

Project:
**Creation of a Coordinated
Educational Programs Network,
Designing Teaching Aids and Textbooks for
Central Asian History**



**“Miras” University
Kazakhstan**



"Miras" University

- Located in Shymkent, South Kazakhstan
- Founded in 1997
- Private
- Over 2000 students
- Three institutes:

The Institute of Economics and Business specializing in Economics, Management, Accounting, Finance;

The Pedagogical Institute specializing in Primary Education, Pedagogy and Psychology, Chemistry, Biology, History, Kazakh Language and Literature and Foreign Languages;

The Institute of Informational Technologies specializing in Computer Science, Information Systems and Electronic Computing Machines and Software.



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- Long Term Goal of the project is to contribute to the mutual understanding between nations and states in the Central Asian region, as well as create lasting partnerships with European countries and universities.
- The idea is to reform the way history is taught in Central Asian countries.



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- **The Objectives of the project:**
- Identify historical themes used in teaching history in Central Asia.
- Identify conflicts and contradictions between different historical interpretations being taught in Central Asia.
- Historical ideas in the region must be investigated and given a fair objective conclusion.
- Create a history curriculum based on the findings of the project research.
- Write experimental textbooks that could be introduced into every Central Asian country and used in the classrooms.



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Like other Post Soviet nations, the Central Asian countries create their own national ideology and build up their own conception of the national history developing relations and attitudes toward other surrounding nations. In many cases the ideas are contradictory.

It seems to be reasonable to organize a coordinated growth of historical awareness of Central Asian countries focused on developing a truthful history of the area to create tolerance of international relations. It would require the development of educational programs and the participation of the mass media.



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- **Tajikistan** In 2006, President of Tajikistan Emomomali Rakhmonov announced that year as “The Year of Aryan Culture in Tajikistan.” The idea was to celebrate the Aryan origin of Tajikistanis and Iranians, but many feel that such a celebration is simply propaganda suggesting the racial Tadjiki’s superiority in the area. This negative interpretation of Tajikistan’s celebration has led to increasingly poorer relations with other Central Asian countries, especially Uzbekistan.
- **Turkmenistan** Turkmenbashi S. Niyazov, the author of his book “Ruhnama”, insists on Turkmenistan nation to be the most ancient one.
- **Uzbekistan** has developed its own conception with the Amir Timur’s activities in the center. This can bring all Central Asian and other countries such as Iran, Afganistan, Pakistan, India, China to certain conflicts.
- **Kazakhstan** develops its own vision on Kenesary Kasymov’s role in the CA history that can irritate Uzbekistan and Kyrgyzstan.
- **Kyrgyzstan** claims that ancient Turkish culture in fact came from Kyrgyz culture and should be identified as such.



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At the moment, Central Asian countries face a variety of challenges such as hegemonic governments, international religious and nationalistic extremists, terrorism, drug trafficking and a variety of organized crime. All of these factors are leading to increasing tensions between Central Asian countries and could lead to destabilization in the region. It becomes even more important to create a concept of regional history of nations and people in the area to solidify relations.

Europe experienced the same problem after the Second World War. Historians in Europe were very successful in opening lines of communication in the region in order to resolve past disagreements over historic and cultural interpretations, and great progress was made in creating a history that linked and involved European nations like France and Germany. Historical research, conferences, creation of educational organizations and the development of new textbooks helped shape how history and culture was taught in Europe. With great success, European history in the region was fit for a variety of viewpoints and ideas that brought nations closer together.



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- In order to avoid some of these conflicts and disagreements between Central Asian countries, especially culturally and historically, an agreed upon curriculum must be introduced on how to teach history and social studies. Each Central Asian country should take part in writing the curriculum and agreements must be made in order to create a cohesive history that doesn't contradict itself and in which all the Central Asian countries could agree. This curriculum should be put into textbooks that will be used throughout Central Asia in educational systems.
- The creation of a committee of professors and researchers from European universities mixed with a group of professors focused on history and culture from Central Asia could be a big step in closing the cultural gaps in Central Asia.
- The universities involved in the project could work in teams with the European side acting as a sort of advisor in pushing forward the development of a cohesive historical perspective in the region, especially related to ensuring tolerance in international and interstate relations. Central Asian universities would provide the historical contexts that they are representing and the way in which history is taught in their country or region. The sharing of knowledge between universities would benefit both sides greatly.



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- The project will require a high level of communication between participating universities. Sharing information during meetings, conferences, and through the Internet will be vital.
- Group effort of universities would benefit greatly, but what is more important, overcoming the myths that have been created in Central Asian history would benefit the people of the region by improving relations between the countries and nationalities.

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