude towards children. We need to work in groups more frequently, so that the children could feel closeness, mutual assistance, interconnectedness. We need to
create an atmosphere of comfort in the classroom for the children to feel free and relaxed”. “During the activities I frequently thought about my own lessons. I like it when children can freely express their opinions, when the teacher does not stand at the blackboard, but is with and among the children.

- I believe that interactive methods will make lessons more interesting.
- I learned how to keep a journal.
- All participants of the seminar have been very active. They kept asking questions not only to the trainers, but also to each other. No one wanted to stay aside. Everyone laughed, but took the material seriously.
- Students need to interact with each other, they are all tied by unseen threads. Children appreciate it, they do not refuse one another. “I liked the idea – to support each other, to help your neighbor, mutual cooperation”. “Practical activities of the students and of the teachers will bring positive fruit for the purposes of reaching the set objective. The objective will start to expand and become student-concentrated, it will prepare him/her for his/her future adult life by means of mutual understanding, cooperation and support”.

Journals 10.07.03
- An unusual beginning of the day, when the “Molecules” exercise was on the table. Everyone got so lively, the warm-up was very pleasant. We had to think, who is who, we shared our thoughts, feelings, reflections on a whole range of theoretical and practical issues.
- Brain storming on “What is a question?” made us think about the skills of asking questions.
- This day was even richer with practical exercises that can be used in extracurricular activities and class meetings.
- We deepened and enriched our knowledge of GE.
- The issues dimensions caused a lot of interest. It is important not only to ask questions, but also to understand their essence and meaning. “The inner dimension promotes satisfaction of curiosity and interest”.
- I liked the inner dimension. “It did away with the tension, made us come back to nature, remember our roots, become wiser, calmer, more attentive, have greater respect for the people around us”. “Through interest we go towards the unknown, we discover it, and the facade of out learning opens up more and more”. “I went to the level of a student, but I made my conclusions as a teacher”.
- Today I managed to get acquainted with the other participants of the seminar and find out about my neighbors at the table a little more. The day went by in a relaxed atmosphere. “A very important event took place: we worked together; without knowing each other, we gradually opened up and discovered people around us”.
- Interactive classroom was of special interest.
- Education about rights was beautifully demonstrated.
- Handouts are very valuable, extensive and they facilitate the understanding of the diversity of rights and responsibilities that govern our lives.
- The work today was alike the work yesterday. It was somewhat easier to work, we started to understand each other quicker. We found out new things about ourselves.
and each other, something that had been concealed deep inside. We had a lot of participants, but no one was indifferent. I was convinced that we are all interdependent in the society. “There are no such participants in the group who would be left aside during the activities”.

- Such exercises as “Inner visualization”, “Spider web”, “Tell me…”, “Special numbers”, “Who am I?”, “Rights balloons”, “Rights and responsibilities”, “Woolly thinking” were of special interest. These exercises are interesting, they can be used at our own lessons. “Having learned them, we will be able to use them in our practical activities”. “I like the fact that everything is explained in such a simple and understandable form”.

- The “Tell me about yourself” exercise will allow the students to freely communicate in the team, especially if the child has some psychological barriers.

**Journals 11.07.03**

- Today was different from the other days, different methodologies have been used. The work was very interesting. It was a pleasure that the day started from greetings. “Our spontaneous thinking of greetings touched me, almost everyone composed poems and even sang songs”. “We need to try to say more positive words to each other, to provide a surge of energy”.

- Today we reached new heights of establishing friendly contacts among the participants of the seminar. “For instance, we had almost a full understanding at our table, very often we arrived at the same conclusions for different questions”. Every day we learn something new and interesting, we build up our baggage of knowledge. “This organization of work promoted the people getting closer to each other. This will assist us in our work with children to make them closer to each other, to learn to listen, to give each other an opportunity to feel needed and to allow him/her to open up”.

- During the activities we tried to establish links between concrete and global issues. We found out about the three types of learning, self-esteem. We tried to evaluate ourselves with the help of the neighbors. “I liked the types of learning, interrelation, self-respect, cooperation and exchange of information”.

- We had a lot of activities, aimed at the development of thinking and making quick decisions: “Special numbers”, “Self-esteem”, “The feeling of belonging”, “Lines of action”, “Linking pictures”. “These exercises promote activating the children, it gives a child the freedom of thought and action”.

- I liked the activity where we would evaluate our colleagues using one word or one phrase. Everyone was happy with the evaluation after reading it.

- We changed our attitude towards learning methods. We now have a certain confidence that we can organize our lessons in a different way. We learned certain techniques that had been proposed by the trainers.

- A shift towards an interactive classroom can be done by changing the layout of the room. “The classroom environment has an effective impact on the GE development”.

- A big work load notwithstanding, we were not tired. “I was resting while I worked”. It is comfortable to work in this team. “We worked hard in the group, and it promoted communication and getting closer to each other”.
Journals 12.07.03

- The day started unusually. We greeted each other with gestures and wonderful words. We told each other compliments, and it allowed us to prepare for work. Everyday something new happens.
- Today we acquired a great deal of knowledge. Every day our knowledge gets deeper. A lot of new and interesting things. The GE objective becomes clearer. A good combination of practical and theoretical exercises. We can use many of the ideas at our own lessons.
- Everyone participated actively in the work. The opinion of every participant was important.
- “The life skills theory was of special interest, to see the unseen in one’s subject”. Special attention was drawn by the four items of the life skills learning.
- It was important to stress the differences between an interactive and a traditional classroom. Knowledge about the GE advantages is important, as well as the life skills that will help live in the changing world of today. We spoke in greater detail about the feeling of responsibility, modeling the relationships, the skills of assessing conflicts.
- We traded places, we found out a lot of new things about each other, we got into closer contact with other participants of the seminar. We felt a certain discomfort.
- Good work with the five symbols, different techniques of collecting data were presented.
- I liked the following exercises: “Massage”, “How to discover a child’s values”, “Active listening”, “Rumors”, “Frozen pictures”, “Feelings cards”.
- “We listened, we worked, we laughed” We were tired when the presentations got too long. I can feel fatigue.”
- “My views have changed. I am convinced that children should be taught in GE classrooms”.

2. “Personal attitude”. “What do you think and feel?”

Journals 09.07.03.

Teachers openly answered the questions and expressed their personal opinions regarding the first day of the seminar. All the questioned teachers gave a positive remark as per the conducted activities. The teachers noted that it was an interesting, submerging and a fun experience for them. Most of the teachers had various positive feelings, among which we could mention joy, kind attitude towards each other, responsibility.

The participants also noted the relaxed atmosphere and said that they felt comfortable. An important aspect of the participants’ evaluation was that already during the first day of the seminar they felt a business-like atmosphere and cooperation regardless of ethnic or age differences. Yet another important aspect that the participants noted was that they had the opportunity to freely express their opinions.
“I think that today will not go in vain. The time that I spent here gave me
the feeling of being among co-thinkers – people of different age,
nationality, but still close people in their love towards children, school
and their profession. A relaxed, business-like atmosphere was in the air,
everyone could freely express his/her opinion.”

The first day caused interest, hopes and optimism on part of the participants, expectations
of something new and important at the seminar.

“The first day of the seminar was something that is difficult to forget. We
worked very fruitfully under the guidance of trainers. Interesting,
fascinating. I think there are still a lot of interesting things ahead.”

“I feel success. There is a ladder in front of me, and I have to go up.
Today I am one step higher in GE. There is a long and interesting journey
ahead of me”.

While noting the importance of the proposed activities and theoretical inputs, the teachers
were thinking about the fact that these activities would have an impact on shaping certain
skills of the students. So, one of the participants of the seminar noted that some of the
activities will facilitate speech and thinking skills development. It was also noted that
some of the proposed activities could be used at lessons of generalization and repetition.
The analysis of the journal of the first day of the seminar shows that teachers came to the
conclusion that the newly proposed methods of learning will help a new type of teacher
to emerge.

All these methods and steps will help breaking the stereotype of a post-
soviet teacher.

Teachers expressed their readiness to use the interactive methods of learning at their
lessons and to share knowledge and skills that they obtained at the seminar, with their
colleagues in schools.

“I feel inspiration, I would like to convey everything I learned here to my
students, diversify my lessons and methodology”.

“When we come back (we are 5 people from the same school) we will be
able to organize seminars and share the knowledge that we acquired here,
with our colleagues”.
Already the first day of the seminar had a great influence on the participants. Some teachers noted that they were already sketching their plans – at what lessons they could use the activities and the games that they had witnessed. The teachers expressed their creative thinking in their readiness to change learning and teaching methods and shift away from traditional techniques towards interactive ones.

“I thought, where and how I would use the activities with my children”.

“After today’s seminar I think that I should change the methods and the principles of work. Learning has to be a free and a fun experience”.

Noting the usefulness of global education, some of the participants noted that usage of the new techniques will activate children; all children regardless of their performance level will take part in such activities. The lesser performing students’ interest towards studies will also increase.

“I think that all these games can be used at lessons. They will activate the students and interest the weaker students”.

“I am confident that all my students will be involved at such lessons, regardless of their performance”.

**Journals 10 – 11 July 2003.**

As the analysis of the first day of the teachers’ seminar showed, all teachers positively accepted the ideas of Global Education. Over the next days the data of teachers’ journals showed that the teachers preserved the high level of trust towards the ideas of Global Education. At the same time the participants of the seminar noted that they started to think more about the future of education and children. An important result of the seminar is that the teachers noted that they discovered themselves, they looked deep in their inner world, and they saw their weaknesses and strengths. They are now ready to help children overcome the same weaknesses.

“We think and reflect more and more. We discovered ourselves, we feel that we can do more”.

“At the beginning there was a feeling of constraint, fear of not being understood. Now I feel relaxed, I crave for communication”.

“I think that one can build a strong team with the help of these activities. One can have interesting and enriching lessons, teach children to think and reflect, show their strengths and correct their shortcomings”.
The teachers liked the combination of theoretical inputs and practical activities and games at the seminar. The teachers understood that Global Education helps change the structure of a lesson, develop a creative approach to teaching children. The teachers note that they are ready to shift away from traditional methods, and transform themselves from a strict teacher into a facilitator.

“I think that such methods will help us change the structure of the lessons. What we are taught here is a great help in our creative work”. 10.07.2003.

“I think that it is a wonderful idea – to do away with traditionality. These activities will help the students do self-evaluation, and this is important both the teacher and for the student”. 11.07.2003.

“I have to transform myself from a strict teacher to a facilitator”. 11.07.2003

As the analysis results show, the second and the third day of the learning have been successful for the teachers. Participants noted deep satisfaction and good understanding of Global Education in their journals. Compared to the first day, they started to have the evaluation of the understanding of the topics, of the need to mainstream, and of the readiness to start work on Global Education. Learning Global Education improved self-esteem of the teachers. Change of self-esteem of the teachers had an impact on the change of their views of the learning methods and their attitude towards students. The teachers understood that they should not only change the structure of the lessons and become a facilitator, but also change their attitude towards children – to see the children’s personalities, to respect them and to make their learning more comfortable.

“I understand even better the meaning of global education and the need to mainstream it in the entire education process”. 11.07.2003

“Wow! This touched me and improved my self-esteem, as well as my colleagues self-esteem. I think a lot about myself and the people, which helped me become the person I am now”. 11.07.

“To look at the children through a different set of eyes, to treat each of them with respect, as a personality. To try to create such conditions in the classroom that would make every student feel comfortable”. 11.07.2003
Journals 12.07.03.

The attitude of the teachers towards Global Education is good. The teachers note their readiness to work under the Global Education program. At the same time they note that it is very important to be in the students’ shoes, to learn, to acquire new knowledge and methodologies.

“I believe that this methodology is applicable to any lesson, everything depends on the fantasy and the skills of the teachers. This method helped us be in the students’ shoes, and it had a result of its own”.

“I started to feel confident that I will be able to use the acquired knowledge in practice”.

“I am very happy that I am working here. I already look forward to starting to work in a new way when I get back to my school”.

“It is very important, very needed, and I felt that it would help me know more about my students”.


Journals 09.07.03.

Answers to this question have been sincere. The teachers shared their concerns regarding global education. They expressed their worries in different aspects. 68% of the participants of the seminar noted that they worry about their own qualification for global education. At the same time some of the participants doubt that they will be able to win the interest of the students, they don’t know, how to use the activities they witnessed, at their own lessons. Part of the teachers have doubts about the abilities of the students.

“Can I win the interest of all students? What if some of the students start treating the future in education with irony?”

“I start having some questions about how these activities can be used in my work”.

29% of the participants worry about making sure that learning is a process of cooperation, not one of competition and rivalry.

“How to we make sure that children cooperate and work together, not just compete?”

About 30% of the participants worry that the Global education program will not have a follow up, will not last.
Some noted that mainstreaming Global education will lead to a greater responsibility of the teacher for the children’s future.

Some of the participants noted that not everything was clear for them at the seminar. Some believe that there will not be enough academic time to teach Global education methodology, and that the allocated 45 minutes for the lesson will not be sufficient. Others believe that it will be more difficult to implement Global education in the rural areas than in the cities. Financial problems, weak material and technical asset base of schools, lack of textbooks and methodological manuals on Global education are also among the aspects that worry the participants.

“I worry that global education is much more difficult to be implemented in the villages. I worry whether students can use this in work”.

Journals 10-11 July 2003

A large portion of the teachers – 30.1%, had no concerns. They have no questions that worry them. In general, they have empty spaces in their journals or slashes. There are such evaluations as “nothing”.

“On day three I worry and concern much less, because there is already mutual understanding and interaction – this is good”. 11.07.2003

24.6% of the participants stated that it is unclear to them how they should use the acquired knowledge in their work. At the same time some teachers noted a great responsibility for the implementation of the new learning and teaching methodologies.

“How can I use what I learned to improve my program?” 11.07.2003

17.8% of the participants of the seminar worry about further seminars on Global education.

“It will be a pity if our acquaintance with the Global education program ends with this, I would like to continue my education and work under this program”. 11.07.2003
9.6% of the participants are not sure whether they will be able to implement Global Education in their schools, worry about being incapable of explaining the meaning and the importance of Global education to their school colleagues, and that their colleagues will give it a negative reply.

“I worry whether I will be able to use all this in practice”.

“It appears to me that all this is necessary, but can I justify the trust and convey the knowledge of Global education to all my colleagues?”

On the whole, the comparison to the first day of the seminar shows, that the teachers have a deeper knowledge of Global education and have less concerns of misunderstandings. At the same time some of the participants gave their remarks to the National Core Team.

“Sometime I feel that I do not understand something. For example, this happened with the numbers, I did not understand the meaning of the pictures – their are too small for my sight”. 11.07.2003

“I worry that some trainers do not manage the audience well enough. For example, ----- is too hectic”. 11.07.2003

“I would like for our National Core Team not only to ask “how will you use these activities in your work?”, but would also give some advice!!!”

Journals 12.07.03.

33.3% of the participants are concerned, to what extent they will be able to mainstream Global education at their lessons in their schools, how the students will use this in the future, and how successful they will be in overcoming the stereotypes, persisting in our society, as well as whether their colleagues in schools will understand this.

28.2% are worried whether there will be a continuation of Global education, trainings, or this will be the end of it.

15.4% of the teachers noted that they are not worried about anything anymore. Some doubts as per resources have been raised – markers, paper. Two teachers also had their doubts about the knowledge and student assessment:

“How to assess the activities of students in Global education?”. 12.07.2003

“What a drastic shift towards Global education children might not obtain all the knowledge that they are acquiring now”. 12.07.2003
In general the analysis of the teachers’ journal showed the effectiveness of this seminar. The teachers stated their readiness for cooperation and implementation of the Global education program.
Uzbekistan National Core Team Feedback at the End of Nine Days of Workshop

IN YOUR WORK DURING THE PAST YEAR WITH GLOBAL EDUCATION, WHAT HAS BEEN THE MOST MOTIVATING AND REWARDING?

- The most motivating and pleasant was the fact that we knew the sense and the goal of Global Education. I am happy that I have gained some new information which I may share with other teachers at my school.
- Development of an activity according to the GE essence and philosophy.
- Support of the trainers’ team from Canada through their commentary of the activity;
- The GE idea is becoming more and more attractive, because it is centered on a child, student;
- Meeting with trainers from Canada.
- Motivation by trust, support and sincere attitude of the facilitators;
- Motivation by mutual understanding with the Core Team;
- Motivation by (possible) financial support from UNICEF;
- Motivation by possible and expected achievement of the GE goals.
- Joy - from wishing to see happy children;
- Joy - from approved activities.
- I’m glad that the government and the MoE support GE; that the GE goals and those of the Law on Education are similar. At the same time this new project is supported by the pilot schools administrators. I was happy to be appointed member of the Core Team, and I’m glad that the GE goals and philosophy guide us to the future, which will change our vision and help us understand, respect and listen to each other.
- In my work with GE I had more of the positive feelings. I like not only to teach but also to learn. I was very exciting to get new knowledge about GE through non-traditional ways. The prospects of bringing new GE philosophy (i.e. the elements) inspired me, I wish that my colleagues and students be introduced to the new methods as soon as possible. The meeting in Bishkek gave even greater significance to what i had been doing for almost 8 months. I felt that I am involved in making changes in education on a large scale (5 countries).
- Honestly, we as GE Core Team members have met many times at seminars where we discussed and designed GE activities, but still questioned remained concerning GE, its concepts and internal issues, but thank God, we have been able to understand what to my mind are the most important concepts, terms and ways and methods of introducing GE philosophy to the school component. I’m very glad that all days spent in the seminar have been so productive that now I feel I can
share my experience with the teachers from my school. And most importantly, school principals and public education administrators have made a commitment to achieve some results on the path of introducing GE into school education, which, in turn, is an integral step in achieving our ambitious and noble goals.

- GE did not rock my world – many similar things I had found in other programs, but GE made me look at many things differently. Therefore, the motivations were as follows: anticipation of new meetings (with international trainers, with Core Team members), new ideas and knowledge.

- I was happy when I found confirmation of my own thoughts in the trainers’ words, assurance that (especially in the recent years) I do something useful and important, something similar to what people do at the other end of the planet, and that that Something would help educate concerned, compassionate and caring people.

- This is the first time I participate in such seminar, and between 10 and 18 of July my joy and motivation were the new methods and teaching styles, how one can make children follow in an easy and exciting way, and to present the program to kids in a game-like fashion.

**WHAT HAS BEEN THE MOST DIFFICULT AND DISAPPOINTING IN YOUR WORK WITH GE RECENTLY?**

- The language barrier, i.e. there was no opportunity to communicate directly with Canadian trainers (because I don’t know English) and to clarify some details of the activities I wrote and sent.
- No literature on GE for self-preparation [learning] to read and to improve my knowledge and to use for consultations by the members of the Core Team.
- Lack of coordination and poor organization of the coordinator’s work with all the members of the Core Team.
- Those who were in Bishkek at the student assessment workshop could not come to Tashkent and develop a student assessment plan. This may have a negative impact, that is it will make it difficult to work with teachers and children in the pilot schools.
- Difficulties in writing activities;
- Difficulties in the explanation of the GE concepts;
- Difficulties in the project evaluation;
- Disappointments because grade 1 activities had not been approved;
- Disappointments because we did not have enough time to know more about student assessment.
At first, the most difficult and upsetting thing was whether I would ever be able to write activities. I had difficulties, I felt lonely, there was language barrier, different convincing leadership in the Core Team, lack of understanding.

In my mind it was difficult to write an activity. Just one activity could take several days, but I was not sitting all the time at my desk, it was that was walking and thinking, lying in bed and thinking, everywhere – at work, in the street, how to put in writing the objectives, the procedure, etc. There was nothing disappointing, perhaps only that I wasn’t able to speak without the help of interpreter.

I’m not saying that something was actually difficult, no, its just that I was perplexed by the fact that many administrators, though they understood the GE objectives put in front of them by the project, were concerned about material [financial] issues.

As far as I am concerned, I couldn’t quite understand the actions of some of our Uzbekistan trainers, sometimes not quite appropriate, i.e. many of our trainers were criticized and criticized in the presence of our colleagues from Canada. I think that before finding faults in the work of other trainer who may yet have insufficient experience in running activities, one has to help and support him/her first, and even if he fails, to offer him guidance, so that he could acquire certain skills in conducting and activity.

The most difficult thing is activity writing. It was hard to understand what potential or extension is. It is easy to devise an activity, but how to put it on paper? That was a problem. It was upsetting to see methodologically weak lessons prepared by the colleagues, and not just from the GE perspective, but also from the traditional point of view.

Upsetting and problematic were the ambiguously formulated tasks given by the coordinator, marked “Urgent!” It is impossible to do good quality work in a haste! But fortunately, our coordinator yields to coaching, and we hope that after having passed the thorny path of development, he will become a good manager.

Since I’m a new member of the Core Team, I had great difficulty, especially on the first day, grasping the meaning of the words such as “potential”, “procedure”, etc. But from the third day of the seminar the content of these words became clear to me.

WHAT DO YOU THINK YOU GAINED DURING THE PRESENT WORKSHOPS?

- At last I had an opportunity to know, clarify and understand the essence of GE.
- It helped me greatly to understand how to create an activity.
- I received guidelines to develop lesson plans under GE.
- There a lot of new strategies; communication, Core Team members getting closer.
• Meeting with our competent, clever, experienced, friendly, understanding trainers, our beloved facilitators from Canada.

• The workshop contributed greatly to the process of reviewing and changing vision and approaches to GE as a whole and creation of GE activities in particular.

• [Here the participant drew a tree: the trunk represents the seminar, and the branches the following: friends, new acquaintances, co-thinkers, “I’m an innovator (divergent)”; responsibility; facilitator’s skills, participation skills; pride; additional (complementary) materials: on questionnaires, on activity writing.] I realized that I’m a force! I understood that we need to go forward whatever happens! So that we can see the fruit of our tree – Global Education! I feel the fruit will be beautiful and sweet!

• I feel this time I understood much better both the philosophy and the objectives of GE. Going again over the previous materials was much more instructive and useful. Now I think I understood what mistakes had been made in writing the activities (from the activity evaluation table).

• To me personally this seminar has given many things I can use in my work. To me as a teacher, it is knowledge of the GE methodology and vast practical experience. As a Core Team trainer, I once again received a practical guidance to activity writing, instruments to evaluate my activities. As a trainer, it was exciting for me to watch the beautiful Canadian team in action. I enjoyed being facilitator. Meetings with Professor Lee have great value for me. Over short period of time you taught us how to analyze questionnaires and write reports. And to be tolerant to other people’s mistakes. It was important to me that the seminar was attended by the people from the MoE, Oblono [Province level education administration], etc., since I believe that they must be aware of everything and be well informed by September.

• As for me, I think the seminar was organized and run to the highest standard; it gave me a good insight into the problems that had not been clear to me, for instance, now I have a clear understanding of an aspect such as potential; besides, I understood well the GE concept with its 4 components and learned, although not without flaws, to facilitate an activity. I also understood what student evaluation criteria should be followed.

• A lot. It deepened my knowledge about the philosophy and meaning of GE. About stages of an activity (it is now clearer what procedure, potential, extension and variation are). It has taught me how to self-evaluate an activity. It has demonstrated many new activities that can be used not only with children, but also with adults. It gave me the assurance that despite all objective difficulties, the introducing of GE in schools is a necessity. But the real “gift” of the workshop is an opportunity to know Linda better. She is a treasure, the source of energy, warmth and kindness. She helped me with finding ways to handle difficult situations with children in the classroom and with adults audience. And all the
trainers showed us an example of being a real team; reciprocal assistance, succor, optimism – that is a good example to follow.

- In this seminar I learned a lot about the GE teaching methods and styles, new methods of game-like work, brain-storming, working with pictures, cards, new variants of interactive methods, group work, areas of GE, interconnected degrees of knowledge and the quality of the facilitator.

WHAT ARE YOUR NEEDS AND WISHES IN RELATION TO THE GLOBAL EDUCATION PROJECT?

- I think that the GE project should be implemented first at the level of a district education administration because they also need to sit and listen for 9 hours and know about the GE goals and objectives. I want to take part in many new workshops. We learned much and hope to share our experience with our colleagues and children.

- Needs
  - Time to review the written activities.
  - Formal and informal meetings with teachers of the same subject as I teach, who conduct lessons under GE.
  - UNICEF support.

- Wishes:
  - Student assessment workshop;
  - to design a GE seminar model for the pilot school teachers (together with the Core Team);
  - accurate translation in the hand-out materials.

- I need understanding from the people around me and, of course, material [economic] support.
- I seems to me it would be nice to have GE trainer’s (facilitator’s) certificates issued to us.

- My wishes:
  - Let the land be always green;
  - Let the golden Sun always shine;
  - Let children always smile,
  - Let people be always happy!

- (We) I personally should again look through and revisit our notes and get prepared for the future seminars. I hope UNICEF will plan and finance seminars for good quality training of the pilot schools teachers, and would also provide the needed items, etc. (technical [material?] assistance is very essential and important). For myself I need to review the activities to refine them. I believe the
Core Team members should meet in the near future to process the activities, and also to design plans for the future seminars on the ground. Anyway, we need advice from our trainers, and we thank them and UNICEF for the seminar.

- On the ground, if they don’t help, let them not interfere at least.
- Support from UNICEF.
- I want to wish our trainers good health and patience in working with us. I want our project to find support in our schools, with the leadership, children and parents.
- The project implementation will depend entirely on collaboration between the Core Team trainers and practicing teachers and on the full support from the administration and, of course, the IIGE. And most importantly, we need diligence, perseverance and hope for the good start, and of course we need luck. I’d like to wish all people involved one way or another in the GE implementation in our country – the Core Team trainers, teachers, administrators and IIGE experts – to keep up their good spirits and move ahead no matter what, for we had been taught “yes, we can, we will, yes, we can do it!”
- Today it is difficult to say what is needed for the project implementation, because one has first to digest everything that happened during these 9 days, “to put everything on the right shelf”, to reassess oneself from a different perspective. But what is needed for sure is to systematize all material received during already 4 seminars. I would love to have David Selby’s book as a methodological handbook. To have a clear timetable for our work and more mobile and regular link to the project coordinators to make sure that the GE project fits nicely into our main work. The important thing is to have the willingness and to believe in our success. Our sincere gratitude goes to the Canadian team for their effort, patience, stamina and the example of conscientious work. Thank you.
- It seems to me that rating in the primary school should be revised, and the curriculum [program]. Unless rating in the primary school is changed, it will be difficult to introduce GE into the existing school standard. And GE resources and methods can be found in real life.
Kyrgyzstan National Core Team Feedback at the End of Nine Days of Workshop

IN YOUR WORK DURING THE PAST YEAR WITH GLOBAL EDUCATION, WHAT HAS BEEN THE MOST MOTIVATING AND REWARDING?

In my work on Global Education the most useful was to discover the new GE concept which seemed very interesting to me. I am now motivated to learn more about the holistic paradigm of GE.

The most interesting and motivating aspects of my work on Global Education last years were:

- detailed instructions of trainers from Canada and Great Britain on general GE issues;
- communication with members of National Core Teams from other countries (Uzbekistan, Tadjikistan, Turkmenistan and Kazakhstan)

It was useful to understand the philosophy and the objectives of Global Education, as well as the different activities.

Work in an HEI demands constant upgrading of knowledge and skills of a teacher. The main motif behind the accession to the GE project is to familiarize the students with new ideas and techniques. Upon graduation from a HEI, they will come to educational establishments of remote areas of the republic and use their knowledge to perfect their work.

Using interactive methods and critical thinking strategy pursuing the GE agenda.

I discovered a lot of new things in my work on Global Education over the last year. My view of education changed.

The most motivating and useful thing about my work on GE prior to the seminar that while mainstreaming these methods in my school #17, I immediately saw the feedback both from the teachers and from the students and their parents. You have to agree that this is of great importance to establish further motivation in one’s work.

At first I wanted to find out what GE was, and was the difference between GE and globalism. The motivating aspects included:

- embracement of teachers of all levels;
- looking at issues through a past-present-future prism
- looking at historical issues through and by means of analysis, comparison with other countries;
- broadening the horizons of schoolchildren;

The development of knowledge and abilities in the issues of global philosophy (GE ideas, principles, methodologies and activities)
The most motivating:
- humanity of the GE ideas;
- the main GE objective, which is to prepare children for a decent and safe life in a very complicated, changing and contradictory world of today;
- GE aiming to establish a favourable climate for the children направленность.

The most useful:
- GE concepts;
- interactive methods;
- communication with international consultants, colleagues from the neighboring countries (CARK).

Getting acquainted with GE concepts, interactive learning methods.

I believe that my work in the National Core Team in the discussion of activities have been the most interesting of my work on GE last year.

The creation of activities using different strategies and GE was the most useful aspect of my work prior to the seminar.

WHAT HAS BEEN THE MOST DIFFICULT AND DISAPPOINTING IN YOUR WORK WITH GE RECENTLY?

The most difficult task at that time for me was to learn “what had already been learned”, since it appeared to me that we already knew or at least used GE elements. Now I understand the difference though – this is a different to a certain degree approach towards understanding the concepts that we used to apply from critical thinking and other aspects of similar methodologies. It appears to me now that I was reflective as per the GE ideas, and now I do not only see the essence, but I can also feel it, and this is great!

The most difficult task was to write activities, following such parameters as procedure, potential, extension and variation.

The most difficult task for me was to write activities using GE elements.

There are no difficulties yet – on the contrary, we had the opportunity to include a GE course for three specializations of third year students based on their choice.

Activity writing. We did not understand some of the theoretical materials.

The difficult part last year was that I did not understand fully potential and extension in the activities.

The most difficult task for me in my work on GE prior to the seminar was to create activities. We had little comments and explanations before the seminar. And those that
we had had been quite controversial at times. This put my work in this direction out of balance.

It was difficult:
- to create activities;
- to understand requirements for the activities;

We had no special literature; many sentences with phraseologisms lost their meaning when translated into English.

*The most difficult:*
- to understand the difference among the GE dimensions;
- to understand what potential and extension are;
- organize regular joint work of the NCT members.

*I did not succeed in:*
- obtaining the approval of the international consultants of even a single activity, created by me independently; in promoting an approval of even a single activity, created by NCT members.

Development of activities; differentiation between the dimensions; understanding the essence of “potential”, “extension” and “variation”; explaining the GE concept to the others.

The most difficult aspect was communicating with international experts, because we would receive different replies to the same activities. This caused instability and lack of confidence about own actions on part of all members of the team.

The most difficult aspect of my work prior to the seminar was to write activities for grade one.

**WHAT DO YOU THINK YOU GAINED DURING THE PRESENT WORKSHOPS?**

I learned a lot from the current seminar, and as far as practice is concerned, I learned the skills of conducting and writing activities, I am definitely getting better at this. Thanks to the individual help of our foreign colleagues Cliff, Hugh and Janette, our activities begin to have an impact in our project.

The current seminar has furnished me with a detailed vision of the stages of activities; I deepened and expanded my knowledge on GE dimensions; I learned to analyze my activities and pedagogical activities as well. It was useful to work together with a trainer and an interpreter on the creation of a new version and the adjustment of the old version
of the activity, which promoted a more detailed learning of the process of work on the creation of an activity.

I learned a lot of useful information from the current seminar, as well as a lot of new activities. This seminar has been very useful for me.

The current seminar has exceeded all my expectations; the organization and the form of conduct have been wonderfully structured. Theory was combined well with practice. I will use this format in my own work.

Comments about the activities during the seminar. Practical creation of activities became a clear and understandable process. It was especially useful for the NCT members to lead the seminar.

This seminar provided me with a lot of new things – interactive methods and creation of activities on GE. I got acquainted with the main GE dimensions and had an opportunity to be a trainer under the guidance of experienced trainers.

I discovered a lot of useful things during the current seminar. We fully discussed the activities. We conducted activities as trainers with the teachers. We gained a lot of experience from our trainers.

I learned a lot from the current seminar. Firstly, I met new people; secondly I discovered yet again, how great it is to work in an established team. I received a lot of clarifications and explanations on the work already completed, as well as on the envisaged work. I believe that all this was greatly promoted by a friendly atmosphere at the seminar. I have quite a lot of impressions and much knowledge now.

To understand the requirements for the activities;
  • to work in a team;
  • to improve trainer qualities.

It is with great pleasure that we obtained new knowledge and skills and had sessions of practical work of trainers with the audience.

A clearer understanding of the GE concepts;
  • more concrete assistance from international consultants as per the training and writing of activities
  • trainer skills;
  • new interactive GE activities; communication with international consultants, representatives of education authorities, principals and teachers of pilot schools.

I felt as if though I was an intern at the seminar. The activities where I myself participated turned out to bring the best results for me. This increased my level of responsibility. We helped each other and worked in close cooperation.
Individual training with trainers from Canada and the UK was useful at this seminar.

The most useful thing for me about the current seminar has been that I myself conducted certain activities. I also witnessed and learned when all my colleagues worked as trainers. We worked together, we put all this through ourselves and learned to work in a team.

WHAT ARE YOUR NEEDS AND WISHES IN RELATION TO THE GLOBAL EDUCATION PROJECT?

I would like to have time allocated for individual consultations, since it is necessary at times. I would like for the interpreters Kalipa and Evgeny to cooperate with us, as well as Jyldyz. We would also like to meet with the interpreters sometimes as per the translations of our activities in order to have as little misunderstanding as possible.

I would like to meet Janette, Cliff and Hugh more frequently, for I received from them practical recommendations on how to upgrade the content of the activities. Our joint work with Janette brings quick and effective fruit.

I would like for the NCT to work more often with foreign consultants. I would also like for the NCT to meet more often at the headquarters in order to work more on the development of activities.

Trainings for teacher and their qualification upgrading are good. But I believe that it would be good to teach students and provide them with a better knowledge in the HEIs. For this though we need to be aware of your experience of working in a HEI. How can it be done? What is needed for this to happen? Beginning from the start of the academic year, our HEI will accept students for Bachelor’s programs in Pedagogy and Psychology.

I would like for the trainers who write comments about our activities to be present at the seminar to work on the activities with us directly. Systematization of theoretical issues needs to become clearer. A glossary needs to be provided at the beginning of each seminar.

I would like to have a glossary of terms and to participate yet again in such a seminar to submerge in GE even deeper.

I like it very much to be in the national GE team. I liked that we do not stand still. We move ahead, and we will be able to implement it and teach our children something new.

My main recommendations is something that I have already mentioned on a number of occasions during the seminar. Our Canadian colleagues should be paying greater attention to the regional components and the aspect of mentality when they create programs and plans of seminars. This way there will be less obstacles in our work.

To conduct meetings
• seminars with the national core team of trainers to upgrade qualification of trainers and deepen the knowledge in the GE sphere
• to support schools, where the trainers work, with materials.

Wishes:
• for the NCT members to become even closer to each other;
• to establish even closer links with international consultants;
• active support from the representatives of education authorities, school principals and teachers;
• for the parents to understand GE ideas.

Needs:
• methodological manuals on GE;
• exchange of experience with our colleagues from the neighboring countries and further abroad.

Frequent meetings of the NCT members; discussion and exchange of opinions on the developed activities; joint work with interpreters and clarification of details with them; maximum usage of the resource center during the vacation.

To meet as frequently as possible with international trainers, interpreters, members of the NCT and to work individually on separate activities. I would prefer to have an exchange of the elaborated materials among all countries of the CARK region.

I wish success to the GE project in our republic. The need – if possible, to participate many more times in seminar like this one, to obtain methodological materials on GE.