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Learning to Live Together in Africa through History Education

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Learning to Live Together in Africa through History Education

An Analysis of School Curricula and Stakeholders' Perspectives

With a foreword by Eckhardt Fuchs, Director of the Georg Eckert Institute, and Edouard Matoko, UNESCO Assistant Director-General for Africa

With 6 figures

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Foreword

UNESCO, in the spirit of its overarching priorities of sustainable development and a culture of peace, supports countries in their endeavours to provide learners with the knowledge, skills, values and resilience necessary to work together and confront the challenges of the twenty-first century as healthy and productive citizens.

This study is based on the conviction that the pillars of learning that are "learning to live together" and "learning to be" should be as important as the other two pillars of "learning to do" and "learning to know". It highlights the need to cultivate the non-cognitive aspects of learning, such as tolerance, respect, empathy and communication, and to promote the wellbeing of learners and the global community.

The study report *Learning to Live Together in Africa through History Education: An Analysis of School Curricula and Stakeholders' Perspectives* was commissioned by UNESCO and the Georg Eckert Institute for International Textbook Research (GEI). The report's aim is to support the UNESCO "Culture of Peace and Non-violence" programme and the organisation's efforts towards the improvement of history education policy and practices in Africa. It is hoped that it will contribute to the objective of the UNESCO flagship project "The Pedagogical Use of the General History of Africa" (GHA), whose aim is to overhaul and renew history education in Africa while fostering a culture of peace.
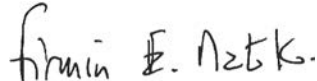
This study is one of several products resulting from the fruitful cooperation between UNESCO and the Georg Eckert Institute for International Textbook Research, which commenced more than half a century ago. The GEI makes its research findings available to UNESCO in order to support

the organisation in developing recommendations to its member states in the field of education, fostering a culture of peace and disseminating these recommendations on a global scale. The most recent projects in this context were the development of a "Toolkit on the revision/adaption of curricula, school textbooks and other learning materials" and a project on "The international status of education about the Holocaust – a global mapping of textbooks and curricula".

Eckhardt Fuchs
Director of the Georg Eckert Institute

Edouard Matoko
UNESCO Assistant Director-General for Africa

Acknowledgements

This book is the result of the collaboration between a group of professionals from Africa and beyond who are committed to improving the state of history education in Africa and, through this objective, to further promote peace and social cohesion across the continent. The author would like to thank the following individuals and institutions for their kind cooperation and assistance in the preparation of this study.

My warmest thanks go to all the stakeholders from across Africa who contributed to the study through their participation in a consultative survey and a workshop that took place in 2015 (see Appendix 1). Their insights, founded on a remarkable wealth of experience and expertise, have been crucial to the preparation of this book. I would like to extend an equally warm thank-you to the hundreds of young students who shared their views and first-hand experiences in the classroom, allowing us to gain important inside perspectives into current practices of teaching and learning history in African schools.

This study would not have been possible without the organisational and financial support of the Georg Eckert Institute, especially of its director, Professor Eckhardt Fuchs, and UNESCO, particularly the Division of Education for Peace and Sustainable Development and the Africa Department. My special thanks go to Noro Andriamiseza, programme specialist for Global Citizenship Education at UNESCO, who liaised with the many individuals involved in this project and thereby played a critical role in the realisation of this study and the consultative activities on which it draws. Further people who made vital contributions in this respect include the co-organisers and co-facilitators of the Abidjan consultative workshop: Ali

Moussa Iye, head of the Division of Cultural Policies and Intercultural Dialogue, UNESCO Headquarters, and the team in the UNESCO office in Abidjan, Ydo Yao, head; Bakary Diawara, programme specialist; project officers Célia Hitzges and Anoma Louis Gervais, and Edith Koffi, assistant.

Finally, I am indebted to Elisa d'Augello and Lukas Friedrichs for their meticulous assistance in the preparatory phase of the research.

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Executive Summary

This book was written following a history education workshop which took place in Abidjan, Côte d'Ivoire, in November 2015. Its aim is to shed light on the current state of history education across Africa and to highlight some of the trends, challenges and opportunities relating to current practices in the teaching and learning of history and, particularly, to history education's potential to prepare learners for the challenges of the twenty-first century.[1]

The study centres on an examination of school curricula and an analysis of the views and experiences of education stakeholders from different regions of Africa. The findings of these analyses point to a number of trends in the processes and outcomes of history curriculum revision across Africa. They are indicative of considerable variation in the regularity and intensity of curricular revisions across the continent and in the place afforded to history within national education systems. They also point to recent, and largely converging, shifts in both the content of history education and the pedagogical approaches adopted in the teaching of history across the continent.

Among the shifts recorded in this study are the increasing inclusion of African, as opposed to Eurocentric, perspectives in the study of history; the adoption of more active and critical pedagogies; and the mainstreaming of the study of "emerging issues" and "life skills" relating to "learning to live together" through history. A less promising parallel shift uncovered by this study consists in history's apparent general loss of importance as a stand-

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1 For the purposes of this book, the term "practices" will refer to what is done or said to be done in the specific field of history education in Africa as per our research findings.

alone subject in the context of its increasingly widespread integration into broader disciplines, notably social sciences.

The book simultaneously highlights a number of equally problematic continuities in history teaching and learning practices. It has identified, among other things, a predominant textbook-centred traditional pedagogy that is accompanied, and paradoxically compounded, by the persistently inadequate provision of educational material and insufficient adaptation of the latter to current realities. Relatedly, the study indicates the persistence of common challenges at the level of content, notably the challenge of shifting from a largely silent and/or negative view of post-independence African and national history towards a more meaningful, critical exploration of the continent's recent and highly relevant past. The study takes note of a series of controversial and sensitive historical themes and topics in recent post-colonial history which remain (largely) undiscussed in African history classrooms, particularly histories of recent conflict and violence.

The study's analysis of current approaches to history education in Africa is complemented by the presentation of key findings from a pilot study aimed at assessing perceptions of history that were collected from hundreds of secondary school students in Central and East Africa. The study reveals a considerable interest in the subject of history among young people in this region and the widely recognised social and civic value of this school subject. It simultaneously exposes students' general dissatisfaction with both the content and the educational approaches currently characterising history teaching and learning.

Having thus given a general overview of current policies and strategies in history education in Africa, the book proceeds to discuss the role of history education in promoting a "culture of peace". It surveys general principles relating to the role of history education in conflict and peace before presenting a series of examples of present-day approaches to integrating a concern for "learning to live together" into the study of African history. This section commences by reminding us that history, depending on how it is taught, can function as an obstacle to peace or a channel for a culture of peace and democracy. On one hand, it highlights the risks posed by largely propagandistic practices that transmit one-sided, simplistic, homogenising and/or exclusive nationalist histories. On the other, it points to the benefits

of teaching a critical history alongside inclusive histories that take cultural diversity and multiple perspectives into account.

The study subsequently sheds light on specific African experiences, referring to promising approaches in this respect found across African curricula. Curricular strategies illustrated in the book range from examples from Côte d'Ivoire which explore the country's rich ethnic diversity and traditional mechanisms of conflict resolution, to instances from Burkina Faso which confer a central place to the historical experiences of women and children, to examples from South Africa, whose curriculum stands out in its critical exploration of debates surrounding the country's process of coming to terms with its violent past and in its use of innovative pedagogies in the study of history, including "histories from below", multiperspectivity and oral history.

The study concludes by reporting the achievements and challenges identified by key stakeholders across Africa in relation to current history education practices and voicing their recommendations on possible ways forward.

Introduction

1.   Background and Rationale

In recent decades Africa has been the scene of conflict and violence, which have affected the lives of millions of people. Against this backdrop, numerous initiatives have been launched across the continent in different fields with the aim of promoting national unity and reconciliation and advancing regional peace and cooperation. Widely understood as a potential force for peace, education is one of the key areas in which intensified efforts have been made to address the risks and effects of violent conflict and to promote peace and democracy in Africa and around the world.

These efforts notwithstanding, the field of teaching and learning history has been otherwise neglected in this respect. During the two UNESCO Decades of Education for Africa, which came to a close in 2015, scholarly and policy-oriented discussions on the theme of "learning to live together" revealed a notable disregard for the role of history education in national and regional dynamics of conflict and peace on the continent.

This publication comes as a response to the need to rectify this omission. It was written following a consultation workshop on the same theme held in Abidjan, Côte d'Ivoire, on 26 and 27 November 2015. The workshop was designed and co-facilitated by the author of this book and funded by UNESCO and the Georg Eckert Institute. The event brought together 16 key stakeholders from ten African countries, namely Burkina Faso, Congo, Côte d'Ivoire, the Democratic Republic of Congo, Ethiopia, Guinea, Kenya, Mali,

Nigeria and South Africa. Delegates from the various countries included curriculum developers, school inspectors and history teachers.

The initiative is embedded within various development strategies and programmes, including the Education 2030 Agenda and Sustainable Development Goal 4, and the UNESCO "Intersectoral Program for a Culture of Peace and Non-violence". In particular, the project supports UNESCO's agenda on Global Citizenship Education (GCE). In line with this agenda, its goal is to support efforts aimed at "forg[ing] more just, peaceful, tolerant and inclusive societies" by encouraging understanding, skills and values that will allow younger generations to effectively respond to the interconnected challenges of the twenty-first century.

In pursuit of this objective, this publication complements existing studies and reports on the culture of peace in Africa, such as UNESCO's recent *Peace education and conflict prevention mapping* and the organisation's past and current activities geared towards the general improvement of history education practices in Africa. Most notably, this study aims to support UNESCO's flagship project on "The Pedagogical Use of the General History of Africa" (GHA) in its objective of overhauling and renewing history education in Africa while fostering peace. This publication complements the research that has been conducted within the context of the GHA project, updating and expanding the scope and methodology of studies previously carried out to assess the state of history education on the continent.[2] In so doing, it adds an important dimension to the relationship between history education and peacebuilding that has been emphasised by the GHA project in the course of its mission to promote understanding and integration across Africa through the preparation of common educational materials focusing on the shared heritage and values of African peoples. The

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2 The studies include Pierre Kipré, *Critical Review of History Textbooks used in French-Speaking African Countries.* Paris: UNESCO, 2008, and Zakari Dramani-Issifou, "Report on the Current State of History Teaching in Africa". Paris: UNESCO, 2010 retrieved 19 September 2017 from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/ CLT/pdf/General_History_of_Africa/GHA_Evaluation%20Report%20-%20working% 20document%203.pdf. The former, conducted in 2002, was limited to Francophone countries and broadly analysed official syllabi of the 1990s. The latter, more recent and with a broader geographical scope, was solely based on data collected through questionnaires that were distributed among Ministries of Education.

present study includes the additional national dimension of "learning to live together".

2.   Aims and Objectives

This book intends to inform policy and practice in history education in Africa. Specifically, it aims to support African countries' efforts to improve their current history teaching and learning and to strengthen their capacity to carry out action to reduce the risk of conflict and promote peace through education. It does so by offering analyses, lessons learned and recommendations to support processes of curricula and textbook adaption which can ultimately harness the potential of history education to advance the goal of "learning to live together".

The specific objectives of this study are as follows:

i)   The study reviews present-day policies and practices in history education in Africa in order to map its current state across the continent and to identify opportunities for improvement. It does so by investigating the position and status of the subject of history in African national curricula and by examining the content, aims and educational approaches adopted. It thus assesses and compares the knowledge, skills, values and attitudes promoted through history education across Africa.

ii) The study further expands on the analysis of current educational approaches to the past to examine curricular strategies to foster a culture of peace through the study of history. It showcases examples of promising strategies currently being adopted across Africa to the end of promoting respect for diversity and inclusiveness, dialogue, mutual understanding and social cohesion through history education. On this basis, it points to possible synergies between history education and peace education and identifies strategies which capitalise on the potential of education to advance the aim of "learning to live together" through the teaching of African history.

iii) The study identifies achievements and challenges as well as lessons learned and potential directions that could assist education stakeholders in designing and developing curricula and textbooks that respond to the local and global challenges facing African societies today. It concludes

by providing recommendations for improvements to the state of history education in Africa and for measures to strengthen its role in promoting a culture of peace and the prevention of conflict through the teaching and learning of African history.

3.   Methodology

The mapping exercise on which this book is based relies on a variety of sources and methods of data collection and on a combination of qualitative and quantitative research approaches.

– Firstly, the study entailed content analysis of current curricula for primary and secondary education from across Africa in the field of history and related subjects, notably social sciences. The analysis aimed to investigate and map curricular content and thematic coverage, and the main aims, objectives and competencies related to teaching about the past across the continent. The sample included all relevant curricula that could be collected and analysed between 2014 and 2015, during the timespan of the project. A number of these curricula were in the GEI library or the private possession of the author at the time of the research. Others were collected by contacting UNESCO offices and ministries of education in Africa. The final sample for the analysis consists of curricula from a total of 28 countries, written in either English, French or Portuguese (see reference list in Appendix 2). Due to language barriers, the research does not include sources from Northern Africa, which are primarily drafted in Arabic.

– Secondly, this study analyses a survey that was conducted in the first half of 2015 among curriculum developers and other experts working with national ministries of education across Africa. The questionnaire submitted was in both English and French, the two main international languages used in education systems in sub-Saharan Africa and can be found in Annex 1 to this book. The survey included both open-ended and closed questions addressing key issues relevant to the theme of this study. It contained sections investigating curriculum revision processes, curriculum design and development, the status of history within the national curriculum, testing and assessment methods, policies on textbook pro-

duction, approval and provision, and curriculum and textbook content. The last section focused on identifying controversial and sensitive issues in African history. The questionnaire was distributed and collected by email, and was sent out by the author via UNESCO headquarters and regional and national UNESCO offices to all ministries of education in Africa. Responses to the survey were eventually received from the following 22 countries:

Burkina Faso	Lesotho
Burundi	Madagascar
Cape Verde	Malawi
Chad	Mali
Congo	Mauritius
Côte d'Ivoire	Mozambique
DR Congo	Namibia
Ethiopia	Nigeria
Gabon	South Africa
Ghana	South Sudan
Kenya	Tanzania/Zanzibar

– Thirdly, the study presents an analysis of the outcomes of a consultative stakeholders' workshop that was held in Côte d'Ivoire in November 2015 on the theme of "learning to live together through history education". Specifically, it is informed by the participants' presentations, discussions, experience-sharing and group work during the course of the event (see workshop programme in Annex 2). The sixteen participants consisted of curriculum developers, school inspectors and teachers specialising in the field of history. Together they represented the following 10 countries: Burkina Faso, Congo, Côte d'Ivoire, the Democratic Republic of Congo, Ethiopia, Guinea, Kenya, Mali, Nigeria and South Africa. Country delegates were primarily selected from the respondents to the above-mentioned stakeholder survey, taking into consideration regional representativeness and gender balance.

– Finally, the study draws on research conducted by the author among a purposive sample of approximately 2,500 secondary school students in Central and East Africa, half of whom were girls. The study comprised a survey and semi-structured interviews. The sample included a cross-section of students from 32 government-run and private schools located

in both privileged and deprived areas across Burundi, eastern DR Congo and Rwanda. The primary research instrument was an anonymous written questionnaire presented in the language in which the respondents were taught (i. e. English or French) and distributed by hand to schools by the author as part of an ongoing multi-year project started in 2008. The field-based survey included a series of open-ended and closed questions. Its aim was three-fold: to assess young people's perceptions of the role of schools in the development of their historical knowledge, gauge their appreciation of the importance of learning about the past and grasp their particular historical interests and gather their recommendations on how to improve the current state of this school subject on the basis of their identification and appraisal of its merits and flaws (see questionnaire in Annex 3). At the heart of this study with young people is the conviction that listening to their views, experiences and aspirations is of crucial importance if teaching is to remain relevant and meaningful.

The exploratory nature of the research and mapping presented in this book precludes any claim to comprehensiveness. Other methods, notably textbook analysis and teacher surveys, which could have meaningfully complemented the findings of the present study, were deliberately excluded due to the significant time and financial constraints under which the project took place. It is envisaged that follow-up projects might fill this gap.

Beside this methodological limitation, the research was faced with several challenges which inevitably affected its results. The most significant were:

– varying degrees of accessibility of African curricula
– varying degrees of reliability of information received through the surveys, with occasional mismatches of facts and information reported by respondents from the same country
– a lack of response to our request for participation in the stakeholder survey from over half the countries in Africa, despite repeated attempts by UNESCO and the author to establish contact.

Part One.
Mapping Current Policies and Practices in History Education in Africa

This first section of the book aims to map current policies in history education in Africa and their implementation. Specifically, it documents:

1. trends in curriculum revision processes
2. trends in the status of history within national curricula
3. trends in history curriculum design
4. trends in textbook provision and usage in the history classroom
5. students' classroom experiences and their assessments of present challenges and opportunities in history education

1. Trends in Curriculum Revision Processes

The survey conducted among Africa's education stakeholders recorded several trends in curriculum revision processes across the continent. These trends relate, *inter alia*, to i) the regularity and intensity of curriculum revision, and ii) the outcomes of such processes, in terms of the most prominent changes recently introduced in the teaching and learning of history in African countries.

1.1 Regularity and Intensity of Curriculum Revision

The stakeholder survey revealed great variation in the regularity and intensity of curriculum revision activities across Africa. As visualised in Figure 1:

– several countries, such as Nigeria, Namibia and Lesotho (marked in yellow), revise curricula and textbooks every 5 years
– some countries, such as Cape Verde, Gabon, Kenya and Malawi (marked in orange), revise curricula and textbooks every 10 years
– others, such as Ethiopia, Tanzania and Mauritius (marked in red), revise curricula and textbooks regularly, at intervals ranging from 5 to 10 years
– many others, such as Côte d'Ivoire, DR Congo and Mozambique (marked in grey), revise curricula and textbooks on an irregular basis
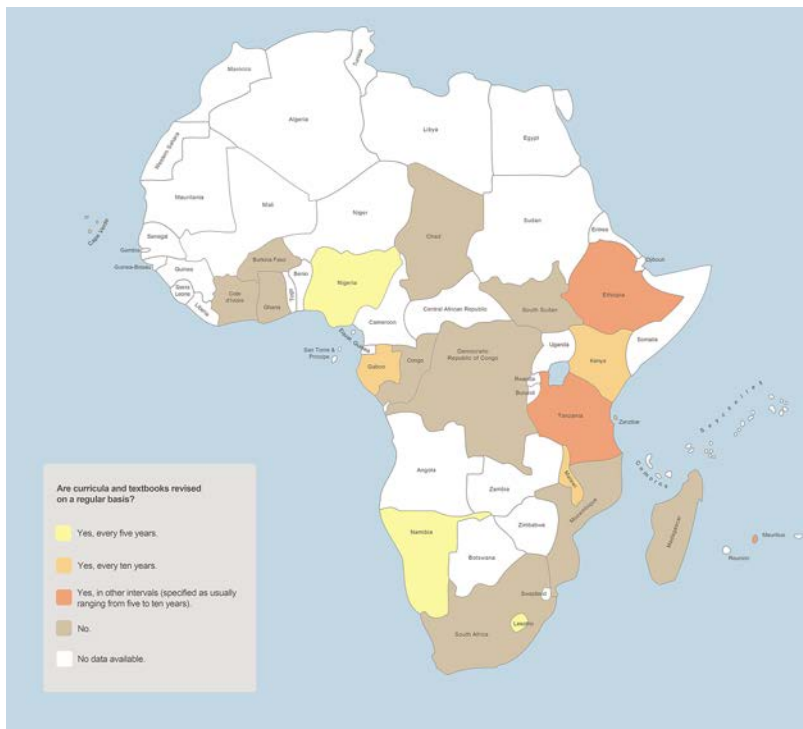
Figure 1 – Regularity of curricular revisions[3]

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3 Note: All the graphs and maps reproduced in this book illustrate responses to the stakeholder survey.

The four regional graphs below (Figures 2, 3, 4 and 5) illustrate the regularity and intensity of curriculum revision activities across Africa. They mark the years in which such revisions have taken place in different countries in each decade since the country's independence. Each revision year is marked with varying shades of blue, depending on the number of revisions reported by the stakeholders – the darker the shade, the more intense and frequent the revision.

Generally, the graphs show an intensification of revision activities across Africa over the last decade. At the time of the survey in 2015, new rounds of revisions were in progress or in the planning stages in several countries, as marked in yellow in the four graphs. Such was the case, for instance, in Côte d'Ivoire and in neighbouring Burkina Faso, as reported in Figure 2.

As mentioned in the methodology section, there were inconsistencies in the data provided by the stakeholders involved in this study, especially regarding the regularity of curricular revisions. Consequently, some countries appear twice in the graphs below on account of the survey having recorded different answers from different respondents from the same country.
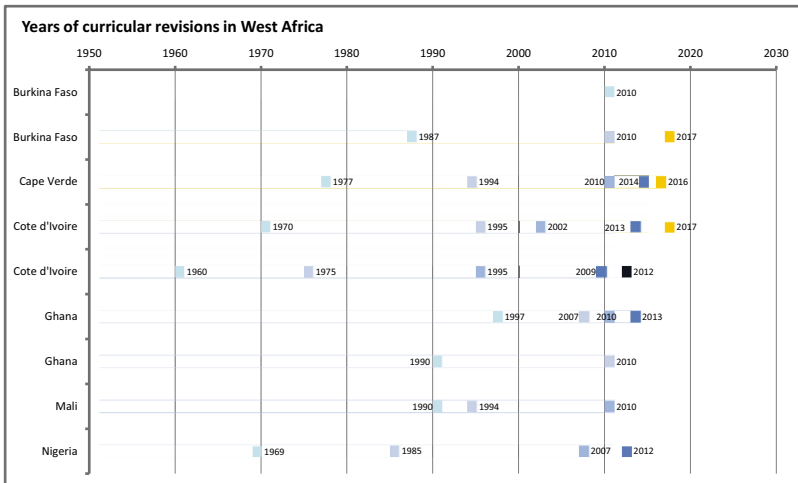
Figure 2 – Intensity of curricular revisions in West African countries
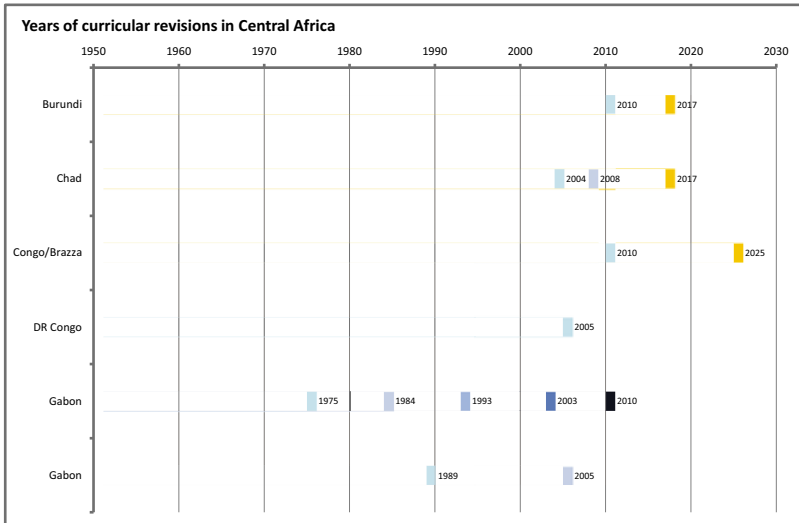
Figure 3 – Intensity of curricular revisions in Central African countries
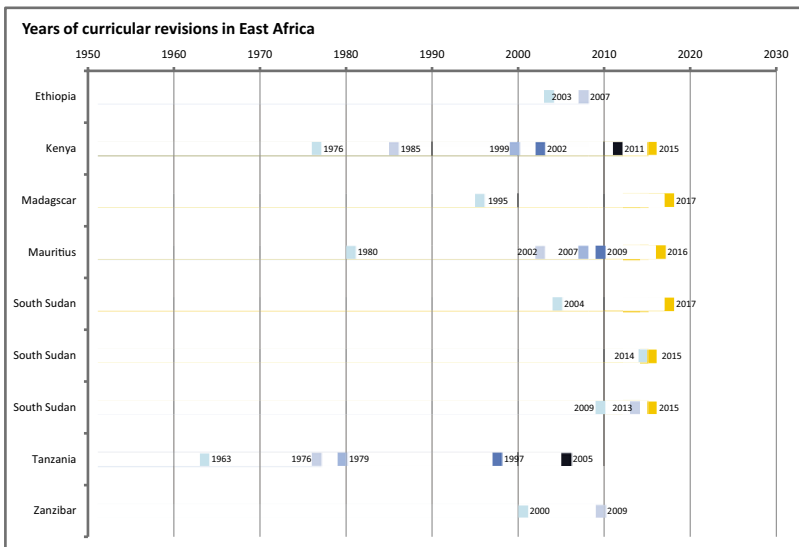
Figure 4 – Intensity of curricular revisions in East African countries
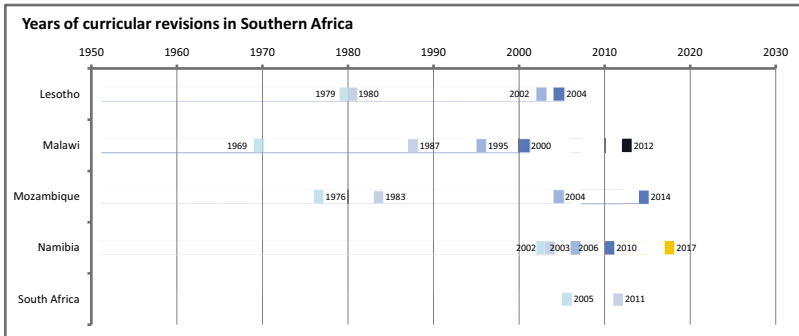
Figure 5 – Intensity of curricular revisions in Southern African countries
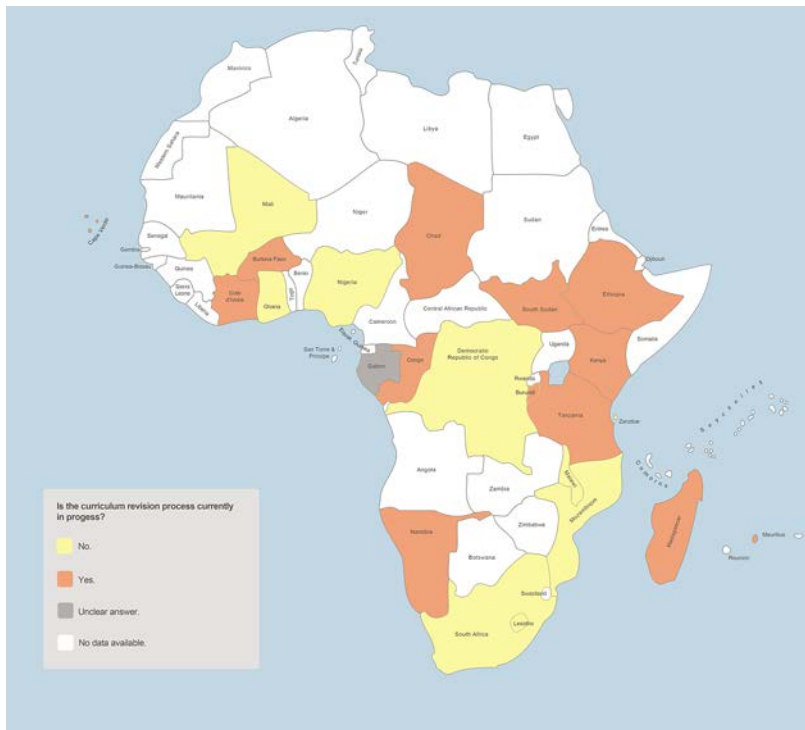
Figure 6 – Ongoing curricular revision processes in 2015

The map above (Figure 6) further highlights those countries where revision processes were in progress at the time of the survey in 2015, as marked in red.

1.2   Outcomes of Recent Curriculum Revision

The stakeholder survey recorded the introduction of a number of prominent changes in the most recent rounds of curriculum revision in countries across Africa. Much in line with global principles and trends in history education, such revisions have entailed the following:

– increased emphasis on African, national, and local history and a concomitant reduction in content related to Western or European history (e.g. Burkina Faso, Burundi, Cape Verde, Ghana, Namibia)
– shift from political history to "people's history" (e.g. Ethiopia)
– mainstreaming of "emerging issues" or "*thematiques d'actualité*", for instance through the integration into history teaching of civic education and environmental questions (e.g. Burkina Faso) and of questions related to a "culture of peace" and "living together" (e.g. Kenya, Mali, Nigeria)
– shift from a chronological to a more thematic approach (e.g. Burundi, Lesotho, Nigeria)
– expansion of the use of case studies (e.g. Namibia)
– shift to more active, student-centred and participatory pedagogy (e.g. Ethiopia, Tanzania)
– introduction of an "*Entrée par les situations*" (or "*situations-problèmes*") [problem-solving based learning] as a more active and situated approach to learning (e.g. Côte d'Ivoire, Mali)
– shift towards a competency-based curriculum (e.g. Chad, Côte d'Ivoire, DR Congo, Mali)
– introduction of new evaluation and assessment formats matching changes in educational approaches (e.g. Côte d'Ivoire)

Another outcome of recent revisions, which will be discussed in more detail below, relates to changes in the status of history within the curriculum. Whereas in some countries, curricular revisions have led to history being

afforded enhanced status as a separate and independent subject (e.g. Zanzibar), in others such revisions have conversely seen history transitioning from being a separate subject to being integrated into a wider subject area (e.g. Madagascar).

2. The Status of History within National Curricula

The stakeholder survey pointed to great variations in the status of history within national curricula across Africa. Criteria used to measure status included ascertaining whether history is taught i) as a separate or an integrated subject, and ii) as a compulsory or an optional subject.

2.1 History as a Separate or Integrated Subject

With regard to the first criterion, at least four different categories of countries were identified:
- The first category includes countries where history is granted a particularly important place in the curriculum. It includes countries where history is taught as a separate subject in its own right at both primary and secondary level. This is the case in Chad, DR Congo, Madagascar and Tanzania.
- The second category includes countries where history is taught as an integrated subject at primary level and as a separate subject at both lower and upper secondary level. This is the case in Angola, Ethiopia, Lesotho, Malawi, Mozambique, Namibia and Zimbabwe.
- The third category includes countries where historical topics are integrated into larger subject areas during the nine-year basic education cycle (primary and lower secondary) and history is only taught as a separate subject at upper secondary level. This is the case in Botswana, Nigeria and South Africa.
- The fourth category includes countries, such as Kenya, where history is exclusively taught as an integrated subject, at both primary and secondary level.

An additional variation arises in countries falling into the second, third and fourth categories listed above. This relates to the name given to the subject area into which history is integrated and the subject combinations of which it consists. For instance:

– In Francophone countries in West and Central Africa, such as Burkina Faso, Côte d'Ivoire, Gabon and Mali, there is a tendency to subsume history in "*Histoire et Géographie* [History and Geography]."
– Especially in Anglophone countries, such as Botswana, Namibia, Rwanda and South Africa, history is often part of "Social Studies" or "Social Sciences", taught alongside geography, civics and economics, for instance.[4]

2.2 History as a Compulsory or Optional Subject

Differences were also recorded in relation to the status of history as a compulsory or an optional subject. At least two groups of countries were identified:

– In some countries, particularly Francophone countries such as Chad, Côte d'Ivoire, DR Congo, Madagascar and Mali, the study of history (be it separate or integrated) is compulsory at both primary and secondary level, generally from Year 3 or Year 4 onwards.
– In other countries, such as Cape Verde, Kenya, Mozambique, Namibia, Nigeria and Tanzania, the study of history (be it separate or integrated) is compulsory until the end of lower secondary education.

3. History Curriculum Design

Besides detecting trends in curriculum revision processes and in the status of history within national curricula, this study, and particularly the curriculum analysis, recorded a number of additional trends in history cur-

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4 An additional recent trend, observed by the author in countries such as Kenya and Rwanda since the conclusion of this project, is a move towards merging the study of history with citizenship education.

riculum design across Africa. These included similarities and differences with regard to:

– the aims, objectives and competencies attributed to history teaching and learning
– approaches to history teaching
– the main themes and topics taught in African history
– coverage of post-independence African history
– coverage of recent national history
– sensitive issues in African history

As will be reported below, the review of curricular content revealed substantial areas of common ground in the main aims and approaches of history teaching and the historical themes selected for study in schools across Africa.

3.1 Aims, Objectives and Competencies Attributed to History Teaching and Learning

The review of curricula found the following to be among the main aims and general objectives of history teaching in Africa:

– to enable students to acquire knowledge and understanding of the past and an appreciation of its present-day relevance
– to develop in students an understanding of, and capacity to apply, historical concepts and methods, such as the use of historical sources
– to stimulate critical thinking, problem-solving and decision-making skills
– to instil in students a sense of African and national belonging, pride and loyalty, particularly patriotism
– to nurture active and responsible citizenship, including an understanding of individual and collective rights and responsibilities

In many countries, one of the "civic" aims of history teaching is the promotion of skills and values for learning to live together. This objective makes history an important medium for the ideas and principles of peace education, which include:

– appreciation of, and respect for, differences and diversity
– social inclusiveness, equality and (social) justice
– peace and peaceful conflict resolution
– respect for human life and dignity, human rights, democracy and good governance
– intercultural understanding and a sense of human fellowship

Below is a more detailed synthesis of some of the key aims and objectives stated in curricula and syllabuses used across Africa, organised here according to three overarching categories:

Knowledge, skills and attitudes specific to history as a school subject

– understanding of the relevance of studying history
– interest in, and curiosity about, the past
– appreciation of heritage and its conservation
– familiarity with historical vocabulary and concepts, such as causes and consequences, continuity and change, development, historical evidence, interrelationships and interaction, etc.
– understanding of the relativity of history
– capacity to locate events in time and space
– appreciation of the place of national and African history in global history
– understanding of one's own environment and own life experience, as well as of global and emerging issues
– capacity to make connections between the past and the present
– capacity to engage in historical analysis and interpretation, and to reconstruct the past through data collection, organisation, comparison, synthesis, analysis, interpretation, evaluation, presentation, reporting/ writing, etc.
– familiarity with, and ability to apply, historical methods, i. e. through fieldwork and interviews
– ability to work with historical sources, i. e. to identify, read and interpret sources and to assess their relevance, credibility and reliability
– capacity to formulate and debate hypotheses and arguments
– ability to compare and reflect on multiple perspectives and points of view related to the past, and understand why differences exist

– capacity to understand the complexity of history and to consider the multiplicity of factors influencing history

Generic skills and attitudes

– study skills, self-assessment, self-motivation, self-discipline, self-improvement
– resilience, perseverance
– spirit of initiative, resourcefulness
– scientific spirit and rigour
– intellectual curiosity
– critical thinking
– reflectiveness
– independent thinking
– creative thinking
– problem solving and decision making
– objectivity
– skills for enquiry and research
– communication and IT skills
– management skills
– interpersonal and social skills: cooperation, empathy, respect for different views
– capacity to formulate problems and questions
– capacity to select, collect and use (different) sources and information
– ability to engage in analysis from different perspectives
– capacity to distinguish between true and false

Social and civic values and attitudes

– commitment to positive values, attitudes and behaviour, i.e. moral, ethical, spiritual, cultural, social and aesthetic values
– commitment to active and responsible citizenship
– respect for civic responsibilities and obligations; a sense of service and duty
– respect for national institutions, symbols, constitution and laws
– sense of collective belonging and a social consciousness

- patriotism: love and loyalty towards one's country
- nationalism, national identity and consciousness
- appreciation and respect for, pride in, and contribution to, cultural heritage and traditional values
- commitment to a better future
- commitment to unity, fraternity, solidarity
- appreciation of, and respect for, differences and diversity
- open-mindedness and tolerance
- willingness and capacity to challenge prejudices
- commitment to social inclusiveness, equality and (social) justice
- commitment to peace, harmonious coexistence, peaceful conflict resolution, reconciliation
- respect for human life and dignity, human rights, freedom of speech, democracy, good governance
- commitment to global and international understanding, international integration and cooperation, intercultural understanding, human fellowship
- commitment to living uprightly: honesty, integrity, self-discipline, self-improvement, self-confidence, assertiveness, self-reliance, self-awareness, self-fulfilment
- productiveness, good work ethic, leadership skills
- capacity to succeed in a quickly changing and interdependent world
- commitment to using knowledge for the development of the country and national culture

3.2   Testing and Assessment Methods in History

The stakeholder survey complemented the above-mentioned review by investigating the nature of testing and assessment methods in history education used across Africa in pursuit of these various aims and objectives.

- As indicated by the stakeholders who participated in this study, the predominant method across Africa is written assessment.
- Written assessments mostly take the form of open questions, multiple-choice questions and essay writing, in this order of frequency.
- The surveyed stakeholders mentioned more sporadic use of alternative

assessment methods such as source-based questions and investigation or project work, which are generally considered to be among the methods central to meaningful, critical history education.

3.3   Approaches to History Teaching and Learning

National curricula in Africa on the subject of history show a combination of the study of:
– local history, i. e. the history of the students' village, town or region
– national history
– regional history, including: i) studying the history of specific countries through the use of comparative case studies, for instance on the theme of colonisation and decolonisation; and ii) the history of regional relations and the analysis of cross-border effects of local and national developments at a broader regional level
– (pan-)African history
– world history

While there are clear national variations in geographical focus across African curricula, a number of trends are discernible in this respect:
– At primary level, the focus is often on local and national history, sometimes in combination with African or regional history.
– At secondary level, a chronological cross-regional approach is typically adopted in each school year group, covering concomitant developments in national, African and world history.
– Usually, only the final year at secondary level covers national and African post-independence history, with variations in extent and depth from country to country.

3.4   Principal Themes and Topics Taught in African History

A cursory review of national curricula used in African countries shows that a number of principal topics are commonly taught in African history across the continent. They include:

- an introduction to the study of history as a discipline
- African prehistory, including the study of early humankind in Africa and its progress or evolution
- early African civilisations and states, kingdoms and empires
- Islam and its expansion in Africa
- European explorations, early contacts and the spread of Christianity
- slavery and the slave trade
- the European "scramble" for and partition of Africa
- European colonisation/imperialism in Africa and African responses, including resistance and collaboration
- the two world wars and the Cold War in Africa
- African nationalism and the struggle for independence: this topic frequently includes comparison of violent and non-violent forms of struggle in Anglophone, Francophone and Lusophone Africa
- apartheid and people's resistance and struggle against apartheid
- post-independence Africa

3.5   Coverage of Post-independence African History

A review of curricula used across the continent shows that, with few exceptions, the history of Africa post-independence is particularly overlooked in the study of history. Often, only a couple of hours are allocated to the study of this period, which is typically taught within a unit or chapter on "African liberation movements and independence" or "decolonisation".

In relation to this most recent historical period, the focus is on examining political, social, economic, and foreign policies. Curricula address such issues as democratisation, elections, constitutions and constitutional amendment, and economic systems and related ideologies and philosophies.

There is also strong emphasis on challenges, problems and obstacles that have hindered social and economic development in post-independence Africa. Curricula often include discussions on the question of under-development (including its causes, its manifestations and its effects) and on the successes and failures of the steps taken to solve a list of problems that are frequently mentioned in the curricula as plaguing post-independence

Africa. The Namibian history curriculum, for instance, speaks of Africa's "struggle for political independence and democracy" and of the "struggle for economic development" since independence.

Among the "problems" mentioned in national curricula in relation to Africa's contemporary history are phenomena including:
- political instability
- single-party rule, military coups and military rule
- absence of democracy and of rule of law
- chronic corruption
- civil wars and human rights violations
- tribalism, religious differences and regional imbalances
- interterritorial boundary disputes
- neo-colonialism, economic dependence, and acculturation
- poverty, unemployment and illiteracy
- famine/hunger/malnutrition and disease, specifically HIV/AIDS
- demographic problems
- issues relating to refugees[5]

In addition to their focus on the many problems and challenges said to characterise post-independence Africa, curricula pay considerable attention to the search for African unity and the establishment of continental and regional cooperation in Africa. A special place is given to the African Union and its predecessor, including discussion of its origins, aims, structure, functions, actions, achievements, weaknesses and failures, and impact, as well as to regional organisations such as COMESA, EAC, SADC and ECOWAS.[6]

It is precisely the teaching of these topics, as will be illustrated later, which represents both a major challenge to curriculum development and implementation and an opportunity to mainstream the concept of "learning to live together" within African curricula.

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5 In Kenya, students are supposed to study the cases of DR Congo and Tanzania; in Angola, the cases of DR Congo and Congo; in Mozambique, the cases of Sudan, Morocco, Chad and DR Congo.
6 Common Market for Eastern and Southern Africa, East African Community, Southern African Development Community and Economic Community of West African States.

3.6   Coverage of Recent National Histories

In relation to the study of national post-independence history in particular,
the curricular review again revealed great variation across the continent.
Three main groups of countries were identified in this respect, each showing
different degrees of confrontation with their recent, and largely turbulent,
past in their curricula.
–   Several countries completely omit or barely mention their recent history.
    This is the case, for instance, in Burundi, Sierra Leone and Uganda. In
    Burundi, the study of national history ends with the departure of the
    Belgian colonisers in 1962.
–   Other countries only briefly examine national post-independence his-
    tory. This is the case, for instance, in Burkina Faso, where a single 2-hour
    teaching unit in the final year of secondary school (*classe terminale*) is
    expected to cover "The political evolution of Burkina Faso from 1960 to
    the present day".
–   In the third group of countries, particularly sensitive issues from recent
    history are extensively covered, including coups, civil wars, mass vio-
    lence and democratisation, peacebuilding and reconciliation processes.
    This is the case, for instance, in Angola, Liberia, Mozambique, Rwanda
    and South Africa.

3.7   Sensitive Issues in African History

When asked to identify particularly sensitive issues in history teaching in
their respective countries, education stakeholders who participated in the
survey and/or in the Abidjan workshop confirmed the daunting challenges
involved in addressing the recent past.
    Stakeholders from across the continent mentioned the difficulties in-
volved in teaching about events in recent national history that have been
marked by political crises, violence and injustice. They explained the origins
of these challenges by referring to the frequent distortion of historical facts,
the lack of in-depth academic treatment of such subjects and the unavail-
ability of relevant documentation and reliable sources. A stakeholder from
Burundi, for instance, indicated that post-independence history in his

country had been the object of such controversy that it was yet to be integrated into school curricula.

A number of specific sensitive and controversial topics were mentioned by stakeholders in relation to their respective countries' recent history. Among them were issues related to:
– independence and liberation struggles (Cape Verde, Kenya, Malawi)
– post-independence revolutions (Zanzibar)
– socio-political crises (Côte d'Ivoire)
– political assassinations (Kenya)
– civil wars (Mozambique, South Sudan)
– elections and post-election violence (Kenya)
– regional relations (DR Congo)
– land issues as a historical legacy (Kenya)

Controversial and sensitive topics were also mentioned in relation to the less recent past. Examples of such topics include:
– evolution vs. creation
– group origins and migration[7]
– ancient kingdoms and empires, and the succession of power
– Islamisation
– slavery and the slave trade
– colonisation, resistance and related violence and collaboration

More generally, various stakeholders highlighted the challenges involved in writing and teaching history in "multicultural, multi-ethnic, multi-religious and multilingual" societies. Stakeholders from Ethiopia and South Sudan, in particular, mentioned the challenges that faced their countries in the development of a common, inclusive and representative history of the nation. Stakeholders from South Sudan, for instance, pointed to a "lack of common history among communities," explaining that "all the 65 ethnic groups in South Sudan would like their history to be included".

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7 A participant from Chad, for instance, reported this controversial issue to have been the source of a conflict in 2005 which resulted in one fatality.

4.   Textbooks in the History Classroom

In addition to curriculum issues, questions related to textbooks appear to be a major concern across Africa and an obstacle to quality history education. Respondents to the survey and participants in the Abidjan workshop highlighted both the critical importance of these educational media for curriculum implementation and their chronic unavailability in school classrooms.

4.1   Importance of Textbooks

Without exception, textbooks were considered by those participating in the study to be very important classroom resources across Africa, especially, according to one stakeholder from Madagascar, in contexts characterised by poor initial teacher training.

4.2   Textbook Provision and Availability

With rare exceptions, however, textbook availability was widely considered to remain a major problem across the continent. Stakeholders over-whelmingly pointed to a severe shortage of schoolbooks and an inadequate supply to schools, especially for learners at secondary level. Respondents highlighted two central predicaments:
– Several participants emphasised a problem relating to the inaccessibility of existing material. One stakeholder from Ghana referred to the general difficulty of "laying hands on the recommended textbook" in this country.
– Others indicated the complete absence or severe scarcity of history textbooks conforming to current curricula, especially at secondary school level. Stakeholders from Congo, Mali and South Sudan named problems in this regard. Describing a similar experience, a survey respondent from Madagascar explained that the latest reforms, undertaken in 2009, only encompassed the revision of school curricula, with no attention having been paid to revising existing textbooks. One of the

implications of textbook unavailability, according to this Malagasy stakeholder, was the worrying situation of teachers having to rely on their old, and often "inaccurate", books and notes in the classroom.

– In a related vein, several references were made to the domination of the textbook market by non-African publishers, whose products are often more expensive and thus less accessible, as well as being less relevant to the African context and frequently not corresponding with national curricula. One stakeholder from Burkina Faso lamented that while the curriculum may be devoid of controversial and sensitive issues, some of these issues appear in textbooks produced by foreign publishing houses.

4.3 Causes of Textbook Scarcity

The following factors appeared among the main causes of textbook scarcity mentioned by education stakeholders across Africa:

– financial constraints and a lack of funds for developing, printing (and distributing) textbooks came at the top of the list. Related issues raised by study participants included:
– high production costs resulting in high textbook prices on the market, limiting accessibility of books to learners, especially at upper secondary level
– the low priority placed on history textbooks in state assistance schemes compared to subjects such as languages, maths and sciences; this means it is often up to students' parents to purchase history textbooks
– parents' struggle to afford history textbooks due to generalised poverty
– an insufficient number of textbooks for increasing numbers of students, which means multiple students may need to share one textbook

Additional obstacles uncovered by the survey include:

– a lack of specialist capacity for textbook production, notably a lack of well-trained local textbook authors
– the absence of a political vision regarding education policy, specifically with regard to textbooks
– problems with distribution, which respondents reported to be irregular, unmonitored, slow and inefficient. One stakeholder from Lesotho ob-

served that in cases where the state had introduced a book rental scheme, the replacement of stolen or damaged books had taken excessively long periods of time.

5. Students' Assessment of Present Challenges and Opportunities in History Education

This section complements the findings discussed so far by presenting some of the key results from a multi-year survey of secondary school students in Rwanda, Burundi and DR Congo. Its aim was to further assess the state of history education in selected African countries from the perspectives of its key beneficiaries, whose voice has often been neglected and marginalised in the discussion.

5.1   School History as a Key Source of Historical and Civic Knowledge

First of all, the student survey indicated the central role of schools in informing young people about the past. Across the three countries surveyed, the learners widely recognised their schools as being among the most important, if not *the* most important, source of their historical knowledge. Schools were followed by the media, books and the family. Historical sites, such as museums, monuments and memorial sites rarely received a mention; this finding points to a missed opportunity in terms of employing heritage sites as resources for historical teaching and learning.

The study further indicated students' widespread appreciation of history as a school subject and their understanding of it as a learning area with great social and civic value. History was appreciated for allowing younger generations "to understand the present and prepare for the future". Young people broadly believed this subject area to possess the capacity to offer important lessons by exposing past mistakes to be avoided and illuminating good practices that could be revived. The participants felt that history, in transmitting such lessons, had the power to inspire young people to work towards a future characterised by peace, democracy and prosperity.

Knowledge of African history in particular was believed by many respondents to be important in enabling young people to both understand the reasons for their continent's marginal place on the international scene and to take action to rectify this situation.

Despite highlighting such positive aspects, the study also cast light on students' widespread dissatisfaction with the current state of teaching and learning history in their countries.

5.2   Views on Curriculum Content

Students in Burundi, DR Congo and Rwanda who participated in the survey expressed dissatisfaction primarily in relation to the curriculum content they are taught.

–   Students across the region underscored the need to revise the extant curriculum in terms of making it more relevant to the specific context of its delivery. They expressed a wish for the prioritisation of and emphasis on the study of national and African history – *"l'histoire de chez moi/ de chez nous"* ("our history", more literally "the history of my/our home") – which they said "concerns us directly and which will help us later", but of which many felt they had poor knowledge. In this context, several students advised their respective governments to increase the number of hours allocated to the study of this history as well as to organise optional extra-curricular activities such as youth history clubs.

–   In relation to national history in particular, numerous students urged teachers to teach the whole of history ("point by point"), including both its positive and negative sides. They highlighted the need to address more thoroughly the neglected study of the recent violent past of intergroup conflict, war and genocide. Several students, particularly in Burundi, spoke of a history "hidden" by curriculum planners and avoided by teachers when confronted with sensitive questions in the classroom.

–   Students' interest in the recent troubled past frequently stemmed from a desire to understand tragic events that had affected them personally (for example, "because I lost a big part of my family and I am suffering its consequences"), or, alternatively, from a wish to be informed about a significant event of which they had had no direct experience (for in-

stance, "because I wasn't yet born"; "because I was born abroad" [as a refugee]). This interest also derived from a desire to learn how to prevent the "return of this bad side of history" by enabling its causes to be understood and addressed.

5.3   Views on Pedagogical Approaches

Dissatisfaction among students in Burundi, DR Congo and Rwanda was also evident in relation to the pedagogical approaches used to teach the history curriculum in the classroom.

– Students across the region denounced current classroom practices, which primarily required the mere memorisation of facts and dates, and which involved "wasting time" copying teachers' notes from the black-board. They emphasised the need to introduce more democratic, en-gaging and active approaches to teaching and learning history and to create more space for explanations, questions and discussions in the classroom.

– In advocating for change in this respect, the surveyed students stressed the urgency of greater investment in teacher training and support as well as the importance of resolving the chronic shortage of learning material, notably of textbooks. Several among them declared they had never owned a student's book and that they had seen their teachers rely on only one or two books during their history classes.

– Students across the region called for the production and use of a variety of teaching and learning resources, including documentary films, maps, comics, drama, music and interactive multimedia resources. They also proposed the regular organisation of seminars, debates and competitions ("*concours de Genie en herbe*") and of field trips to historical sites and museums.

– In addition, students in the region argued in favour of adopting a practical approach of "learning by doing". They called for increased opportunities for young people to conduct individual and group research projects and fieldwork in order to discover the past for themselves.

Together, the findings of the analyses presented in this publication point to a series of challenges and opportunities related to history education and its present and potential contribution to preparing African learners for life in the twenty-first century. Part Two of this study will focus closely on aspects of history's capacity in this respect. Specifically it will examine current strategies to integrate the pressing concern for a "culture of peace" into history curricula across the continent.

Part Two.
Preparing Learners for the Challenges of the Twenty-first Century: Mainstreaming "Learning to Live Together" into History Education

6. International Discourse on History Education, Conflict and Peace

"Learning to live together" has become a key education objective and a broad and holistic framework for "transformative education" in the twenty-first century, increasingly advocated by international actors and embraced by local and national education stakeholders around the world. In recent years, education on the theme of "learning to live together" has developed into a fashionable field of study and practice which encompasses a wide range of sub-fields and themes, including citizenship education, peace education, human rights education and values and life skills education. Proponents of this holistic framework have advocated for a systematic approach to integrating such issues, and the related knowledge, values, skills and competencies, into school curricula in order to more effectively and sustainably enable education to play a positive role in society as a vector of a "culture of peace".[8]

   A number of studies and reports have highlighted the relevance of

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[8] See for example, Margaret Sinclair, *Learning to Live Together: Designing Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights.* Eschborn: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH in collaboration with UNESCO International Bureau of Education (IBE) 2008; UNESCO, *Learning to Live Together: Education Policies and Realities in the Asia-Pacific.* Paris: UNESCO 2014.

studying the past for the goal of "learning to live together".[9] They have pointed to general principles and lessons learned on why we need to take history teaching seriously and how this subject area can contribute to either conflict and violence or to peace and social cohesion. The section that follows gives an overview of the findings that have emerged from this research.

6.1   Why Do we Need to Take History Teaching Seriously? Implications of History for a "Culture of Peace"

There are numerous reasons why history should be taken seriously when it comes to devising educational programmes aimed at effectively preparing younger generations for the challenges of the twenty-first century:

- Our view on the past influences our understanding of the present and shapes our present attitudes and behaviour, including the ways in which we relate to others.
- History teaching can act as an obstacle to peace and can be a source of conflict if, for example, it promotes bias and prejudice.
- Conversely, history education, if practised responsibly, can be a channel for a culture of peace, human rights and democracy and for responsible democratic citizenship and intercultural dialogue. History education has a crucial role to play in shaping processes that promote learning how to live together, in preventing violence and conflict, in promoting democratic culture and in protecting young people from dangerous manipulation.

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9 See for example, Denise Bentrovato, "History Textbook Writing in Post-conflict Societies: From Battlefield to Site and Means of Conflict Transformation." *History Education and Conflict Transformation: Social Psychological Theories, History Teaching and Reconciliation*, edited by Charis Psaltis, Mario Carretero and Sabina Čehajić-Clancy, Basingstoke, UK: Palgrave Macmillan 2017: 37–76; Denise Bentrovato, Karina V. Korostelina and Martina Schulze (eds.)*, History Can Bite: History Education in Divided and Postwar Societies.* Göttingen: V&R Unipress 2016; Elizabeth A. Cole, *Teaching the Violent Past: History Education and Reconciliation.* Lanham, Md.: Rowman & Littlefield Publishers, 2007; Karina Korostelina and Simone Lässig (eds.), *History Education and Postconflict Reconciliation: Reconsidering Joint Textbook Projects.* Abingdon, UK: Routledge 2013.

6.2   Practices in History Teaching as Obstacles to Peace

Work in history education should always be based on the awareness and understanding that the way history is taught can counter peace and democracy and indeed can contribute to conflict by promoting oppression and the violation of individual and collective human rights and needs. Ample evidence exists of cases in which history has been misused and abused, fuelling tensions among communities and between nations around the world.[10]

These worldwide experiences indicate a number of practices in history teaching which can be considered problematic in this regard and possibly conducive to conflict, and whose effect is often exacerbated through simultaneous use. Among these are:

– the teaching of a single, official history, presenting a particular version and interpretation of the past as the sole legitimate truth to be uncritically internalised by learners
– the teaching of a history that glosses over diversity, showing disregard for the cultural identity and heritage of some groupings within society while promoting societal homogenisation and assimilation into dominant national cultures
– the promotion of exclusion and the denial of the narratives, experiences and views of marginalised groups, notably of minorities
– the inclusion of negative depictions of specific groups and the transmission of xenophobic ideas, stereotypes and prejudices (racial, gender-related, etc.)
– the teaching of excessively nationalistic and Manichean histories, constructing dichotomies of "us" versus "them"

10 See for example, Denise Bentrovato, Karina V. Korostelina and Martina Schulze (eds.)*, History Can Bite*; Augusta Dimou (ed.), *"Transition" and the Politics of History Education in Southeast Europe.* Göttingen: V&R Unipress 2009; Resource Centre on EuroMiddle East Affairs (EUROMID), "The Role of Textbooks in the Middle East Conflict" (2006), last retrieved 22 August 2017 from http://www.europarl.europa.eu/meetdocs/2004_2009/documents/fd/il20062006_05/il20062006_05en.pdf; Steffi Richter (ed.), *Contested Views of a Common Past: Revisions of History in Contemporary East Asia.* Frankfurt am Main/New York: Campus 2008; Pilvi Torsti, "How to Deal with a Difficult Past? History Textbooks Supporting Enemy Images in Post-war Bosnia-Herzegovina," *Journal of Curriculum Studies* 39 (1) 2007: 77–96.

– emphasis on political history and the reduction of the past to a litany of wars
– the teaching of a history eulogising political leaders in power and glorifying war and militant patriotism
– the teaching of simplistic and one-dimensional histories, masking complexity and ambiguity and obscuring controversy

6.3   Practices in History Teaching as Contributors to Peace

International discourse in the field of (post-conflict) history education points to a number of alternative approaches that can be considered more promising in furthering a culture of peace and democracy.[11] Among these are:

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11 See for example, Elizabeth A. Cole, *Teaching the Violent Past*; Council of Europe, *Recommendation (2001)15 of the Committee of Ministers to Member States on History Teaching in Twenty-First-Century Europe*, 2001, retrieved 22 August 2017 from https://rm.coe.int/16805e2c31; Council of Europe, *Recommendation 1880 (2009)1 History Teaching in Conflict and Post-Conflict Areas*, 2009, retrieved 22 August 2017 from http://assembly.coe.int/nw/xml/XRef/Xref-XML2HTML-en.asp?fileid=17765&lang=en; Un-suk Han, Takahiro Kondo, Biao Yang and Falk Pingel, *History Education and Reconciliation: Comparative Perspectives on East Asia,* Frankfurt am Main: Peter Lang 2012; Karina Korostelina and Simone Lässig (eds.), *History Education and Postconflict Reconciliation*; Alan McCully, "History Teaching, Conflict and the Legacy of the Past," *Education, Citizenship and Social Justice* 7 (2) 2012: 145–59; Mariana Milosheva and David Krushe, *Out of the Broken Mirror: Learning for Reconciliation Through Multiperspective History Teaching in Southeast Europe*, n.p.: USAID 2010; Tatiana Minkina-Milko, "Teaching and Learning History for Strengthening Reconciliation and the Peace-building Process: Experience of the Council of Europe." *Rethinking Education for Social Cohesion: International Case Studies*, edited by Maha Shuay, Basingstoke, UK: Palgrave Macmillan, 2012: 232–243; Falk Pingel, "Can Truth be Negotiated? History Textbook Revision as a Means to Reconciliation," *Annals of the American Academy of Political and Social Science* 617, 2008: 181–98; Charis Psaltis, Mario Carretero and Sabina Čehajić-Clancy (eds.), *History Education and Conflict Transformation: Social Psychological Theories, History Teaching and Reconciliation*, Basingstoke, UK: Palgrave Macmillan 2017; Robert Stradling, *Multi-perspectivity in History Teaching: a Guide for Teachers*, Strasbourg: Council of Europe 2003; UNESCO, *A Handbook for the Improvement of Textbooks and Teaching Materials as Aids to International Understanding*, Paris: UNESCO 1949.

- the teaching of inclusive histories which respect and appreciate diversity and which acknowledge and value the contributions of different identity groups without discrimination
- the teaching of histories free of prejudice and stereotypes
- the balancing of political history and the history of "great men" with social and cultural history that takes into account the experiences of "ordinary people"
- the teaching of shared histories, exploring shared historical experiences and historical cases of convergence, interaction and mutual influence
- the adoption of an active, learner-centred inquiry-based approach to learning history, encouraging critical thinking skills and thus potentially decreasing young people's vulnerability to manipulation and indoctrination by enabling them to make informed and independent judgements and decisions and take responsibility for their actions and the consequences thereof
- the teaching of a multi-faceted and multi-dimensional history which helps students recognise and navigate complexity, ambiguity and controversy by critically examining existing evidence and diverging interpretations of past events
- the adoption of an approach that embraces multiperspectivity, encouraging students to critically examine and understand the past (and the present) from a range of different angles and points of view
- the nurturing of students' understanding and empathy towards others through encouraging the adoption of differing or opposing perspectives
- the stimulation of engagement in democratic and participatory practices and processes through the provision of an open and safe space for dialogue and debate and opportunities for group work
- the creation of a dialogue between the past and the present, helping students understand and deal with historical legacies and contemporary realities related to them

It is widely understood that, through such approaches, history education has the potential to foster open-mindedness, respect for difference, mutual understanding and cooperation among students, while simultaneously nurturing a sense of belonging to a common humanity.

7.   Current Strategies to Mainstream a "Culture of Peace" into History Education

This section illustrates several examples of ways in which history curricula across Africa have mainstreamed a concern for promoting social cohesion and "learning to live together" through content choices and the adoption of particular historical and pedagogical approaches. It presents strategies through which the study of the past in Africa has been used to promote respect for cultural diversity and inclusiveness, human rights, conflict resolution, reconciliation and peaceful coexistence, as well as seeking to nurture the skills and understanding that are fundamental to preparing young people for informed and responsible citizenship.

It is worth noting here that in selecting examples of strategies to mainstream a concern for "learning to live together" into the study of African history, the author has attempted to refer to curricula from as diverse a sample of countries as possible. Several countries, most notably South Africa, will be the subject of more frequent references in this book on account of their particularly noteworthy and significant strategies in this regard.

7.1   "Unity in Diversity": Inclusive, Shared and Interconnected Histories

i.   The study of cultural diversity and exchanges from a historical perspective

Curricula across African countries frequently focus their attention on the history of their societies' cultural diversity and mutual exchange, often addressing these issues with the explicit aim of promoting intercultural and inter-ethnic understanding. They typically include historical lessons exploring:
– the origins and the histories of the migration and settlement of different ethnic and linguistic groups
– different groups' political and social structures, and their cultural and religious values, beliefs and practices

For example:

- In **Gambia,** a history lesson on "Ethnic groups of Senegambia", taught at upper secondary level (year 10),[12] explicitly aims to teach young people to "[a]ppreciate each other's culture, norms and values".

- In **Ghana,** a history lesson on "Our culture and national identity", also taught at upper secondary level (year 1) as part of the social studies course, poses the "problem" of a tendency in Ghana to use existing cultural difference "to divide rather than unite us". It then draws attention to the neglected "unifying force of our different cultures" and the "many elements in our varied cultural heritage which we can employ in building our national identity".

- In **Côte d'Ivoire,** the history course taught at lower secondary level (*classes 5ᵉ* and *4ᵉ*) similarly nurtures students' appreciation of the country's cultural diversity through lessons which address the origins and the historical settlement of its various peoples on Ivorian territory and outline their respective cultures and civilisations. A three-hour teaching unit, for example, on "The settlement of the peoples of Côte d'Ivoire from the XVII to the XVIII century" tackles issues of migration and cultural regions and links discussions on this historical topic to the political "crises" experienced in 2002 and 2011. It does so through the curriculum's common use of "*entrées par situation*", case-based learning enabling students to relate more easily to the content taught. The lesson encourages students to use historical research on migration and resulting intercultural contact and interactions to question existing opinions which present recent societal tensions as having a historical basis in the existence of a multitude of ethnic groups that lack a tradition of harmonious relations. This lesson goes beyond fostering students' critical understanding of society and of its historical and cultural background: it seeks to stimulate students' sense of civic engagement in post-war Côte d'Ivoire by encouraging "actions in favour of national cohesion".

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12 School years are referred to in accordance with the terminology used in the relevant country, which variously includes "grade", "year" and "form" in Anglophone countries and "classe" in Francophone countries.

ii.   The study of religious diversity and interaction from a historical
         perspective

In a related vein, several curricula show a concern with nurturing students'
appreciation of the religious diversity and interaction between faiths his-
torically present in their countries and consequently with promoting in-
terreligious understanding. Examples include the following:

– In **Ethiopia**, this concern is evident in a lesson on "The history of the
  people and settlement of Ethiopia and the Horn of Africa", taught in
  grade 5 as part of the social studies course, in which students are expected
  to learn about "The introduction of Christianity and Islam in the Horn".
  The objectives of this lesson are for Ethiopian students to both "[e]xpress
  recognition that [Ethiopia] is a multi-faith country" and "[a]ppreciate
  that the need for religious tolerance is not new". A similar emphasis is
  found in a history lesson on "Peoples and states in Ethiopia and the
  Horn" between 1270 and 1855, taught at upper secondary level (grade 9).
  Here, students are expected to "[i]dentify the main features of the
  Muslim states" and to "[p]oint out the existence of inter-related history
  between the Muslim states and the Christian highland kingdom."
– In **Burkina Faso**, related history lessons on the theme of "Islam and
  its expansion in Africa", proposed for use at lower secondary level
  (*classe 5^è*), are taught with a view to promoting interreligious under-
  standing and peaceful coexistence in society. Among the objectives of
  these lessons are that of "evoking the values of tolerance and solidarity
  advocated by Islam" and that of "addressing the concept of freedom of
  religion and belief".

iii.   The study of regional historical interactions and interconnections

In addition to taking account of cultural and religious diversity and inter-
actions in African history, several curricula demonstrate a concern with
highlighting regional historical interactions and interconnections within
Africa.

– In **Ethiopia**, a history lesson on "Peoples and states in Ethiopia and the
  Horn between [the] 1520s [and] 1855", taught at upper secondary level
  (grade 9), highlights "the inter-connections and inter-relations that ex-

isted among the various peoples and states of the Ethiopian region and also between the peoples and states of the Ethiopian region and those of the rest of the Horn of Africa." It emphasises long-distance trade as a factor connecting people in this region.

7.2   Social History and "History from Below"

i.   The study of the historical experiences of "ordinary people"

Showing a specific concern for inclusiveness, several curricula pay special attention to the lives and experiences of "ordinary people" in history. They include lessons on ordinary people's experiences of historical injustice and abuse. For example:

– In **Namibia**, a history lesson on "Namibia, 1884–1990", taught at secondary level, expects students to "understand how the lives of Namibians were affected by foreign rule".
– In **South Africa**, a lesson on the transatlantic slave trade, taught in grade 7 as part of the social sciences course, aims at ensuring students' understanding of "[w]hat it was like to be a plantation slave in the American South".

ii.   The study of the role of women in history

Several curricula pay specific attention to the role of women in African history and their historical contributions, a matter that has been long neglected and in some cases remains so.

– In **Burkina Faso**, history lessons on slavery and the slave trade and its abolition, taught at lower secondary level (*classe 4^{è}*), explicitly include a gender component. These lessons are expected to "emphasise the specific conditions of the slave-woman" and "the specific contribution of women to the abolition of the slave trade". A gender component is also included in a lesson on the post-independence period, whose purpose is to "highlight the contribution of women to [the country's] development".
– In various countries, such as **Botswana, Kenya, Namibia and Zambia**, women's (positive) role in history receives further emphasis in relation to

the national struggle for independence and, in the case of **South Africa**, in the struggle against apartheid.

iii.   The study of the role of children in history

Similarly, several curricula pay specific attention to the role of children in history, and to children's rights, including their abuse and protection.

– In **Burkina Faso**, history lessons on the country's pre-colonial empires, states and kingdoms, taught at lower secondary level (*classe 4$^{\grave{e}}$*), feature child-centred topics, addressing "the place and role of children in western and southern Burkina Faso". A concern for the inclusion of child-centred topics is also shown in a lesson on the more recent post-independence period, in relation to which Burkinabé teachers are expected to "highlight violations of children's rights", drawing attention to such issues as "child soldiers, children [as] victims of war, child trafficking, [and] out-of-school children".

– Similarly, in **Zimbabwe**, a history lesson on post-independence Africa, taught at lower secondary level, is expected to discuss violations of children's rights during wars and the promotion and protection of children's rights by the African Union.

Occasionally, the use of oral history and historical biographies provides students with an opportunity to reflect on perspectives "from below."

– In **South Africa** in particular, school lessons on apartheid propose an oral history research project on the laws of the era for the purpose of studying, through interviews with contemporary witnesses, "[h]ow apartheid affected people's lives and how people responded". The study of apartheid and resistance also makes use of brief biographies of non-violent activists, including women, i.e. Helen Joseph and Lillian Ngoyi. Similarly, South African lessons on the slave trade include the biographies of leading abolitionists, i.e. Harriet Tubman and John Brown.

7.3   The Study of Human Rights Abuses and Conflicts and Their Resolution and Legacy from a Historical Perspective

i.   The study of human rights and human rights violations

As indicated above, several history curricula in Africa raise students' awareness of, and seek to inspire their commitment to, social justice and human rights by specifically addressing such issues from a historical perspective. They do so through the study of historical cases of violations of human rights and the study of resistance and struggles against injustice and abuse.

– In **Burkina Faso**, for instance, history lessons on slavery and the slave trade are expected to emphasise "the need to respect human rights (non-discrimination, racial equality, rejection of torture and cruel and degrading treatment)" and "the need for tolerance and acceptance of others". Their objectives include the inspiration of "solidarity with oppressed peoples and the rejection of oppression".

– Again in Burkina Faso, a lesson on African decolonisation and the struggle for independence is expected to "highlight the values of peace, tolerance, unity, [and] resistance to all form[s] of discrimination".

ii.   The study of traditional systems of conflict resolution

Several curricula aim to educate students to "live together" by drawing from the (national) past and from heritage and tradition in order to encourage appreciation of home-grown historical mechanisms established to preserve harmony in society. Such lessons serve the purpose of giving evidence of peaceful and constructive interactions in history and helping root learners' present commitment to peace in past practices.

– In **Côte d'Ivoire**, the history curriculum taught at lower secondary level (*classe 4^{è}*) includes a six-hour unit on the traditional mechanisms of conflict prevention and resolution that have historically existed in the country. The topic is introduced through an "*example de situation*" (case-study) that links the past and the present by mentioning the recent presence of the International Red Cross and their role in the promotion of international humanitarian law in Côte d'Ivoire and by affirming the

existence of comparable mechanisms in Ivorian traditional societies as integral parts of their socio-political organisation. Specifically, this unit teaches about the "types of alliance" and "rules of conflict management" in which the peoples of Côte d'Ivoire historically engaged. Again, this historical lesson pursues the objective of inspiring students to civic action "for the promotion of peace". It includes practical activities encouraging students to create awareness-raising slogans and artistic performances on the respect for human dignity in times of war.

iii.   The study of recent violent conflicts, their causes and resolution

Several curricula address recent past conflicts in African history in order to promote students' understanding of their causes, courses and consequences and of processes aimed at resolving conflict and moving towards peace and social cohesion.

– In **Côte d'Ivoire**, three to four hours of teaching time in *classe 3^è* is dedicated to "[t]he socio-political crises of independent Africa", drawing on the specific cases of "[t]he Biafra war" or "[t]he Rwanda war". Starting with an *exemple de situation*, it engages Ivorian learners by referring to the mass media's daily reporting of wars and "chronic political instability that dangerously hinders the continent's economic boom." The civic purpose of this historical lesson is made explicitly clear: among its objectives is to ensure that the country's youth is informed about such conflicts so as to "help stop the spiral of crises".

iv.   The study of post-conflict transitional justice, peacebuilding and democratisation

In rare cases in Africa, history curricula include critical discussions on recent processes of post-conflict transitional justice, peacebuilding and democratisation.

– One of the most prominent examples of a curriculum featuring these issues is that of **South Africa** where the study of history in grade 12 confronts younger generations with the question: "how did South Africans come to terms with the Apartheid past?" Issues explored in relation to this curricular content include the reasons why the country opted to

establish a Truth and Reconciliation Commission (TRC) and what possible alternatives there might have been, such as the pursuit of justice through criminal prosecution. The curriculum does not romanticise this process; instead it promotes an understanding of its complexities and ambiguities by including discussions on the debates and controversies that arose around the work of the commission.

7.4   Pedagogical Strategies for the Study of Shared yet Divisive Histories

i.   Multi-faceted understanding: multiperspectivity and complexity

On occasion, African curricula feature specific, promising pedagogical approaches which seek to further promote a respect for inclusiveness and for complexity in addressing shared, yet often divisive, histories. Multiperspectivity is among such strategies. In post-conflict and contested societies, this approach appears particularly meaningful and instructive for the purpose of fostering mutual understanding and social cohesion, especially where there is a need to address emotive pasts involving conflict and violence.

– In **South Africa**, for instance, a teaching unit on "The South African War" (1899–1902) encourages students to understand the event by exploring the experiences of both Afrikaners and black South Africans in the war, as well as of women specifically.

– In **Swaziland**, a lesson on apartheid in South Africa aims to help students understand "the different attitudes amongst White South Africans towards apartheid". This lesson represents an attempt to challenge simplistic and Manichean generalisations, prompting students to critically examine the question of whether "all White South Africans support[ed] apartheid".

ii.   Situated understanding: contextualisation and comparison

A sense of perspective and complexity, which may serve as an antidote to dangerous simplifications and generalisations that run the risk of consolidating Manichean societal dichotomies, may also emerge through

practices which promote an understanding of a (violent) past within its specific local and global historical context.

–   In **South Africa**, for instance, apartheid is again studied within a broader global context in order to address the question "How unique was Apartheid?" The era is placed within a context marked by "the global pervasiveness of racism and segregation in the 1920s and 1930s" and "a wider global resistance to racism, the erosion of human rights and civil liberties".

iii.   Conceptual understanding: critical examination of concepts underlying historical injustice

Occasionally, the analysis found instances of the promotion of a profound and sophisticated understanding of historical and societal conflict and violence, and of their often enduring legacy, through the inclusion in the study of history of a critical examination of the underlying concepts and social constructs which have historically served as legitimising rationales for human rights violations.

–   In **South Africa** in particular, history for grade-11 students adopts a thematic approach, complemented by historically contextualised case studies, to key concepts and theories of "imperialism, capitalism, communism, racism and nationalism", highlighting their significance in recent history. Among other things, the history curriculum for this year group addresses "[i]deas of race in the late 19th and 20th centuries" and the consequences of their application through state policies and legislation. The curriculum presents two international case studies (the Aboriginal peoples of Australia and the Holocaust in the era of Nazi Germany) to illustrate and enable students to reflect on the "danger" arising from theories of race and eugenics, namely "prejudice, stereotyping, loss of dignity, dehumanising of people and their use to justify colonialism, discrimination and genocide on the basis of race in many parts of the world".

–   Related history lessons for the same year group discuss and illustrate "the two faces of nationalism", namely the "positive", "unifying" side, which arises through its provision of "a sense of belonging and identity", and the "negative" side, manifest in "exclusion, xenophobia, war and ethnic

cleansing." Case studies cited here include the rise of African and Afri-kaner nationalism in South Africa and of Arab and Jewish nationalism in the Middle East. In line with a multiperspective approach, the emphasis in the study of the latter case is on promoting an "understanding of nationalisms in this region [the Middle East] from both perspectives." These lessons aim at promoting students' critical reflection on how nations are defined, and on issues of national belonging and of related processes and mechanisms of inclusion and exclusion.

7.5 Dialogue between Past and Present: Reflection on Lessons from History for the Present

Several curricula include lessons geared towards helping students to understand and deal with current issues that have their roots in historical events, notably by encouraging them to create links between the taught past and the lived present and by prompting critical reflection on the lessons history can teach us today.

– Specifically, in **South Africa**, the history curriculum explicitly addresses questions such as: "What have we learnt from history?" and "How has studying the past helped us to draw lessons for present-day society?" Among other things, curricular policies show a concern with dealing with enduring issues of race, class, gender, ethnicity and xenophobia in South Africa and to prompt reflection on how lessons from history can help students recognise and confront related challenges in the present.

In summary, the examples detailed here and the inventory of current approaches in national history curricula across Africa bear witness to a concern among African policymakers and curriculum developers to instil in Africa's younger generations knowledge, skills, attitudes and values which may improve the prospects for sustainable peace by providing the best possible preparation for tackling current challenges and those lying ahead. While much has been achieved thus far, the challenges and opportunities related to the state of history education in Africa and its role in society remain numerous.

8.   Conclusion and Recommendations: Achievements, Challenges and Opportunities Identified by African Stakeholders

This final section of the book summarises some of the key achievements to date and outlines the current challenges and opportunities in the field of history education in Africa, which were identified by national stakeholders during the consultations that took place as a result of the survey and during the Abidjan workshop.

8.1   Achievements

Among the principal achievements reported by African education stakeholders are:
– evidence of an enhanced emphasis on the study of African history in all curricula
– evidence of strengthened African perspectives in the study of African history, as opposed to the historically prominent Eurocentric perspective
– the consequent promotion of a stronger sense of a common African group identity
– the inclusion of strategies aimed at mainstreaming "learning to live together" in the study of history, particularly the appreciation of cultural diversity

8.2   Challenges

Among the primary challenges identified by African stakeholders in relation to history education are:
– the general depreciation of the status of history within national curricula and the consequent reduction of opportunities to promote students' understanding of current issues and challenges on the basis of a thorough and critical examination of the past

- the dilution of history-related content as a result of its integration into social sciences or similar composite subjects
- insufficient hours allocated to the study of history, either as a stand-alone subject or within a composite subject
- the irregularity of curriculum revision activities and the consequent persistence of obsolete curricular content
- a lack of methodological guides and poor availability of textbooks
- the inaccessibility of useful historical resources, such as UNESCO's *General History of Africa (GHA)*
- a lack of attractive teaching materials and of sufficiently attractive or stimulating teaching methods, such as the use of visual resources and the organisation of field visits
- poor relevance and inadequate adaptation of textbooks to African realities
- insufficient use of local languages in history lessons
- inadequate teacher training
- a lack of political will and a consequent insufficient allocation of financial resources to the teaching of history

8.3   Recommendations

In the face of such challenges, African stakeholders made a number of key recommendations aimed at ensuring quality history education while promoting peace across the continent. They suggested the following action be taken:
- Make the nine volumes of UNESCO's *General History of Africa* available to curriculum developers in order to further the integration of the GHA into school curricula across Africa.
- Proceed to more regular and systematic curriculum and textbook revision to facilitate the teaching and learning of history to be adapted to contextual realities.
- Expand the space allocated to the teaching of recent national, regional and African history in schools in order to help young people understand and meet present-day challenges.

- Address sensitive issues relating to past violent conflict in order to help younger generations make sense of a difficult past which may have directly affected their lives, while simultaneously helping to nurture students' critical thinking as an antidote to political manipulation and indoctrination and encouraging them to commit to a peaceful present and future.
- Strengthen efforts to revise history curricula and textbooks with a view to integrating issues of human rights, social cohesion and a culture of peace. The inclusion of these issues and the use of examples drawn from history were considered especially relevant given the prevalence of conflict in numerous African countries.
- Invest in continuous professional training for curriculum developers and textbook authors in order to strengthen local capacity to teach history from an African perspective and to more systematically link the study of the past to learners' day-to-day life and realities, including conflicts they have possibly experienced.
- Develop a common core curriculum at sub-regional and continental level as a means to promote "living together" through the teaching and learning of history.
- Organise activities enabling stakeholders to share experiences and good practices in this field.
- Train teachers in the use of curricula and textbooks that introduce "learning to live together" to the study of history.
- Organise extracurricular activities for students, such as after-school clubs, to further nurture values relevant to "learning to live together".
- Create prizes and awards to encourage teachers and students to become more involved in the teaching and learning of history and of a "culture of peace".
- Encourage the use of information and communication technology (ICT) to make the study of history more attractive.
- Raise awareness among policymakers of the importance of the study of history in citizen formation and of the need to integrate the theme of "living together" into school curricula in order to promote political and social stability.
- Mobilise cooperation partners around the issue of teaching history and of "learning to live together" in Africa.

– Secure the engagement and support of international and inter-governmental organisations, notably the African Union and UNESCO, as well as other organisations such as the European Union.

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Appendix 1 – List of Contributors to the Mapping Exercise (Survey and Workshop Participants)

N°	Country	Name	Position
1	**Burkina Faso**	Kindo Sidy Boureima	Chef d'Inspection Histoire-Géographie et d'Education Civique
2		Mady Kabore	History Teacher
3	**Burundi**	Gashka Joel	Directeur du Bureau d'Etudes des Programmes de l'Enseignement Secondaire "BEPES"
4	**Cape Verde**	Teixeira Silva Cláudia	Minister Adviser
5	**Chad**	Mahamat Moctar Doungous	Centre National des Curricula – Département de la Formation de l'Evaluation et de la Recherche
6	**Congo**	Loamba Constant Noel Lafleur	Chef de Division Sciences Humaines
7	**Côte d'Ivoire**	Camara Pegagnan Simon	Inspecteur de l'Enseignement (Histoire-Géographie)
8		Kouakoussui Kouakou Jean-Baptiste	Inspecteur Général Coordonnateur Pédagogique Chargé de l'Enseignement Secondaire
9		Dibi Konan	Inspecteur Général Histoire-Géo
10		Bazie Clarisse	Conseiller Pédagogique Histoire-Géo
11		Nandjui Née Pitta Antoinette	Professeur d'Histoire-Géo au Lycée Sainte Marie

Continued

N°	Country	Name	Position
12	**DR Congo**	Mumba Kitenge Valentin	Chef de Division/Eps-inc Direction des Programmes Scolaires et Matériel Didactique
13		Bulabula Camille	Chef De Division/Eps-Inc Direction de Reformes et Innovations Educatives
14	**Ethiopia**	Makko Addisu Alemayehu	State Minister, General Education
15		Fuad Ibrahim	State Minister, General Education
16	**Gabon**	MvE Alain	Chef de Département
17		Mabala Antoine	Chef d'Inspection
18	**Ghana**	Seidu Mahama	Curriculum Developer
19		Osman bin Umar	Teacher (Head of Department)
20	**Guinea**	Diallo Dian Mamadou	Representative of UNESCO in Guinea
21	**Kenya**	Jane Wanjiru Nyaga	Assistant Director, Curriculum and Research Services Department Basic Education Division, Kenya Institute of Curriculum Development
22	**Lesotho**	Seboku Tsehloane	Subject Specialist (History)
23		Teboho Tsilane	Director-National Curriculum Development Center (NCDC)
24	**Madagascar**	Lahiniriko Denis Alexandre	Directeur, Direction des Curricula et des Intrants
25	**Malawi**	Anthony Manja	Principal Education Methods Advisor
26	**Mali**	Sidi Mohammed Ould Sidi	Doyen de la Faculté Histoire et Géographie de l'USSGB
27		N/A	Direction Nationale de la Pédagogie (DNP)
28	**Mauritius**	Dr. Seema Godburhun	Senior Lecturer
29	**Mozambique**	Samaria Tovela	Director General, TMDE
30	**Namibia**	Sakaria Siranda	Senior Education Officer
31	**Nigeria**	Prof. Monday Joshua	Executive Secretary of the National Commission of Colleges of Education
32		Prof. Ismail Junaidu	Acting Executive Secretary

Continued

N°	Country	Name	Position
33	**South Africa**	Pule Rakgoathe	Chief Education Specialist, Geography and History Curriculum Implementation and Quality Improvement (FET) Department of Basic Education
34	**South Sudan**	Dr. Kenneth Adam Masungu	Director for Curriculum
35		Avelino Androga Said	Director General; Directorate of Planning and Budgeting
36		Mading Manyok Anik	Secretary for Secondary School Exam
37	**Tanzania**	Dorothy Rowland Makunda	Senior Curriculum Coordinator for History, Tanzania Institute of Education
38	**Zanzibar (Tanzania)**	Suleiman Y. Ame	Director, Zanzibar Institute of Education

Appendix 2 – List of Curricula Analysed

Angola

INIDE (2012): *Programa de História – 7ª Classe. 1º Ciclo do Ensino Secundário. Programa aprovado pelo Ministério da Educação.* 2.ª Edição.

INIDE (2013): *Programa de História – 8ª Classe. 1º Ciclo do Ensino Secundário.* 2.ª Edição.

INIDE (2013): *Programa de História – 9ª Classe. 1º Ciclo do Ensino Secundário.* 2.ª Edição.

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INIDE (2012): *Programa de História – 11ª Classe. 2º Ciclo do Ensino Secundário.* 2.ª Edição.

INIDE (2012): *Programa de História – 12ª Classe. 2º Ciclo do Ensino Secundário.* 2.ª Edição.

Benin

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République du Benin, Ministère de l'Enseignement Secondaire de la Formation Technique et Professionnelle (2009): *Histoire et Géographie. Guide Pédagogique. Classes de Seconde A et B.*

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Botswana

Ministry of Education, Botswana (2010): *Botswana Lower Primary School Syllabus*, "Cultural Studies", 30–49.

Ministry of Education, Botswana (2010): *Botswana Junior School Syllabus*, "Social Studies", 488–512.

Ministry of Education, Botswana (2010): *Botswana Upper Primary School Syllabus*, "Social Studies", 205–221.

Ministry of Education and Skills Development (undated): *Primary Junior Secondary Syllabi. Social Studies.*

Republic of Botswana, Ministry of Education (undated): *Botswana General Certificate of Secondary Education. Teaching Syllabus History.*

Burkina Faso

Inspection d'Histoire-Géographie et d'Éducation Civique-DGIFPE (2010): *Programmes et Curricula d'Histoire-Géographie de l'Enseignement Postprimaire.*

Inspection d'Histoire-Géographie et d'Éducation Civique-DGIFPE (2010): *Programmes d'Histoire-Géographie de l'Enseignement Secondaire Général.*

Cameroon

Republic of Cameroon, Ministry of Secondary Education (2012): *Secondary Education Curriculum for the Observation Sub-Cycle. Subject Area: History, Geography, Citizenship Education.*

Cape Verde

Direcção Geral do Ensino Básico e Secundário (2012/2013): *Programa da Disciplina de História e Geografia de Cabo Verde 7º e 8º Ano (3º Ciclo do E. B.).* Versão para experimentação.

Direcção Geral do Ensino Básico e Secundário (2012): *Programa de História 9º e 10º Ano (1º Ciclo do E. S.).* Versão experimental.

Côte d'Ivoire

République de Côte d'Ivoire, Ministère de l'Education Nationale (undated): *Programmes Éducatifs et Guides d'Exécution. Histoire et Géographie. 4ème/3ème.*

République de Côte d'Ivoire, Ministère de l'Education Nationale (undated): *Programmes Éducatifs et Guides d'Exécution. Histoire et Géographie. 6ème/5ème.*

République de Côte d'Ivoire, Ministère de l'Education Nationale (undated): *Programmes Éducatifs et Guides d'Exécution. Education aux Droits de l'Homme et de la Citoyenneté. 4ème/3ème.*

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DR Congo

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Ethiopia

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Gambia

Republic of the Gambia, Ministry of Basic and Secondary Education (undated): *National History Syllabus, Grades 10–12.*

Republic of the Gambia, Ministry of Basic and Secondary Education (2011): *Curriculum Framework for Basic Education.*

Ghana

Ghana, Ministry of Education (2010): *Teaching Syllabus for History. Senior High School 1–3.*

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Kenya

Republic of Kenya, Kenya Institute of Education (2009): *Primary Education Social Studies Syllabus.*

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Lesotho

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Liberia

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Annex 1 – Stakeholder Questionnaire

Questionnaire

GEI/UNESCO project "Learning to Live Together in Africa through History Education: An Assessment of Current Practices and Future Prospects"

COUNTRY _____

CONTACT PERSON
Name _____
Position _____

A. Curriculum revision process

1. In which year was the history curriculum last revised?
   _____

2. In which other years since independence have there been revisions of the history curriculum? _____

3. Is the revision process currently in progress?
   ❑ YES: the process began in the year _____; its completion is planned for the year _____
   ❑ NO, it was completed in the year _____

4. Are curricula and textbooks revised on a regular basis?
   ❑ YES
      – every 5 years
      – every 10 years
      – other (specify) _____
   ❑ NO

5. What are the main changes that were introduced in the last curriculum revision process?
   _____
   _____
   _____

B. Curriculum design and development

1. The entity in charge of drafting the curriculum is (please specify):
   ❑ a department of the ministry of education
   ❑ a specialized pedagogical institute, under the authority of the ministry of education
   ❑ a regional or provincial committee
   ❑ a teachers' organization
   ❑ other (please specify) _____

2. The state devises:
   ❑ an official history curriculum for the entire country
   ❑ a basic curriculum for the whole country, with provisions for adaptations at regional level
   ❑ the state is not in charge of designing the curriculum

C. Status of history within the national curriculum

1. History is taught as:
   ❑ a **separate,** independent subject (from year ____ to year ____ of schooling)

❑ an **integrated** subject contained within a larger subject area called ___
(from year ___ to year ___ of schooling):
- History is combined with:
  ❑ geography
  ❑ civics/citizenship education
  ❑ sciences
  ❑ moral education/ethics
  ❑ religious education
  ❑ literature
  ❑ other (please specify)

  _____

2. History is:
   ❑ a **compulsory** subject from year ___ to year ___ of schooling
   ❑ an **optional** subject from year ___ to year ___ of schooling

If history is an optional subject, can you provide **statistics** as to the number of students who opt for history in comparison to other subjects?

Time allocated to history

How many teaching **hours per week** are devoted to history lessons?
❑ To lower primary students: ___ hours per week
❑ To upper primary students: ___ hours per week
❑ To lower secondary students: ___ hours per week
❑ To upper secondary students: ___ hours per week

Testing and assessment

1. History is:
   ❑ **examined** in year ___
   ❑ **not examined**

2. What **methods** of testing or assessment are used in examinations?
   ❑ no exam
   ❑ oral

❑ written
❑ open questions
❑ multiple-choice questions
❑ essay
❑ extended essay/dissertation
❑ source-based questions
❑ investigation/project work

D. Textbook policies

1. **Textbook production:** Who produces textbooks? Please specify:
   ❑ the ministry of education
   ❑ national state-owned publishing houses
   ❑ national private publishing houses
   ❑ African publishing houses
   ❑ non-African publishing houses

2. **Textbook approval:** Who is in charge of approving textbooks?
   ❑ a department of the ministry of education
   ❑ a specialized pedagogical institute, under the authority of the ministry of education
   ❑ a regional or provincial committee
   ❑ other (please specify) _____

3. Is there an official **list of approved or recommended textbooks?** If so, please provide the list.

4. On which basis are textbooks **provided to students?**
   ❑ [given] free of charge
   ❑ lent out (without a charge)
   ❑ rented (with a charge)
   ❑ purchased by students/parents

E. Textbook availability and textbook use in the classroom

1. Is textbook availability a problem in your country? Please explain.
   ❑ YES, because
   _____

   ❑ NO, because
   _____

2. How important are textbooks in the classroom [in your country]?
   ❑ Not important
   ❑ Relatively important
   ❑ Very important

F. Curriculum and textbook content: controversial and sensitive issues

1. Please briefly list or describe the most controversial and sensitive issues
   in history in your country.
   _____
   _____
   _____

Thank you again for your support.

Annex 2 – Abidjan Workshop Programme

"Learning to Live Together in Africa through History Education: An Assessment of Current Practices and Future Prospects" –
Consultation Workshop
Abidjan, Côte d'Ivoire
26–27 November 2015
PROGRAMME

DAY ONE	
8.30–9.00	Registration of participants
Opening session	
9.00–9.20	– Welcome by **Mr. Ydo Yao**, Head of Office, UNESCO Abidjan – Speech by **Mr. Jean-Noël Loucou**, Deputy Director of the Félix Houphouët-Boigny Foundation for Peace – Official opening by **Mr Koné Raoul**, Deputy Cabinet Director, Representative of the Ministry of National Education and Vocational Training Facilitator : **Ms. Evelyne Deba**, UNESCO Abidjan
Break and departure of officials	
Session 1	
9.25–9.45	Round of introductions
9.45–10.05	"Learning to Live Together in Africa through History Education": outline of the objectives and expected results of the workshop **Dr. Denise Bentrovato,** Research Fellow, Georg Eckert Institute

10.05–10.25	Presentation of the UNESCO project "The Pedagogical Use of the General History of Africa" **Dr. Ali Moussa Iye**, Head of Division of Cultural Policies and Intercultural Dialogue, UNESCO Paris
10.25–10.50	Presentation of the outcomes of UNESCO mapping of peace education in Africa and GCED orientation course of Dakar **Mr. Ydo Yao**
10.50–11.05	Coffee Break
11.05–12.05	Presentation of the results of the mapping of the state of history teaching in Africa **Dr. Denise Bentrovato**
12.05–13.00	Discussion Moderator: **Mr. Jean-Noël Loucou**
13.00–14.30	Lunch
	Session 2
14.30–16.30	Presentation of national experiences in teaching African history: practices, constraints and obstacles (5–10 min per presentation)
16.30–16.45	Coffee break
16.45–17.30	Discussion Moderator: **Dr. Denise Bentrovato**
18.00	Dinner
	DAY TWO
	Session 3
9.00–9.15	Recap of first day
9.15–09.45	Presentation of promising examples of history education's potential contribution to a culture of peace in Africa **Dr. Denise Bentrovato**
09.45–10.45	Discussion Moderator: **Mr. Diawara Bakary**, Programme Specialist, UNESCO Abidjan
10.45–11.00	Coffee Break
11.00–13.30	Group work: Reflecting on current practices and future prospects
13.30–15.00	Lunch

Session 4	
15.00–16.00	Presentation of group work in plenary and discussion Moderator: **Mr. Ydo Yao**
16.00–16.10	Coffee break
Session 5	
16.10–17.00	Discussion: Recommendations on ways forward Moderator: **Dr. Denise Bentrovato** and **Dr. Ali Moussa Iye**
Closing session	
17.00–17.30	Moderator: **Mr. Ydo Yao**
	Organisers' debriefing meeting

Annex 3 – Student Questionnaire

Questionnaire

PLEASE FILL OUT THIS QUESTIONNAIRE AS EXHAUSTIVELY AS POSSIBLE. IF NEEDED, FEEL FREE TO USE ADDITIONAL SPACE TO ANSWER ANY QUESTION. PLEASE NOTE THAT YOUR RESPONSES WILL BE ANALYSED EXCLUSIVELY FOR SCIENTIFIC PURPOSES AND WILL REMAIN ANONYMOUS.

Personal information

1. Gender: [ ] F.   /   [ ] M.
2. Year of birth: _____
3. Place of birth: _____
4. Current education:
   School _____
   Class _____

History as a school subject

1. Do you like history as a school subject?
   Very much   [ ]   So so   [ ]   No   [ ]

2a. What do you like about this subject?

_____
_____
_____

2b. What do you dislike about this subject?

_____
_____
_____

3. Which historical theme(s), topic(s) or event(s) interest you most? Why?

_____
_____
_____

4. In your opinion, is the history taught in school sufficient?
    Yes   [ ]   No   [ ]

5. In your opinion, is it important to study history? Yes [ ] No [ ] Why?

_____
_____
_____

6. How well do you know your country's history?
    a) Pre-colonial history
    Very well   [ ]   Rather well   [ ]   Not well   [ ]
    b) Colonial history
    Very well   [ ]   Rather well   [ ]   Not well   [ ]
    c) Post-colonial history
    Very well   [ ]   Rather well   [ ]   Not well   [ ]

7. How have you learnt about your country's history? What have been the
    main sources of your knowledge of your country's history?

_____
_____
_____

8. How much and in what ways has school contributed to your knowledge of your country's history?

   _____
   _____
   _____

9. Would you like to learn more about your country's history?
   No   [ ]   Yes   [ ]

10. Which topic(s) or event(s) in your country's history would you like to learn more about? Why?

    _____
    _____
    _____

11. Please give some suggestions on how the teaching of history could be improved in your country's schools.

    _____
    _____
    _____