

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.

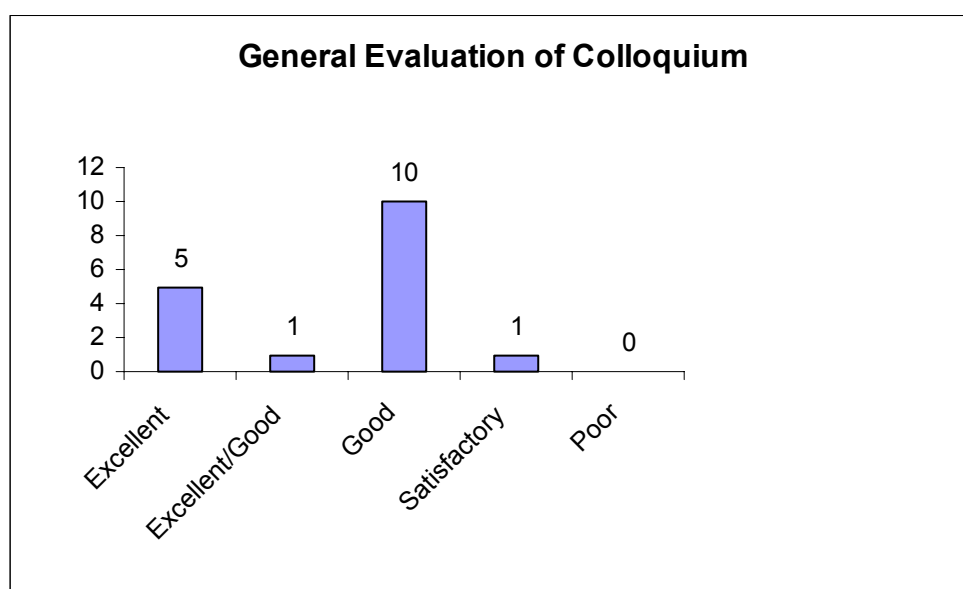
Total number of participants* : __40__ Total number of responses: __17__

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?



* Not including case study project teams nor IBE personnel

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 not 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.

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.

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.

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 institutional setting.
- 3) Perhaps more important than donor dependency (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 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

- 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*

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.

- 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 dialogue 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 financiers, 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

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 donateurs 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.

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.

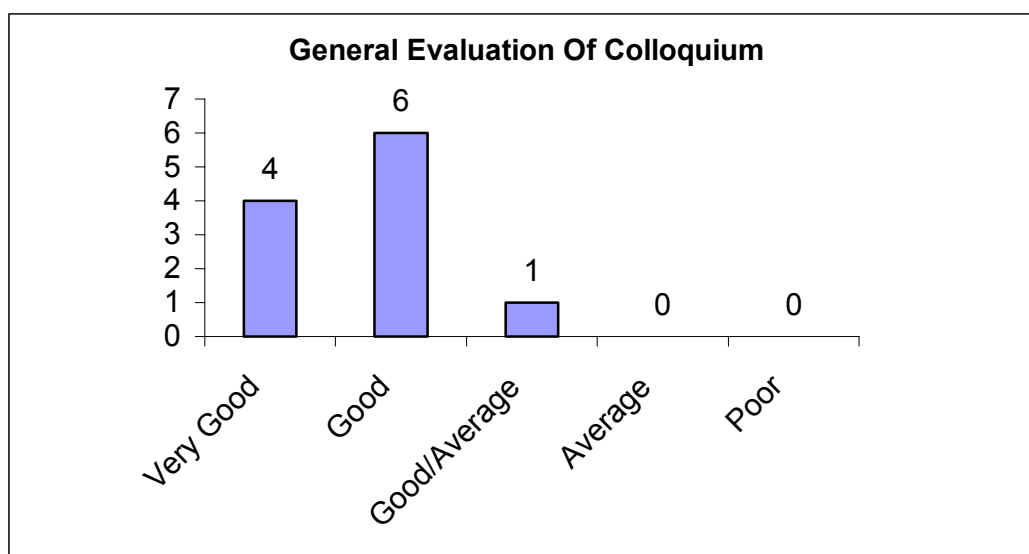
10.

- 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.

PART TWO: PROJECT TEAM

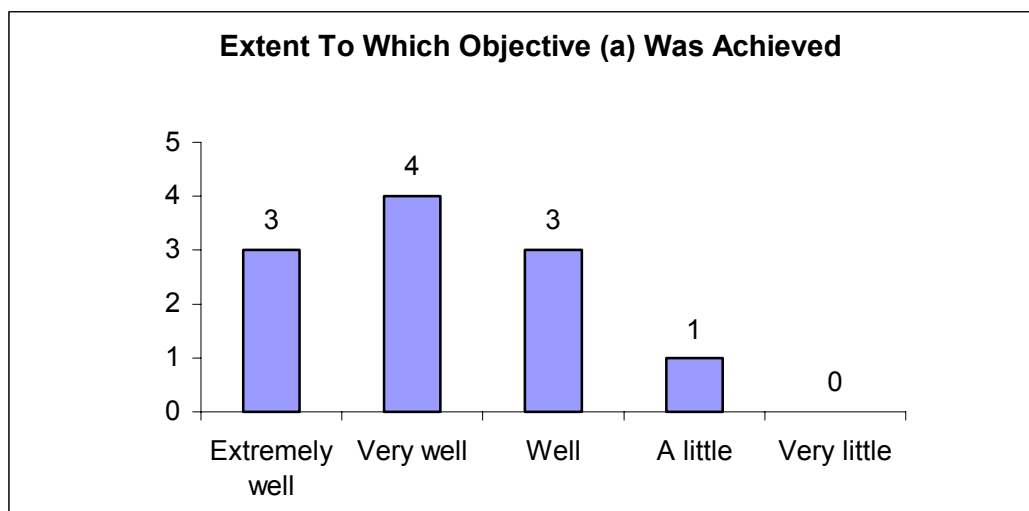
I. In general how would you evaluate the colloquium?



The specific objectives of the colloquium were to:

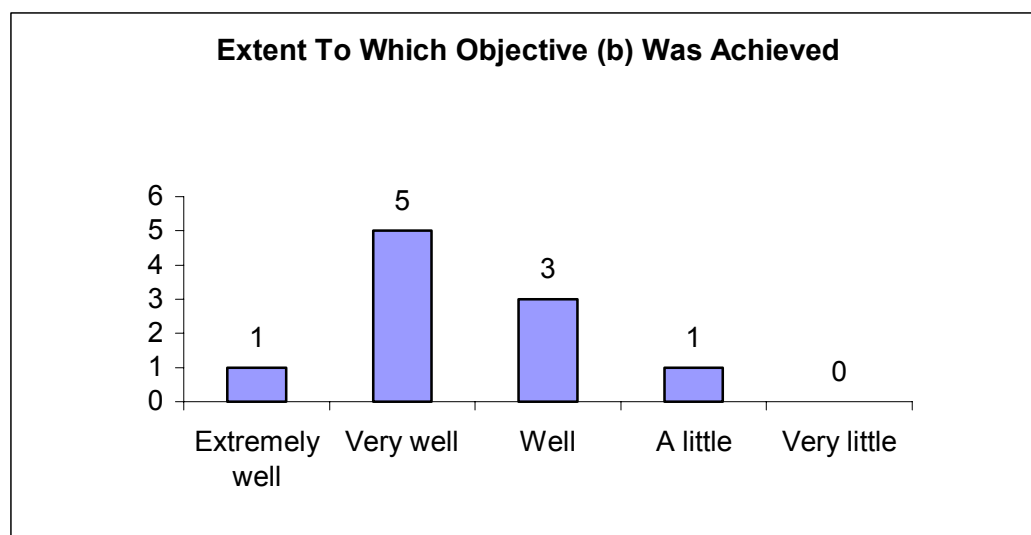
- collect critical feedback and insight for the case study teams in view of improving and finalizing the case studies.
- assess the usefulness of the analytical framework developed for this project and consider refining it in light of its practiced strengths and weaknesses.

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



(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.



(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.

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?

<p>Strengths</p> <ul style="list-style-type: none"> - 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 	<p>Weaknesses</p> <ul style="list-style-type: none"> - some inter-agency rivalry - divergent agendas brought by participants - short time for exchange - few academics compared to agencies - <i>lack of detailed knowledge in the audience and amount of information they needed to take in</i> - 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)
<p>Opportunities</p> <ul style="list-style-type: none"> - 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 	<p>Threats</p> <ul style="list-style-type: none"> - 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

(2) Presenting the draft findings to each other?

<p>Strengths</p> <ul style="list-style-type: none"> - helps to develop shared understanding of tasks and contexts - opportunity for interaction - clearer understanding of similarities and differences, and of challenges 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 	<p>Weaknesses</p> <ul style="list-style-type: none"> - 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
<p>Opportunities</p> <ul style="list-style-type: none"> - 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. 	<p>Threats</p> <ul style="list-style-type: none"> - time factor - that people might resist synthesis to extract simpler messages. - Where someone considers if his case is a new complete setting