UNESCO - PEER

Programme for Education for Emergencies and Reconstruction

In the beginning...

The UNESCO emergency programme began in 1993 in Somalia. A Teacher Emergency Package (TEP) was developed which could be used almost anywhere and provide a class of eighty children, split into two shifts, with functional literacy and numeracy.

At the same time as this was being developed the concept of an Education Development Centre was also being devised. The EDC was staffed by local educationalists who located, retrieved, revised and upgraded the textbooks for the formal school system. In addition, Teacher-Guides for the use of the textbooks were written and a cycle of training workshops was established.

As the programme developed and consolidated, a team was established consisting of both international and national educationalists in order that other needs could be addressed. These included mine awareness, a cholera awareness campaign, adult literacy, an openlearning teacher training programme as well as the reconstruction of the formal school system.

The programme has expanded from its beginnings in Mogadishu to the rest of Somalia, through N.W. Somalia (Somaliland), the refugee camps of Djibouti, the refugee camps of the Yemen, refugee camps in Kenya, the refugee camps and "Somali" areas of Ethiopia, and recently in Rwanda and the refugee camps of Tanzania.

Areas where the Programme is operating

The interagency vocation of UNESCO PEER, is building with UNICEF and UNHCR a regional capacity of response, following UN Council Resolutions related to UN agency collaboration in the specific area of education and humanitarian aid.
Teacher Emergency Package

The Teacher Emergency Package (TEP) consists of a kit of materials and a methodology of teaching basic literacy and numeracy in the mother language of the pupils.

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 tape measure so that teachers can create their own blackboard on a wall if necessary; white and coloured chalk; pens, pencils, pencil sharpeners and felt markers; ten "scrabble sets" 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 Guide - which outlines the pedagogical methods and the content of lessons to develop literacy and numeracy.

The kit covers grades one to four (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. Once a core group of national trainers has been trained (by one of the UNESCO team) these trainers in turn move out to train head teachers or representative teachers. These people in turn train their colleagues at the school level. This approach has several advantages:

- It allows national staff to develop psychological ownership of the programme (not generally the case when they merely receive handouts)
- It also develops an independence and an infrastructure that augers well for the next phase of the formal curriculum
- In addition there is a strong ethical base for using as many national staff as possible in a programme of reconstruction
Teaching Emergency Package

Somalia

In Somalia where they were first developed, the kits have formed the basis of schooling in both secular and Koranic schools throughout the country. Often the TEPs are implemented by other agencies and NGOs after the training has been given by the UNESCO team.

In Baidoa the TEPs provide antennae into the surrounding regions. This has enabled the reconstruction phase to occur in areas where, there have been no effective schools for several years.

Somali Refugee Camps
(Yemen, Djibouti, Ethiopia)

The introduction of TEPs in these areas has been undertaken in conjunction with UNHCR. The work instigated in the camps has followed the same pattern of train the trainers and then providing the TEP kits but the evaluation phase has been undertaken by UNHCR. The success of the programme can be measured by the ever-increasing collaboration between the UNESCO team and UNHCR.
**Somaliland**

In Somaliland the TEPs have been incorporated into the school system, as well as being used by local NGOs in the schools they operate. The effectiveness of this use in the formal system has not yet been thoroughly evaluated. In addition the TEPs have been used as part of a demobilisation scheme and this has led to a new area of research and development in the adaptation of TEP, not only for adult literacy but for particular problem groups of youth and adults. Evaluation of this use has initiated further work in the adult literacy area.

**Southern Sudan**

The TEP kit is currently being adapted and translated for use in Southern Sudan. This work is being undertaken jointly with Lifeline Sudan and should be in use in Sudan shortly.

![TEP Production from February to April 1994](image)

**Rwanda**

In both Rwanda and the associated refugee camps, the introduction of TEPs constitute part of a joint emergency education programme with UNICEF. Inside Rwanda a massive programme has been established using teams of national trainers who have delivered train-the-trainer workshops in each of the ten prefectures. A total of nine thousand TEPs written in Kinyarwanda and adapted for Rwanda will be in the school system by early December. These TEPs and the specially trained teacher trainers will form the bridge to the formal school curriculum which the Rwandese government hopes to have in place for the new school year.

![Teacher Training Workshop of TEP](image)
Rwandese Refugee Camps

The UNESCO team working in the Rwandese refugee camps serviced by Ngara have developed a unique model for introducing schools into an unstructured situation. A recreation phase was initiated to bring children together and to encourage a feeling of co-operation and stability by playing together in a structured and supervised environment. In a multiple agency agreement UNHCR provided tents and UNESCO provided the training programme which trained teachers in the use of TEP and its methodology.

The second phase of the programme has been the introduction of TEP as "the-school-in-a-box" and the third phase will be the re-introduction of textbooks so that these children will not have the added trauma of a new school system on their return to the country of origin.
Teacher Guide for TEP

Meeting with Implementing Agencies for TEP in the camps
Reconstruction of Curriculum

Somalia

Textbooks were located and retrieved, often bought in the market where they were used as wrapping paper or donated by people who had hidden them during the years of war. A team of local experts was established to revise the textbooks and to write (or rewrite) the accompanying Teacher-Guides. The team included several local graphic artists who were responsible for layout, illustrations and formatting of both the textbooks and the Guides. In addition a print shop was established so that the Teacher-Guides could be produced locally. The curriculum was developed in cycles starting with Somali and Maths for grades one and two, followed by other subjects and higher grades.

There are now two fully operational EDCs in Somalia staffed with writers, trainers and technical staff - one in Mogadishu and the other in Baidoa. Because of the volatile security situation it is the Baidoa centre which covers the lower Shebelle and Gedo regions.

A schedule of teacher-training workshops similar to that developed for TEP was established.

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These workshops have the advantage of being on-going and cyclic. This allows the trainers to develop sound pedagogical principles through the cycles of workshops and to teach not just the content of the subject areas but also methodology.

UNESCO has taken a leading role in coordinating both local and international NGOs as well as local educationalists to work together as a Local Education Authority. Several of these LEAs now exist in regions throughout Somalia.

Somaliland

A similar programme has been established in Somaliland where the security situation is relatively less volatile but the political structure has made implementation more difficult. Nevertheless an EDC has been established and staffed and textbooks are currently being revised and printed. The EDC has done much of its work in the non formal sector.
Dr. Retamal with successful workshop participant

Children with textbooks

### Workshops in the Region

<table>
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<th>Region</th>
<th>I Cycle</th>
<th>II Cycle</th>
<th>Other</th>
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**Notes:**
1) I cycle: Somali and Maths for grades 1 and 2
2) II cycle: Science and Health Education for Grades I to 4
3) Other: Teacher Emergency Package (TEP); Training of Trainers (TOT); Somali Open Learning Unit (SOMOLU); School Administration Workshops.
Rwanda

The UNESCO team has been in Rwanda working as joint partners with UNICEF and although there has been a presence for only a few months, there is the beginning of an EDC. The Rwanda crisis resulted in considerable material destruction; however, rehabilitation of buildings is proceeding, equipment is being replaced and textbooks have been recovered, permitting a return to regular schooling in the near future. Consultations with the Ministry of Primary and Secondary Education are on-going in terms of the reconstruction of curriculum. Preparation for the introduction of new curricular themes of reconciliation, peace and tolerance is underway. In due course the EDC will become a national centre for curriculum development and in-service training. The centre will be a source of educational innovation through which Rwandese educators generate school materials which will promote values and attitudes conducive to Education for Peace.

The beginning of an EDC with Rwandese teachers
The Cholera Campaign

The campaign for Somalia was developed in conjunction with the World Health Organisation (WHO) and various NGOs, notably CARE. The Somali campaign was conducted as part of an inter-agency approach to the crisis.

The programme in Rwanda operated in conjunction with UNICEF was developed as a school programme and consists of a booklet of lessons for each child and accompanying posters. There are also general handouts for the community part of the programme. The programme concentrates on general health practices in terms of water borne diseases so that it need not be limited to crisis times of cholera outbreak.
Poster A2 for the Cholera campaign for Rwanda
The Mine Awareness Campaign

This programme has been developed and adapted for both schools and communities in Somalia, N.W. Somalia (Somaliland) and Rwanda. There have been requests for the programme to be adapted for Angola and it will be used in the next few months in the refugee camps and surrounding communities of Ethiopia.

The school programme consists of a series of lessons with accompanying charts for the teacher to use. There are handouts for the children to take home showing common mine signs and what to do if you find a mine. The emphasis is to teach children and their families how to live safely with mines.

The community programme was conducted in N.W. Somalia as a series of concerts to take advantage of the oral traditions of the country. The concerts were a combination of songs, plays (skits), poetry and "lectures" about living safely with mines; how to deal with mines and what to look for. The evaluation of the programme was very positive and as a result this aspect of the programme is being adapted for use in the refugee camps of Ethiopia and for a community programme in Rwanda, utilising radio.

"..................something dangerous..."
Open Learning Teacher Training

The Somali Open Learning Unit (SOMALI) was opened in Mogadishu in March 1994. The course is designed to provide self-paced, open-learning, teacher training. It is designed in two parts - a certificate in basic teaching instruction and a follow-on course for head teachers in educational administration.

A similar unit, but with a much larger catchment area (200+ enrolments) has been established in Baidoa. There the programme concentrates on the distance education components as many of the enrolled teachers are geographically quite distant from Baidoa.

Booklets for the certificate course of SOMALI
Adult Literacy

The Adult Literacy programme consists of a series of titles - some adapted and some new titles developed by members of the UNESCO team. The books teach basic literacy and numeracy for adults and the remaining titles deal with health, nutrition, child care, business management etc. The programme is currently initiated through local and international agencies in both Somalia and Somaliland.

Women's Literacy Workshop - EDC Hargeisa
UNESCO - PEER is pleased to acknowledge its donors and partners. The donors and partners listed have been instrumental in implementing the programme of UNESCO PEER. Our thanks to them, with the hope that our collaboration can continue in the future.

- **African Development Bank**
  - Emergency assistance and rehabilitation of the Education sector in Somalia

- **Norwegian National Commission (UNESCO)**
  - Education for Peace TEP Design and Production

- **UNHCR**
  - Mine Awareness Campaign
  - TEP in NW Somalia
  - Educational sub-project in Djibouti refugee camps
  - Textbooks for NW Somalia
  - Development of TEP in Afar (Ethiopia and Djibouti)

- **German National Commission (UNESCO)**
  - Education Development Centre - Somalia (Mogadishu)

- **Commission of European Community**
  - Textbooks for Primary Education in Somalia and abroad
  - Nugal Education Development Project - Somalia
  - Staff support

- **G.T.Z.**
  - Emergency Education for Rwandese refugee children in Tanzania

- **UNICEF**
  - Emergency Education Cooperation in Rwanda
  - Education for refugee and displaced population in Djibouti
  - In service Teacher Training and TEP for Koranic School in Somalia
  - Cholera Awareness Campaign for Rwanda
  - Mine Awareness Campaign for Rwanda
  - Education for Peace in schools - Rwanda and Somalia
  - TEP for Lifeline Sudan

- **Jesuit Refugee Service**
  - Production of School posters
  - Technical staff support

- **WHO**
  - Cholera Campaign in Somalia and Somali refugee camps

- **UNOSOM**
  - Multimedia Education for Peace Project

- **UNEP**
  - Environmental textbooks and Environmental Awareness

- **Somalia Textbook Consortium (20 members)**
  - Schools for Somalia and Somali Refugee Camps

- **Norwegian Refugee Council**
  - Staff and Technical support (Youth Programme in Rwanda)

- **AED (Rapid Ed)**
  - Staff and Technical support

- **Radda Barnen (Yemen)**
  - In service Teacher Training
  - Reconstruction of curriculum- Somali refugee camps

- **International Aid Sweden**
  - Somali Open Learning Unit SOMALI - Mogadishu

- **UNV**
  - Staff technical support Somalia and Tanzania