INTERNATIONAL BUREAU OF EDUCATION

UNESCO

CURRICULUM CHANGE

AND SOCIAL COHESION

in conflict-affected societies

VIOLENT CONFLICT

SOCIAL COHESION

DIVIDED SOCIETIES

CHA
curriculum
NGE

POLICY REFORM

Colloquium Report

Geneva, 3-4 April 2003

Contacts:

Sobhi Tawil   Tel: +41 (22) 917. 78. 18   Email: s.tawil@ibe.unesco.org
Alexandra Harley   Tel: +41 (22) 917. 78. 33   Email: a.harley@ibe.unesco.org
Lucy Porteous   Tel: +41 (22) 917. 78. 20   Email: l.porteous@ibe.unesco.org

Table of Contents

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

2

PREFACE

The colloquium on *Curriculum Change and Social Cohesion in Conflict-affected Societies* (Geneva, 3-4 April 2003) constitutes an important foundational component of international dialogue and exchange relative to the process of documenting curriculum policy reform in societies that are emerging from, or that have emerged from, civil strife. Seven case study contexts are represented in this formative attempt, concentrating on questions of social cohesion in their illustration and analysis of policy reform. These case studies were initiated by the International Bureau of Education (UNESCO: IBE) in August 2002 around an initial version of a framework of questions and issues developed by the project team, then composed of the following contexts: Bosnia-Herzegovina, Lebanon, Mozambique, Northern Ireland, and Rwanda. The contexts of Guatemala and Sri Lanka joined the team soon afterwards. In almost all of the contexts, the case study authors are educational experts involved in national policy reform. In the case of Bosnia and Herzegovina, the author is a non-national expert who has been closely involved in technical advice for the core curriculum team (see Annex 1 for profiles of all project team members).

Objectives of the colloquium

The colloquium brought the project team together with a total of some seventy participants representing both international organizations and NGOs, as well as academics, based mainly in Geneva (seen Annex 3 for list of participants).

The objectives of the colloquium were as follows:

- To collect critical feedback and insight for the case study teams in view of improving and finalizing the case studies (for summer 2003).
- To assess the usefulness of the analytical framework developed for this project, and consider refining it in light of its practiced strengths and weaknesses.
- To establish a strong foundation for the development of a series of comparative case study based training materials for educational planners, curriculum developers, and students of education.

Organization of the report

Section I (Introduction – pp5-13) begins by discussing the rationales that inform the thematic focus, continues through the presentation of the working assumptions, and briefly outlines some of the issues raised and areas requiring clarification.

Section II (Analytical Framework - pp14-18) presents the "final" version of the analytical framework based on feedback, received during and following the colloquium, as well as through on-going discussions with the project teams as they work toward revising and completing their case studies.

Section III (Feedback & Evaluation - pp19-33) provides a compilation of the feedback directed to the project team from colloquium participants affiliated to the Department for International Development (DFID), Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), International Committee of the Red Cross (ICRC), Refugee Education Trust (RET), UNESCO Education Sector, UNESCO International Institute for Educational Planning (IIEP), the University of Geneva, the World Bank regarding the finalization of the case studies, the usefulness of the analytical framework, and the identification of links with project work, training and research that the organizations and institutions represented support or conduct. Feedback is also provided from the perspective of the case study authors, essentially in terms

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

3

of the usefulness of presenting their work-in-progress both to each other, as well as to a larger audience.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

4

I. INTRODUCTION

1. Rationales

1.1 Education and conflict: Acknowledging a dialectical relationship

The acknowledgement of a dialectical relationship between formal education and violent conflict is very recent to international development discourse[1]. Concern with education in conflict-affected societies has traditionally been articulated in terms of the disruptive and destructive impact on the provision of *access to basic education*. Indeed, over the past decade, "escalating violence caused by growing ethnic tensions and other sources of conflict" has been seen as an "emerging challenge"[2] within the framework of the Education for All (EFA) goals set by the international community in 1990[3]. More recently, the Dakar Framework of Action stated that Education for All "must take account of the needs (…) of children and adults affected by armed conflict"[4].

Even more problematic and compelling are the ways in which educational content, structure and delivery may in themselves be *catalysts* of violent conflict. Recently, it has been recognized that "weaknesses in educational structure and content may have contributed to civil conflict" and that "an education system that reinforces social fissures can represent a dangerous *source of conflict*"[5]. The issue has lost no ground in the past year as the 2002 EFA Monitoring Report states, "(a) major concern in post-conflict situations is to avoid replication of educational structures that may have contributed to conflict."[6]

There have been a number of recent attempts to understand the potential role of formal education as a precipitating factor in social divisions, political violence and armed conflict. These include an initial exploration of the role of education in disrupted societies (Tawil 1997) where "the growing recognition that education is often a target of political violence has prompted greater concern with the ways in which the content and process of education may actually contribute to precipitate the outbreak and development of violent conflict"[7]. Salmi (2000) has investigated the role of education and violence through an analysis which frames "two complementary angles: first, education as a place or a determinant of violence, and second education as an instrument to reduce societal violence."[8] Bush & Sartarelli (2000) have explored and identified the positive and negative faces of education in relation to ethnic conflict, while Smith & Vaux (2002) outline the multiple ways in which education relates to conflict and international development. All three sources illustrate the extent to which:

"Formal education is an inherently ideological instrument that is related to political violence in both intended and unintended ways. On one hand, authoritarian education systems can incite conflict when explicitly used as a weapon of oppression -- that is, as media of repression, apartheid, discrimination, intolerance and the perpetuation of inequalities. On the

---

[1] Tawil & Harley "Education and conflict in EFA discourse", *Norrag News*, No 13. (2003).

[2] Round table session at mid-decade review of international achievement toward the goal of education for all (Amman, June 1996).

[3] World Conference on Education for All, Jomtien, Thailand 1990.

[4] World Education Forum, Dakar (April 2000).

[5] Education in situations of emergency and crisis: Thematic assessment study prepared for the World Education Forum in Dakar, Paris, UNESCO, 1999.

[6] EFA Monitoring Report (2002). *Education for All: is the World on Track?* Paris, UNESCO (pp. 161)

[7] Tawil (ed.) *Educational destruction and Reconstruction in Disrupted Societies*. Final report of meeting, Geneva 5-6 May 1997. Geneva, International Bureau of Education: UNESCO (1997)

[8] Salmi, J. *Violence, democracy and education: An analytical framework*, LCSHD Paper series No. 56, Human Development Department, Washington: The World Bank, February 2000 (p.9) .

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

5

other, education can be a means through which oppressed people can resist ideological domination, and contribute to liberation."[9]

The analyses acknowledge the potential role of formal education to reproduce and exacerbate social divisions and contribute to the outbreak of violent conflict.

1.2 Schooling, violent conflict and the changing nature of nation-states

> *The modern school functions to reterritorialize the individual through stories that link the development of the child to that of the nation. The salvation stories of the curriculum produce a collective authority that places diverse peoples, languages, and prior customs into a seemingly seamless whole, that of the nation-state. The individual becomes the agent who enacts the collective purpose embodied as the nation-state.*[10]

"The nation," it should be recalled, "is an imagined political community – and imagined as both inherently limited and sovereign."[11] Until the nation started conceiving of itself as such and endeavouring to account for its population "…through the device of regular periodic censuses which did not become general until the middle of the 19th century"[12], there was neither mass selection for admission nor access to compulsory education. Thus, keeping track of who was there was, and is, a state structured dialectic of authority and legitimacy: the state has the authority to determine who makes up its territory (delineated by set borders) and in doing so the state also confers legitimate status on its citizens/subjects as having the right to be there and be further schooled in their position. The one implies and obliges the other.

'The Two Faces of Education in Ethnic Conflict' takes into consideration the implicit ways in which contemporary states make claims to homogeneity of culture and identity, noting that traditionally, education systems have played a key role in maintaining this fictive image of cultural homogeneity through the:
- invention and use of a canon of "national literature"
- promulgation of a common national language
- construction and imposition of a common culture
- shared sense of history and destiny…
- common set of expectations and behaviours rooted in a sense of civic loyalty.[13]

The aspect of language, for example, is clearly implicated in schooling. Frequently (mis)represented as a neutral mechanism for the communication of knowledge, schooling has often become an instrument of obliteration in the service of nationalism at a purely practical level as it requires multiple linguistic communities begin speaking a uniform discourse, namely, the translation of the policy needs of the state.

> *"It is the scale on which the state operates as well as its need for direct contacts with its citizens which create the problem. Thus mass education must, for practical*

---

[9] Tawil (ed) *Educational destruction and Reconstruction in Disrupted Societies*. Final report of meeting, Geneva 5-6 May 1997. Geneva, International Bureau of Education: UNESCO (1997)

[10] Popkewitz, Thomas S., Pereyra, Miguel A., Franklin, Barry M. 'History, the Problem of Knowledge, and the New Cultural History of Schooling' In (Eds) Thomas S. Popkewitz, Barry M. Franklin, Miguel A. Pereyra. *Cultural History and Education: Critical Essays on Knowledge and Schooling*. Routledge Falmer, NY. 2001 (p.17)

[11] Anderson, Benedict *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised and extended edition, Verso, London. 1991 (p.6)

[12] Hobsbawm, E. J. Nations and Nationalism since 1780: Programme, Myth, Reality. Cambridge University Press, second edition, 1992 (p.81)

[13] Bush, K. & D. Saltarelli The two faces of education in ethnic conflict: Towards a peace-building approach to education, UNICEF Innocenti Center. 2000. (pp vii, ix., 9)

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

6

> *purposes be conducted in a vernacular, whereas education for a limited elite can be conducted in a language not understood or spoken by the body of the population or, in the case of 'classical' languages like Latin, classical Persian or classical written Chinese, by anyone at all."*[14]

Mass schooling in turn makes a standard national language possible, thereby linking *what* is said to *how* it is capable of being conceived at all. This poses the urgent question of whether or not one standard language can effectively express the diversity of a nation.

The birth, consolidation, and collapse of nation states are processes that are often characterized by violent conflict. There is evidence of this in the historical process of the formation of modern nation-states in Western Europe throughout the nineteenth and twentieth centuries, in the national liberation movements against colonial rule in what was to become the "developing world" in the wake of the second World War and the early sixties, as well as in the failure and collapse of many nation-states in the last quarter of the twentieth century. Moreover, the end of the bipolar power constellations of the Cold War era marks a significant acceleration of the process of 'political globalization' initiated in the middle of the twentieth century:

> *"globalization is questioning the very notion of territorial integrity on which nation-states are based. It is appropriate to examine then the impact of globalization, particularly on societies that have not even begun building the nation-state concept. Moreover globalization may also be seen as exacerbating political imbalances that would only invite violence."*[15]

As 'political globalization' has largely modified the nature of the nation-state and of political violence in the latter part of the twentieth century, the relationship between schooling and violent conflict has also evolved. The development of schooling as part of the formation of modern nation-states is a violent process of destruction and reconstruction of social relations and structures. "Violence may be considered to be inherent to the process of modernization whereby social bonds are destroyed before other forms of social cohesion and socialization are built." This process generates tensions between state schooling and community culture.

> "Historically, modernization also involves the imposition of foreign schooling systems and alien cultures in many parts of the developing world. Based on the schooling model born in Europe in the nineteenth century, the content and organization mode of schooling is still often unrepresentative of local and national cultures. As a result of foreign curricula and the use of foreign languages, schooling is an alienating factor in many parts of Africa today, creating a communication gap between the schooled and their parents and communities. Within current concerns to contextualize schooling, there is a need to bring the school back to the community. Schooling may either work toward a set of common values among different national communities, or toward reaching an understanding and acceptance of a plurality of interpretations."[16]

It could therefore be argued that changes in socio-political organization and in the nature of violence have forced education and development discourse out of its traditional instrumental conceptualizations that have neglected both historical perspectives and political considerations. The delayed acknowledgement of the possible "negative face" of school systems may be explained in part by the apolitical and a-historical character of mainstream

---

[14] Hobsbawm, E. J. Nations and Nationalism since 1780: Programme, Myth, Reality. Cambridge University Press, second edition, 1992 (p.94)

[15] Tawil, (ed.) *Educational destruction and Reconstruction in Disrupted Societies*. Final report of meeting, Geneva 5-6 May 1997. Geneva, International Bureau of Education: UNESCO. 1997. (p.10)

[16] ibid (p. 9)

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

7

educational development discourse that has overlooked the fact that social and cultural conflict in an essential component of the schooling process[17].

Finally, it is important to note that the project is informed by a broad, *peace-building* approach that takes into account historical and socio-political factors and defines education as multidimensional and necessarily linked to other subsystems[18], rather than the narrower *peace education* approach that focuses on the discrete or cross-cutting subject area. In adopting a *socio-educational approach,* which considers education as multidimensional and as necessarily linked to social and political processes of reconciliation and reconstruction, the case studies trace the processes of the social construction of educational knowledge at the level of official school curricula.

2. Working assumptions

Examining curriculum policy and social cohesion in conflict-affected societies is based on the following working assumptions.

2.1 Curriculum renewal as a reflection of changing approaches to social cohesion

Why focus on the process of curriculum renewal? Curricular renewal is the crux of the process of reform of school education. A social cohesion approach to processes of curriculum development would see these processes as "related to the prerequisites of societal integration – specific to a given society - to be realised on both the levels of material conditions and symbolic representations."[19] The first working assumption underlying the project then is that processes of curricula change aim to reflect the ways in which society has changed as a result of conflict, or to provoke the types of social changes required to consolidate or reinforce social cohesion. The types of knowledge, values, competencies, attitudes and behaviours that encourage *respect for human dignity and diversity* are mainly located within normative areas of learning such as social studies, civics, religious studies, history, values education that touch upon the often sensitive issues of collective memory or collective amnesia, identity, sense of citizenship and shared destiny.

2.2 Curriculum policy change as a process of social dialogue in divided societies

Why focus on processes of curriculum policy change? In the context of social divisions, there are strong arguments in favour of focusing on the process of policy development of the official national curriculum. The important issue in the social cohesion approach to curriculum development "is the *bargaining* that occurs about the shape of education with respect to the society's structure and symbolic representations."[20] It follows that this process of *negotiation* and *social dialogue* about the way in which national school education is seen as having to change is context-specific and would have to be rooted in analysis of the historical, social and cultural context. It can be assumed that the broader the process of consultation and social dialogue put in place to define the aims and goals of education that translate the vision of the citizen of tomorrow. Examining the process of reaching consensus on the definition or reformulation of sensitive learning content in conflict-affected societies is indeed of great value in understanding how education may contribute to social cohesion and how this contribution can be promoted and strengthened through focused educational policy-making processes. National curriculum guidelines and frameworks may therefore be seen as

---

[17] Tawil & Harley "Education and conflict in EFA discourse", *Norrag News*, No 13. (2003)

[18] Bush, K and Saltarelli, D (2000) *The Two Faces of Education in Ethnic Conflict*, UNICEF Innocenti Research Centre.

[19] Rosenmund (2000).

[20] Rosenmund, 2000: 603

social contracts resulting from processes of social dialogue, bargaining, negotiation, and reaching consensus.

2.3 Learning from societies emerging from violent conflict:
Towards more relevant and "conflict-sensitive" curricula

Why focus on societies emerging from violent civil strife? The basic working assumption is that there is a dialectical relationship between schooling and violent conflict and that this relationship needs to be explicitly recognized and explored for the process of educational change in the wake of civil strife to be a meaningful contribution to post-conflict reconciliation and peace building. In reference to Pigozzi 1999; Tawil 1997; Smith & Vaux 2002; and Isaacs 2002, the 2002 Education for All (EFA) Monitoring Report states that "(a) major concern in post-conflict situations is to avoid replication of educational structures that may have contributed to conflict." Moreover, a focus on processes of curriculum policy change in the wake of civil strife can provide a finer understanding of the nature of the dialectical relationship between school education, social divisions, and political violence, than is the case in other contexts. Arguably, a finer contextual understanding of this relationship is relevant to efforts at peace-building education in *all* societies, regardless of their experience of political violence and conflict. Beyond attempting "to avoid replication of educational structures that may have contributed to conflict", learning from curriculum policy reform in societies emerging from violent conflict is a contribution to the establishment of indicators for "diversity-sensitive" or "conflict-sensitive" school systems that could be part of all educational planning processes (Smith & Vaux 2003). A strong case can be made to insist that conflict sensitivity is an important dimension of the relevance of education to national socio-cultural and socio-political realities. As such, it is an increasingly important component of educational quality.

3. Issues raised during the colloquium and areas of further clarification

The purpose of this section is not to provide a summary of presentations made at the colloquium, but to highlight areas of the discussion that were particularly compelling and others which seemed to indicate a need for greater clarity. In the same way that the analytical framework was meant to be viewed as an essential companion document during the colloquium, it is also included in this report (in revised version) in order to serve as a reference document indicating both broad categories of interest and the specific thinking relevant to them (see section II of the report, pp14-19). We recommend its consultation for a complementary description of the questioning and envisioned treatment of the issues indicated below.

3.1 Approaching or understanding the nature of the conflict

The term "conflict" is used, within the framework of this project, to refer to situations of violent armed conflict. More specifically, the term here refers to internal conflicts and, particularly, to situations of civil war. From the "troubles" in Northern Ireland to the civil war in Lebanon; from the separatist armed struggle in Sri Lanka to the genocide in Rwanda; from the "ethnic cleansing" in Bosnia-Herzegovina to the centuries of cultural repression in Guatemala; these dramatic experiences of political violence of varying scale, intensity, and duration are essentially all conflicts at national or sub-national levels, though sometimes integrated into wider regional or international conflicts.

Viewed thus, the seven contexts can be further characterized and differentiated on the basis of issues of legitimacy of the nation-state and associated conceptualizations of citizenship. In Guatemala and Mozambique, for example, where the legitimacy of the nation state is not in question, each society is undertaking a radical reconceptualization of citizenship at the

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

9

national level. In the case of Guatemala, this involves a shift from a hegemonic and monocultural assimilationist tradition to a multilingual and multicultural conception of the Guatemalan national identity based on the principle of "unity in diversity". Mozambique is rediscovering a national (African) identity which may have been recovered at the end of its war for independence (1964-1975), but which is only recently undertaking to incorporate cultural and linguistic diversity, an effort long held hostage by the civil war between Frelimo and Renamo (1976-1992). While the existence and legitimacy of the nation-state in its existing contours is not in question in the cases of Lebanon and Rwanda, both societies can be seen to be intent upon finding the means to strengthen a central national identity that will hold the nation together. If there is consensus on the reality of a "pluralistic" Lebanese nation-state composed of seventeen official communities, the 1975-1989 civil war reflected the lack of agreement of the definition of Lebanese national identity. As for the case of Rwanda, the fact that the post 1994 government of national unity defines "peace and reconciliation" as a "life skill" reflects an explicit attempt to overcome a long tradition of division and discrimination by endeavoring to strengthen a common national identity.

Whereas the above-mentioned contexts reflect an implicit belief in the nation and are engaged in definitions of citizenship under the umbrella of that paradigm, the contexts of Bosnia-Herzegovina, Sri Lanka, and Northern Ireland, initially question at least the contours and composition of the nation state, even going so far as to question the idea of the nation itself. The contested terrain in Sri Lanka has been oriented around conflicting conceptions of space as reflected through the Tamil separatist struggle, at least until the recent signing of the cease-fire agreements in 2002. In Northern Ireland, the "legitimacy of the state is still in question with no consensus as yet as to its nature with a range of identities."[21] Similarly in Bosnia-Herzegovina, a nation-state that emerged in 1995 as a result of the disintegration of the former Yugoslavia, the realities of a constitution that speaks of "three constituent peoples" translates into a questioning of the nation state by its citizens, summed up by one expert in the following remark: "all around them were symbols of a nation that they believed did not exist."[22]

In each case, the specific nature of the conflict has implications for the conceptualization of citizenship and a direct incidence on the challenges posed to educational policy reform in terms of (re)defining national culture and identity through language policies, social studies, and the teaching of subjects such as history, geography, civics, literature and religion.

3.2 On so called "ethnic conflict"

The discussions also pointed to uncertainties about the relevance of using terms such as "ethnic conflict" as a means of analyzing these contexts and the implications that it has for educational policy reform. The concept of "ethnic conflict" appears inadequate to describe these contexts because it overlooks, diverts attention from, or obscures the political, economic, and social issues at stake. Furthermore, there is also serious academic debate, particularly in anthropological circles, questioning the validity (and racist conception) of the origins of the term. The Rwandan case study presents a telling example of the inadequacy of the various theories of ethnic conflict as a means to understanding the experience of the 1994 genocide. Therefore, for the purposes of this project, we prefer to use the term "identity-based conflict." Typically;

> "a certain form of identity – be it individual, social, cultural, professional, religious, or political – constitutes the point of departure for any and all relations with others. Identity is what makes us what we are and who we are. And yet, the experience of

---

[21] Michael Arlow, statement made during colloquium discussion, Geneva, 3 April 2003
[22] Philip Stabback, statement made during colloquium discussion, Geneva, 3 April 2003

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

10

identity invariably evokes codes of exclusion, difference and distinction. Belonging to a collectivity always concerns the delimitation of that collectivity and the application of a logic of conflict and contention".[23]

The preceding suggests that different forms of identity represent potential sources of social division. However, it may be argued that social divisions also result from exclusion from employment, means of production, land (economic exclusion), as well as exclusion from education, health care, housing, and other social services (social exclusion). Cultural identities and social and economic exclusion may overlap and represent an important source of identity-based conflict when associated with forms of political exclusion that imply the denial of security, representation, citizenship and other basic political and cultural rights. Importantly, the context of Guatemala challenges the traditional conception of identity as a dualistic "self" "other" and, further goes beyond the juxtaposition of "integrated" multiple identities in the definition of national citizenship (for example), to arrive at a vision of "el otro yo" - a fusion of self and other as complementary and simultaneous.

3.3 On educational reform for social and civic reconstruction

One particular area of clarification lies in making a distinction between education in emergencies, and education for social and civic reconstruction undertaken by a sovereign national education authority. In exploring curriculum policy, this study does not share the same focus as that generally adopted in education in emergencies. The social and political environments in which educational policy reform aimed at social and civic reconstruction can take place is of a different nature from those encountered in emergencies, rehabilitation and early reconstruction. Perhaps most important for the former, is the existence of a national educational authority, socially acknowledged as legitimate, which can construct and define curriculum goals and framework/guidelines at the national state level.

Figure 1: *Conflict status and type of educational initiative*

Conflict status	Non-conflict; Relative "peace"	Internal trouble; Social unrest; "pre"-conflict	Armed conflict	Transition out of violence; Peace process	"Post" conflict
Type of educational initiative	Education for prevention	Education in emergencies		Education for social and civic reconstruction	

3.4 On power to select legitimate knowledge

The above demonstrates that the focus of this project on the (political) process of reconciliation and of social and civic reconstruction is embedded in (sovereign) educational policy reform. The central question is to determine how society is reconstructing itself regarding sovereign and sensitive issues related to the (re)definition of identities, memory, sense of citizenship and shared destiny.

Who has the power to define what official identity is or includes at the level of the nation state? In the case of societies emerging from identity-based conflicts (as described above) the question is not only who is in a position to redefine national social and civic identity, but, also, how is this done? In terms of the direction of curriculum policy reform, such questions

---

[23] Peter Burgess, Network on Identity-based Conflict, PRIO Research Project.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

11

imply uncovering the power structures that determine who is in a position to define policy, who continues to be excluded, and how this political dynamic functions.

3.5 On "post conflict"

Typically educational reform for social and civic reconstruction would 'naturally' be associated with a "post conflict" phase. For example, in classic "post conflict" cases such as Lebanon (Taef Agreement, 1989), Guatemala (Peace Accords of 1996), Rwanda and its new government of National Unity established following the 1994 genocide, Mozambique (peace agreement, 1992), there is a demonstrated lapse of time that has been necessary in order to undertake the different phases of curriculum policy dialogue, policy formulation, and policy making. However, this is not always the case, as is illustrated in the cases of Northern Ireland and Sri Lanka where educational policy reform is being undertaken in parallel with the peace process, possibly even serving as an integral part of it. Despite the fact that Bosnia would also appear to fit the classic post conflict category having signed the Dayton peace agreement in 1995, there is to date a marked lack of state level authority capable of initiating such an independent reform process. The lack of a legitimate state-level national authority in this context draws attention to the importance of examining the nature of the peace in all contexts. The nature of the cessation of hostilities and the peace achieved is crucial to defining the possibilities for social and civic reconstruction, namely curriculum policy reform, at the national level.

3.6 On "new missionaries"

Discussions during the colloquium pointed out the problematic issue of both the legitimacy and authority of international aid agencies and donors acting potentially as "new missionaries" in influencing or shaping national responses. Bosnia-Herzegovina was described as having a general environment of "disenchantment," which extended beyond national borders to include the International Community, hardly surprising in a context in which the Office of the High Representative exercises power higher than that of the elected government. In Rwanda, a context particularly sensitive to the potential harm of "new missionaries," the international actors are described as having "conflicting agendas." Particularly in contexts heavily dependent on donor funding, such as Mozambique, an indirect effect on policy formulation was further noted due to occasional donor willingness to lend more support to particular initiatives (ranging from pilot projects to the implementation of new curriculum).

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

12

4. Colloquium follow-up

This collaborative action-research project is conceived of as a form of capacity building, in which documentation of processes of curriculum change are embedded – to the extent possible – in local and national processes of research and policy formulation. The coordinated documentation of these cases by national experts closely associated with reform of national curricula in a range of contexts worldwide is intended to enhance local/national capacity to address these issues through research, policy dialogue and international exchange.

The main expected outcomes of the project are the following:

- ***Analytical framework***

A framework of guiding questions that has been tested for its analytical relevance in the range of contexts represented in the project.

- ***Collection of seven in-depth case studies***

A compilation of seven case studies (approx. 15'000 words each) based on the collectively developed framework.

- ***Synthesis of lessons learned on social cohesion through curriculum policy reform***

An identification of lessons learned on the promotion of social cohesion at the national level based on a comparative analysis of the specific contexts, issues and challenges explored in the seven case studies.

The framework, case studies, and synthesis shall be published in book form by the end of 2003.

The framework has thus far served as a tool for an ongoing process of reflection and dialogue among the project team. This process of reflection and dialogue represents a collective attempt to overcome difficulties and challenges inherent to comparative analysis while avoiding prescriptive and rigid formulas. The colloquium was followed by a working session of the project group (5 April 2003), providing a moment for concentrated exchange with principal changes made to sequencing rather than content of the framework, although important clarifications were included in the sections on curricular paradigms and modalities of consultation. Subsequent changes to section headings are also a result of feedback that was received following the colloquium. This revised version of the framework is presented in the next section (II).

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

13

II. Analytical Framework
April 03 (Revision 4)

This is an adapted version of the analytical framework, collectively developed by case study coordinators/ team leaders at the first technical meeting (Geneva Aug 02), in light of further collective discussions Geneva April 03 and subsequent consultations.

1. Background to conflict	
1.1 Nature of social composition (changes over time)	Nature of group identity (language; religion; "ethnicity"). What is equivalent of "social cohesion" in local language(s)? Nature of social divisions How is group identity articulated with social / political divisions. Issues of "cultural defensiveness" and inflexibility.
1.2 Nature of conflict	Type of conflict: Internal armed conflict / disturbances; political violence; sectarian violence; "ethnic conflict"; civil strife – "identity-based conflicts" in which very existence of communities is perceived to be under threat. Difficulties in naming the conflict. Scale and intensity of violence. Duration of violence / Recency
1.3 Nature of peace	Nature of political agreement. Nature of external involvement. How is the role or education reform / curriculum change articulated in peace agreements (if at all?).
2. Characteristics of present day education system (with historical background as relevant)	
2.1 Management system	Degree of centralisation/decentralisation; Level of democratisation of policy structure Fragmentation? : Potential difficulties in identifying locus of decision-making authority. "Real" decision-making power
2.2 School system	Structure of school system (segregated; assimilated; integrated, other…?) School types: Public / private /community / other? Share of overall enrolment in each school type?

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

14

2.3 Institutional setting for curriculum development	What is/are the department(s) that translate policy decisions and develop curricula materials ? (institutional mechanisms, institutional structures) What is the relative degree of authority/autonomy of this/these department(s) with regard to central education authorities?
2.4 Educational/curricular traditions and implications for reform	<u>Traditions</u>: What is being built on? What are national pedagogical traditions? What are the curriculum traditions? What has been done in the past? Characteristics of the examination system Pedagogical style <u>Implications</u>: How do these traditions impact on possibilities for effective curriculum changes/innovations? To what extent to educational traditions influence present policy decisions? What are the implications for teacher training?
3. Economic context of reform (internal and external)	
3.1 Resource assessment	How does economic context determine possibilities for consultation (languages; translation; evaluative research; surveys; national workshops/debates…)? How do resource assessments with a view towards implementation (textbook development, teacher training…) impact on the scope of policy change?
3.2 Nature of donor involvement	Degree of dependency (if any) on external funding, expertise, and/or initiatives for implementation of curriculum change. What impact (if any) does this have on curriculum policy choices (rationales and direction of change, as well as modalities for consultation)?

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

15

4. Assessment of schooling as a factor of conflict	
4.1 Rationales for curriculum change (why change?)	*Change is introduced on the basis of a recognized weakness in the relevance of existing curricula in reflecting the ways in which society has changed as a result of conflict and/or in promoting the types of social changes perceived as being necessary in order to ensure transition out of armed conflict and political violence and the consolidation of peace.* What assessment (evaluative research; surveys; national workshops/debates) of the relevance of curricula have informed the need for change? What has been identified as having potentially contributed to the conflict in the first place? How has this been identified and by whom? What is the level of political will to undertake change?
5. Reconceptualizing curriculum: changing curriculum paradigms as a result of conflict	
5.1 Changes in curricular paradigms	Has the conflict provoked a shift in curriculum paradigms? If so, how has the curriculum paradigm shifted from the "pre-conflict" period to the present? How has the curriculum model or approach changed? What philosophical premises are these decisions based on? How is curriculum conceptualised and by whom? What is curriculum policy reform thought/assumed to be capable of in terms of its contribution to peace-building, stability, reconciliation, social cohesion etc ? Does hope (future orientation) play a role?: Is the curriculum reform asking the present to confront the future, the past, both?
5.2 Direction of curriculum change (change what?)	What needs to change as a result of the paradigm shift? - In what ways are aims and fundamental principles of education reformulated? - Does this reformulation move towards reinforcing a common national identity (through assimilation) or towards the recognition of multiplicities in reconciliation/reconstruction?

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

16

6. Policy dialogue, consensus building, and resistance: challenges posed by sensitive learning areas	
6.1 Modalities of consultation and participation in policy reform[•]	Who is consulted in the process of reviewing and changing curriculum policy (stakeholders)? What is the nature of their participation? Whose voices are heard, and how are they expressed? Whose voices are not heard? What is the process of consultation? How does it emerge after prolonged period of conflict? What are the motives and levels/degrees of influence of stakeholders? The quality of their input? The genuineness of the consultation? Who is undertaking to consult?
6.2 Identifying difficult issues with regard to sensitive learning areas	Are there any contentious/sensitive/difficult issues to resolve? (particularly in areas of learning such as languages, social studies, civics, religious studies, history, etc. that touch upon collective memory, identity, sense of citizenship?) Which ones? What are the different viewpoints / conflicts of interest among stakeholders with regard to the learning areas listed below? ***Culture and Languages*** Status of official national language(s) Language(s) of instruction "National" literature ***Civics / citizenship*** Thematic, multi-disciplined approach or discrete subject? Degrees of flexibility. Questions of contradictions between content and methodology. ***History*** Rewriting of official history. Does the curricular reform perpetuate tradition/status quo or introduce a critical historiography? (necessary preconditions for the latter? Recency of conflict, etc.) Is the reform questioning a founding myth of a national identity (as opposed to a more 'recent' history)? ***Religion*** Religious instruction versus culture of religions

---

[•] Please note that this is not a rigid placement for this sub-heading. Some of these questions should be brought in as they occur naturally in other sections of the framework.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

17

6.3 Consensus building: Dealing with difficult issues	How are conflicting views dealt with? How is consensus reached? How does consensus building come about or change throughout the distinct phases of policy dialogue, policy formulation, and policy-making? (Risk of polarisation? Might it be counterproductive to discuss certain issues at certain times?). What are the processes of negotiation and of consensus building adopted in drafting and approving curriculum frameworks and subject curricula What strategies are (or have been) employed to deal with these difficult issues?
6.4 Curriculum balance	How is learning content reorganised and restructured? What decisions are involved? How is a new curriculum balance defined? How is the issue of overcrowded curriculum approached? Infusion and cross-curricular models vs. separate subjects. In an effort to create space for additional content, what is reduced (removed, left out, rejected)? How does this impact explicit policies about teaching methods?
7. Research, Monitoring & Evaluation	
7.1 Pilot programmes	Role of pilot programmes and way in which these may (re-)inform curriculum policy decisions (scale of pilot programs; who is involved?; Is evaluation taking place?)
7.2 Monitoring Policy and Practice: Identifying indicators of change (if applicable)	Has any evaluation been undertaken on recent curriculum change? If so, what type, with what results, and with what implications for (re)informing policy and implementation? Research carried out to identify gaps, obstacles, limitations, etc. Role of evaluative research in identifying degree of receptivity/resistance in the implementation of curriculum changes. What is the nature of the resistance that may be encountered?
7.3 Perspectives of youth	How do youth/students perceive reform? How do they see education in relation to conflict?

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

18

III. Feedback and Evaluation

This is a compilation of feedback provided by colloquium participants to the project team, which was collected electronically after the colloquium.
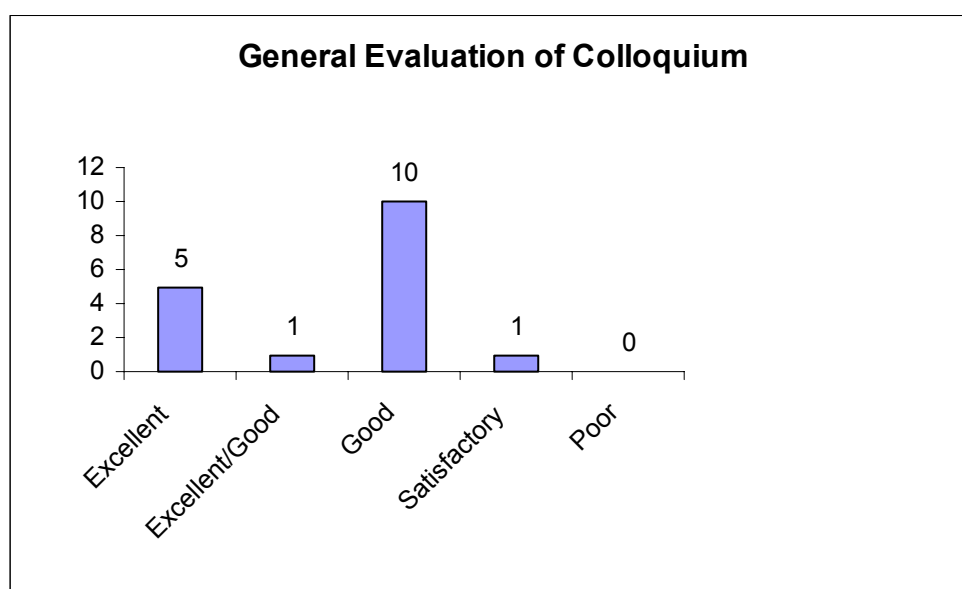
Total number of participants[*]: __40__ Total number of responses: ___17___

Organizations responding: AKDN, DFID, FPSE, GTZ, ICRC, IIEP, ILO, Norwegian Ministry of Education and Research, RET, SIDA, SRED, UNESCO, UNICEF, University of Ulster, The World Bank

PART ONE: AUDIENCE

GENERAL ASSESSMENT

I. In general how would you evaluate the colloquium?

General Evaluation of Colloquium

---

[*] Not including case study project teams nor IBE personnel

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

19

II. Two of the specific objectives of the colloquium were to:

(a) collect critical feedback and insight for the project team in view of improving and finalizing the case studies

(b) assess the usefulness of the analytical framework developed for this project and consider refining it in light of its practiced strengths and weaknesses

FEEDBACK TO PROJECT TEAM

(a) Please provide any feedback you think the project team may find useful for the finalisation of their case studies.

1. I think the cases would in general benefit from:
   - A more explicit focus on the political and economic causes of conflict
   - More detail on how the education system has contributed to conflict in the past
   - Attention to the processes which have been put in place to ensure that all groups have voice and participate in the development of the new curriculum

2. The approach you have adopted is very informative. I am very impressed. My only concern would be that you will have to somehow ensure that you are getting an objective story and not something that serves local or national political agendas.

3. As suggested at the conference:
   - Create a clearer link to the Education for All process (relevant at this stage)

   - Look at aspects relevant as advice for countries and ministries that have <u>not</u> recently experienced emergencies. (more relevant at later stage?)

4. It could be useful to take into account the recommendations of P Buckland: to consider the "political economy of conflicts", control or resources etc.

5. The teams might find it useful to further explore the question of participation as was so often cited during the meeting as important. If Curriculum works intends to be more collaborative and transparent, then a longer participatory process is required, not only in telling about what curriculum units are up to, but engaging more professionals, including one or two knowledgeable lay persons from the communities and or civil society organisations, teachers, youth, and a cross section of religious identities, etc.

   The teams might be able to frame this information on participation as somehow "after thoughts" or other perspectives – in other words, if they had the chance to re do this, would a "different type of participation" make any difference to them? How would they reconsider this element – particularly if they have accepted the objective that education can be positively and intrinsically linked to social cohesion, through curriculum reform.

   The background on the Education system, might also include the role and influence of other stakeholders in the curriculum reform process. This would endeavour to tackle this issue about the political machinery that controls or drives the curriculum reform process. The teams would then be in a situation to better define how "much room there is to manoeuvre" in the reform. This approach may give more realistic expectations to their own clients and constituents as well as to those with whom they are working with, ie donors, agencies, etc. This very much relates to looking at curriculum reform through a lens from a political economic perspective. Again if this cannot be included within the project at this stage there might be a need to add an annex to explain this relationship and context – as we all know it plays such an important role in the wider context.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

20

In light of refining the already very useful, provocative, well-designed analytical framework, it might look at the relationships within the political economy context such as: power, economics, poverty, inequity, equality, rights and gender, (perhaps even legal systems). This would make the existing framework more 3 dimensional and likely lead to a book. Being practical you might wish in your next study to consider two frameworks, the existing one with some minor modifications if necessary and then test it out against another framework which looks at curriculum reform, social cohesion, and conflict through the categories mentioned above in this paragraph.

6.   A challenge for the team (and one many of us are familiar with) will be to present the case studies in a way that focuses attention on the new learnings. I found that the summaries included in the conference papers contained little that was particularly path-breaking, yet the presentations and discussions revealed that significant insights were being identified not only regarding the way curriculum impacts on conflict, but also on what it takes to ensure that the curriculum does not continue to erode social cohesion. Highlighting the lessons that emerge without getting them lost in the contextual detail will be important.

7.   I think there was a lot to be shared between the different case studies in terms of issues addressed and the approaches taken. I would hope that this potential for cross-fertilization is fully exploited.

8.
- Borrowing more strongly from those with expertise in conflict analysis
-More clarity on what evidence base is both for presentations of historical background but also for the technical educational issues.
-A greater focus on processes, both generally of policy & curriculum change, and specifically on processes of participation and consultation in processes of change.
-More clarity on whose voices get represented: i.e are there perspectives of the poor, the marginalized there, the young, what about those who may represent an oppositional view to an official government line, ie human rights organisations, a political Diaspora etc.

9.
- Bien d'avoir divisé les études de cas en 2 groupes suivant les thèmes analysés, d'une part les problèmes ethniques et d'autres part les problèmes linguistiques;
- Les échanges étaient fructueux dans la mesure où ils ont permis à apprendre des autres en écoutant les problèmes et la façon de les résoudre;
- Travailler sur des choses concrètes : élaboration des programmes ou rédaction des manuels

10.   From experience reading analysis of other compilations of case studies, the research teams are tentative about drawing conclusion. Typically, such works conclude with a few overarching statements and then a call for more research. In my mind, this does not make full use of the case studies and move the policy/research dialogue forward. My suggestion would be that the team look at the case studies and hypothesize a possible model to describe/encapsulate the curriculum development process. The presentation of a model enables governments and donors to work with or criticize the model leading to its refinement or the presentation of a more descriptive model. Additionally, this enables the team to analytically follow up on the existing work by testing the hypothesized model in new areas to seek its further refinement.

11.   (i) To include a description of the curricula as well as the process of change.

        (ii) To indicate what efforts are being made to strengthen the skills and values dimension of education for living together, peace/reconciliation, respect for diversity, etc - ie the issues related to social cohesion in that society.

12.   Here are some comments / concerns raised by the different interventions:

- It will be important to keep in mind the place given – in the different reforms – to the learning experiences acquired by children in exile or in prolonged displacement (refugees and the internally displaced).   How are these experiences given meaning/significance in the proposed curriculum?
- Is the schooling that has been followed in a foreign context (in the case of refugees) validated/acknowledged in the current curriculum? (how, under what circumstances, etc)
- As long as there are still children abroad (due to conflict in their country of origin):
    - What are the processes planned through the reforms in order to permit these children to follow the curriculum of the country of origin (for example, in the case of refugee camp schools)?
    - What actions are planned to prepare the exiled children to reintegrate in the schools of the country of origin once they return?   (implications for cooperation among different ministries, preparatory programmes…)
- What are the education options offered to children who were not schooled for long periods of time during the conflict?
- Citizenship education: Citizenship that is acquired as a birth right linking each individual to the nation is reflected through the socialization of early childhood and schooling. Citizenship is developed through participation in social life, and alludes to a status inclusive of a series of rights and obligations linked to the political community (nation state). To exercise these rights and comply with these obligations relative to citizenship one must first know of them and then possess or enjoy the power to practice them: participate in decision-making about subjects that concern ones quality and condition of life, participate in spaces of dialogue, propose solutions to problems of daily life, be informed, be listened to and considered, choose representatives, etc. Thus:
    - What type of 'power' do the reforms open to students to practice their rights at school (primary and secondary)?
    - What types of citizenship practice are put into place and under what conditions at school?
    - Beyond civic education programmes is there a place in among the different curricula for "citizen action" (when, with what frequency, where,…)
    - What type of participative school structure is proposed to students? (boards, associations, etc)

13.   It was an enriching platform for sharing experiences. The dimension testing "the usefulness of the analytical framework" was however not obvious to me. Identify more clearly the lessons common to all cases and guidelines generally useful, even if they are confirmation of existing policies and methodologies.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

22

USEFULNESS OF ANALYTICAL FRAMEWORK

(b) In your view, what is the usefulness of the analytical framework?
Do you have any suggestions for its improvement?

1.   The framework has helped to focus the research and to some extent to maintain synergy between the different cases. However, I think the framework could be further developed in order to:
-       Provide more of a conceptual framework for the examination of the antecedents of conflict in the different countries (part 1 of the framework). DFID's conflict assessment framework or the World Bank's conflict analysis framework would be helpful in this regard.

-       Give guidance to the case study teams on analysing the way in which the education system may have contributed to the conflict (by extending part 3 of the framework?). Alan Smith's work could provide guidance here. This would form a bridge between the background to the conflict and the rationale for curriculum policy change.

2.   It serves as a good starting point for a systems approach – as indicated by Alan Smith.

3.   The analytical framework is very excellent. However, the practical aspect should also be looked at, that is to say the aspect that transmits the messages contained in the curricula. This concerns teachers who have an important role to play in the change. It is already worthwhile to record the contents of curricula, but one must also train and make teachers aware in order for them to put it into practice. It is necessary to emphasise the attitude of teachers and students if one wants to change anything. The analytical framework is very excellent. Cependant, il faut voir aussi le côté pratique c'est-à-dire qui transmettent les messages contenus dans les curriculums. Il s'agit ici des enseignants qui ont un grand rôle à jouer dans le changement. C'est déjà quelque chose d'écrire les contenus du curriculum mais il faut sensibiliser, former les enseignants pour qu'ils les mettent en pratique. Il faudrait donc mettre l'accent sur le comportement des enseignants et des élèves si on veut changer les choses

4.   I think it has been shown during the colloquium that it is useful

5.   Also see above. It is a useful framework because guides the curriculum developers and their partners in exploring the rich diversity and background from which not only to consider issues related to conflict, but also moral, religious, ethical values and principles related to curriculum reform work. Although the task at hand is challenging and implies enormous responsibility, the curriculum developers have an opportunity to affect change, development and leadership within a country, not to mention create a stimulating learning and teaching environment which produces creative intellectual human capital.

6.   The first strength of the framework was that it reflected an understanding of the complex relationship between curriculum and conflict. The second strength is that it started from a firm location in the conflict context. The major limitation is that it is rather limited in its largely technical focus on formal mechanisms of curriculum change in the education sector, and does not sufficiently locate the issues in the political economy of conflict, and of system change. Many of the case studies found they had to go beyond the limitations to address wider issues and structural and political constraints, and this is what saved them.

7.   It is very useful indeed in terms of questioning basic assumptions linked to curriculum development in conflict-affected societies and moving forward. I am wondering whether it may, however, not be overwhelming for people dealing with specific countries.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

23

There may be a need for simple/ short guidance on how to effectively exploit/ adapt the framework for national approaches.

8.   The analytical framework is very useful and will make for evenness among the different case studies. It allows for relevant issues to be covered in adequate width and depth. There is perhaps a need to develop in somewhat greater detail a typology of conflicts and a typology of social cohesion.   Conflict associated with an anti-colonial struggle (e.g. Mozambique) is very different in nature and implications from a religion based conflict that results in the fragmentation of the state (e.g. BiH). Similarly, social cohesion could imply – education for tolerance of diversity, peace education (including conflict resolution) or education for nation building/national identity building – again these are quite different enterprises.

        The analytical framework does not give space for reflection on the "hidden" and "actual" curricula. The most progressive curriculum can be used as a regressive tool and similarly a reactionary curriculum (at least theoretically speaking) can be used as a radical instrument. While the focus of the case studies is on the official curriculum – neglecting the hidden and actual curriculum may result in telling only half the story.

        The pivotal question…do elements in the curriculum actually *contribute* to conflict? also needs deeper study…perhaps by examining "pre-conflict curricula".

        Finally, the whole question of gender seems to be neglected and needs to be mainstreamed into the analytical framework.

9.
- It appears a useful tool. Just a few comments:
- 1) Are there not a few key generic questions that would be considered really essential to any actors seeking to analyse a context that need to be highlighted and pulled out of a broader menu of questions for analysis?
- 2) Ministry capacity is a key issue that should feature perhaps under <u>institutional setting.</u>
- 3) Perhaps more important than <u>donor dependency</u> (although you could say related) is the degree of donor coherence in the education sector. It was notable that contexts with government led robust sector planning and policy-making processes were in a much better position to make meaningful and sustainable change.   And it is often easier in that type of process to have inclusive and transparent processes of civil society participation.
- Therefore a key section to include under mechanisms of policy change would be on the nature of whole education sector processes, and the broader development and political environment (a propos Alan Smith's Diagram), that will help or hinder curriculum change & social cohesion objectives.

10.   The framework was very comprehensive but its usefulness will depend upon how strictly it is followed to allow comparisons.   It might be useful to look at matrix or table format for reporting the information in bullet points to facilitate synthesis.

11.
- « multi-perspective » The different perspectives s and positions should be quoted and the different motivations should be explained. Pupils will then compare them, understand the reasons for the differences and, as a group, approach a considered and common truth, despite biographical and other differences between pupils. "multiperspectivité". Les différentes perspectives et positions doivent être citées et les différentes motivations expliquées. Les élèves vont alors les comparer, comprendre les raisons pour les différences et ensemble s'approcher d'une vérité réfléchie et commune, en dépit des différences biographiques et autres de chaque élève.
- To help the case studies achieve a pedagogical and scientific remodeling. Aider les études de cas à un travail de remodelage pédagogique et scientifique

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

24

- To encourage the case studies not to educate passively, where pupils are called upon to memorize theories, which act as expressions of or vehicles for ideologies. *Inciter les études de cas à ne pas donner un enseignement passif où les élèves sont appelés à mémoriser des théories énoncées ou véhiculant des idéologies*
- *Tackle themes in an open and critical way. Do not have taboos. Promote an attitude of tolerance and peace whilst studying historical science. Aborder les thèmes d'une façon ouverte et critique. Ne pas avoir des tabous. Favoriser une attitude de tolérance et de paix en même temps en faisant de la science historique*
- Change the common view of individuals and societies. *Changer le regard que l'on porte habituellement sur les individus ou sur les sociétés*
- The contents of history should help to provide criticism of documents based on established facts. *Le contenu d'histoire doit aider à faire des critiques de documents produits sur des faits établis*

12.   Maybe a bit more on the content of the curriculum reforms?

13.   A good checklist. What may additionally be useful would be a "road map" identifying stages, intermediary goals linked to indicators, as well as monitoring/evaluation at the various stages of the process and anticipated paths for reorientation. Two suggestions about the "framework":
- 1°: it may be wise to mention clearly under "Nature of Conflict" religion as a cause of tension-conflict;
- 2°: under "Mechanisms of Policy Change", I feel that a section is missing about the link between the political, administrative and pedagogical reflection-decision-making process.

RELEVANCE OF CASE STUDIES TO YOUR WORK

III. In what way do you think these case studies may relate to the work that your organisation or institution does in terms of project support, training, and or research?

1.   DFID is currently rethinking how it works in contexts that are affected by conflict and it has commissioned a paper to help to clarify the key issues. The IBE work could be conceptually useful in teasing out the ways in which education contributes to conflict across a range of contexts. This may then feed into the development of indicators for monitoring the likelihood of conflict occurring.
     The work is also important because it has developed capacity in selected countries to work on issues of curriculum and conflict. This potentially widens the range of partners with whom we can work on these issues.
     The research may give insights into the relationship between education and reconstruction/reconciliation.

2.   The case studies will be of great value in IIEP's complementary research, guidebook development, training materials development and training. We are already working quite closely together and I would love to continue this relationship. IBE and IIEP are natural technical partners.

3.   These case studies may bring many things (on a theoretical and practical level) to intercultural education, a field that is currently developed at the Faculty of Psychology and Science of Education at the University of Geneva. They might also be useful in education for sustainable development (FPSE). *Ces études de cas peuvent apporter beaucoup de choses (sur le plan théorique et pratique) à l'éducation interculturelle, un domaine qui est*

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

25

actuellement développé à la faculté de Psychologie et des sciences de l'éducation de l'université de Genève. Elles peuvent aussi être utiles à l'éducation pour un développement durable. (FPSE)

4.   Case studies and recommendations can be used as examples for training and for discussion within the projects. In some cases one could use them also as an input for reorientation of the project work or as an input for the planning of new project components. (GTZ)

5.   There is an opportunity to work through aspects using the framework with IBE/UNESCO and other partners, such as AKDN, in Afghanistan. The lessons learned would be very useful for Afghanistan curriculum developers to reflect upon.

6.   The Bank, as you know, has its own programme looking at the issues relating to textbooks, curriculum and pedagogy and social cohesion, with a fairly strong operational perspective, and this work provides an important wider frame for that work.

7.   There are several linkages, which we will be exploring. It would actually be useful if we could meet up at some point and discuss how you are moving forward in a number of the countries. (ILO)

8.   As you know UNICEF is intimately involved in the education sector…and life skills education is one of its major concerns.

9.   The most value comes indirectly by the process of having Ministries we support leading on the national case studies. A very good example of research linked to upstream policy change. (DFID)

10.   The case studies that look at ethnic problems and the teaching of history affected and interested me to the greatest degree. My research in progress is oriented around the teaching of history in Rwanda. The case studies of Lebanon, Bosnia and Herzegovina, Northern Ireland and Rwanda struck me in particular. The existing literature on each of the cases analyzed will allow us to get closer to the problem and the search for solutions. (FPSE) Les études de cas qui portent sur les problèmes ethniques et l'enseignement de l'histoire me concernent et m'intéressent au plus haut point. Mes recherches en cours sont orientées sur l'enseignement de l'histoire au Rwanda. Les études de cas du Liban, de la Bosnie-Herzégovine, de l'Irlande du Nord et du Rwanda m'ont particulièrement interpellé. La littérature existante sur chacun des cas analysés permet de faire des rapprochements sur les problèmes et la recherche des solutions. (FPSE)

11.   I am very excited about reading the final case studies as they will increase our understanding of the process of educational reconstruction. I anticipate using them for research and for teaching of university classes.   (University of Ulster)

12.   UNESCO needs this.

13.
- The cases presented allow us to compare those different experiences with real projects managed by RET
- They open analysis and research perspectives
- The analytical framework allows us to deepen our organization's internal ability analyse projects.

14.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

26

- Understand better the respective countries constraints with regard to curriculum adaptations
- Their expectations and opportunities with regard to incorporation of programs of humanitarian law and ideals
- Contribute to our organization's networking and potential partnerships.

15. I think the outcomes of this research project can have significant importance for Sida's development cooperation in the area of education. We are presently involved with Sector Programme Support in both Rwanda and Mozambique, as well as pilot programmes in Afghanistan. The findings from this project may have significant bearing on supporting the Education sector and Curriculum Reform in these countries, as well as others emerging from conflict.

The Education Division at Sida, especially the group working on Democracy & Human Rights Perspective in Education (rights *to, in and through* education), should be interested in findings from this type of research projects , and also linking this to Sida's Reference Paper on "Education in situations of emergency, conflict and post-conflict".

GENERAL COMMENTS

IV.   Please feel free to add other comments / suggestions / thoughts:

1.   More time for <u>dialogue</u> would have benefited my outcome. The presentations were long and some were rather similar – e.g. this rather advanced audience perhaps did not need the somewhat lengthy presentations of conflict backgrounds.

2.   In the colloquium, it seemed to have slipped your mind to make the connection between education and the policy decision-makers who are in charge of the education system. In most cases, what is written in the curriculum contradicts what is done in certain countries, where tolerance, human rights and freedom is taught, whilst neighbours are attacked, people are imprisoned and democracy is non-existent. It is a very pertinent question, but difficult to solve. It is good to make curricula, but if the politicians are not willing to make changes, then it will not amount to much. Dans le colloque, on a un peu oublié de faire le lien entre l'éducation et les décideurs politiques qui dirigent les systèmes éducatifs. Dans la plupart des cas, ce qui est écrit dans les curriculums sont en contradiction avec ce qui se fait dans certains pays où on enseigne la tolérance, les droits de l'homme, la liberté alors qu'on attaque le voisin, que les gens sont emprisonnés, que la démocratie n'existe pas. C'est une question très pertinente mais difficile à résoudre. C'est bien de faire les curriculum mais si les politiciens ne montrent pas la bonne volonté de changer les choses, ça n'apporte pas grand chose.

3.   The case study of Rwanda (and the presentation during the workshop) is too ideological. It is an insult for the victims, to claim that the main cause for the massacre is colonialism. This case study should be revised.

4.   I only participated in the first day and my impressions are based on that day. The case studies themselves were interesting, as were the succinct presentations. However, the analytical framework was too broad and because of this it was difficult to filter the information from micro to mesa to macro categories. It is the classic problem with case studies. What do we want to find out? What is being compared? At the end of the day I was saturated with images and information as we passed from Northern Ireland to Mozambique to Sri Lanka to Lebanon etc. It was like a carnival. Very multi-ethnic, full of sounds and smells, but what is the aim? Who are they speaking for? I got the impression that the colloquium had been organized for the financers, real or potential, the fund donors. That is all well and good, but from a scientific point of view, the job is quite different. I am of the opinion that these types of meetings cannot be mixed. From a scientific point of view, I

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

27

thought it was missing questions of precise research and a strict analytical framework. For example, they could have calculated an index of segregation for each of the cases presented and asked themselves: what is the breaking point at which segregation becomes conflict? By taking this example I implicitly accept a non-humanistic theory of school, which considers school as a container inside of which certain reactions take place according to the conditions of the experiment. Extreme cases are interesting because they allow for analysis of this type. So, the analytical framework was, in my opinion, inappropriate for carrying out formal analysis of conflict and social capital. J'ai participé seulement le premier jour et mes impressions sont basées sur cette journée. Les études de cas en soi étaient intéressantes ; les présentations succinctes l'étaient aussi. Cependant, le cadre analytique était trop large et de ce fait il était difficile de filtrer les informations pour passer du niveau micro au niveau mesa et macro. C'est le problème classique des études de cas. Qu'est-ce qu'on veut savoir ? Qu'est-ce qu'on compare ? A la fin de la journée j'étais saturé d'images et d'information en passant de l'Irlande du Nord, au Mozambique, au Sri Lanka, au Liban, etc. C'était comme une foire. Très multiethnique, plein de sons et de parfums, mais quoi faire ? Pour qui on parlait ? J'ai eu l'impression que le colloque avait été organisé pour les financeurs, réels ou potentiels, les donneurs de fond. Ce qui est bien en soi mais d'un point de vue scientifique le travail à faire est un autre. J'estime qu'on ne peut pas mélanger le type de séances. D'un point de vue scientifique il me manquait des questions de recherches précises et un cadre analytique strict. Par exemple on aurait pu calculer un indice de ségrégation pour chaque cas présenté et se demander quel était le point de rupture dans la ségrégation au delà duquel il y a conflit. En faisant cet exemple j'admets implicitement une théorie de l'école qui n'est pas humaniste et qui considère l'école comme un container à l'intérieur duquel se déroulent certaines réactions selon les conditions de l'expérience. Les cas limites sont intéressants car ils permettent des analyses de ce type. Or, le cadre analytique était à mon avis non approprié pour effectuer des analyses formelles des conflits et du capital social.

It is possible that on Friday the colloquium would have satisfied my expectations. I am sorry to have been unable to follow it through to the end. I believe however that it could be useful for the organizers to hear my partial impressions and though they are certainly partial I hand them over to you in the hope that they will help to carry it forward, as the subject is fascinating. My warmest compliments moreover for the excellent preparation of the case presentations. One felt that a lot of work had been done behind the scenes. Il se peut que le vendredi le colloque ait répondu à mes attentes. Je regrette de ne pas avoir pu le suivre jusqu'à la fin. J'estime cependant qu'il peut être utile pour les organisateurs de connaître mes impressions partielles et certainement partiales que je livre en espérant qu'elles peuvent servir à aller de l'avant car le sujet est passionnant. Tous mes compliments par ailleurs pour l'excellente préparation des présentations des cas. On sentait qu'il y a eu beaucoup de travail fait en coulisse.

5.   I enjoyed the second day of the symposium much more participatory, and was sorry to leave it before the end. The first day was somewhat frustrating as it provided very few opportunities for the participants to share in the discussion. This is a perennial problem, and not easily solved, and I appreciate the flexibility shown by the team in adapting the programme on the second day to allow for more interaction with the participants.

6.   Very well organized. Thank you for the invitation and please do keep us posted on further developments.

7.   A project to follow with interest. Please keep me posted on further developments and other debates around this theme.

8.   The conference was a success and the research teams should be congratulated.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

28

9.   The full plenary format made it difficult to meet enough of the other participants; maybe some small group work could help on this in future.

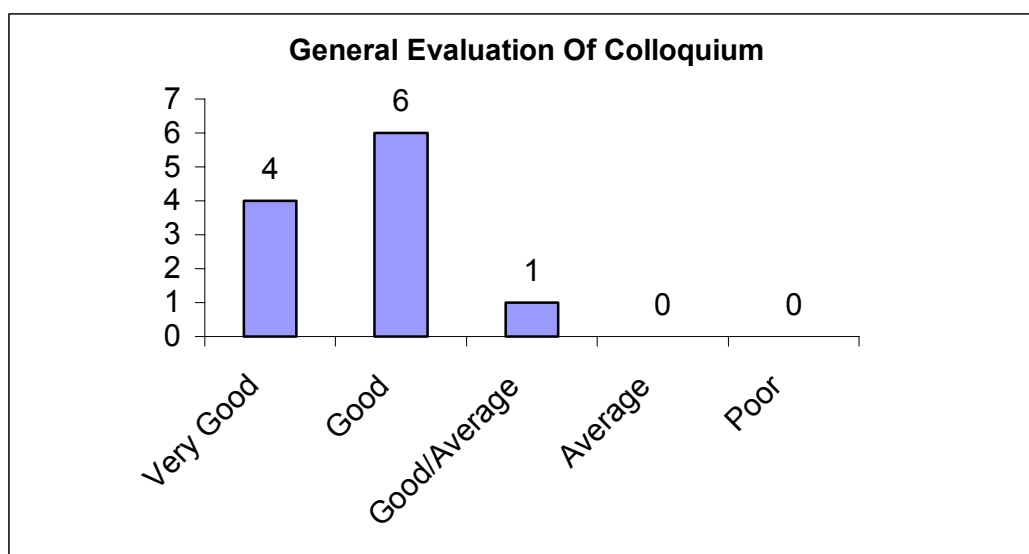The overall impact for me was resoundingly positive.

10.

- What place is given to the training (retraining) of teachers in order to implement the new curriculum?
- It would be very interesting to carry out workshops concerning the curriculum reform with students.
- Concerning points 1 or 2 of the analytical framework "Background to the conflict and to the education system" it would be interesting to add additional room in order to include "the educational journey of children" during the conflict:
    - Where have the children continued their studies (within the same schools, within the family, in refugee camps, etc)?
    - Who concerned themselves with the education of children during the conflict (religious institutions, educationists, parents or other members of the family, no one, etc.)
    - What type of child could (was allowed to) benefit from an education?
    - How did children experience their education during the conflict? How did the teachers and educational personnel experience the practice of their profession during the conflict? (the point of view of the actor)

11.   Very much interested in receiving the finalized case-studies when they are published, and hope to be able to further contribute to this project financially, especially if training material/resources are to be developed for future reference.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

29

PART TWO: PROJECT TEAM

I. *In general how would you evaluate the colloquium?*

General Evaluation Of Colloquium
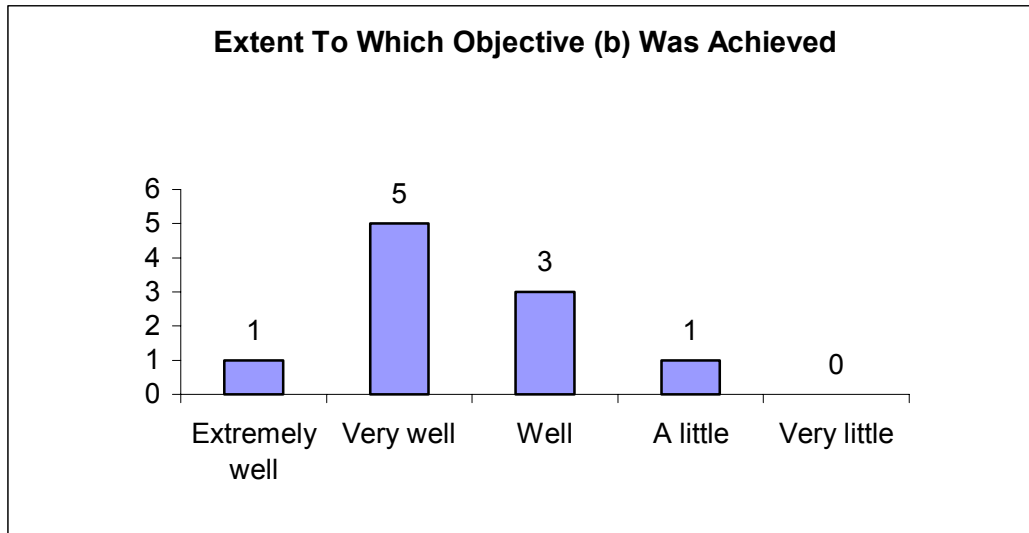

The specific objectives of the colloquium were to:
  (a) collect critical feedback and insight for the case study teams in view of improving and finalizing the case studies.
  (b) assess the usefulness of the analytical framework developed for this project and consider refining it in light of its practiced strengths and weaknesses.

II. *In your opinion, to what extent were these objectives achieved?*

Extent To Which Objective (a) Was Achieved
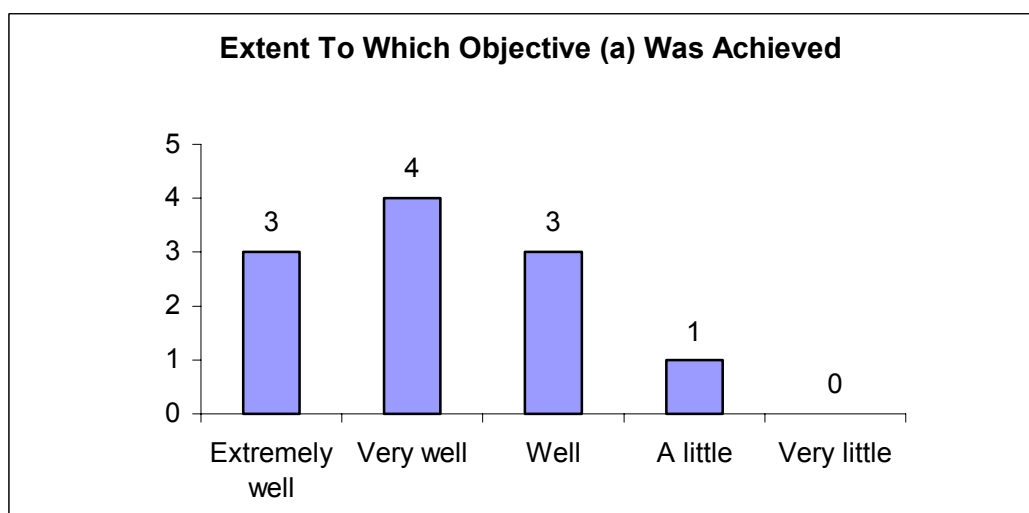
(a)
  - Critical feedback and insight given on case studies were of a minimal level.
  - Critical feedback was at a very broad level - of limited use in revision.
  - I think that the two days' discussion helped the teams to identify (by themselves) what is important to do to finish the project. Actually, an issue like gender should be integrated at least as a comment in most of the topics because it is an international agenda. Maybe we can consider it as a cross-cutting issue.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

30

Extent To Which Objective (b) Was Achieved

```
6
5       5
4
3           3
2
1   1           1
0                   0
  Extremely  Very well  Well  A little  Very little
    well
```

(b)

- I did expect more qualitative feedback. But, little concern was shown regarding the framework, which I consider as important as the case studies themselves.
- So far the analytical framework was not taken for consideration in the colloquium. Therefore difficult to say anything about this objective.
- Presenting various aspects of the studies was useful in itself in providing me with the opportunity to re-examine the level of detail, omissions etc.; however, audience feedback was not particularly helpful.
- The issues analysed showed some weaknesses and strengths. The collected data can be useful to formulate topics for other case studies.

III. PROJECT TEAM GENERAL COMMENTS

- It was a good learning experience. Listening to other presentations brought new insights into the conflict of my country. With other presenters I could share our experiences.
- Project is strong on analytical framework and working methods – just needs to be refined to make it more engaging, make it easier to synthesise and extract lessons learned across case studies.
- Each case study is different, each context, unique. Other than general comments from international experts, I do not expect (outsiders) to provide specific criticism. Therefore, the interaction went only as far as it could go.
- Perhaps the process should be experimented in another case study… But we can say the foundation exists.
- While there was little feedback that was specific to individual case studies, general discussion was very helpful in identifying in my own case study. However, some issues raised involved suggested changes to the framework, which would necessitate further discussion by the whole group. I felt that some suggested additions to the framework would take me beyond my field of expertise as an educationalist. That is not to say that such changes are impossible, only that I would need to seek the help and support of others.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

31

IV. GENERAL OUTCOMES AND REFLECTIONS

Please take a few minutes to comment on the following:
What were the strengths, weaknesses, opportunities and threats (when applicable) of

> *(1) Presenting the draft findings to an international audience of agency and university educationist experts?*

Strengths	Weaknesses
- opportunity for scrutiny of the project and of case studies - raising awareness of project - making contacts - clarify our own ideas - hear and receive constructive criticism - participants showed a lot of interest - gaining 'public' exposure - articulating in another form the critical concepts of each case study - beginning to engage with detail of issues in other contexts - good 'buy in' from a no. of agencies - creating, strengthening the network - objective perspective we adopted in writing the case study - the capacity and initiative of educators facing conflicts. - the concerted coordination in the search for solutions (values) - technical arrangements were of high standard - clear and analytical approach - with each case we are facing a specific context which adds a new dimension to the framework	- some inter-agency rivalry - divergent agendas brought by participants - short time for exchange - few academics compared to agencies - *lack of detailed knowledge in the audience and amount of information they needed to take in* - lack of opportunity to discuss in real breadth or depth - probably would have been more successful if had happened once synthesis was further advanced - the force of the national political systems that waste education initiatives. - time allocation for each presentation was not sufficient (some keeping to time and some not) - details of each part of the case study - focusing on description more than on patterns - sometimes there were no links between the "case" and the "concepts" (or general with particular)
Opportunities	**Threats**
- meet other experts - room for improvement exists - very strong foundation for the development of links to other organizations' projects and priorities - broaden case study base - tie agenda more firmly into mainstream work of agencies - the processes have been initiated: they must be completed with the continued support of the IBE - to make a group of professionals aware of the project and its value. - enrich our general knowledge and be in personal and intellectual contact with people coming from different contexts	- stepping into an arena where politics and personalities are unknown can be risky - I felt somewhat 'exposed' as a non-resident of BiH - hijacking - fragmentation of agenda - we have esteemed education as the best way in violent contexts. That challenge must be met - to be lost by the details and the narrative approach

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

32

(2) Presenting the draft findings to each other?

Strengths	Weaknesses
- helps to develop shared understanding of tasks and contexts - opportunity for interaction - clearer understanding of similarities and differences, and of challenged faced in other contexts - structured - people had roughly same time and opportunity - learning from each other - reconsidering any overlooked point - to come up with common issues, and the varieties within each discussion	- not sufficient time to reflect on how the case studies might be comparable and what syntheses might be possible - communication mechanism (utilisation??) - again, the amount of detailed contextual information that I needed to take in to make any constructive contribution to the work of others - little interaction between case studies - difficult to maintain cohesion - there was not any chance for the group to discuss their own case studies - no reference to each other in presentations
Opportunities	Threats
- to have feedback from peers familiar with project - learning of and sharing other experiences - exploration of common ground - strong foundation for the identification of training needs and other ways in which the case studies could be used. - more critical exchange between case studies. - adopt different approach in looking at certain issues in curriculum development - the arrangement of the presentations (agenda) gave opportunities to make self-comparisons.	- time factor - that people might resist synthesis to extract simpler messages. - Where someone considers if his case is a new complete setting

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

33

Annex 1: Profiles of Project Team Members

The parameters for selecting a coordinator to carry out the study in each context were defined as follows and serve to clarify the use of the term:

> The coordinator should be a national expert (rather than an international consultant) who is or has been involved in curriculum development reform. The coordinator will document the past/present process(es) of policy reform based both upon their own personal involvement **and** in consultation with a core group of curriculum developers and curriculum experts.

In several contexts, as a way to ensure the participation of the most highly qualified coordinators, it has proven most beneficial to form case study teams. The advantage of this is two-fold. First, it allows for the inclusion of multiple (institutional) stakeholders to the reform process to be members of the case study team, thereby building in as wide and 'objective' a frame of reference as possible (not to mention the aspects of consensus and negotiation inherent to the functioning of any team). Second, it allows full-time professionals the peace of mind that the work can be distributed among several competent individuals and thus be, quite simply, feasible to incorporate into demanding schedules.

Bosnia-Herzegovina

The Coordinator: Philip Stabback has been the interim Director of Education with the Organisation for Security and Co-operation in Europe's (OSCE) mission to Bosnia and Herzegovina for the past several months. Prior to that he provided 10 months of technical support to the core curricula team in Bosnia-Herzegovina primarily on the "Shared Modernization Strategy," which developed as an outgrowth of EC TAER (European Commission – Technical Assistance to Education Reform), while working as a consultant for UNESCO. His knowledge of the local stakeholders and the key issues underlying the reform process will allow him the access and contacts to carry out the study despite his current remote location. He has further been able to draw on the support of UNESCO Sarajevo.

Guatemala

The Coordinator: Manuel de Jesús Salazar Tetzagüic is the National Coordinator for the Project to Mobilize Support for Mayan Education (PROMEM) and (in this capacity) is now contributing to the development of the curriculum proposal requested of PROMEM by the Ministry of Education for the inclusion of Mayan culture and language in the National Curriculum of Basic Education. He is a member of the Parity Commission in charge of the implementation of the Peace Accords, as well as a member of the Parity Commission for the Educational Reform and he is a well-respected Mayan thinker. He is supported by his colleague, Katherine Grigsby, UNESCO Chief Technical Advisor for PROMEM, in charge of the implementation of innovative practices of Mayan Bilingual and Intercultural Education and of the preparation of the curriculum proposal mentioned above. She has collaborated with UNESCO in various positions since 1994 and is the author of education materials and several articles.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

34

Lebanon

The Coordinator: Nemer Frayha is currently a Professor in the Faculty of Education at the Lebanese University. He was formerly the President of the Education Centre for Research and Development during the design and implementation of the Civics Education Project. He is collaborating closely with team member Adnan El-Amine, a Professor of Sociology of Education in the Faculty of Education at the Lebanese University (since 1977). As a researcher and education expert he has published and has conducted missions in the Arab States regarding educational assessment and reform. President of the Lebanese Association for Educational Studies (LAES) since its founding in 1995 he has also been the general coordinator of the study on the Evaluation of the New Curricula in Lebanon for the past three years. This team will also draw on the support of the UNESCO Beirut office.

Mozambique

The Coordinator: Juvenal Bazilashe Balegamire is a Professor in the Faculty of Education at the Universidade Eduardo Mondlane in Maputo. He is leading a team composed of Cristina Tembe, Lecturer in the same Faculty of Education and participant in the former curriculum reform, and Adelaide Dhorsan who also works in Maputo as an Educational Officer at the National Institute for the Development of Education in charge of designing new curriculum and overseeing its implementation.

Northern Ireland

The Coordinator: Michael Arlow is the Principal Officer on the Citizenship Council for the Curriculum, Examinations and Assessment. He was formerly the Director of the Social, Civic and Political Education Project at Ulster University. He has been consulting with 4-5 people with expertise in educational responses to conflict in Northern Ireland (acting as a key reference group).

Rwanda

The Coordinator: John Rutayisire is the Director of the National Curriculum Development Centre (NCDC). He is leading a team made up of Dr. John Kabano and Ms. Jolly Rubagiza who are both researchers at the Kigali Institute of Education. There is at present a strong link between the NCDC and the National Unity and Reconciliation Commission, the former serving as an ideal vehicle for the formal aspects of the civic education mandate of the latter.

Sri Lanka

The Coordinator: Prof. Lal Perera is the Director of the National Education Research and Evaluation Centre (NEREC), Faculty of Education, at the University of Colombo, and formerly served as Secretary General, UNESCO Sri Lanka office. He is leading a team made up of Professor Swarna Wijetunge, Dean of the Faculty of Education at the University of Colombo and Mr. A.S. Balasooriya, specialist in Peace Education and former officer of the National Institute of Education; these two team members are presently collaborating in an initiative of the South Asia Coordinating Council affiliated with the International Association for Religious Freedom, Oxford, United Kingdom, in preparing materials for promoting peace and harmony through school education. The team will be supported by research assistants.

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

35

Annex 2: Colloquium Agenda

Curriculum Change and Social Cohesion in conflict-affected societies

Geneva – April 3rd & 4th, 2003

Thursday April 3, 2003

08h30 – 09h00   Registration

09h00 – 09h15   **Welcome address**, Dr. Cecilia Braslavsky, Director IBE

09h15 – 09h45   **Introduction to Case Study Project**, Sobhi Tawil, IBE

09h45 – 10h30   Keynote address: *'Education, conflict and social cohesion'*
          Dr. Alan Smith, UNESCO Chair, School of Education, University of Ulster

10h30 – 10h45   **Break**

10h45 – 12h30   ***Social Division, Identity-based conflict, and Nature of Peace***

Brief presentations by each case study context followed by discussion

12h30 – 14h00   **Lunch**

14h00 – 15h30 ***Rationales for curriculum policy change: How is schooling both a potential catalyst of conflict and a factor of reconciliation?***

Brief overview by each case study context of characteristics of education system followed by presentation of rationales for curriculum policy change in relation to conflict.

15h30 – 15h45   **Break**

15h45 – 18h00   ***Presentation of rationales continued and gathering of questions***

Friday April 4, 2003

09h00 – 09h30   ***Curriculum Development in Afghanistan***,
Abdul Nabi Wahidi & Nazar Mohammad Karyar, Ministry of Education, Kabul

Brief presentation on process of drafting national curriculum framework

09h30 – 10:30   ***Rationales for curriculum policy change:***

Questions/Discussion based on previous day's presentations

10h30 – 11h00	**Break**

11h00 – 12h30   ***Dialogue, Resistance and Consensus:***
Challenges posed by Sensitive Learning Content

                 Cultural / Language Policies
- Guatemala
- Mozambique
- Sri Lanka

Brief presentations by each case study context followed by questions and discussion.

12h30 – 14h00	**Lunch**

14h00 – 15h30   ***Dialogue, Resistance and Consensus:***
Challenges posed by Sensitive Learning Content

            Social Studies; Civics; Citizenship
- Lebanon
- Northern Ireland
- Rwanda

Brief presentations by each case study context followed by questions and discussion.

15h30 – 16h00	**Break**

16h00 – 17h30   **General Discussion**

17h30 – 17:45   **Closing Remarks,** Dr. Cecilia Braslavsky, Director IBE

Annex 3: List Of Participants

Abrahamsson, Tom
Education Division
Swedish International Development Agency
Sida/DESO/UND
105 25 Stockholm
SWEDEN
tom.abrahamsson@sida.se

Akkari, Abdel Jalil
Professor
Département des Sciences de l'éducation
University of Fribourg
Miséricorde, CH-1700 Fribourg
SWITZERLAND
abdeljalil.akkari@unifr.ch

Al Amine, Adnan
Faculty of Education
Lebanese University
Lebanese Association for Educational Studies
P.O. Box: 113-5492
Beirut
LEBANON
laes@cyberia.net.lb

Amadio, Massimo
Programme Specialist
International Bureau of Education
UNESCO: IBE
Tel: +41 22 917 78 19
Fax: +41 22 917 78 01
m.amadio@ibe.unesco.org

Anselme, Marina L.
Education Officer and Head of Operations
Refugee Education Trust (RET)
48, Chemin du Grand-Montfleury
CH-1290 Versoix
SWITZERLAND
Tel. +41 22 775 0522
Fax. +41 22 775 0521
lopez-anselme@r-e-t.com

Appadu, Kaviraj
Programme Specialist
Education in Emergencies and Reconstruction
International Institute for Educational Planning
UNESCO: IIEP
7-9, Rue Eugène Delacroix
75116 Paris, FRANCE
k.appadu@iiep.unesco.org

Arlow, Michael
Principal Officer – Citizenship
Council for Curriculum, Examinations and Assessment
Clarendon Dock, 29 Clarendon Road
Belfast BT1 3BG
NORTHERN IRELAND (UK)
Tel: +44 28 90 261 200 ext 2109
Fax: +44 28 90 261 234
Marlow@ccea.org.uk

Avery, Ann
Consultant
Refugee Education Trust (RET)
48, Chemin du Grand-Montfleury
CH-1290 Versoix
SWITZERLAND
Tel. +41 22 775 0522
Fax. +41 22 775 0521
aavery@freesurf.ch

Balasooriya, Aluthgama Sumanadasa
Peace Education Specialist
1674 / 1C, 2nd lane, Malambe Road,
Kottawa, Pannipitiya
SRI LANKA
Tel : +94 074 305175 or +94 01-305175
ahkbalasooriya@yahoo.com (work)
balasooriya@sltnet.lk

Bazilashe Balegamire, Juvenal
Faculdade de Educacao
Universidade Eduardo Mondlane (UEM)
Campus Universitario
C.P. 257 Maputo
MOZAMBIQUE
Tel : +258 1 49 54 23
Fax: +258 1 49 33 13 / 0018 01 68 12 999
Cell: +258 82 42 56 64
Juvenal_balegamire@yahoo.com

Berry, Chris
Research Officer
Education and International Development
Institute of Education, University of London
Department for International Development (DfID)
20 Bedford Way, London WC1H OAL
UNITED KINGDOM
C-Berry@DFID.GOV.UK

Blaeser, Marilyn
Senoir Programme Officer – Education
Aga Khan Development Network
P.O. Box 2369, 1-3 Avenue de la Paix
1211 Geneva 2
SWITZERLAND
Marilyn.Blaeser@akdn.ch

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

38

Bottani, Norberto
Director
Service de Recherche en Education (SRED)
Département de l'Instruction Publique
Case postale 3925, Genève 3, CH – 1211
SWITZERLAND
Norberto.bottani@etat.ge.ch

Braslavsky, Cecilia
Director
International Bureau of Education
UNESCO: IBE
Tel: +41 22 917 78 25
Fax: +41 22 917 78 01
c.braslavsky@unesco.org

Brown, Tim
Consultant
UNHCR
Case Postale 2500
CH-1211, Genève 2 Depôt
SWITZERLAND
Tel: +41 22 739 7657
BROWNT@unhcr.ch

Buckland, Peter
Senior Education Specialist
The World Bank (HDNED)
1818 H Street NW
Washington DC 20433
U.S.A.
pbuckland@worldbank.org

Byron, Isabel
Assistant Programme Specialist
International Bureau of Education
UNESCO: IBE
Tel: +41 22 917 78 48
Fax: +41 22 917 78 01
i.byron@ibe.unesco.org

Carton, Michel
Director of Studies
Institut universitaire d'études du développement
24, rue Rothschild, CP 136
1211 Genève 21
SWITZERLAND
Michel.Carton@iued.unige.ch

Ekanayake, Somaratne Banda
Technical Advisor
GTZ/BEFARe
UPO Box 1481, 8 Tatara road
Rahatabad, Peshawar
PAKISTAN
Tel: +92 91 840 631/854 476
Fax : +92 91 841 047
Ekanayake@Befare.org
Ekanayake92@hotmail.com

Flaig, Gert
Senior Education Advisor
Deutsche Gesellschaft für Technische
Zusammenarbeit (GTZ) GmbH
Dag-Hammarskjöld-Weg 1-5
Postfach 5180, 65726 Eschborn
GERMANY
Gert.flaig@gtz.de

Frayha, Nemer
Professor
Lebanese University, Faculty of Education
C/o Victor Billeh, UNESCO Beirut Regional Office
Bir Hassan , Cité Sportive Avenue
Beirut
LEBANON
Tel: +961 3 206 108
Fax:c/o Mr. S. Matar, NDU +961 9 219 365
Frayhanm@hotmail.com

Gakuba, Théogène
Researcher
Faculté de Psychologie
Et des Sciences de l'Education (FPSE)
University of Geneva
SWITZERLAND
Gakuba3@etu.unige.ch

Gasanabo, Jean-Damascene
Researcher
Faculté de Psychologie
Et des Sciences de l'Education (FPSE)
University of Geneva
SWITZERLAND
Jeandamas@hotmail.com

Georgescu, Dakmara
Consultant
International Bureau of Education
UNESCO: IBE
Tel: +41 22 917 78 21
Fax: +41 22 917 78 01
d.georgescu@ibe.unesco.org

Grange, Françoise
Lecturer
Institut universitaire d'études du développement
24, rue Rothschild
CP 136, 1211 Genève 21
SWITZERLAND
f.grange@iued.unige.ch

Greaney, Vincent
Prinicipal Education Specialist
The World Bank,
1818 H Street NW
Washington D.C.
U.S.A.
Vgreaney@worldbank.org

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

39

Grigsby, Katherine
Chief Technical Advisor
UNESCO/PROMEM
Proyecto Movilizador de Apoyo a la Educación Maya
4a calle 1-57 zona 10
Ciudad de Guatemala
GUATEMALA
Tel: +502 360 8040/360 8034/360 5659
Fax: +502 331 1524
k.grigsby@unesco.org

Grover, Deepa
ECD and Gender Specialist
UNICEF
Palais des Nations
5-7 Avenue de la Paix
1211 Genève 10
SWITZERLAND
Tel : +41 22 909 5634
Degrover@unicef.org

Guerrero, Andres
Education Section
Education Programme Officer,
UNICEF
UNICEF House
3 United Nations Plaza
New York 10017
USA
Aguerrero@unicef.org

Harley, Alexandra
Project officer
International Bureau of Education
UNESCO: IBE
Tel: +41 22 917 78 33
Fax: +41 22 917 78 01
a.harley@ibe.unesco.org

Huck, Gerhard
Senior Advisor - Teacher Education
Basic Education Sector Programme
Teacher In-service Project
Deutsche Gesellschaft für Technische Zusammenarbeit
(GTZ)
POB 158, 20, Primrose Road, Kandy
SRI LANKA
Tel: +94 (08) 238 679 /238 680
Fax: +94 (08) 234 378 /238 678
Huck@sltnet.lk

Kabano, John
Researcher
Kigali Institute of Education (KIE)
POB 5039, Kigali
RWANDA
Tel : +250 86 202 68
Fax: +250 86 890
j_kab2002@yahoo.fr

Karyar, Nazar Mohd
Advisor in Curriculum
Compilation and Translation Department
Ministry of Education, C/o UNESCO Office Kabul
UN Compound, POB 5, Kabul
AFGHANISTAN
Tel: (c/o Prof. Lutfullah Safi) +93 7027 85 97
C/o lutfullahsafi@hotmail.com

Kohistani, Sardar Mohammad
Professor of Geography
Kabul University, C/o UNESCO Office Kabul
UN Compound, POB 5, Kabul
AFGHANISTAN
Tel: (c/o Prof. Lutfullah Safi) +93 7027 85 97
C/o lutfullahsafi@hotmail.com

Kosirnik, Rene
Head
Education and Behaviour Unit
International Committee of the Red Cross
19 avenue de la Paix, CH 1202 Genève
SWITZERLAND
rkosirnik@icrc.org

Lagier, Fabienne
Education Researcher
Swiss Development Cooperation (SDC)
SWITZERLAND
Fabienne.Lagier@deza.admin.ch

Lange, Ellen
Assistant Director General
Department of Education and Training
Ministry of Education and Research
POB 8119 Dep, N-0032 Oslo
NORWAY
Tel: +47 222 470 13
Fax: +47 222 427 31
ellen.lange@ufd.dep.no

Larsen, Peter
Education Specialist
International Programme on the Elimination of Child
Labour (IPEC)
International Labour Office (ILO)
4, route des Morillons
CH-1211, Geneva 22
SWITZERLAND
Larsen@ilo.org

Magnin, Charles
Faculté De Psychologie Et Des Sciences De
l'éducation (FPSE)
University of Geneva
40, boulevard du Pont-d'Arve
1211 Genève 4
SWITZERLAND
charles.magnin@pse.unige.ch

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

40

Mujadidi, Shah Agha
Education Officer
GTZ/BEFARe
UPO Box 1481, 8 Tatara road
Rahatabad, Peshawar
PAKISTAN
Tel: +92 91 40 631/854 476
Fax: +92 91 841 047
Mujadidi@befare.org

Noori, Selwa
Professor of Dari
Kabul University, C/o UNESCO Office Kabul
UN Compound, POB 5, Kabul
AFGHANISTAN
Tel: (c/o Prof. Lutfullah Safi) +93 7027 85 97
C/o lutfullahsafi@hotmail.com

Perera, Lal
Director
National Education Research and Evaluation Centre
(NEREC)
Professor, Faculty of Education
University of Colombo, Col. 3
SRI LANKA
Tel: +94 1 504734 (or) +94 1 89 74 18
Fax: +94 1 58 3810 (V.C. UOC)
Lalp@isplanka.lk

Perez, Soledad
Lecturer
Faculté de Psychologie et des Sciences de l'Education
(FPSE)
University of Geneva
40, boulevard du Pont-d'Arve
1211 Genève 4
SWITZERLAND
Soledad.perez@pse.unige.ch

Porteous, Lucy
Secretary/Project Assistant
International Bureau of Education
UNESCO: IBE
Tel: +41 22 917 78 20
Fax: +41 22 917 78 01
l.porteous@ibe.unesco.org

Roberts, Beverly
Division of Educational Policies and Strategies
UNESCO
7, Place Fontenoy
75352 Paris 07 SP
FRANCE
Tel: +33 1 456 817 58
b.Roberts@unesco.org

Rosenmund, Moritz
Head of Research and Development
Binzenwiesenstrasse 10
8057 Zurich
SWITZERLAND
Moritz.rosenmund@pestalozzianum.ch

Rutayisire, John
Director,
National Curriculum Development Centre
Ministry of Education, Science, Technology and
Research
B.P. 632, Kigali
RWANDA
Tel: +250 513. 661
Mobile: +250 (0) 841 5153
Fax: (c/o Dr. H. Smith) +250 517. 849
Rutaisirejg@yahoo.com

Saied, Latifi
Assistant Programme Specialist
International Bureau of Education
UNESCO: IBE
Tel : + 41 22 917 78 41
Fax: +41 22 917 78 01
s.latifi@ibe.unesco.org

Salazar Tetzagüic, Manuel de Jesús
Coordinador Nacional
UNESCO/PROMEM
Proyecto Movilizador de Apoyo a la Educación Maya
4a calle 1-57 zona 10, Ciudad de Guatemala
GUATEMALA
Tel: +502 360 8040 or +502 360 5649 or +502 360. 5659
Fax : +502 331 1524
Promemunesco@citel.com.gt

Sinclair, Margaret
Division of Educational Policies and Strategies,
UNESCO
7, Place Fontenoy
75352 Paris 07 SP
FRANCE
M.Sinclair@unesco.org

Smith, Alan
UNESCO Chair
School of Education, University of Ulster
Coleraine BT52 1SA
NORTHERN IRELAND (UK)
a.smith@ulster.ac.uk

Stabback, Philip
77 Darley Street, Killarney Heights
NSW 2087
AUSTRALIA
Tel: +61 2 9975 3362
Fax: +61 2 9975 2039
Pstabback@hotmail.com

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

41

Talbot, Christopher
Programme Specialist
Education in Emergencies and Reconstruction
International Institute for Educational Planning UNESCO: IIEP
7-9, Rue Eugène Delacroix
75116 Paris, FRANCE
Tel : +33 1 450 377 95
Fax : +33 1 407 283 66
c.talbot@iiep.unesco.org

Tawil, Sobhi
Project Coordinator
International Bureau of Education
UNESCO: IBE
Tel: +41 22 917 78 18
Fax: +41 22 917 78 01
s.tawil@ibe.unesco.org

Tembe, Cristina
University Dept. of Education
Professor of Graduate in curriculum development
Universidade Eduardo Mondlane (UEM)
Campus Universitario, C.P. 257
Maputo, MOZAMBIQUE
Tel: +258 1 49 54 23
Fax: +258 1 49 33 13 or +18 01 68 12 999
Cristina_catembe@hotmail.com

Temporal, Nemia
Senior Education Officer
United Nations High Commissioner for Refugees
(UNHCR)
Case Postale 2500
CH-1211, Genève 2 Dépôt
SWITZERLAND
Temporal@unhcr.ch

Tomasevski, Katarina
United Nations Special Rapporteur on the Right to Education
and Professor of International Law and International Relations
Raoul Wallenberg Institute of Human Rights and Humanitarian
Law
POB1155
SE-22105 Lund
SWEDEN
Fax :+46 222 1222
Tomasev@inet.uni2.dk

Triplehorn, Carl
Researcher
University of Ulster
Coleraine BT52 1SA
NORTHERN IRELAND (UK)
Ctriplehorn@hotmail.com

Truong, Nhung
Research Assistant
International Bureau of Education
UNESCO: IBE
Tel: + 41 22 917 78 30
Fax: +41 22 917 78 01
n.truong@ibe.unesco.org

Wahidi, Abdul Nabi
President
Compilation and Translation Department
Ministry of Education, C/o UNESCO Office Kabul
UN Compound, POB 5, Kabul
AFGHANISTAN
Tel: (c/o Prof. Lutfullah Safi) +93 7027 85 97
C/o lutfullahsafi@hotmail.com

Watson, Deirdre
Assistant Education Advisor
DFID Programme Office
British Embassy
Parcelle 1131
Boulevard de L'Umuganda, Kacyiru – Sud
RWANDA
Tel: +250 0830 5022
Fax: +250 82044 / 585 286
d-watson@dfid.gov.uk

Weyer, Frederique
Researcher
Institut Universitaire d'Etudes du Développement IUED,
University of Geneva
24, rue Rothschild,
CP 136, 1211 Genève 21
SWITZERLAND
Tel : +33 450 49 46 11
Lorwe@wanadoo.fr

Williams, Sue
Deputy Chief of Section
Editorial Section
Bureau of Public Information
UNESCO
7, Place de Fontenoy
75352 Paris 07 SP
FRANCE
Tel: +33 1 456 817 06
s.williams@unesco.org

Wilson, Duncan
Research Co-ordinator
Right to Education Project
International Bureau of Education
UNESCO: IBE
Tel : +41 22 917 78 54
Fax: +41 22 917 78 01
d.wilson@ibe.unesco.org

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

42

Annex 4: Further Information

For more information, please contact:

International Bureau of Education

Postal address :
Case Postale 199
1211 Genève
Suisse

Street address :
15,Route Des Morillons
1218 Grand Saconnex
Genève

IBE fax: +41 (22) 917. 78. 01

Sobhi Tawil
(Coordinator)
Tel: +41 (22) 917.78. 18
s.tawil@ibe.unesco.org

Alexandra Harley
(Project Officer)
Tel: +41 (22) 917. 78. 33
a.harley@ibe.unesco.org

Lucy Porteous
(Assistant)
Tel: +41 (22) 917. 78. 20
l.porteous@ibe.unesco.org

or visit the Social Cohesion web pages on the IBE website:
www.ibe.unesco.org/Regional/social_cohesion/schome.htm

Curriculum Change and Social Cohesion in conflict-affected societies
Colloquium Report, UNESCO:IBE Colloquium, Geneva 3-4 April 2003

43