

Genocide Education

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Context

- Rwanda – collaborative work with Kigali Institute of Education ‘Education for Community Cohesion’ (www.edcoco.org)
- Focus on developing teacher training for teaching about genocide and teaching for community cohesion
- Project based around tutor-supported Moodle-interactions between teacher trainees in Rwanda and the UK

Challenges

‘The first thing students do when you’re standing there in front of the class talking about genocide [...] is they ask themselves is that person a Hutu or a Tutsi. They begin learning about who you are instead of what you are talking about.’

- Communication between project participants
- Connectivity problems – on- vs. offline working modes
- Developing sustainable and mutually beneficial dialogue
- Keeping all participants involved in the project after 1 year’s participation
- Key: Creating ‘safe’ spaces

Initial Findings

- Reconciliation frameworks – Hamber and Kelly?
- Sociocultural identities of learners & teachers
- Dialogue development – safe spaces development – virtual and/or real??

Outside the box – future developments?

- Future collaborations: work with schools, focus on classroom interactions & hidden discourses
- Mobile learning project development – use of ubiquitous technologies for learning and teaching
- Blurring of formal-informal learning boundaries
- Facilitating learning interactions with technology