



## Education in Emergencies

### Contents

- 1 Education in Emergencies
- 3 Training and Capacity Building: Pre-service and In-service in Schools
- 7 Creation of a Teaching Force in an Emergency
- 10 UNESCO PEER and Teacher Education in Somalia
- 12 Impact Assessment of UNESCO-PEER Peace Education Manual for the Horn of Africa, Central and Eastern Africa
- 15 Education For Reconstruction: education Essentials For Youth And Adolescents In Post-conflict Situations
- 17 News in Brief

The discourse on education in emergencies often emphasizes the needs of children, learners and the community as a whole rather than the needs of teachers. Even so, development agencies and other civil society organizations working towards educational reconstruction in emergencies and/or crisis situations often find that the following questions emerge and remain pertinent in relation to teaching and the teaching force during crisis and/or emergency/reconstruction: - 1) Is there a common curriculum? 2) Is there a common language? 3) Are there teachers, especially qualified teachers readily equipped with knowledge and skills for education in emergencies? 4) Are the necessary teaching and learning aids available? 5) Is there need for teacher training and/or retraining? However, with the publication of the *Minimum Standards for Education in Emergencies, Chronic Crisis and early Reconstruction* by the Inter-Agency Network for Education in Emergencies (INEE) in 2004, more recognition and accent is being placed on teaching, learning and the teachers and other education personnel in a crisis situation.

The December 2005 issue of UNESCO IICBA's Newsletter sheds light on the needs of teachers and teacher training in emergency situation(s) with practical approaches and strategies provided on capacity building in the area of teacher education. Furthermore, the Newsletter ventures into the examination of major components of education for reconstruction with some concrete examples drawn from the work of educators in the area of education in emergencies in general and peace education in particular. The first three short commentaries in this Newsletter provide approaches to creating a teaching force in and emergency as well as capacity building in the area of teaching and teacher education. The last two pieces reiterate some of the fundamental educational components that are essential for the education of youth and adolescents in post- conflict situations and some guide on the type of peace education necessary for the total psychosocial support and healing in the process of reconstruction.

The first piece *Creating a Teaching Force in an Emergency* by Barry Sesnan examines five scenarios with three countries - Sudan, Somalia and Zambia in the handling of their teaching force in different types of emergency situations. Sesnan makes obvious the progression of education in emergencies systems that sometimes have to begin from scratch and in other instances build from existing structures. Using the example of Khartoum, Sudan, the author underscores the relevance of providing not only teachers with temporary structures in displaced camps but using education as a frontline activity whereby youth are provided with an educational environment to begin their psycho-social healing from a catastrophic event.



© 2004 David Snyder/CRS, Courtesy of Photoshare

The second excerpt on *Training and Capacity Building: Pre-service and In-service in Schools* addresses the concerns of teachers in post-conflict/emergency situation. Not only do teachers not have the knowledge and skills to address the needs of children affected by crisis, the teachers lack the psychosocial support to deal with the crisis. Importantly, this piece posit that countries in emergency face the challenge of capacity development of pre/in-service teachers who often have different education and teacher training levels, and a common standard for certification when training is provided. In the third commentary entitled *UNESCO PEER and Teacher Education in Somalia*, Ted Groenewegen discusses UNESCO PEER's involvement in the putting in place of a teacher education program in Somalia as far back as the early 90s. With the assistance of other partners like UNICEF and the Somalia Aid Coordinating Body (SACB) working towards reconstruction in Somalia, a Curriculum Development Centre was established in Hargesia. The EC also supported the setting up of teacher colleges in Hargesia and Somaliland to run Open/Distance learning for the training and upgrading of teachers using funds provided by SIDA.

The fourth remark by Dr. Anna P. Obura addresses the issue of *Education for Reconstruction:*

*Education Essentials for Youth and Adolescents in Post-Conflict Situation*. In this article Dr. Obura begins by outlining the major difference between education for reconstruction and other education programmes. Obura contends that though no education system in Africa has successfully managed to combine general and vocational education, education for reconstruction should be designed to include a core academic and vocational curriculum that includes components of "the trio" – peace education, life skills education and education for HIV prevention. The last piece entitled *Impact of Assessment of UNESCO PEER Peace Education Manual for the Horn of Africa, Central and East Africa* by Elias Omondi Opongo, sheds light on the multidimensional nature of peace education and the need for it to be integrated into all disciplines for there to be positive results in conflict situations. Peace education, Opongo asserts "cuts across all sectors of society influencing and transforming negative peace both at the societal and structural levels." UNESCO Peer developed a peace education package was initially developed for Somali schools but in 2000 it was translated into French to benefit also the teachers and schools in the Eastern Great Lakes Region. This manual enables teachers to integrate peace education into all facets of the education curriculum as a

means to assist teachers and students develop values that acknowledge the interdependence nature of human existence. Though an exemplary tool, Opongo identifies six aspects that need thorough examination to improve on the overall effectiveness of the document.

The importance of education in emergencies cannot be overemphasized given the different types of emergency situations that countries find themselves in and have to tailor their resources for reconstruction. Education remains a vital frontline activity that should be used to begin the process of support be it psychosocial, psychological or other. With the practical examples and frameworks provided by the different authors working on education in emergency situations; governments, development agencies, and other civil society organizations working towards improving on the condition of teaching and the teaching force in emergency situations have some tools to design, implement and monitor education in emergencies.

Dr. Joseph N. Ngu  
Programme Coordinator and Deputy  
Director  
UNESCO-IICBA  
P.O.Box 2305, Addis Ababa, Ethiopia  
jngu@unesco-iicba.org

The IICBA Newsletter is published bi-annually in English and French. Articles may be reproduced with attribution. We welcome editorial comments or inquiries about IICBA.

Please address all correspondence to

The Editor,  
IICBA Newsletter  
P.O. Box 2305,  
Addis Ababa,  
Ethiopia

Tel. 251-115-445284/445435/  
251-111-55 75 87  
Fax. 251-115-514936

E-mail: [info@unesco-iicba.org](mailto:info@unesco-iicba.org)  
Website: [www.unesco-iicba.org](http://www.unesco-iicba.org)

# Training and Capacity Building: Pre-service and In-service in Schools

(<sup>1</sup>Excerpt from *Good Practice Guides for Emergency Education* published by the Interagency Network for Education in Emergencies: INEE) (<http://ineesite.org>)

In emergency education situations, certified and uncertified teachers are typically unprepared to enter the classroom and address the needs of children affected by crisis. This lack of skills and knowledge is compounded by the fact that teachers have also often been affected by the crisis, and are in some cases have ever been targeted for abuse. In these new situations, teacher training is required to:

- help teachers to cope;
- assist them to communicate new material;
- advise them on good techniques; and
- to review familiar subject areas.

Aside from content, part of the challenge is to determine how to rapidly deliver the training to a large number of teachers with varied levels of previous education and training. At the same time, programmers should consider the long-term development needs for certification and re-establishment of formal teacher training.

## Strategies

### • Provide psychosocial support for teachers

In areas of crisis, teachers, just like everyone else in the community, are coming to terms with what they have experienced and trying to rebuild their lives. However, unlike most of their community, they have chosen to be engaged in the demanding and stressful job of teaching. Thus, potentially, they could increase their stress levels. In order for teachers to adequately assist students within an enabling school environment, psychosocial support should be an essential component in teacher training.

Training sessions should allow time for teachers to talk and debrief each other about the experiences through which they have lived. Realistic expectations should be developed for teachers' duties (teaching, preparation, extra-curricular activities), allowing them time for important socialization and taking care of issues such as shelter, food and caring for and locating family members. Care should be taken not to overburden teachers with training, and they should be allowed sufficient time to prepare for class.

### • Base teaching training upon accredited and recognized training systems

To facilitate accreditation and acceptance by the trainers and trainees, the teacher training program should be based upon a recognized and existing system. In the case of refugees this might involve a program which combines elements of both the host and home country. Additional material, such as peace/tolerance education, landmine awareness and health education, may need to be added to make the curricula relevant to the crisis situation.

In many instances, the regular teacher-training curriculum must be shortened so that more teachers can be trained. As an example, the training component could be separated from the practicum component to enable more teachers to attend teacher colleges and to decrease on-site living costs. The observation component could then be conducted at the teachers' home schools. After the teachers have been practicing for a specified amount of time, they would be awarded their certificates. These modifications

### Box 1: Suggested basic components of a teacher training program

- Energizing activities (i.e. ice breakers)
- Psychosocial support for teachers
- Psychological, developmental, and social impact of crisis on children
- Lesson preparation
- Development and completion of schemes of work (lesson plans for a full semester or year)
- Simple teaching methods
  - Question and answer method
  - Discussion method
  - Group work
  - Peer work
  - Demonstration
- Use of locally available materials
- Classroom management
- Assessment/testing of students
- Strategies for handling a large class
- Strategies to enhance girls participation and attainment
- Childhood development and learning theory
  - Basic cognitive (thinking) skills
  - Motor skills (physical ability)
  - Moral Development

to the regular program should be carefully and openly negotiated to ensure that the participating teachers obtain their certificates.

In other cases, training will have to be provided in modules, similar to in-service training. However, teachers should be assured that after having completed the required modules, they will receive a recognized professional qualification or a

<sup>1</sup>Minor language-related editing has been done.

locally awarded qualification that can later be recognized officially.

- **Establish a system of follow-up support and monitoring**

Newly trained teachers cannot be expected to incorporate all of what they have learned in the training program directly into their teaching. Typically, they need in-school support and encouragement to plan their lessons, to use new teaching methods, and to teach new materials, such as health and life skills. Possible strategies for teacher support may include:

- mobile trainers coming regularly to the school;
- training a senior teacher as a mentor for all new staff; and
- regular in-service training (e.g. weekly discussion of problems encountered and strategies to manage them.

Another approach is to have ‘school clusters’ so that a mentor teacher in one school can provide classroom guidance to teachers in the school cluster.

Teachers should be recognized for engaging in professional development activities and be awarded standard certificates.

- **Respect local teaching skills and knowledge**

Often in areas of conflict, teachers and education professionals have not been exposed to most recent teaching methods. However, for new teaching practices and attitudes to be adopted, the teacher trainers must respectfully bridge the gap between conventional and new teacher training methodologies. Care should be taken that trainers, observers and mentors are qualified and well respected teachers. Training programs should be discussion-based and emphasize that methods such as participatory and child-centered practices are a refinement of existing practices and are based upon educational research. Additionally, trainers should be oriented to adult learning methodology and provided with adequate supplementary resource materials.

Type of Training	Description of Activity	Pros	Cons
Pre-service	Formal teacher training through institutes, colleges or universities.	<ul style="list-style-type: none"> <li>• Supports the development of untrained teachers</li> <li>• In-depth instruction</li> <li>• Raises profile of teachers</li> <li>• Leads to official certification of teachers</li> <li>• Supports permanent teacher training and the associated institutions</li> <li>• Important step in post-conflict reconstruction for the Ministry of Education and government</li> </ul>	<ul style="list-style-type: none"> <li>• Relatively expensive, as education materials, transportation and food must be provided. In areas of post-conflict this may involve rehabilitation of teaching facilities.</li> <li>• Depends upon the existence of a functioning school and teacher training system.</li> <li>• May involve the development of a shorter/intermediary teacher training system to accommodate the large number of untrained teachers.</li> <li>• Relatively few beneficiaries</li> <li>• Politically sensitive</li> <li>• Takes teachers away from their classrooms</li> </ul>
	Training of teachers during weekends, after school, evenings and vacation, as well as distance education	<ul style="list-style-type: none"> <li>• Supports the development of trained and untrained teachers</li> <li>• Possibly more effective as smaller training elements are covered with time to integrate training into classroom practice</li> <li>• Enables teachers to continue teaching</li> <li>• Cheaper than pre-service</li> <li>• Easier to implement and adapt to meet the needs of the teachers</li> </ul>	<ul style="list-style-type: none"> <li>• May be difficult to organize for the large numbers of teachers</li> <li>• Unless recognition is negotiated, training hours do not lead to certification</li> </ul>
In-service	<b>Possible Strategies:</b>		
	<b>Training of Trainers</b>		<b>Comments:</b> This method is primarily effective if there are well trained teachers as the ‘cascade approach’ leads to a weakening of the message especially if it contains ideas such as participatory learning which are unfamiliar to both the trainers and the trainees.
	<p><u>Description:</u> Most common approach to conducting large in-service teacher training. Trainers are taught a particular training topic (lesson preparation, participatory methodologies, life skills) as well as adult learning theory for between 2 to 5 days. Following the training, trainers should provide one or two days of training for the teachers in their school or region. This process is then repeated to cover new material.</p>		
	<b>Network Method</b>		
<b>Cluster Schools</b>			
	<p><u>Description:</u> Schools are divided into training “clusters” where one trained teacher mentors all of the teachers in a cluster.</p>		

## Checklist

### Training Assessment

- How many teachers are there within a community or school? Disaggregate by sex, level of education, ethnicity, and amount of training and experience. Are there any certified teachers in the community?
- What training support do the teachers want?
- What educational materials do

the teachers want? Do they have sufficient blackboard space? Chalk? Visual aids? Other teaching/learning materials?

- Both by questioning and spot-checking, how often do teachers make lesson plans and schemes of work? Do they find group work and participatory methods practical and rewarding? Do they use them voluntarily? If not, why not?

### Training

- How were the trainers selected? What are their qualifications? Does the body granting the certificates recognize these trainers?
- Were the trainers equitably selected?
- Were the trainers trained in adult learning methodologies?
- Is a Training-of-Trainers model being used?

### Training content

- What curriculum is being used? Who recognizes it?
- Are a variety of teaching techniques used during the training to model participatory methods for the trainees? E.g. small group work, brainstorming, role plays, games, field trips and student projects?
- Are the Convention on the Rights of the Child or any other human rights documents covered in the training?

Does the training emphasize that all children have the right to access to education?

- Is revision included in the training? How does the trainer monitor progress or set assignments for the trainees?
- Have strategies been included to support the effective teaching/learning of girls and minorities in the classroom/learning environment? E.g., working in groups and equitable questioning and grading.
- Are teachers taught how to make their own teaching aids?
- Is the psychosocial impact of conflict on children discussed? Is there an emphasis on not separating crisis-affected children? Is there an emphasis on good teaching practices being good psychosocial practices?
- Does the training cover the teacher's role as an agent/tool of protection?
  - strategies for screened students needing special assistance
  - methodologies to enhance the learning of children with difficulties seeing, hearing or moving around in the classroom
  - identifying children within the community who have dropped out or are not attending school
- Are written summaries of training provided? Are supplementary

materials available for teachers to read further about various training or teaching issues? E.g., child rights, classroom lesson plans, strategies for classroom management, peace education, landmine awareness and life skills? Can teachers take these materials back with them to their schools? (In most situations, given the lack of reading materials available in emergency situations, these materials are read, re-read and talked about.)

- Are textbooks and teachers guides available to trainees so that they can revise subject content? Will teachers be able take these guides back to their school?
- How do teachers spend their time? Do they have adequate time for classroom preparation? Socializing?

### Support

- Are the trainees given sufficient supplementary reading material to learn on their own?
- Do trainers and trainees have adequate resources to do their jobs?
- Is monitoring conducted to assist the teachers? Who does it? How were they trained? How regularly do they perform classroom observations?
- Is there a system of mentoring established?



Pre-school refugee teachers undergo teacher training in one of the classrooms at Surat Pre-school at the Kakuma Refugee Camp in Kenya.

© 2001 Hugh J. Ivory/Lutheran World Relief, Courtesy of Photoshare

## Resources

### **Issue Focused Teacher Education Hand book for Teacher Educators in Afghanistan**

(<http://ineeste.org/training/training/IFTE.pdf>) by S. B. Ekanayake, Ph.D.

### **Making Small Schools Work**

(<http://unesdoc.unesco.org/images/0012/001240/124010eo.pdf>)

By Alan Sigworth and Karl Jan Solstad.

### **Class Acts, How Teachers Awaken Potential**

([www.unesco.org/education/educprog/wtd\\_99/english/end.htm](http://www.unesco.org/education/educprog/wtd_99/english/end.htm))

EI/UNESCO Publication, August 1999  
Murtagh, Teresa; Peppler-Barry, Ulrika; O'Sullivan, Jean

### **Portraits in Courage: Teachers in Difficult Circumstances**

(<http://unesdoc.unesco.org/images/0010/001092/109239eb.pdf>)

Training of Educational Personnel  
Imprint: Paris, UNESCO/Education  
International, 1997

Pages: Languages: (English, French,  
Spanish) Document reference: 411.23

### **T0045 Teacher Training: A Reference Manual**

Center for International Education  
(Peace Corps ICE) 176 pp 1986  
- Developed for Peace Corps  
Volunteers involved in teacher  
training in a wide variety of subject  
areas, with the intention of upgrading  
their understanding and practical  
application of basic educational theory.  
Designed to be used with "Teacher  
Training: A Training Guide" (T0046).  
Provides detailed information on  
training, teaching, and collaborating,  
with specific activities, references,  
illustrations, and charts accompanying  
each section.

ERIC: ED288838

NTIS: PB87 221354

NTIS Price Code: A09/A01

### **T0046 Teacher Training: A Training Guide**

Center for International Education  
(Peace Corps ICE) 249 pp 1986 - An  
intensive, six-day, 17-session training  
program to be used in conjunction  
with "Teacher Training: A Reference  
Manual" (T0045). May be used for  
training Peace Corps Volunteers  
as well as host country teachers.  
Identifies objectives, activities, and

materials needed for each session.  
Sessions cover learning theory as well  
as the practical aspects of teaching,  
and relate directly to sections of the  
"Reference Manual."

ERIC: ED288839

NTIS: PB87 221362/AS

NTIS Price Code: A09/A01

### **Life Skills Manual**

The Life Skills program is a  
comprehensive behavior change  
approach that concentrates on the  
development of the skills needed for  
life, such as communication, decision-  
making, thinking, managing emotions,  
assertiveness, self-esteem, resisting  
peer pressure, and relationship skills.  
This manual consists of more than 50  
different lesson ideas that are written  
with a strong bias towards youth work.  
However, they are quite easy to adapt  
to any age.

Download PDF: English version

([http://www.peacecorps.gov/publications/pdf/lis\\_english.pdf](http://www.peacecorps.gov/publications/pdf/lis_english.pdf))

French version ([http://www.peacecorps.gov/publications/pdf/lis\\_french.pdf](http://www.peacecorps.gov/publications/pdf/lis_french.pdf))

Swahili version ([http://www.peacecorps.gov/publications/pdf/lis\\_swahili.pdf](http://www.peacecorps.gov/publications/pdf/lis_swahili.pdf))

### **R0002 Visual Aids: A Guide for Peace Corps Volunteers**

Peace Corps Medical Program  
Division

(Peace Corps ICE) 71 pp 1976 -  
Provides various examples of visual  
aid media including flashcards,  
posters, pamphlets, flannelgraphs,  
silkscreen printing, movies,  
photographs, blackboards, flipcharts,  
bulletin boards, puppets, and slides.  
Each visual aid includes suggestions  
for ensuring effective usage, as well as  
for obtaining or developing materials  
locally.

NTIS: PB85 246254/AS

NTIS Price Code: A05/A01

### **R0052 Education Sanitaire: Cours Elementaires**

Ministere de l'Education Nationale/  
Togo

(Peace Corps ICE) 122 pp 1974  
(French) - A collection of health  
lesson plans intended for elementary  
and middle school children. Deals  
with such topics as latrines, general  
hygiene, microbes, and drinking water.  
Each lesson plan outlines the issues

and questions to be discussed and the  
materials needed.

NTIS: PB86 102118/AS

NTIS Price Code: A05/A01

### **R0064 Manuel du Professeur de Science**

Peace Corps/India

(Peace Corps ICE) 385 pp 1987

(French) - French version of a manual  
written by Peace Corps Volunteers  
serving as science teachers and  
teacher trainers in India. Suggests  
activities and designs to help science  
teachers improvise or build pieces  
of laboratory apparatus and make  
instruction effective and interesting.  
Includes chapters on investigation,  
demonstration, science clubs, and  
laboratory techniques. Also available  
in Spanish (R0066).

ERIC: ED308077

NTIS: PB89 197834/AS

NTIS Price Code: A17/A01

### **R0083 Biology Demonstration Manual**

RPCV Cathy Huss

(Peace Corps ICE) 35 pp 1993 -

Designed for Peace Corps teachers "to  
make biology come alive," providing  
demonstrations and experiments that  
can be applied in countries such as  
CAR where teachers are faced with  
large classes and limited time and  
resources. Details specific lesson  
plans, including procedures and  
materials required.

NTIS: PB 94 125085

NTIS Price Code: A03/A01

### **R0085 Teaching in the Whole Garden** Jana Potter

(Peace Corps ICE) 78 pp 1994 - A  
resource manual providing primary  
school teachers with ideas for lessons  
and activities that can be taught in  
the school garden. Offers examples  
of specific lesson plans for using  
gardening to teach science, health,  
math, social studies and language  
arts. Covers all phases of gardening  
from selecting the crops, the garden's  
location and soil requirements, to  
planting, growing, harvesting and  
marketing the crops. Includes a  
glossary of agricultural terminology.

ERIC: PS022823

NTIS: PB95 131017

NTIS Price Code: A04/A01

# Creation of a Teaching Force in an Emergency

Barry Sesnan

*There are many types of emergencies after which it becomes necessary to create or recreate a teaching force rapidly. These emergencies include refugee or Internal Displaced People (IDP) flows, isolation in civil war, the AIDS epidemic which kills teachers and parents, the collapse of the state, a shrinking of the existing teaching force and a situation of reconstruction when the education system has been substantially changed.*

*This paper looks at five examples. Firstly, the need to provide teachers with temporary structures in displaced camps in Khartoum and to provide remedial evening education to displaced labouring youth from the same population (SOLU programmes); secondly, training untrained teachers in the Sudan People's Liberation Movement (SPLM) -held areas of the South using the 'Teacher's Friend' and a modular training system; thirdly, primary and secondary teacher training in Somalia using the SOMOLU and BABT programme; fourthly, the need to handle large numbers of children from AIDS affected families in Zambia (using the Spark Project and the Zedukit); and, finally, the situation in Juba, Sudan where right now in 2005 a school system will be required to transform from one system to another.*

*The paper points out the need for newly recruited teachers to have confidence in both their knowledge and their methodology. Through my involvement in different projects, I illustrate how they have changed and evolved according to whether a system had to be created from scratch or whether there was some basic education system in place already.*

## The needs

There are many kinds of emergencies in which there is a need to rebuild or re-create an education system. There may be a swift flow of people, refugee or displaced, or a slow creeping urbanization. There may be the aftermath of destruction, natural like the Goma volcano, or caused by human beings as in Somalia. There may be a swift collapse of a system when a state no longer functions effectively or there may be an insidious deterioration such as when the teaching force is slowly wiped out by AIDS. There may be friendly and willing authorities to assist or officials who have no interest in education.

Responses to the crisis also vary, though one common factor is the increasing role of parents, students and the wider community in providing education, as when Sudanese in camps or in Khartoum set up classes under trees, or in the shade of a wall or students summon teachers to help them.

This paper focuses on one common aspect of these situations, the provision or revitalization of a teaching force and takes five cases in Africa where UNESCO-PEER was involved directly or indirectly. In each of the five cases a particular aspect is highlighted.

## 1. Khartoum

In the late 1980s there was a massive population movement into Khartoum both from the South and the West. The city authorities made no provision for the education of the children of these incomers even when the population was hundreds of thousands; they were deemed to be squatters and were not included in town planning.

Schools were set up by the people themselves and only the Catholic Church, in the form of the Archdiocese of Khartoum and one secular organization, the Sudan Open Learning Organisation (SOLO) supported by Oxfam America provided any kind of meaningful assistance. SOLO used its experience of providing a form of distance education to refugees from Ethiopia and Eritrea to provide pupils' materials and, because of the lack of premises and indeed the danger of premises being bull-dozed by the authorities, adopted and adapted from the idea of thematic school kits *School-in-the-Box* used by UNESCO and UNICEF elsewhere.

Further, SOLO developed a widely used course for the large number of 'volunteer' untrained teachers, called the Teacher Assistance course. This course had 30 short modules on very specific themes (*How to Use the Blackboard, Handling Large Classes* were examples) which were to be

studied at home or preferably in small groups with an experienced teacher. It was available first in English for the Southern displaced, then in Arabic for the rest. No effort was made to include more than the simplest educational theory or pedagogy; the urgent need being seen to make the teacher competent and confident in front of the class.

At the same time, the church, through the Jesuit Refugee Service, was trying to cope with the great demand of young adults who were poorly-paid labourers for the most part and who wanted to attend evening classes in the churches. The Teacher Assistance Course was then offered by SOLO alongside a remedial modular course to boost the knowledge of the untrained teacher and at the same time to help the learner to work through modules on their own. This was called the Foundation Course and is now referred to as 'catch-up education' or 'accelerated education'.

## 2. South Sudan

In the early nineties, as agencies sought to address education problems in the Sudan People's Liberation Army (SPLA) areas of South Sudan which suffered great isolation during the civil war, a similar modular training programme was set up under the South Sudan Education Coordination

Committee (on which the present author represented the Education Programme for Sudanese Refugees and Makerere University). This programme, managed by the Sudan Literature Centre, was wider and included for the first time modules on Psychology and History of Education in addition to subject specific modules such as Mathematics.

At this point UNESCO-PEER and UNICEF commissioned the author to write the work which took the title *Teacher's Friend* which provided a teacher with model lessons and a series of questions and answers on good practices. A section on 'General Knowledge' was also included.

Though written specifically for Southern Sudan, the *Teacher's Friend* was later translated into French for the Democratic Republic of Congo (DRC) and Portuguese for Mozambique, though the author was not involved in adaptations necessary for those school systems. This was partly because the materials were thought to be (and had been intended to be) universal.

This manual was used for some years in South Sudan. Although intended to be a self-help manual, it is most likely to be effective when the teacher has had a couple of days introduction to it by a trainer. Unfortunately, that aspect of delivery was never fully implemented and the power of the material was somewhat vitiated.

Meanwhile, there were other interesting developments as the South Sudanese refugees had to cope with the need for examinations and being in French-speaking countries which required them to open their own English schools.

In South Sudan after three years of vacation courses a primary teacher has accumulated sufficient modules to be given some kind of certificate, though this did not often happen in practice; it usually took longer for teachers to move on. An initiative to set up a body, the Centre for Educational Assessment Services, was only partially successful in this context, but in one way or another, the modular and question and answer approach to getting untrained teachers in front of the class continued to be used.<sup>2</sup>

Now, with the signing of the peace agreement, teacher's colleges are being set up and a unified system providing both pre-service and in-service training is also being set up by an NGO consortium and the SPLM (now the Government of South Sudan).

### 3. Somalia

Meanwhile there were developments in Somalia where the state education system had largely collapsed. UNESCO-PEER first worked in Somalia on primary education and then in the IPSOS project on secondary education. In the early years, SOMOLU (the direct translation of the SOLO Teacher Assistance Course), was used.

In 1990 UNESCO's Gonzalo Retamal had visited the SOLO projects, which by then had been extended to the South and to Port Sudan. The *School in the Box* and the modular SOLO materials were subsequently translated and, with more or less adaptation, adopted in the new Somalia programme as SOMOLU (Somalia Open Learning Unit) courses and eventually as school kits distributed both by UNICEF and UNESCO-PEER in a joint programme.

Eventually, from the same sources a team in Somaliland developed a much more substantial 40-module course called 'Be a Better Teacher' which was not, unfortunately, fully implemented, though it remains the only course to cover all the aspects of the pedagogical curriculum.

A problem shared with South Sudan, but not adequately solved in Somalia was how to keep a record of training given. Whereas in South Sudan there was a reference framework with specific modules written for each 'box' in the table and the teachers did not turn over so rapidly, in Somalia it proved very difficult to chart the progress of a teacher through training.

Cases abounded of teachers doing the same courses twice or even three times while others were never included in any course. The question of per diems dominated the courses and in areas with difficult access there was suspicion that courses never happened, or that the people who 'attended' and got paid were not even teachers. The content of the courses was also not

centrally controlled even in Somaliland where there was a structure in place and there were many cases of overlap.

At the time of writing in 2005, there is an effort to setup, in Puntland, a standard training curriculum for would-be primary teachers which can be achieved through either in-service or pre-service methods.

At secondary level, some of the same problems arose and the training was not well-recorded. However, the much more limited number of teachers – and fewer supporting agencies -- meant that there was a clearer knowledge of who had been trained in what. Under the Centre for British Teachers, the UNESCO-PEER training was better organized and more consolidated and the link between curriculum, training, textbooks and exams became much more integrated.

#### Professional Teacher Assessment

As an integral part of this, in 2005, all secondary teachers were invited to submit to an assessment to obtain Professional Teacher Status. Teachers were video-recorded in class and took exam papers—one on communication skills and one or two on the subjects they teach.

In Somaliland, well over 200 of 320 teachers took at least one part of the exam, but the Ministry of Education did not announce the results, mainly because only a small number fell into the 'A' category, from which future head teachers, inspectors and examiners would be drawn. Although the question of a salary rise for the best achievers (to be funded from the project) was de-emphasised, it became clear that this was the only reason many of the teachers had for taking the examination. However, it was an important start and a great deal was learned from the videos and the exam marking, which will be incorporated into future training.

Recently another group of young people from Somaliland and Puntland has been trained pre-service in Amoud University and shown every prospect of professionalizing the schools as they graduate with Diplomas. It is hoped that the various individual courses will gradually become modules as part of a mater scheme and it will become

<sup>2</sup> Although, still later, the combination of the *Teacher Emergency Package (TEP)* and training was supported by UNHCR, UNICEF and UNESCO-PEER for Rwanda and other countries, it was rejected by the new education authorities after it had served for its initial purpose.



possible to recognize prior learning and earlier courses and give them some validity.

#### 4. Zambia

In Zambia, in the second half of the decade, a new problem started arising. The AIDS epidemic killed not only parents and guardians but also action teachers. It was not very important whether it was because teachers were more visible or it was because they were more vulnerable for some reasons. The teachers are dying faster than they can be trained.

Simultaneously, the need to handle large numbers of children of AIDS-affected families, orphans or simply impoverished, who had become the poorest of the poor and could not afford to stay in the government system (even though it was not especially costly) meant that new solutions had to be found.

The Catholic Church had started setting up 'community schools' in churches, and halls, and in one case in a night club in Lusaka. These schools took in any children, had minimal resources and had to develop ways to speed children through the system faster than normal.

Principally through UNICEF and a very enlightened Ministry of Education a programme was developed to train secondary school leavers as emergency teachers for these schools. These teachers were paid little, but with a mixture of willingness and lack of other employment they turned out to be very enthusiastic and innovative.

I devised the Spark Training Project for those teachers based loosely on the same principles used in the Teacher Assistance Course and incorporated many elements of the *Teacher's Friend*. Thus, once again, the experience gained in Somalia and Sudan was used and adapted to another specific situation though UNESCO-PEER itself was not present.

An additional element was the creation of a new primary scheme of work, through which primary school could be completed in four years. The teachers were trained on this and contributed a great deal to its evolution. From the onset, the scheme of work and the training were based on surveys

of the parents, guardians and pupils about what they considered important to learn. For instance, uneducated parents wanted their children to be able to communicate with the government more than almost any other things, so letter writing and oral English were strengthened. .

Learning lessons from the *School in a Box* or TEP, the emergency training was eventually linked with the provision of school kits for the community schools and the whole was referred to as the Zedukit.

#### Teacher as Mechanic or Teacher as Artist

The beneficial side-effect of giving school leavers something to do, and the chance to be a bit creative, was noted by many in Zambia, but the risks of young, inexperienced teachers 'doing their own thing' also have to be recognised.

This points us to one of the main dilemmas of training teachers in difficult circumstances. In some countries teachers are given a great deal of freedom of how to teach as long as the goal is achieved. In other countries, teacher's every word and activity is pre-ordained down to the greatest detail.

In all the scenarios above, there are well-documented examples of teachers leaving out whole sections of the syllabus, either because it was not finished at the end of term, they did not like part of it, or they did not feel very confident.

Many would advocate a strict 'Teacher as Mechanic' approach following a well-written textbook, leaving creativity for later.

#### 5. Juba

In 2005 we are seeing another step in the changes in education in South Sudan. Large numbers of teachers in the towns formerly controlled by the North will be required to change, quickly or slowly we do not yet know, from teaching in Arabic to English. It is likely that more or less simultaneously there will be a change from an old curriculum to a new one.

The timetable for implementation will depend on certain laws and decrees, and on pressure from the parents and the students. There will

certainly be a need to create a task force to do this special task, known as conversion. Both teachers and students will have to be converted. There have been precedents both unwilling as in German-occupied Alsace in the 19<sup>th</sup> century and willing as in Russia where the medium language for education was converted into English under a British Council programme in Eastern Europe. There will be resistance and the process, unless enforced very strongly may take quite a long time, though children and parents will probably speed it up and 'vote with their feet' for change before the official process is in place as having an 'old' certificate will rapidly become disadvantageous.

This task, to be undertaken initially by the Windle Trust for UNHCR will require a special method of training, possibly with the use of audio aids. If, as is likely, there is a change in the content of the syllabus at the same time, it will be an even more interesting challenge.

So far UNESCO-PEER has not been involved in this process, but with its experience in other countries, it will surely have a lot to offer.

#### 6. Building confidence

We want the teachers we train to be good. To do this, any teacher will tell you, means making them enjoy teaching and to want to be good teachers. People who never enjoyed being taught find it very hard to be good teachers and this is often because they do not have much confidence.

When I was co-ordinating the writing of *Be a Better Teacher*, I asked the writers, who were all experienced teachers, to recall their first day, indeed their first lesson in front of a class. All reported that they 'shook', 'trembled' and showed other signs of trepidation. Why is this?

A new teacher in class is not like a new clerk in the office. The new teacher is visible, and accountable. To be a good teacher and to relax a little, he or she needs to be confident. He or she needs to be confident in his/her subject matter and confident in his or her methodology.

The training programmes described above were meant to give some of this confidence, but perhaps they were not able to give all.

# UNESCO PEER and Teacher Education in Somalia

Ted Groenewegen

## Introduction

UNESCO's involvement in teacher education in Somalia started in the early nineties under difficult circumstances, adapting the Sudan Open Learning Programme into the Somali Open Learning Unit (SOMOLU). At the time there was no Ministry of Education, except in the North-West, Somaliland, and only 550 community and NGO supported primary schools serving a population of 7 million people. This meant that UNESCO had to liaise with regional education officers still in place since before the fall of the Barre regime in 1991. Teacher tutors were UNESCO employed Somali teachers who either travelled around clusters of schools whose teachers were enrolled for the teacher education programme or resided in urban centres calling trainees for training sessions during school holidays. The programme featured 40 units in four modules and trainees sat for examinations at the end of each module.

Until sometime around 1985, the Somali education system had been comparable to that of many other African countries. However, increasing military expenditure was at the cost of the education budget that grew smaller year by year. During the last few years before the civil war, teacher education began to take on features of military training for politically correct students. When the civil war broke out, the education system virtually collapsed including all forms of teacher education. The Somali nation disintegrated into clan-based factions, each with militias under the command of warlords who frequently turned against each other.

It was in this context that UNESCO opened an Office of the Education Advisor in Mogadishu, but as there was no Ministry of Education to advise, the office was eventually turned into the UNESCO Programme for Education in Emergencies and Reconstruction (PEER), which has since spread its wings to serve as a regional programme to assist UNESCO's country and cluster offices all over Africa. There is great need for its special expertise and for adaptations of its generic education and training materials for emergency situations.

## Curriculum Development

In 1997, together with UNICEF Somalia and other Somalia Aid Coordination Body (SACB) partners involved in education, UNESCO organised support for the development of a new primary curriculum, syllabuses, textbooks, teacher guides and readers. PEER printed and supplied 56 textbooks in two editions, one for Somaliland and one for Somalia. The curriculum development activities met many problems and proved occasionally hazardous. Textbook writing required an agreed curriculum, agreed syllabuses, objective writers fairly representing all zones (and clans), translators, a standardised Somali language, typists, computers and electricity to power them. When UNICEF provided the Curriculum Development Centre in Hargeisa with a generator in support of the first curriculum workshop, the writers from North-East and Central-South Somalia quit for political reasons and the generator was removed. Meanwhile the computers proved incompatible with cables, printers and software and the two hard-to-come-by Arabic typists suffered unfortunate accidents – one breaking her finger and the other breaking her leg.

There was euphoria in Galkcayo, Puntland, when UNICEF organised 80 syllabus developers, textbook writers, translators and computer operators in an eight-week workshop for the lower primary resources. But Galkcayo is on a political faultline between two rival clans, so the workshop required protection from a consortium of militias organised by the Regional Governor. Halfway through the eight-week period, word came from UN security that a shipload full of arms and militia was sailing up North along the coast. They did not know where it would land, but if they were to go ashore at Hobyo, it would take them less than two hours to reach the workshop. The technical support team was ordered to move North 250 kilometres to the UNESCO compound in Garoe. With the resource team in Garoe and the writers 250 km away in Galkcayo, the workshop continued for another four weeks with the writers and resource people making occasional visits to each other.

For the next exercise, in 2000, upper primary textbooks were supposed to be written in the South, in Merka. Although the project coordinator had written a positive report upon his visit to Merka, a

week after he left a member of a militia group threw a hand grenade at one of the UN planes, which promptly led Merka to be out-of-bounds for UN personnel for more than a year.

## Teacher Colleges

In the late Nineties UNESCO, with EC support, helped set up the Somali Teacher Education College (STEC) in Hargeisa, Somaliland, and since 2004 has been planning the Garoe Teacher Education College in Puntland in collaboration with Diakonia and funded by SIDA. It may appear from this that UNESCO is changing from an OL/DL modality to residential training. However, the teacher college is not designed to restrict itself to residential training. Puntland set up its Ministry of Education in the late Nineties and the Transitional Federal Government is currently developing its new Ministry of Education in the South. Primary school enrolment figures are going up, although, with a GER of 23%, they are still the lowest in the world.

UNESCO's approach is now to work with the three MOEs and NGO partners who will manage the institution with UNESCO's technical assistance and professional input. In view of the fact that primary enrolment targets for 2015 imply the need for 40,000 new teachers, there is need for a teacher supply system that is flexible and responsive to surges in demand. Forty thousand new teachers in ten years would require 8 teacher colleges each turning out 500 teachers per year. Unless there is a shift to more school-based, ICT-supported and mentor supported training, teacher education will not cope with the demand. Moreover, over 60 per cent of the currently practising teachers are not professionally qualified – the major factor that makes learning quality improvement virtually impossible. There is also a very significant advantage in the school-based training modality for unqualified practising teachers; they need not give up their teaching jobs to choose teacher training. It is in the light of these considerations that UNESCO is now both shifting gears and switching modalities in its teacher education programme in Somalia.

## UNESCO's adopted approach

The teacher education system and teacher service scheme most likely to respond

to the demand for quality and numbers in the next ten years and therefore guide UNESCO policy are as follows:

- MOE capacity building to plan, manage, supervise and continuously monitor the teacher education system;
- Increased school-based training, alongside blocks of residential training, with the support of:
  - ICT and eventually radio programme services through field support centres developing into Community Multimedia Centres;
  - Mentoring services focused on school clusters;
  - Reflective practice to ensure continuous personal improvement;
  - A maximum of 4 teacher colleges;
  - Standardised programmes for all Somalia and corresponding teaching-learning materials;
  - Common assessment and certification services featuring an external examination input;
  - A negotiated teacher service policy that ties remuneration to qualification and experience; and
  - A capability to meet sudden changes in demand for qualified teachers.

The said policy, which is also less vulnerable to political instability, is being implemented in UNESCO's following projects and plans:

### **The Garoe Teacher Education College (GTEC) Project**

The GTEC Project was designed collaboratively with the MOE and Diakonia Sweden, an international NGO with vast experience in support of education and training in Puntland, especially the Nugal Region. The project, due to start soon with the sponsorship of SIDA and the Italian Government:

- sets up teacher college facilities catering for 240 residential trainees with two programmes, one 33% school-based for 100 trainees, the other 67% school-based for 140 trainees to allow for maximum use of college facilities. There is an aim of 40% female admissions into the programmes. Programmes and corresponding resources are being adapted from existing models elsewhere;

- facilitates the development of a teacher service policy that ties remuneration to qualifications, experience and performance; and
- ensures quality control and standardisation agreed standards with the Assessment & Certification Services.

This is a 30 month project due to start a few months after the following projects/ Programme are initiated:

- ICT-Supported Teacher Education Project;
- Secondary Teacher Education Project; and
- KU-BU Link Programme.

### **ICT-Supported Teacher Education Project**

This project, sponsored by the Italian Government, assumes the GTEC Project and provides ICT and school-based mentoring support to a first cohort of 100 trainees, 80% of them being practising teachers because the immediate problem is lack of quality rather than lack of teachers.

- It features 4 field support centres (in Garoe, Bossaso, Galkayo and Merka), each with a manager/tutor and a field tutor/mentor;
- Each centre provides ICT support as well as mentoring support to teachers of clusters of approximately 5 schools from which trainees are drawn;
- Each centre takes on approximately 35 school-based trainees, 40% of them female;
- The project features adaptation of existing programmes and resources to the school-based, ICT-supported modality; and
- It also undertakes skills development in the use of ICT and mentoring.

The project has a duration of only 12 months and is mostly geared to adding ICT and mentoring support to school-based trainees. However, the merit of the support system is that it is easily expandable and can at short notice create any number of new support centres. The current focus is on developing the system in four urban centres with a view of adding a number of rural centres later on. The policy and teacher training modalities correspond fairly closely to the European Commission (EC)'s teacher education

project in Somaliland (Strengthening Capacity of Teacher Training: SCOTT) – an important factor in view of the resolve to standardise teacher education programmes, resources and certification.

### **Secondary Teacher Education Project**

At the secondary level there has arisen a similar need for more teachers and better qualified teachers. In response, the EC-sponsored secondary teacher education project:

- supports the training of 10 teacher training tutors and 20 school mentors, the latter to guide school-based trainees; and
- has a duration of two years and is located in Amoud University, similar to the primary teacher programmes.

### **KU-BU Link Programme**

Benadir University in Mogadishu has approached Kenyatta University to collaboratively set up a secondary teacher education programme. UNESCO will advise on the need for the universities to base their programme on work and achievements so far in North Somalia.

### **UNESCO's Commitment to Teacher Education in Somalia**

While UNESCO has provided a considerable input to the development of the upper primary curriculum and its resources, its focus is now shifting to secondary education, technical and vocational education (TVE) and teacher education. UNICEF Somalia will maintain its support for primary education. Apart from continuing to improve the quality of the programmes, UNESCO is determined to contribute to the development of mechanisms that make the teacher education system flexible and responsive to rapidly increasing demand. It plans to achieve this through networking with partners and through the development of ICT and mentoring support. Whereas the current projects have only a pilot activity in Central-South Somalia (Merka as ICT Support Centre), a drastic increase of Support Centres is envisioned in Central-South Somalia, where the new TFG is establishing itself and opening up opportunities for education development. It is also expected that UNESCO PEER will gradually hand over its work to the UNESCO Cluster Office in Addis Ababa when the country settles down into peaceful existence.

# Impact Assessment of UNESCO-PEER Peace Education Manual for the Horn of Africa, Central and Eastern Africa

Elias Omondi Opongo, SJ  
Program Officer-Peacebuilding  
Jesuit Hakimani Center, Nairobi.

Peace education in conflict settings demands proactive innovative skills that take a multi dimensional approach to education. This implies that peace education has to be integrated with other relevant disciplines and sectors of the society in order for it to be effective. In this paper I will discuss the impact assessment of UNESCO-PEER peace education approach in the Horn Africa and the Great Lakes. I draw my field experience from two years of work with UNESCO-PEER Nairobi as a peace education consultant conducting workshops in Somalia, Yemen (for Somali refugee teachers), Nairobi and refugee camps in Tanzania (for Rwanda, Burundi and Congolese refugee teachers).

Peace education takes a more comprehensive approach given its interactive nature with other disciplines as well as its roots in conventional, cultural, social and political values. It cuts across all sectors of the society influencing and transforming negative peace both at the societal and structural levels. It seeks to achieve positive peace through various learning processes that offer an alternative to violence with a long-term goal of enforcing just structures, equal opportunities and attainment of basic human needs.<sup>3</sup>

The UNESCO-PEER peace education package is designed for use in primary schools. The text was

contextually developed for use in Somali schools but later (2000) was translated into French to suit schools in Eastern Africa's Great Lakes region. The package recognizes peace not just as an absence of violence, but also as "an amalgamation of values, skills and positive attitudes towards life and self-actualization, on a personal, community and national level." (Mark Richmond, Head of Programme, UNESCO-PEER 1997:1).

## An Evaluation of UNESCO-PEER Peace Education Manual<sup>4</sup>

My evaluation of UNESCO's peace education manual will focus both on content and the philosophy behind this noble initiative. In fact, conducting peace education workshops in conflict settings fogged by past and present violence, desperation and hopelessness can be a challenging experience that draws one to reflect and evaluate the impact of peace education in situations of violence. There is often a general sense of hopelessness amongst people affected by conflict, a sense of defeat or what Scheper-Hughes refers to as a "paralysis of the will" (1992:14). Is peace education of any relevance to such volatile situations? My reflections have left me with more questions than answers and yet still convinced that peace education remains a pertinent tool in transforming violent societies

through the cultivation of values that recognize interdependence nature of human existence.

The UNESCO peace education package had a positive reception in most workshops that I conducted. The teachers were very enthusiastic about learning a new methodology of teaching and taking a different perspective to peace building. The aim of the manual is to integrate peace education into the whole education curriculum so that peace education is not singled out as a subject apart but as an integrated process of learning. The manual was certainly a good initiative but remains incomprehensive and inadequate for effective results. There are several issues that if improved or initiated could make the manual more effective:

**Training of trainers:** The integration of peace education ought to start with the instructor or the teacher passing on the values to the students. The UNESCO peace education package did not have preparatory materials for the teachers besides the teaching guide. I thus found it necessary to design a Training of Trainers (TOT) manual that could help prepare the teachers or instructors to own the values portrayed in the manual. This addition needs to be fully integrated into the whole package.

**Contextual sensitivity:** The UNESCO manual is certainly

<sup>3</sup> There have been debates on whether peace education is a discipline in the strict sense of the academic parlance or just a form of learning. I would not get into an exhaustive debate about the specifics of various perspectives. However, I would emphasize that integrative peace education, like any other discipline, concerns itself with the progress of human nature but goes further to instill human values necessary to construct a historical reality where all have the capacity to participate in the general organization of the society. However, this process of learning is not limited to the classroom set up. For peace education to be integrative it has to reach out to the teachers and staff in the school as well as the community in which the school is located. Such a broader perspective ensures the sustainability of integrative peace education.

<sup>4</sup> The manual is composed of four text books: a) An activity book: *Let Peace Begin with Me* is composed of 38 activities that students, with the aid of a teacher, can "introduce the concepts, values and attributes of Peace Education." (UNESCO1997:4). Each activity has a general objective though teachers ought to be aware that achieving such an objective is a long-term goal. There is a proposed age limit for each activity. b) A storybook: *Abdi's Dream Comes True and Other Stories*. This is a composition of twenty stories mostly derived from the Somali context. Each story has accompanying activities and comprehension exercises with additional comments that assist the teacher to interpret the moral lesson of the story. c) A book of songs: *Singing for Solidarity*. This text is a collection of old and contemporary Somali songs. The songs are also recorded in a tape that is part of the package. d) *Teacher's handbook*. This is a teacher's guide that offers aid on planning of class lessons, teaching methodology and short-term and long-term implementation of the programme. The package also includes *The Word Game*, which is a set of sixty cards with words and images illustrating different situations of conflict and those of peace. Other supplies such as the map of Somali, stationary, UNICEF booklet on *Rights of the Child* and other visual teaching aids are also available. A unit package weighs about twenty pounds.

relevant to both the Somali and Great Lakes contexts respectively. However, the Somali manual had some oversights. For example, given that Somalia is 99 percent Muslims, teachers in workshops found it religiously and culturally inappropriate that girls in the drawn pictures had no head veils or that boys and girls were drawn holding hands and sometimes in shorts. There were also several activities that required adjustments.

**Practical limitation:** It is important to be aware of the practical limitations in conflict settings. Thus, a peace education manual ought to be composed of materials that are readily available locally and easily transportable. The entire peace bag weighed ten kilograms. It was impractical to design such a heavy package considering the fact they had to be freighted in portions as personal luggage in small 14-seater shuttle flights, which only allows a maximum of 15 kilograms of luggage per person. In some of my trips to Somalia or Yemen, I sometimes had to conduct the peace education workshops without the manuals for the teachers because due to their bulky nature they could not be transported in time.

**Implementation process:** UNESCO peace education manual equally overlooked the implementation process of the package. Even though the package purports to target the community by the ripple effects of the education from the schools, it fails in making practical approaches to follow-ups into the community.<sup>5</sup> I attempted to change this by conducting peace education workshops for the teachers, students and community. The first of such workshops was in a refugee camp in Yemen, mostly inhabited by Somalis. As a follow-up measure a peace committee was established composed of both teachers and the community leaders in order to iron out the

differences and create a common vision for the future. Similarly, in northwestern Tanzania, refugee teachers from the Democratic Republic of Congo (DRC), Rwanda and Burundi expressed the need to have community peace building workshops between the refugees and the Tanzanians.

**Impact Assessment:** Establishing an impact of peace education is important. This could be done through follow-ups and revision of the peace manual. Even though the peace package was at its embryonic stages, it would still have been important for UNESCO to include a well thought process of evaluation that could determine the impact of peace education in the schools and community. It is certainly difficult to identify obvious indicators of success in the area of peace building, however, a minimum process of evaluation could identify signs of positive impact.

**Integrating peace education into the curriculum:** One of the dilemmas of teaching peace education is to establish whether it should be taught as a separate subject or simply in full integration with all other disciplines taught in school. I would prefer taking both perspectives because from my experience, of the 364 teachers that I trained, most of them expressed difficulties integrating peace education into their regular teaching curriculum. Some of the reasons sighted include; teachers have to work with a lesson plan that has to be completed by end of the semester; integrating peace education demands a lot of creativity on the part of the teacher, some are gifted in this more than others; integration of peace education into subjects such as Mathematics, Chemistry or Physics is almost impossible.<sup>6</sup>

## Conclusion

The UNESCO-PEER peace education initiative is certainly a noble endeavor. It needs to be supported and sustained by a generous allocation of required resources. There is hope for an integral peace in Somalia with the coming of the new government and peace education is needed now more than ever before.

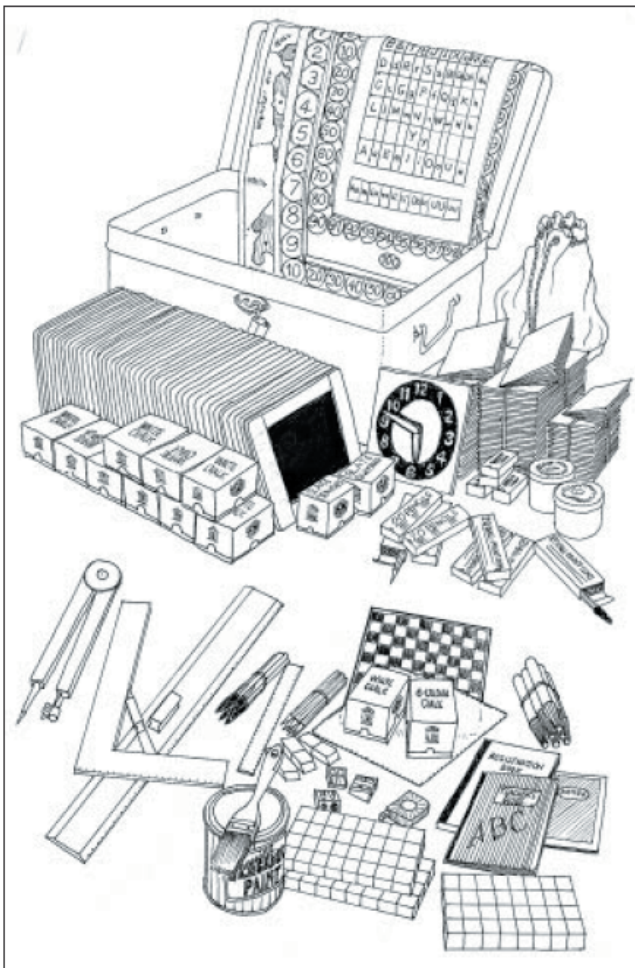
It is important that teachers own the values of peace education despite the difficult conflict settings. This would ensure that these values become integrated into the lives of students. However, unless peace education is extended to the community, it would be difficult to attain a comprehensive acquisition of peace values. Thus, establishment of peace committees and dialogue forums is important in ensuring that there is a full integration of society. Equally important is the writing of a peace education manual. This process requires that one is attentive to the contextual imperatives and aware of the most important needs within the community.

## Bibliography

1. Scheper-Hughes, Nancy, 1992. "Death Without Weeping". *The Violence of Everyday Life in Brazil*. (Berkeley: University of California Press).
2. UNESCO-PEER, *Peace Education: Teachers Manual*, Nairobi, 1997.
3. Weigert, K., and Crew R., "Teaching for Justice". *Concepts and Models for Service-Learning in Peace Studies*. (Washington DC: American Association for Higher Learning, 1999).
4. Weigert, Kathleen M., "Moral Dimensions of Peace Studies. A Case for Service Learning" in Kathleen M. Weigert and Robin J. Crews eds. *Teaching for Justice*. (Washington, D.C.: American Association for Higher Education 1999)

<sup>5</sup> UNESCO-PEER had limited funds for peace education programme and subsequently it was impossible to expand the peace package to many schools and to follow up regularly on the schools that had been introduced to peace education.

<sup>6</sup> As an attempt to integrate peace education into the general education curriculum, UNESCO-PEER Nairobi, embarked on a project of re-writing the education syllabus of Somali in 2000. Even though the primary purpose of this project was to revise and re-write the Somali education curriculum, UNESCO found it appropriate to include the integration of peace education into the curriculum. I perceived this to be a daunting task. Some of the Somali teachers carrying out this project expressed difficulties in including some principles of peace education in the curriculum given the political instability in Somali.



Quantity	Description
	<b>For the children</b>
40	Hard slates
80	Slate crayons
40	Slate-cleaning cloths
80	Exercise books (lined, A4, 96 pages)
80	Pencils
80	Erasers
80	Pencil sharpeners
80	Pens (blue ball-point)
9	Boxes of chalk (144 sticks each)
1	Wooden clock
1	Gameboard (depending on the local culture)
1	Metal or plastic trunk to contain the above
1	Padlock and keys
	<b>For the teacher</b>
1	Registration/mark book
1	Notebook (lined, A5, 96 pages)
1	Teacher's guide (in the local language)
6	Pens (blue ball-point)
6	Felt-tipped pens
6	Pencils
1	Ruler (30cm)
3	Erasers
3	Pencil sharpeners
1	Tape-measure (1.5m)
96	Wooden cubes (2cm)
1	Box of white chalk (144 sticks)
1	Box of assorted coloured chalk (144 sticks)
1	Tin blackboard paint
1	Paintbrush
1	Duster
1	Chalkboard compass
1	Chalkboard set-square
1	Chalkboard ruler
1	Alphabet poster (printed cloth)
1	Number poster 1-100 (printed cloth)
1	Multiplication table poster 1-10 (printed cloth)
1	Map of the home country (printed cloth)
1	Duffel bag to contain the above

The UNESCO-PEER (Programme for Education for Emergencies and Reconstruction) emergency programme developed a Teacher Emergency Package (TEP) in Somalia in 1993. UNESCO-PEER worked in an inter-agency context and with other agencies in developing similar emergency projects in Central, Eastern and Southern Africa.

The TEP or 'school-in-a-box' consists of a kit of materials and a methodology of teaching basic literacy and numeracy in the mother language of the children.

There is a box containing slates, chalk, dusters, exercise books and pencils for eighty students (in two shifts). The teacher's bag contains blackboard paint, brush and a tape measure so that teachers can create a blackboard on a wall or plank of wood if necessary; white and coloured chalk; pens, pencils, pencil sharpeners and felt markers; three 'scrabble sets' of small wooden blocks so that teachers can create language and number games for the children; three cloth charts (alphabet, number and multiplication), an attendance book, a note book and the teacher's guide, which outlines the teaching methods and the content of lessons in order to develop literacy and numeracy.

The box is designed to cater for approximately eighty refugee children of primary age in a split-shift class situation. It does not have a formal graded curriculum but aims instead to teach functional literacy and numeracy. Where Arabic numerals and Latin script are not applicable, local versions should be purchased or created.

One advantage is that, with the box and teachers' bag, the teacher and children may set-up a 'classroom' anywhere. The kit covers the literacy and numeracy skills that should be developed between the first and fourth grades (approximately) and is designed for a six-month span of learning that then phases into the formal textbook based curriculum.

The UNESCO team has also developed a training programme for the implementation of TEPs based on a 'train-the-trainer' approach.<sup>14</sup> The TEP may be procured from UNESCO-PEER's office in Somali, Kinyarwanda, Afar, Portuguese, French and English versions. UNESCO-PEER's current address in Nairobi is: P.O. Box 30592, UN Complex Gigiri, Nairobi, Kenya. The 1997 unit cost was approximately US\$140.

# EDUCATION FOR RECONSTRUCTION: EDUCATION ESSENTIALS FOR YOUTH AND ADOLESCENTS IN POST-CONFLICT SITUATIONS

Anna P. Obura, Ph.D

## *How does education-for-reconstruction differ from other education programmes?*

In post-conflict situations adolescents need core academic curriculum or vocational/livelihood skills training - not both simultaneously - **and some additional knowledge or skills**. It is important to remember that no regular education system in Africa has succeeded in marrying vocational education with general education. Adolescents in a post-conflict situation should be able to choose between (a) upper primary or secondary education, if they are qualified at this level, (b) an accelerated basic education programme (the equivalent to primary education, leading to certification), and (c) livelihood skills training.

Providers have to be aware that classical vocational training is costly, as much as ten times the cost of general education. However, alternative ways of providing skills training are gaining ground, through structured apprenticeships and mobile trainers.<sup>7</sup> In northern Rwanda, CARE provides a free, high quality training, using carefully selected practising tailors and carpenters, to expand from 3-4 to 10-20 apprentices per workshop. CARE gives trainers modest monthly stipends. This, together with the increased output from their businesses, satisfies the trainers. CARE focuses their child-headed household/HIV orphans programme in the south on apprenticeships in a wide range of very small enterprises, such as bicycle repair and hairdressing, and gives start-up support to groups of 5-6 graduating adolescents to open small group businesses. The programme has not yet been assessed. There is an urgent need for expansion and experimentation with low-cost, modest programmes which fit in with whatever kind of apprenticeships that exist, everywhere, for reasons of cost, availability of trainers and relevance.

In reconstruction contexts in Africa, **subjects or skills additional to** general education or livelihood skills training often include (a) peace education, (b) lifeskills education and (c) education for the prevention of HIV (EP-HIV), to be called 'the trio'.<sup>8</sup> There may be as much as 90% overlap in the common core of personal and social skills in this trio. In essence, youngsters need to recognise what is in their best individual, group and national interests, and to learn how to achieve these goals on a routine basis in school, at home and in the community.



Since most armed conflict in Africa involves internal strife, to become a peace education programme, a regular lifeskills programme would need to add:

- conflict prevention skills
- conflict resolution skills
- skills to promote intergroup inclusion

For an EP-HIV focus, programmers would add role play and strategy practice in a variety of risky situations.

## *The characteristics of behaviour-change oriented programmes*

Sadly, experience has shown that the rhetoric around skills-oriented programmes, such as this trio, is often not backed up by appropriate programme design (lack of skill teaching, lack of

trained teachers and lack of time for and monitoring of learner practice). Peace programmes which are explicitly concept-oriented may teach concepts but, from experience, they do not change behaviour if they omit the skills component.

The merit of the INEE (Inter-Agency Network for Education in Emergencies) peace education programme is that it clearly names the skills to be learned each week, gets learners to practise them in class and through weekly, doable, monitored 'homework tasks' in the school, home and community. The programme has been shown to change behaviour.

The principle applies equally to the trio. If pupils are not demonstrably learning skills, they are wasting their time. Teachers and pupils will be aware of this, and the lessons will surreptitiously be dropped from the timetable, only made available to the visiting 'assessor' or donor from time to time after an undignified scramble to find pupils, a long-lost teacher's guide and a lunch hour slot 'on the timetable'. When skills are regularly practised and learned, there is a high degree of enthusiasm from learners and teachers. Learners like *doing* something in class. The secret of a good skills programme, in addition to sound programme-curriculum design, is a high quality, ongoing teacher education; the input of a highly specialised, international-quality trainer; and a dedicated lesson per week.<sup>9</sup> Anything less than this fails.

Typically, the trio of programmes teach peer support and produce a corps of young practising conflict mediators and HIV peer facilitators. They welcome this kind of responsibility and their peers are keen to call on them.

<sup>7</sup> Benin, in the Abomey Girls' Centres Programme, since the 1980s; UNICEF Madagascar School Drop-outs Programme 200-2003; planned currently in Somalia with EC support.

<sup>8</sup> Detailed list of extra topics and skills in Obura, *Never Again: Reconstruction of the Education System in Rwanda* (2003). Paris: IIEP UNESCO.

<sup>9</sup> Successful programmes in this trio have taken over a weekly civics lesson, a religious studies lesson, or a social studies lesson. They have not added a lesson to the timetable.

## Box 2: ADDING PEACE BUILDING SKILLS TO A LIFESKILLS PROGRAMME

### What Skills Need to be Added to a Life Skills Programme or Emphasised in a Peace Education Programme?

As a preliminary exercise, the following skills could be listed:

#### Conflict Prevention Skills

- learning to speak openly without threat to another
- recognising a threat of conflict, identifying the threat
- holding back (or silence) instead of rushing into action (or talking)
- determining which conflict avoidance strategy to use for the circumstance
- using the avoidance strategy effectively

#### Conflict Resolution Skills

- using nonviolent methods
- using mediation

#### Skills to Promote Intergroup Inclusion – a specific need in some countries

- capacity for burying the past and living positively with neighbours in the present
- skills of living peaceably with individuals identified as belonging to other social groups
- capacity to appreciate others' points of view
- capacity to face up to and review one's prejudices as regards other social groups
- capacity to appreciate the positive aspects of difference in others
- capacity to treat each person as an individual rather than as a member of a specific social group, capacity to treat people as equals
- skills of positive interaction with individuals and groups of people from other social groups
- skills of promoting positive interaction between social groups.

One successful peace programme, the INEE peace education programme teaches the following skills:

'[T]he skills of cooperation; communication skills - including enhanced listening, speaking skills and the skill of remaining silent; skills of trusting, of practising empathy; skills of assertiveness deriving from enhanced self-esteem and self-image; the skill of taking increased individual and social responsibility - for one's life and decisions, and for other people; the skill of controlling emotions; mediation skills (a conflict resolution skill, together with problem solving, negotiation, and reconciliation skills) derived from an increased attitude of tolerance and open-mindedness. [It] focuses on the understanding of prejudice, bias, the origins of individual and cultural perceptions, and the value and oneness of humankind. The concept areas of peace learning... are summarised as "peace, human rights and self-respect".' Pamela Baxter, reported in UNHCR (2002:2 ).

After wide consultation, each country should draw up a list of peace building skills that are seen to be critical for the country's recovery and the establishment of lasting peace.

Anna P. Obura (2004: 15) ADEA/Commonwealth Secretariat Ministerial Meeting on 'Education in Crisis or Post-Conflict Mombasa, Kenya, June 2-4, 2004, "Conflict Prevention through Education in Africa: The New Challenge". Concept Paper. Appendix B



# News in Brief (June-December 2005)

## July:

### 1. Workshop on Multigrade Teaching in Tanzania

A regional workshop on multi-grade teaching was organized by the Commonwealth Secretariat as part of the activities of the Working Group on the Teaching Profession (WGTP) of the Association of the Development of Education in Africa (ADEA). The workshop was conducted in Bagamoyo, Tanzania on 4-8 July 2005. During the workshop a future plan for IICBA multi-grade school project was developed. IICBA will organize three workshops in the next six months targeting teachers, regional education bureaus and the ministry of education.

### 2. MED-ICT Workshops for Anglophone Countries in Pretoria

The Master of Education in Information and Communication Technology (MED-ICT) facilitators training was carried out in Pretoria from 18-26 July 2005 for the three partner institutions, i.e. Cape Coast University of Ghana, Makerere University of Uganda and Addis Ababa University of Ethiopia. It was intended to train facilitators on two of the modules of the MED-ICT program; Video and Hypermedia in the classroom and Research essay in the field of Computer-Integrated Education. And also provide the facilitators with an experience of interacting with the training host group of students. The participants worked on a project of preparing a video on the research module to help them take a practical example for their students. In addition to one of IICBA staff, course moderators from content originating

institutions and course facilitators from each partner institutions attended the training.

### 3. In-service Training for 75 school principals and inspectors in DRC

UNESCO-IICBA ran a training workshop for 75 school principals and inspectors in Kinshasa, Democratic Republic of Congo, from 18-23 July 2005. The workshop was aimed to familiarize school principals and inspectors with modern ideas in the management of schools, students and finances. It was also carried out to provide in-service training for a post conflict country to assist the rehabilitation of the education system in the DRC. Dr. Barry, Programme Officer of IICBA, provided a well organized PowerPoint presentation regarding the major topics of the workshop and it was appreciated by most of the participants.

### 4. Capacity Building for EFA in Rwanda and Sierra Leone

UNESCO-IICBA conducted pre- and in-service training programs for over 300 teachers and teacher educators. This capacity building for EFA training program was provided in Rwanda from 03-20 July, 2005. The three participating colleges were Kavumu Teachers Training College, Byumba Teachers Training College and Rukara Teachers Training College. A team of IICBA staff led by Dr. Temechegn Engida conducted the training. The major topics covered in the training were related to modern teaching methods, classroom management, resistance learners and group dynamics and layout design and videography. This

EFA training is a continuation of the first similar training which was carried out in Sierra Leone in April.

## August:

### 5. PGDDE & MADE Workshops in Liberia

UNESCO-IICBA conducted an academic counseling workshop for Post Graduate Diploma on Distance Education (PGDDE) and Master of Arts in Distance Education (MADE) students. The academic counseling workshop was organized and conducted in cooperation with Indira Ghandi National Open University (IGNOU) in Liberia from 01-05 August 2005. Dr. C.R.K. Murthy and Dr. Sanjaya Mishra, both Readers and faculty members of staff training and research institute of distance education of IGNOU presided over the workshop as resource persons. The workshop was intended to review the progress of each student and motivate them to resume their studies after a gap of four years due to the problem in the country. In addition, MADE students were expected to develop project proposals, instruments, and budget and provide guidance to carryout their project work.

### 6. UNESCO-IICBA Capacity Building Framework Completed

IICBA's framework on capacity building was completed and submitted to the IICBA Board Meeting on October 2005. The framework is aimed at helping IICBA's staff and stakeholders understand the concept and issues related to capacity building and apply them to IICBA's work for an effective implementation. The framework

emphasizes the importance of focusing on building capacity not only on individuals but also on institutions and environment in which the individuals work. IICBA is planning to publish the framework as IICBA Technical Paper series.

## **7. PGDDE Workshops in Gambia, Ghana and Sierra Leone**

Three Academic Counseling Workshops were conducted in Freetown, Banjul and Cape Coast on 22–26 August, 29 August–2 September, and on 19–23 September 2005, respectively, for the first in-take of PGDDE students from Sierra Leone and The Gambia and the second in-take of students from Ghana. The Workshops were organized for the benefit of eleven students from The Gambia, twenty-one from Sierra Leone and thirty-one from Ghana all admitted in October 2004. The three Academic Counseling Workshops had much in common in that all of them were the first Academic Counseling Workshops carried out for fresh takes of PGDDE students admitted at one and the same time from the three countries. IGNOU deputed Professor P. R. Ramanujam, Director, Staff Training and Research Institute of Distance Education (STRIDE), IGNOU, to lead the Academic Counseling Workshops conducted in Freetown, Sierra Leone, and Banjul, The Gambia on 22–26 August and 29 August–2 September 2005 respectively. For the Workshop conducted in Cape Coast, however, IGNOU deputed Dr. Manjulika Srivastava, Reader and staff of STRIDE, as resource person to preside over the proceedings of the Workshop carried out from 19 to 23 September 2005.

## **8. Women's Leadership Workshop Conducted**

A five day workshop on “Women’s Leadership, Gender Mainstreaming, Tackling HIV/AIDS, and Poverty” was conducted in Addis Ababa, Ethiopia from 29 August-03

September 2005. The workshop is part of the training program that focuses on women leaders in the education sector and also brings in women in political leadership. The overall objective of the Women’s Leadership training was to enhance relevant leadership knowledge and skills in order to intensify women’s effectiveness in responding to gender inequalities in education and that of other sectors. It was attended by 65 middle and senior level women leaders from the public and private sectors including civil society and non-governmental organizations.

### **September:**

## **9. Training on the use of ICT in teaching about HIV/AIDS in Nigeria**

A training workshop on “Using ICT to Teach about HIV/AIDS” was conducted by two staff members of IICBA in Abuja, Nigeria from 19-23 September, 2005. The training was intended to develop better understanding of the role of ICT in education, promoting better understanding on how ICT can enhance various teaching/learning theories and principles and above all developing knowledge on the basic functions and operations of ICT and their generic applications. The training was attended by 24 participants representing each of the geo-political zones of Nigeria.

### **October:**

## **10. IICBA Board Meeting**

IICBA Board Meeting was held on 11 October 2005 at the UNESCO HQ, Paris. The Meeting was attended by 18 participants consisting of 8 Board Members, 7 from UNESCO HQ including Mr. Peter Smith, Assistant-Director General for the Education Sector, and 3 from IICBA. Main agenda of the meeting included the following: 1) Report on Activities implemented from January to September 2005; 2)

Presentation of the IICBA Capacity Building Framework; 3) Presentation of IICBA Evaluation Report conducted by the Internal Oversight (IOS); 4) Presentation of the UNESCO Teacher Training Initiative for Sub-Saharan Africa; 5) Update of IICBA Strategic Plan 2005-2010; and 6) Presentation of the Financial Report for the biennium 2004-05.

### **November:**

## **11. Workshop on Multigrade School Project**

IICBA organized a workshop on Multigrade School Project on 28-30 November 2005 to summarize the experiences in the project since 1999. The workshop brought together representatives from the Federal Ministry of Education, Institute for Curriculum Development and Research (ICDR), Regional Education Bureaus, Woreda Education Offices and teachers from the multigrade schools in Amhara and Oromia Regions. In the 3-day workshop teachers shared their teaching experiences, discussed, education officials shared their experiences and views on multigrade schools in order to identify inputs for the guidebook on multigrade teaching.

## **12. Workshop on ICT and Education in Swaziland**

IICBA conducted a training workshop in Swaziland from 21 November to 9 December on using ICTs in teaching about HIV/AIDS prevention. The training was conducted at all the three teacher training colleges of Swaziland with 108 lecturers participating, representing over 90% of Swaziland’s teacher trainers. The training used a blended approach, combining both instructor-led sessions and a large component of self-paced interactive training modules.

This blended approach allowed a much larger number of people to participate in the training and also greatly reduced the cost of training. Self-paced learning and the blended

approach may not be appropriate for all training needs, but where it is suitable, it proved to be an excellent way to reduce costs and reach more participants. Just as distance education has lowered the cost of traditional classroom learning, self-paced learning has the potential to reduce costs much further and reach many more people. The workshop was well-received as was the new blended approach which was piloted at this workshop.

### **13. Facilitators Training Workshop for Postgraduate Diploma in Education, Burkina Faso**

A training for facilitators from University of Ouagadougou and Université Cheikh Anta Diop de Dakar was organized in Ouagadougou from 23 to 26 November. The objectives of the workshop were to train the on the practical aspect of three training modules, to assess the progress of trainees on three of the modules for the PGDE-ICT presented in the first workshop, to provide facilitators and students with the opportunity to interact with participants from the partner universities and course moderators and to discuss the status of the PGDE-ICT program in the presence of the Project Coordinator from IICBA, course facilitators and content providers and workout feasible work plan for the remaining part of the project. In order to build capacity for the two partner universities IICBA has provided the financial support to setup a multimedia lab with at least ten computers, several equipment (DV Camera, Webcam, etc) books and other teaching materials.

**December:**

### **14. Facilitators Training Workshop for Master of Education in the use of ICT, Uganda**

The workshop was organized in Makerere University on 5-9 December with the objectives to train Facilitators from the three partner universities (Addis

Ababa University, Makerere University, and University of Cape Coast) on one of the modules of the MED-ICT Program, to present the module to MED-ICT students at Makerere University and to evaluate the progress of all the three batches of students from the University who are enrolled in the programme.

So far, all the three universities have participated in the MED-ICT Program once. All the three universities have registered a second batch of students. However, all three universities feel that the capacity built in terms of course facilitators in certain core areas of the program is not adequate. They strongly recommended that capacity reinforcement be done in the areas where they lack expertise.

### **15. Facilitators Training Workshop for Postgraduate Diploma in Education, Senegal**

Workshop was organized for 18 teacher trainers at Université Cheikh Anta Diop de Dakar (UCAD), Faculté des Sciences et Technologies de l'Éducation et de la Formation (FASTEF). The aim of the workshop was to provide the participants training with the content presented at the first IICBA workshop in Ouagadougou. At the end of the workshop, all participants found that it was very useful and that they have learned a lot; most of them found that they knew very few of the tools they use regularly and that it was good to formalize the knowledge they had gained by a do-it-yourself-approach. The participants also expressed their interest in having a Post-Graduate Diploma as well as a Master's Degree in the use of ICT in Education.

### **16. Workshop On African Pedagogical ICT License (APICT), Ethiopia**

Education systems all around the world are facing increasing pressure to follow the lead of industry and commerce, and adopt Information Communication Technology (ICT) into schools. However, the potential to teach and learn through ICT is yet

to be exploited. The Pedagogical ICT license was developed in Denmark in the late 1990s. It was developed by teachers for teachers with the goal that teachers did not just need to learn ICT skills: teachers needed to explore ways of integrating these skills into their teaching.

UNESCO-IICBA organized a workshop on APICT on 12-16 in Addis Ababa with the following objectives:

- a) Transfer knowledge and skills from Danish Centre for Education and Research (UNI-C) to IICBA
- b) To train at least 20 local facilitators working in Ethiopian SchoolNet project, ICT trainers in Teacher Training Institutions and Universities
- c) Understand the content and its mode of delivery and tailor it to Sub-Saharan African ICT infrastructure and manpower situations

### **17. Training Workshop on Computerized Document Services/Integrated Set of Information Systems (CDS/ ISIS), Ethiopia**

Computerized Document Services/Integrated Set of Information Systems was developed by UNESCO to support Libraries and Documentation Centers in Member States. As part of its support towards capacity building, the UNESCO, Addis Ababa Office and UNESCO International Institute for Capacity Building in Africa (IICBA) took the initiative to offer trainings on the software in a workshop organized during 12-16 December 2005 at the Ethiopian Information and Communications Technology Development Agency (EICTDA). The objective of the training was to introduce CDS/ISIS Information and Retrieval System to librarians, archivists, database and other information managers in Government, Private Sector, NGOs and Higher Education Institutions. 12 participants from Ethiopia and 3 from Somaliland were selected to attend the training from a large number of applicants.