

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.

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.