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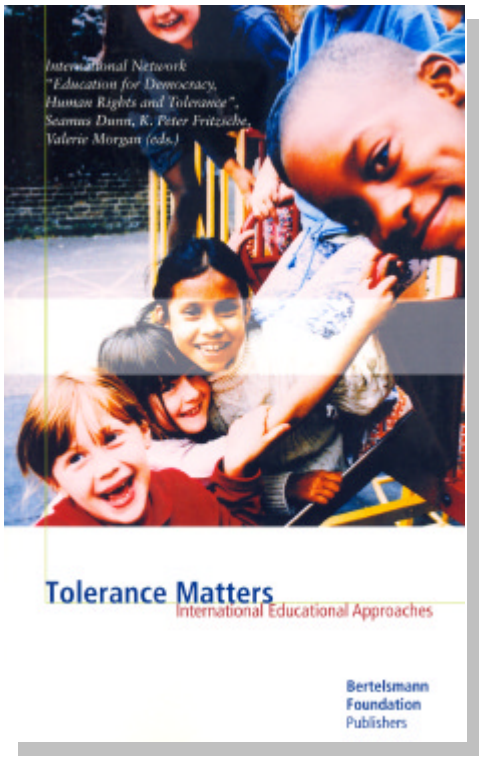

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Preface

Tolerance matters for the individual and for soeiety as a whole. It is, therefore, never an end in itself, but a powerful means towards the ends of conflict resolution, peacemaking and the promotion of democracy. How can education contribute to this process and what is its role in situations of cultural, political or religious division?

The case studies compiled in this publication examine the social and historical context of conflict and division within ten countries and the educational responses which have emerged. Based on the work of specific organizations within the field of education for democracy, human rights and tolerance, the comparative format of the studies allows us to explore many of the complexities, paradoxes and contradictions inherent in attempting to use education as a mechanism to increase mutual understanding.

Tolerance Matters is the result of a common three-year effort by the members of the International Network Education for Democracy, Human Rights and Tolerance. Initiated in 1998 by the Bertelsmann Foundation in cooperation with the Center for Applied Policy Research at the Ludwig-Maximilians-University, Munich, the Network has developed intensive working ties. Over the last years, it has grown from seven to ten member organizations and now consists of non-governmental organizations and research institutes from ten different countries working on issues of education for democracy, human rights, tolerance, diversity and conflict resolution.

When the Bertelsmann Foundation in cooperation with the Bertelsmann Group for Policy Research at the Center for Applied Policy Research, University of Munich, initiated the project on educational initiatives in contexts of division and conflict, they invited a number of organizations from around the world to join in a series of discussions. These focused on the experiences of people working in very different social, cultural, political and economic situations, but linked by a common concern to explore the potential of education to foster tolerance. Out of an extended series of meetings and seminars, a number of specific projects developed and one of these provides the basis for this study. The initial focus was on developing a process whereby the range of experiences represented within the Network could be examined in a coordinated and comparative manner. As a first step, each of the organizations represented agreed to produce a case study, describing the context in which they operate and the nature of the educational work which they are involved in or support.

Agreement was reached about the core issues that would be addressed, while at the same time the diversity of the situations in which Network members work was recognized. The framework for the case studies provided sufficient flexibility to allow writers to reflect on the particular characteristics of their situation. Thus each of the resulting case studies reflects a particular geographical, social and cultural context and the work and aspirations of a specific organization within each country or region.

In order to try to ensure a degree of structural uniformity in the reports, a very general organizational matrix was produced. This had two dimensions: The first was designed to try to ensure that the specific work under consideration in each study was presented in such a way that the reader unfamiliar with the project would be able to understand its context, background, scope, activities, resources and so on. The second objective was to make it possible to examine the case studies from a comparative perspective. In other words to try to use our individual experiences to identify similarities, differences, recurring themes, structural agreements, general issues and comparative approaches.

The hope was that this process would help to uncover some of the questions and concerns which are common to individuals and groups working on education for tolerance in different contexts or cultures. In the longer term this could contribute to progress on the identification of fundamental questions about the role of education in situations of cultural, political or religious division. The last two chapters attempt to begin this debate as well as to take account of the dramatic changes, crystallized around the phrase "9/11," which have significantly alte red the context in which many organizations and projects now operate.

While the case studies are by their nature primarily narrative, in that they are much concerned with factual information about the various organizations and projects, it was also hoped that they would be able to reflect the views and opinions of those who have been closely involved in designing and implementing initiatives. To facilitate this, the authors agreed to follow the organizational structure presented below:

1 The sodal and historical context

1.1 What are the specific central issues or problems in your region or country that your project/organization is trying to deal with? Examples might include language differences, color, religion, anti-Semitism, ethnic differences, cultural divisions.

1.2 How do these problems manifest themselves? There are three matters that might help to structure the answer to this:

- A description of the conflicts in your context, the levels of conflict, the types of conflict, and the range of ways in which the conflicts impinge on the life of the area.
- What are the socio-economic conditions within which the conflict exists? For example, is there serious unemployment, or poverty, or social and political division?
- What is known about the costs of the conflict? This might include statistics of deaths, injuries, bombings, and so on; and/or qualitative descriptions of the effects of the conflict on the society.

2 What have been the educational responses (especially current responses) to the issues identified above?

Describe these educational responses first in terms of the key concepts that underlie or help to structure their aims, objectives and activities. These might refer to such matters as human rights, prejudice, tolerance, peace, mutual understanding or contact. Then refer to how projects are structured and developed, literature and material produced, evaluation processes, and so on.

3 Resource inputs

Describe the kinds and levels of resources that have been made available to make it possible to establish and develop the projects. (Resources can be considered under a number of headings such as infrastructure, staffing, materiak).

4 Implementation

4.1 First, examine the social or political processes by which the project has been implemented. These will include the development of public policy at some level of government, the provision - or the emergence - of leadership, the establishing of documentation, the beginnings of teacher training both at pre-service and in-service levels, and so on.

4.2 Then look at the strategies developed to ensure that the project will become established, promoted and disseminated. These will include the provision of a legal framework, the establishment of management and implementation committees, the facilitation of both official and voluntary inputs, and so on.

5 Social responses, opportunities and obstacles

This section could cover a wide range of matters, two of which are outlined here.

5.1 Support and/or rejection: The response of a wide range of groupings and constituencies within the society will vary and will be crucial to the success or failure of the project. These include parents, the media, churches, teacher trade unions, industry and commerce, political parties, and many other interest groups.

5.2 Contextual changes: Political and other events within the society will influence developments both positively and negatively. These can include various economic or social crises, a change of government, a sudden increase in violence, new government initiatives, the input of more money or the reduction in current spending.

6 Outputs/outcome

Whether projects have been formally evaluated or not, there is always information and views in existence as to the impact or consequence of the project's work. This last section will try to describe these assessments, and will include:

6.1 Estimates or views about impact, ways whereby the work might be improved, possible new developments and initiatives.

6.2 Recommendations about the future of the project, its evolution and change in both educational and political terms.

Representatives from each of the Network members used this common template to provide a structure for their case study.

However, it was agreed that there should be some flexibility in the organization of content and, given the enormous variations in the nature of the organizations and their working environments, it is hardly surprising that the balance and emphases within the individual presentations varies considerably. This variety in the nature of the organizations and their working environments was seen as one of the strengths of the Network however, in order to make it more comprehensible, a brief note about each of the contributing institutions seems appropriate.

The *Adam Institute for Democracy and Peace* is based in Israel and was founded in response to the murder of the Israeli peace activist Emil Greenzweig in 1986. The Institute is an independent, non-partisan, non-profit organization, and its main concern is to develop and pilot education projects, which foeus on teaching fundamental principles of democracy and education for peace. The staff come from both Jewish and Moslem backgrounds and work throughout Israel in both formal and informal educational contexts. Participants in their workshops and seminars include school children from kindergarten to high schoollevels, students, new immigrants, members of the military and police forces.

The *Anti-Defamation League* (ADL) was founded in Chicago in 1913 and was initially a response to anti-Semitic incidents in the city. Its work rapidly broadened to address the protection of any group whose rights were threatened. ADL now works to fight prejudice, discrimination, and all forms of bigotry, and to champion democracy and pluralism. The organization's activities include promoting legislation to counter discrimination, the publication of research reports and education programs. The latter include the *A World of Difference@* project. This is widely used both in the United States and, in specially adapted forms, in many other parts of the world.

The *Benigno* S. *Aquino Foundation* (BSAF) is based in the Philippines and was founded in 1987 by the then President, Corazon C. Aquino, in honor of her husband, the late Benigno S. Aquino Jr. Its overall aim is to promote a stable and participative democracy in the Philippines.

Initially, the Foundation's mam focus was on the provision of financial support for students from deprived backgrounds but its work has expanded to inelude provi ding its own educational programs. Much of this work is carried on through the *Institute for People Power and Development* (IPPD), which was established in 1994. Initiatives have ineluded curriculum development and human rights and peace education for members of the police force, school teachers and members of NGOs.

The *Center for Applied Policy Research* (C.A.P) is based in the University of Munieh, and carries out a range of programs in the field of applied political science. In the field of education, the emphasis has been on addressing the issues of tolerance, which arise from the growing ethnic, cultural and religious diversity found in German society. One of the Center's major projects is *Education for Democracy and Tolerance* which was initiated by the Bertelsmann Foundation in 1995 and is carried out jointly by the Foundation and the C.A.P. The project work ineludes the provision of workshops, the training of facilitators and the production of teaching materials. It involves collaboration with a range of partners ineluding the Adam Institute and the Anti Defamation League. It is one of the few projects in the field of civic education in Germany that has conceptualized and carried out a comprehensive qualitative evaluation of the attitudinal effects of its pedagogical strategies.

In Northern Ireland, the violent conflict between the late 1960s and early 1990s and the ongoing tensions between Nationalist and Unionist communities have affected all aspects of social, political, and economic life. From an early stage, the segregated education system was identified as one possible basis for intolerance and lack of understanding. As a result, the education system has been the focus of elose scrutiny with developments in legislation, curriculum, training and research. The *Centre for the Study of Conflict* was founded in 1976 at the University of Ulster and has contributed to many of these developments. Work carried out in the Centre played a major part in the establishment of *Education for Mutual Understanding* as a key element in the post-1989 curriculum and a number of curriculum development projects have been based in the Centre.

The late 1980s saw profound political transformations in Poland culminating in the creation of a non-Communist government in Warsaw. The fall of the Communist regime was widely seen as a necessary pre-condition for building democracy, yet it was also clear that it did not constitute a sufficient pre-condition. In order to address some of the problems likely to be faced in the process of re-building, the *Foundation Education for Democracy* was established in 1989. The founders included members of the Teachers' Solidarity, and from the outset there was considerable international support. The Foundation initially provided support and training for community organizations and the emerging union movement and also for staff and pupils in schools. One of the most distinctive features of its work is the emphasis on the training of trainers. With the development of expertise in this field, the Foundation has played an increasing role in developing education for democracy training programs in other parts of Eastern Europe and Central Asia.

The *International Fellowship of Reconciliation* (IFOR) was established over 80 years ago, soon after the outbreak of the First World War. Ir is an international spiritually-based movement committed to non-violence, which seeks to make positive, practical contributions in situations where there is intolerance and/or violent conflict. The administrative base is in the Netherlands, but the Fellowship operates worldwide, often in partnership with locally-based organizations, which share its non-violent beliefs. In each country, the peace work re fleets the cultural context and the specific needs of the local society. Whilst IFOR undertakes a range of activities including trying to influence local or international politics, contributing to the implementation of local development programs, and helping to tackle general social issues such as family violence, many of the Fellowship's programs have a strong education and training element.

Novamerica is a Brazilian non-governmental organization based in Rio de Janeiro, which seeks to address, through educational initiatives, some of the complex social and economic problems which underlie the political crises experienced in Brazil over the last 10 years. The headquarters provides accommodation for meetings and courses and a resource center. Novamerica also has a base in the city of Sapucaia, from which a number of Popular Education projects are coordinated. A wide range of educational programs are provided although the core emphasis is on human rights and citizenship and on re ac hing social groups who are disadvantaged and have been unable to benefit from mainstream educational provision. For example, the program entitled *Human Rights, Education and Citizenship* pro vi des a critical analysis of Brazilian his tory, culture, politics, and economy, which can be used in non-traditionallearning environments.

The Chilean presidential referendum of 1988 saw the beginning of *Participa's* involvement in educational initiatives. At this stage the emphasis was on increasing voter registration levels, which was achieved through a campaign entitled *Cruzada par la Participacion Ciudadana* (the Crusade for Citizen Participation). During the 1990s, much of the organization's work focused on educating people about the nature of democratic political systems and the roles and responsibilities of citizens and politicalleaders.

In particular Participa has targeted high school students in an attempt to reverse political apathy and disillusion with the electoral process amongst young people. To support these objectives, a range of resource materials have been produced and a number of school-based courses have been provided.

The South African organization *U Managing Conf/ict* (UMAC) began as the Urban Monitoring Awareness Committee during the 1980s, aperiod of violent conflict, which marked the final years of apartheid government in South Africa. It is an independent non-governmental organization, wh ich provides support and training far disadvantaged urban and rural communities in the Eastern and Western Cape provinces. Its care objective is to support the creation of a democratic society in South Africa based on equal human rights for all citizens. As a result of the continu ing high levels of violence in many areas, there is a focus on social and criminal justice issues. Programs aim to support conflict management, peace building and the development of a stable social infrastructure in communities.

Clearly the range of experience represented by the ten Network members is enormous and simple comparisons are likely to be of limited value. At the same time, by sharing ideas and analyses over a protracted period many have gained additional insights, which they have been able to incorporate into their ongoing work. It is this sharing of ideas, which the case studies reported in the next chapters hope to make available to a wider audience.