

**Life Skills Development
Afghanistan**

Name: Dakmara Georgescu

Position: Programme specialist, Coordinator of Technical Assistance for Curriculum Development

Organization: UNESCO International Bureau of Education (UNESCO IBE)

Location of program or policy implementation described in the case study: Afghanistan

Background

After the 2001 war, Afghanistan's Ministry of Education, with the support of international agencies including UNESCO and UNICEF, initiated a comprehensive revision of the primary and secondary curriculum as to promote learner-centredness and quality learning outcomes. A Curriculum Framework for primary education was developed and approved by the Afghanistan Government in 2003. It introduced new learning areas, such as Life skills, along with updating the learning content and reinforcing cross-cutting issues across the different key stages of the curriculum.

What are some of the challenges you face in providing quality education and how have you overcome those challenges?

The new Life Skills learning area was deemed an effective solution for coping with lacking aspects in the previous curriculum, such as integrating peace education, Human Rights and citizenship Education, environmental awareness, safety rules, preparation for life and work, etc. with a view to familiarise children with their rights and responsibilities and prepare them for active participation in their families and communities.

Please share any lessons learnt / outcomes / good practices resulting from this experience.

The new Curriculum Framework for primary education and the subsequent syllabuses and textbooks for Life skills were collaboratively developed by the Afghanistan MOE, local education NGOs and international partners. Based on the support of UNICEF, DANIDA and other the implementation of the new Life Skills area was intensely prepared through country-wide in-service (mainly on-the-job and school-based) teacher training. The primary Life skills textbook was finalized upon pilot testing, which represented a première in the system after more than four decades.

**Success Stories
Afghanistan**

Organization: Save the children Sweden Norway
Sub office Jalalabad
Education program

The following stories are from different schools students & PTSA members. They are simple but reflect the commitment & responsibility of Parent Teacher, Student Association (PTSA), Student Councils (SC), community elders & other relevant people. The following two stories are stated by two girls when they were invited to Child Friendly Survey. They were member of a group who stated during presentation:

1. Shapari D/o Mirza was invited to the program as an out of school girl. She was a student before but was prevented by her mother from schooling when she was at 8th class because her older sister who helped her mother became sick & couldn't work at home. Shapari was prevented from schooling by her mother. She left school & stayed at home. It was stated by Shapari when she was asked during group work. Some member of group & our SLT encouraged her back to school & they contacted her father & he allowed her daughter to go back to school She was so much happy when she was allowed back to school. Right now she studies & goes to school regularly.
2. Suraya D/o Abdul Wazir was also invited to the program as an out of school girl. She was students of grade 4th & left school because her class became quite small, Suraya said : "most students left school for different reasons. The principle of school integrated our class into other grade 4 classes. When I went to school I didn't find my class then I asked headmaster for my new class but no one help me & no one search my new class & my name. Then I disappointed & forgave schooling & stayed at home. This case was exposed by Suraya during group work. She was encouraged by group members & facilitator & she restarted schooling.
She goes to school regularly right now & she is a regular student of school.



Soraya & Shapari are encouraged & they came back to school.

Ms. Inger Guddal Program coordinator was interested to meet Suraya & Shapaqri when we present report to her. She planned to visit & hear directly from them. This story was written by Inger guddal when she heard about the immediate result of CFSS survey:

(STORRY OF SOROYA AND KHAPERAI – WHY THEY LEFT THEIR EDUCATION AND HOW THEY WERE REINTEGRATED IN THEIR CLASSES BY SAVE THE CHILDREN SWEDEN-NORWAY PROGRAM):

Both girls were students of Kaja Mixes High school in Khogyani District of Nangarhar where SCS-N has operated the QUIT program under Rewrite the Future since January 2006.

In March 2009 our program for boys and girls who had left their education before fulfilling grade 12. Asking what were the obstacles/reasons? And how to prevent & stop more dropout? Soroya and Khaperai participated in the out of schoolgirl group.

Soroy, Daughter of Abdul Wazir's STORY:

When I was in grade 4 my class became quite small due to several students moved or dropped out for a variation of reasons.

During the Winter Brake the leadership of the school decided to integrate the remaining students into other grade 4 glasses.

When I came back to school and searched for my classmates. I asked the teachers in which class I belonged, but nobody was able to help me to find my name or the name of my new teacher. So I gave up and stayed at home.

When I heard of this program of SCS-N I wanted to attend, and they helped me to find back my classmates and teacher. So now I am back in grade 4, and I want to complete my education until grade 12.

KHAPERAI daughter of Wazir's STORY:

During the winter break after passing the exam of grade 7, my elder sister, who used to help my mother mostly in the house, and who never had been to school, fell serious ill. My mother then demanded that I should quit school, even if I wanted to continue, since she was in dire need of help in the house.

When I was called for this SCS-N program, I wanted to participate since my elder sister is well again and she urged me to try to continue my education.

After telling my story during the meeting, SCS-N helped to give me a new chance to fulfill my education and I am now in grade 8.

Another girl of grade 4, Shabana, daughter of Zahidullah, had the same problem as Soraya. In addition she was not able to pay Afghanis 100, for the documents she needed to fill in. Her problems were also solved by SCS-N and she is back in school, but she was too shy to meet me.)

The following cases happened during a survey conducted about identifying barriers that students are faced to. This group pointed out the bellow problems, then they presented to the major barriers to elders & Education representative as bellow:

3. The students of Kaja Girl High school raised the problem of toilettes when their representative named Ashuqullah presented the major problems to elders. He added: "The toilets of Kaja High school have used by students for 14 years which are full & not usable. From other side, there are no other toilettes to go there & use them so all students are faced to a serious problem. We request our elders & Education officers to solve our problem & find the way of solution for". It was really a serious problem particularly for girl students. This demand of children was responded immediately by elders. Elders donated/collected Rs. 2300 at that moment:
 - Rs. 1000 was paid by Khan Mohd PTSA member.
 - Rs. 1000 was given by Haji Abdul haq head of PTSA.
 - Rs. 100 was given by SLT Zabihullah.
 - Rs. 100 was paid by Haji Mohd Asif PTSA member.
 - Rs. 100 was donated by District Education officer
 - And Rs. 2000 was paid by SCSN office. Toilets were cleaned & right now students use them.



Rs. 10,000 given to Kaja boy Primary School for leveling of play ground to Kaja Girl High School for cleanliness of toilets



Rs. 2000 given

4. Elders & PTSA member decided to make a ground for students of Kaja Boy School when children presented the problem of play ground to elders. Elders collected some money as community contribution they spent the collected amount for paving the ancient building located near to school while Rs. 10,000 was given by SCSN. Right now student shave play ground & they play there during recreation.



Photoes of leveling of play ground

5. When the Friendly services survey groups were asked about the major problem they suffered by, at first they were encouraged to feel free & assured that their statement would be confidential & be kept as secret. It will be shared just with relevant references. Two students of Kaja Girl High School exposed a teacher who was charged in sexual issues. Frequently he asked the two students for such kind immoral relation which was refused by them. When District Education Officer heard this issue, he started inquiry about & he found that the teacher was really involved in. Then the teacher got retribution & was transferred far away to other school by District Education Officer.
6. The second teacher of mentioned school named ...was also exposed by the same group students He was charged on using of verbal abuse/bad language against students. He also used to humiliate students & call the students by disgrace names. Students expressed their reluctance during presentation to elders & complained to District Education Officer against cited teacher. District Education Officer noted the problem & promised to solve it. Then he (Head of District Education officer) warned the teacher & made him stop bad behavior & using of bad language. Right now the problem is solved & he behaves toward students fairly.
7. Mirza Khail is one of Government schools covered by QUITE project at Khugiani District. It is official school but doesn't have school building; students set on the ground under the blue sky. Due to outside noise & intervention, student can't draw attention for learning at classes. SCSN established Parent-Teacher-Student Association (PTSA) to help school administration regarding school development affairs. The related community of Mirza Khail was persuaded by PTSA & they felt that lack of building is a big challenge for students so they decided to purchase a piece of land for school building. They purchased **3500 m²** land which costs **Rs. 370,000**. Out of mentioned amount **Rs. 135,000** were given by SCSN office as (cash Grant) & the rest was paid by related community. Said Wali head of PTSA of Mirza Khail School mortgaged his own land on

9. **Rs. 65,000** & he devoted this amount for school lend. This action of Said Wali shows that he really felt the importance & value of education & he got enough awareness in

this regard. Bringing changes in the mind of people & community practices is an essential goal that is to be achieved through conducting different workshops.

10. The second person of mentioned community is Azizur-Rahman s/o Noor-Rahman who has devoted his own **fort (Qala)** since the beginning of 2008 for winter course of students. Once Azizur-Rahman received night letter of Taliban in which they asked for stopping of using fort for schooling- other-wise the Fort would be burned by Taliban. In spite of that, Azizur -Rahman ignored their threat & he didn't stop winter course there & students came to fort/winter course regularly. It also shows that community is committed to do their best for children especially in education field.
11. Khair Maina is another Government school covered by QUITTE project in Khugiani District. Both boys & girls are enrolled in this school & study in two separate places. There is one building constructed by ...? & used just for boy section. Community rented a fort used for girls education which is temporary not permanent. This School has Student Council established by SCSN & they got CRC & Child Protection trainings. Some members of this council came to school administration & claimed for separate & permanent building at Khair Maina. They forced school headmaster to call on community elders for discussion on mentioned issue so some prominent community elders came to school on December 21 & shared views for solving of this problem. Finally they donated **3000m²** land for new building. It also shows that communities are concerned about children rights & committed to do their best for the benefit of children.
12. Bar Bihar High School is a government school, covered by QUITTE project in 2009. This school doesn't have enough area for recreation or other activities related to teaching & learning. As other school, it also has PTSA committee established by QUITTE project staff. The building of this school is located next to the commute way used by all people of Bar Bihar which affects/disturbs student classes. This problem was discussed between school administration & PTSA members & shared widely with community elders. They decided to purchase the part of way/lend located next to school & turn the way of people to other side. They collected **Rs. 35000** from community & purchased lend.
13. Chino Myagan Middle school is another government school located at Khugiani District & covered by QUITTE project in 2009. This school has an active PTSA who attended different workshops conducted by QUITTE project for increasing their awareness. This school also doesn't have land for building. PTSA members motivated community elders & collected **Rs. 70,000/-** & purchased two Jereeb (**4000m²**) land for school building. Last winter when student were in our winter course classes in the open air shaking from cold, PRT team was passing nearby & the students (including boys and girls) observed

their attention and came close to the students. They asked the students for the reason of their coming to the school in winter vacations and also some questions in English and other subjects as well which was answered by students specially girls without fail. So the PRT officials promised them to construct a school building for them. The PTSA followed the issue and got approval of two buildings for school consisted from 24 rooms & right now they are under construction.

wach tangi's no2 female shura meeting report

14. Meeting was conducted on 02/01/2010. Meeting was started by reciting of the holy Quran led by meryam' the head of shura she explained the school student problems some girls are absent there due to some family problems. Reporter said: "We requested the head of Shura to meet the families of those girls who are absent for a long time & find out their problems of absenteeism and try to encourage them for rejoining the school. Mrs. sabara begam ' Mrs shirina ' Mrs ziba ' Mrs norjahan the members of the women shura were assigned to meet the families for mentioned purpose. The families of two girls said that their girls were teased by some boys on the way. They cannot peruse their education because of this problem anymore but after discussion & saying some arguments family allowed their daughters for rejoining of school. Shura reported that 2 girls were encouraged & they came back to school while 3 more were married. Meanwhile the Shura members explained child right to education to the committee and women who were met by Shura members were very pleased & they requested to them for informing their husbands to concern children right to education. The women Shura shared the above mention issue with the men shura. The men Shura not only shared this issue with the local people in masjid but also had talked with mula imam too. The mula imam guided local people to avoid their sons from teasing of girls .now these two girls are the regular students of school.

**Drafting a Common Curriculum Framework
Bosnia and Herzegovina**

Name: Dakmara Georgescu

Position: Programme specialist, Coordinator of Technical Assistance for Curriculum Development

Organization: UNESCO International Bureau of Education (UNESCO IBE)

Location of program or policy implementation described in the case study: Bosnia and Herzegovina

Background

Following the 1995 war and the subsequent Dayton Agreement, Bosnia and Herzegovina was established as an independent Federation of different constituencies (i.e. Bosnians; Serbs, Croats) with local cantons exerting important prerogatives on education. In order to overcome ethnic divisions and set the basis for a common curriculum framework for Bosnia and Herzegovina, different programmes supported by UNESCO, UNESCO IBE, European Commission, OSCE and other partner agencies were carried out to develop the personal and institutional capacities required for such a process. Over the period 2003-2004 UNESCO IBE, in collaboration with the education authorities of Bosnia and Herzegovina, trained and certified more than 60 curriculum specialists and decision makers representing all the constituencies. Several of these trained specialists and decision makers joined the EU Education Project in Bosnia and Herzegovina which aimed to develop a model of a core curriculum framework for the Federation (2004).

What are some of the challenges you face in providing quality education and how have you overcome those challenges?

The projects tackled the major challenge of shifting away from a content-based approach to an outcomes-based approach of developing and implementing syllabuses and learning materials for primary and secondary education. They equally envisaged new models of effectively assessing such commonly-defined learning outcomes instead of privileging the evaluation of memorized pre-fabricated knowledge that very often promoted ethnic, religious and/or gender biases. The development of a common curriculum framework was eyed as a solution to enhance education quality and equality in Bosnia and Herzegovina in compliance with harmonized references and guiding principles.

Please share any lessons learnt / outcomes / good practices resulting from this experience.



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

One of the main lessons learned in the process concerns the benefits of working with ethnically-mix groups against some commonly accepted goals and procedures especially in post-conflicts contexts where ethnic divisions were considerable obstacles towards living and working together. Despite their initial reluctance to work together, the representatives of different constituencies gradually engaged in extremely productive processes of sharing and learning from another.

Earthquake Emergency Training China

Name: Solmaz Mohadjer

Position: Director, Emergency Education Program

Organization: Teachers Without Borders (TWB)

Location of program or policy implementation described in the case study: Sichuan Province, China

Background

- Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)

TWB has been involved with science inquiry education efforts in Sichuan Province since 2006, but the context of TWB's focus on earthquake education (post-crisis) is shaped by the circumstances of the Sichuan Earthquake of May, 2008. Earthquake activity has been recognized as the most damaging hazard in the areas surrounding the India-Eurasian continental collision zone. Systemic substandard school design and construction exacerbate risks to school-aged children in many countries surrounding the Himalayas. The Sichuan Earthquake occurred during school hours and, as a result, students accounted for a significant percentage of the casualties. Overall, it is estimated that about 69,000 people were killed, more than 370,000 people were injured, and at least 4.8 million people were left homeless.

The high casualty figures among students placed great pressure on educational officials to prevent a possible recurrence of the tragedy through better preparation for future earthquakes. TWB has worked to train teachers to prepare for earthquakes that may occur during school hours using curricula adapted to the particular geohazards of the region. The purpose of TWB's involvement is: (1) to provide accurate information about earthquakes. This includes earthquake hazards as well as science and mitigation techniques to help school communities prepare for future earthquake events; (2) to engage school communities, particularly teachers and administrators, in the emergency response planning that occurs at the local and regional levels.

- Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)

TWB was asked to help provide earthquake emergency training through science education, hazards identification, and earthquake planning and drills. Working in collaboration with local partners in the Sichuan Bureau of Education and teachers and administrators in affected schools, TWB has mobilized and connected global and local experts in earthquake science, response, and planning to adapt and implement science-based earthquake emergency education and psychosocial support training for teachers in Sichuan Province, China. This included three earthquake education teacher training workshops held in addition to regular school obligations for the teachers. TWB has worked to coordinate the capabilities of global and local experts to meet the needs expressed through assessments conducted with both administrators and teachers.

- Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

The Emergency Education program has reached a very critical stage as TWB and its partners begin shifting their focus to transition from short-term training, motivated primarily by the response to the 2008 earthquake crisis, to a long-term, sustained program that cultivates and engenders a culture of earthquake safety in the region. TWB's policy is to focus on the development of teachers and teacher-leaders. In China, however, government protocol and cultural etiquette requires varying levels of coordination with all levels of the educational system, from teachers to school administrators to local, provincial, and sometimes national educational institutions.

- **What are some of the challenges you face in providing quality education and how have you overcome those challenges?**

Short- to Long-Term Program Transition Challenges: During initial consultation with teachers and administrators about altering the existing agreements to develop the science inquiry training into earthquake emergency training, our education official partners developed an expectation for short-term, temporary modes of programmatic support, wherein TWB would act as an outside organization brought in to provide a capability or service that local teachers or institutions cannot or will not provide. Education officials assumed that once the provision of these capabilities or services had ended, there would be little or no local responsibility to continue the program. After initial training, teachers realized and expressed an interest in a long-term program. The initial expectation for temporary modes of programmatic support, coupled with the lack of a previous internal mandate for training on earthquake preparedness, may have pre-disposed teachers and school administrators not to expect to play an active role in creating a durable and sustainable earthquake training program.

Changes or Inconsistencies in Educational Leadership: TWB and its local partners have experienced inconsistencies in the stated needs of teachers as reported by education officials, and the stated needs of teachers as reported by the teachers themselves. For example, a recent shuffle in high-level educational leadership resulted in the announcement that earthquake education was no longer needed in Sichuan. The stated motivation for the change in direction was that the government leadership no longer wished to dwell on the difficulties of the past, insisting that the best way forward was not to relive the earthquake trauma, even through drills or discussions. Through formal and informal assessments with school leaders and teachers, however, TWB found that the teachers felt they required more training to prepare for future earthquakes. TWB's policy and mission is to support the needs of teachers, but in a hierarchical system such as China's, government approval is necessary to continue to operate successfully without formal reprimand. When stated teacher priorities are not consistent with priorities required or suggested by educational leadership, this inconsistency presents a dilemma for TWB as to whose assessment should be used for planning purposes.

- **Lessons learnt / outcomes / good practices resulting from this experience.**

Short- to Long-term Transition: Clearly and directly communicate the long-term responsibilities, for both your partners and your organization, associated with producing a self-sustainable program that is owned by local leaders. Incorporate and cultivate acceptable expectations into the plan from the very beginning. TWB is currently helping a local teacher-training school to develop, teach, and incorporate its own course on earthquake safety.

- **Inconsistencies in Teacher Needs/Program Direction:** When faced with inconsistencies across institutional levels, it is important to talk with teachers/trainers
- outside of the school environment (they were as surprised as we were about the leadership change mentioned above). Do your own assessment of the situation, and look to local leaders to arrive at an acceptable solution (in this case, the teachers suggested changing the name of workshop from “Earthquake Education” to “Natural Disaster Education” - a less politically-charged title for the training that still retains most of the content and curricula). Listen to local partners, and remain focused on the group you are mandated to work with or assist.

**Transitional Education for Out of School Children and Youth
Colombia**

Organization: Escuela Nueva Foundation

Issue: In an analysis conducted in 2001, the Escuela Nueva Foundation found that conventional schools had neglected the development of social skills, such as conflict management and acceptance of diverse opinion, required to attract, retain and deal with the needs displaced children.

Intervention: Based on the principles and child-centred pedagogy of the Escuela Nueva educational model, the Escuela Nueva Learning Circles were developed to provide students with the social and scholastic skills needed to transition back into the official education system. While the Learning Circles operate off-site from mainstream 'mother schools', they are officially linked through shared academic calendars, grading systems and extracurricular programmes. Children are officially enrolled in the 'mother school', but work together in groups of between 12 to 15 students in places of learning located within local communities under the supervision of a 'youth tutor' until they are prepared to transfer. This programme is not a parallel system but is integrated and recognised by the MOE to ease the transition from the streets to school. The programme has demonstrated improvements and contributions to conflict management, social integration, peaceful coexistence, self-esteem and democratic behaviours.

Educating the Children of Darfur Eastern Chad

Name: **Barry Sesnan**

Position: **Consultant for PwC Education project**

Organization: **UNHCR**

Location of programme described in the case study: **Eastern Chad**

Background

Since the beginning of the crisis in Darfur in 2003, more than 270,000 Sudanese refugees arrived in Eastern Chad, fleeing insecurity and armed attacks by government forces and militia. They are hosted in 12 large refugee camps spread over the east. Due to the hostile and arid environment of the region as well as the scarcity of natural resources, lack of economic opportunities, and the resulting very limited prospects for self-sufficiency and integration, the majority of the refugees remain dependent on humanitarian aid.

Schools have been opened in the 12 refugee camps to enroll the children in primary education. The parents identified some persons, usually not formally qualified, to teach the children. As is usual in such situations, the professionals had not fled with the rest of the population; very few qualified people were to be found. The teaching force therefore consists of teachers without qualifications, with a low level of education themselves. This leads to a lack of confidence, competence and diligence.

Though the quality of education is below the standard we want, schools are operating in the camps, and the majority of children are already attending them. UNHCR provides for the payment of incentives to the teachers recruited and basic school supplies, as well as ensures the maintenance of the buildings. UNICEF provides some textbooks and school kits which include some exercise books and scholastic items.

The process

PricewaterhouseCoopers (PwC) donated USD 4 million specifically for education for these children in these camps. The project has three components, one them being to improve quality of education.

The project has three main pillars. Part A is concerned with building and school furniture and had 40% of the funding in the first year to build four high quality complexes of schools and youth centres. Part C is specifically for Youth and had 10% of the funding in the first year to establish the best approaches. These proportions are set to reverse in the course of the project. This paper covers the remaining 50% of the funding known as **Part B. Improving quality of teaching and improving the children's learning** including teacher training, classroom and school quality and certification. The partner for this part of the work is the Jesuit Refugee Service who also brought their own experience and expertise (and were used to using a similar training system).

It was decided to limit the intervention to four camps so that a higher quality programme could be introduced, fully intending that it would be a model for the other camps. However, all partners from the twelve camps, and the refugee representatives ('Inspectors') were involved in the design of the new project.

The direct beneficiaries are 30,000¹ children over three years and six hundred teachers over the same period. Indirectly however all the teachers and children of all twelve camps already benefit from the new standards established and applied especially for the training.

In the essential launch phase it was important to establish a baseline and all teachers in service were recorded teaching on video, assessed by an expert and eighty per cent of children were given a 'flash test' to provide a snapshot of their ability in the main subjects at the beginning of the project. This 'laying of the ground professionally' started in February with quality training programme workshops (INEE standards) by UNHCR, UNICEF and IRC targeting UNHCR staff and partners and climaxed with a system-wide education workshop in August 2009 which produced a Guide to Policy and practice in Eastern Chad.

Model for all the camps

This project is explicitly intended to be a model which will set higher standards for the other camps to achieve and for the rest of UNHCR to replicate where appropriate. Although the project intervenes only in four camps, it is already clear that it has a wider impact in establishing a system wide policy for all of the twelve UNHCR run camps in Eastern Chad. This paper highlights four interlinked problems and how they are being tackled.

1. Problem of curriculum and availability of textbooks

Curriculum

INEE: Culturally, socially, and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the situation

The basic choice has been to use the 8 year Sudanese curriculum in Arabic and not the 6 year Chadian one (in French), partly because of language, but also because the Chadian system itself is also in great difficulty with similar problems of finding teachers and persuading them to work in remote areas.

Textbook purchase and management

UNHCR, UNICEF and partners have all been making efforts to get hold of Sudanese textbooks but there is political as well as practical difficulty. This also applies to the matter of recognising the education provided in the camps with a certificate.

UNHCR has obtained 3 tonnes of books in Juba. UNHCR and JRS have also obtained oral permission to reprint these textbooks – a significant breakthrough.

2. Quality of teaching in the classroom

INEE: Training: Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances

It is a priority to make those who are prepared to teach both confident and competent. The video assessment has showed that particular problems are the teachers' own low level of

¹ A three year project, will, of course be a victim of its own success and the numbers in school should gradually increase. This reality is incorporated in the proposal by rounding the figure up to 30,000. This figure is continually refined.

education and their history of being taught badly themselves. This is an obstacle to develop active pedagogies and interaction with and between students.

This project uses the well-developed 'Be a better teacher / Le Bon Enseignant'² method of in-service teacher training which consists of four Books of 10 Units. They are to be studied by the teachers themselves on a weekly basis and strengthened by plenary training sessions totaling four weeks over the year, usually conducted in vacations. Salient points of the training will be given by video to ensure consistency.

Teachers are assessed on the following criteria and are given a document called the Passport to show how far they have gone towards being recognised. The passport shows achievement in four separate elements each worth from 0 to 5 points

- diagnostic video assessment
- previous training and experience in Sudan,
- training in the camps including a written test on subject content
- supervision and follow up.

All of this information allows a database of teacher. This information will allow more specific training and support, thus leading hopefully to an improved efficiency of teaching in refugee camps.

Checklists

INEE: Instruction: Instruction is learner-centered, participatory, and inclusive

Supervision in the classroom was identified as a major lack in the way the education programme was handled. The project includes funds for close supervision of teachers (being seen for at least one full lesson a week) using a system of checklists since for the moment the supervisors are not well-qualified (as the best educators are encouraged to remain in the classroom teaching). The following will be followed at first-hand by the teams of supervisors under their team leader.

- presence (not just registration) of children
- drop-out and the reasons (and a follow-up process will be instituted)
- the educational quality of the school and class environment.

The need for security and the use of convoys severely handicapped the ability to

- supervise early morning lessons and afternoon and evening activities
- conduct surprise visits
- conduct what would normally be regarded as a full days' training.

However towards the end of the first year partners started solving these problems by the use of Chadian staff (e.g. the video team), non-UN vehicles and using the motor bikes supplied by UNHCR.

² Started in the Sudan Open Learning Unit in Khartoum with the 'School in a Box' in 1988, revised in Somalia with French versions

3. Extreme focus on examination and certificate

The refugees focus on the examinations and on certification reflects the importance of the certificate (as opposed to the knowledge gained, or the years spent in a classroom) in Sudan. Those children reaching Primary 7 and 8 are worried about the certificate they will get and whether they will be able to continue to secondary school. It is noted also that it is the lack of a clear future which discourages the older pupils, especially the boys. When they see no future through the education route they are tempted to join militias especially when despite all UNHCR's efforts there is recruitment, secretly, in the camps.

Contrary to the INEE standards requirements, no appropriate methods are used to evaluate and validate learning achievements.

The difference of language and curriculum, and even the length of the cycle (Chad for 6 years, Sudanese for 8 years) mean that integrating Sudanese into the Chad system will inevitably be a slow process.

The certificate locally given at the end of eight years of primary school and the various short course certificates given to teachers are not immediately recognised in Sudan, or even in Chad. A renewed effort is to be made, learning from previous efforts, to get the pupils' education certified by the Sudanese authorities.

Lessons learned / outcomes / good practices resulting from this experience.

The project was privileged to have a long quality visit from the donors' representatives. It was most welcome, providing as it did a thoughtful input back into the project, something rarely done in these projects. The engagement of the donor to the level of the classroom and the child was very welcome and their input led to significant improvement of the service, for example in the efficient use of the buildings.

It was realized that UNHCR and partners have to boost their capacity in Arabic in order to verify exactly what is happening inside the classroom.

Faced with a very conservative education establishment in the camps insisting on a Sudanese syllabus, Sudanese textbooks, and Sudanese examinations, there was little discussion of quality or innovation before the PwC project started; the status quo was just accepted. So, this project firstly used only classical methods built on the population's expectation (and to which no one could object) to tackle the main problem of teacher quality. Gradually some innovation (such as the video) was introduced in the context of training and assessment.

Early Childhood Education Georgia

Early Childhood Development kits help conflict-affected children in Georgia



© © UNICEF/2009/Amurvelashvili

Children in the UNICEF-supported child-friendly space in Tbilisi, playing with toys and multi-coloured bricks from UNICEF's Early Childhood Development Kit

By Matthew Collin

TBILISI, Georgia, 15 July 2009 – In August 2008, some 127,000 people were forced out of their homes by the fighting in and around South Ossetia, Georgia. Although the majority of them have since returned, approximately 30,000 will not be able to go back in the foreseeable future.

Many dilapidated hospital buildings were turned into temporary accommodation for those who have been displaced. But what was short-term at first now seems permanent.

For some of the youngest displaced children, UNICEF's new Early Childhood Development (ECD) Kit is making life more bearable and helping to ensure that they do not fall behind developmentally.

A safe place to play

Before the war, Luisa and her younger brother Giorgi lived with their family in the rural village of Dirbi. Now, the two children live in a disused former Soviet military hospital in the Georgian capital of Tbilisi alongside some 400 other people.

Many families like Luisa's and Giorgi's left their possessions behind when fleeing their homes, leaving children without any sort of toys. Luisa and Giorgi are amongst thousands of displaced

children in need of a safe place to play, learn, develop and build up their confidence amid a life disrupted by conflict.

“The majority of displaced children living in collective centres experience very high emotional distress, and this is because of the very hard times they went through during last summer’s crisis,” says UNICEF Representative in Georgia Giovanna Barberis.

Some sense of normalcy

Every weekday, Luisa and Giorgi’s mother, Tamriko Shotulova, takes her children to a child-friendly space established by UNICEF and its partners. In this space, children can express themselves, continue learning and experience some sense of normalcy – assisted by materials provided by UNICEF.

At the space, Luisa and Giorgi watch intently as a caregiver builds a tower of multi-coloured bricks. Then, they run to their tables eagerly to play with puzzle games, crayons and drawing books.

Ms. Shotulova says her children receive much-needed support and attention in this safe environment. “I think it plays an important role in the children’s education and upbringing,” she explains. “They have gained a lot of experience in terms of education and social skills.”

One of the centre’s caregivers, Eka Chubinidze, says some of the children at this centre have suffered psychologically because of the conflict they lived through.

“It’s difficult for them to focus their attention,” she notes. “They have difficulties about how to act in certain situations and how to concentrate. They react harshly to sounds. When they hear a helicopter, they come to the window or go under the table. They are really very stressed.”

Fostering self-esteem

There’s a clamour of excitement as the caregivers pass out toys from UNICEF’s ECD Kit, which has been used during its pilot phase here. The kits – officially unveiled by Executive Director Ann M. Veneman in Geneva today – contain early-learning, psycho-social and play materials for children under the age of six.

The ECD Kit acts as a complement to UNICEF’s School in a Box and recreation kits. It aims to foster young children’s self-esteem, develop critical early-learning skills and create opportunities for creativity and self-expression.

Most of the materials in the ECD Kit can be used for several years. They are designed to help children continue their development both during an emergency and afterwards. And although the kit can’t replace a normal school environment, it can help with rapid-response interventions in emergency situations, as well as post-crisis transition environments.

Somewhere to Build Our Future: Children and Youth Centre in Gori



© UNICEF/Geo-2009/Amurvelashvili

UNICEF Representative in Georgia Giovanna Barberis (left) visiting the newly launched Children and Youth Centre in Gori which is supported by UNICEF and the Council of Europe Development Bank. Gori, Georgia, 26 October, 2009

By Sarah Marcus for UNICEF Georgia October, 2009

The first centre of its kind for children and youth in Georgia opens in Gori, small town in the central Georgia, located near the conflict zone.

On the edge of the city lies a large building which suffered years of dereliction and then bombing during the conflict which erupted in and around South Ossetia, Georgia in August 2008.

Thanks to the support of UNICEF and the Council of Europe Development Bank it has been transformed into a state-of-the-art centre for the children and youth of the Shida Kartli region of Georgia which was officially opened on October 26, 2009.

The centre's operating costs will be borne by the Gori municipality and it will provide informal education and training opportunities, as well as a place to read, relax, play and make friends for up to 250 young people between the ages of 5 and 24.

Many of those who come to the centre will be from disadvantaged backgrounds, including from the communities of those displaced by the fighting of 2008 and previous conflicts now settled in and around the Gori region.

'This centre will help all children realise their potential and capacity. It is the first of its sort in Georgia,' said Zura Chkheidze, First Deputy Governor of Gori.

'We do not categorise people according to IDP status, but of course we will especially encourage the participation of children from displaced families,' he added.

UNICEF procured a minibus to transport children to and from the centre which allows those living in outlying settlements to avail of the centre's opportunities.

UNICEF Georgia Representative Giovanna Barberis expressed her belief in the centre's potential at its opening ceremony.

'This beautiful centre is the result of very hard work and a very effective partnership,' said Giovanna Barberis, UNICEF Georgia Representative.

'This beautiful centre is the result of very hard work and a very effective partnership,' she said.

'I am confident that this centre will serve as many children as possible, especially those from disadvantaged families. It will provide many opportunities for lots of children to play, learn and develop,' she continued.

In the refurbished building's warm, comfortable rooms, equipped with good desks and chairs, excellent lighting and aids for those with physical disabilities, a variety of activities will take place, with the centre divided into four sectors.

The pre-school education sector is every small child's dream: there are squashy beanbags and sofas to sit on, lamps adorned with toy animals, books, whiteboards, paints, pens and pencils and a variety of toys. Here children from the age of five will prepare for school through music and singing lessons, art, sports and cognitive games.

This sector will cater particularly for children who would not otherwise have any access to pre-school education and preparation. At present in this sector are 12 children from IDP settlements who are being helped to overcome the effects of witnessing the fighting of August 2008 through play, art and music.

8-year-old Niko, who fled the village of Eredvi near South Ossetia, Georgia with his family when fighting broke out, drew a tank on one of the sector's whiteboards.

'I drew this tank because I saw tanks,' he said, adding that he liked the centre very much. In an indication of the potential of art for overcoming trauma, he told an employee of the centre that he wants to draw new things now: birds, houses, his friends.



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The Governonr of the Shida Kartli region of Georgia(in the centre) Mr Vladmer Vardzelashvili visiting the UNICEF supported Children and Youth Centre in Gori, Georgia. 26 October, 2009

The youth sector for teenagers and young adults will be led by the young people themselves who will suggest topics for discussion and activities such as charitable initiatives, fundraising and projects connected with Georgia's foreign relations.

16-year-old Ana Metiskhvarischili is looking forward to being involved with the centre and said that she sees it as a place where young people can help each other and others.

'Before we didn't have a place to meet, we had to study alone. Now we can be together,' she said.

The journalism sector will equip talented young people with the solid skills needed for a career in the print or broadcast media. Already fitted out with near-professional level cameras and excellent computers and Dictaphones, activities at the centre will be led by Georgian journalist Goga Aptsiauri from the Radio Liberty.

Aptsiauri said he envisages working with the journalism sector 2 to 3 times a week and that topics and themes will be focused on children and young people and chosen by the sector's participants themselves.

'If one knows the principles of journalism, one knows how to be a good member of society. Through journalism we can help to create a civil society and I think if we work hard with the young people at this centre we will have a good base for a new generation of journalists,' he said.

The centre's drama sector will give the young participants a chance to unleash their creativity and develop their self-confidence and communication skills.

In addition to the separate rooms dedicated to the individual sectors, the centre has a well-stocked library and a stylish café-like dining room complete with chic lamps and a cool bar area for coffee.

Whatever activities they choose to involve themselves in, it was already clear from the excitement of the children present at the centre's launch day that it is a welcome and needed addition to their lives.

Speaking to the guests assembled for the centre's opening Ana Metiskhvarischili expressed how much she and her peers were looking forward to attending the centre.

'We always wanted and needed this centre but never had it, now our wish has come true. We promise not only to benefit from the centre but to take care of it,' she said.

Her eagerness is echoed by the centre's director Lela Merabishvili.

'This centre will contribute a lot. We want to make friends between the children who live here in Gori and those who live in IDP settlements so that they grow up together – this is very important for both sets of children,' she said.

Such care and planning has gone into the establishment of the centre and such enthusiasm is visible among its staff and beneficiaries that it is sure to get off to a flying start and make a lasting difference to the lives and future of the youth of Georgia's Shida Kartli region.

Child-friendly spaces help conflict-affected children play and learn in Georgia



© UNICEF/Geo-2009/Degen

UNICEF-supported child-friendly spaces are helping children in Georgia to recover from conflict. They also serve as a resource centre for parents

By Guy Degen

LAMISKANA, Georgia, 19 August 2009 – The village of Lamiskana lies a few hundred metres from disputed territory. People here live with an ever-present tension, and many children witnessed violence during last year's conflict.

Four-year-old Mari fled the village of Akhagori with her parents and now attends kindergarten near her temporary home in the Tserovani Settlement.

It's estimated that some 30 thousand people remain internally displaced. The settlements are often isolated and offer little in the way of amenities for children. There are few places to socialize and children generally do not have access to playgrounds.

In response, UNICEF is establishing child-friendly kindergartens in partnership with the Elizabeth Gast Foundation to give displaced children access to early childhood education. The new kindergartens also serve as a resource centre for parents in need of advice on health, nutrition and protection.

'The essential business of children'

For Mari, who is just one of thousands of displaced children trying to adapt to a new a life after conflict, the kindergarten is a welcoming space.



© UNICEF/Geo-2009/Degen

UNICEF is supporting the Elizabeth Gast Foundation to give displaced children access to early childhood education.

"Often we forget that play, learning, exploration and communication are the essential business of children - this is what children do with their lives," said UNICEF Georgia Deputy Representative Benjamin Perks.

Mr. Perks added that child-friendly activities and a stimulating learning environment help get children 'back on track' and can challenge the impact war has upon them.

60 new centres

Supporting children affected by conflict also helps to ensure their rights to protection and development. UNICEF and its partners are aiming to continue supporting child-friendly spaces for children to learn, socialize and recover from the stress of war and displacement.

By the end of 2008, UNICEF, in partnership with World Vision, IRC, and the Elisabeth Gast Foundation had established approximately 60 child-friendly centres in Tbilisi and Gori, Shida Kartli villages and in various settlements.

Drama and poetry

Inside the village school, laughter and music echo down the corridors. In one classroom, Georgian actor Bacho Chachibaia is conducting a drama workshop.

Along with painting and sculpture, the drama classes are one of several activities offered to children outside of school hours.

For 17-year-old Pikria Totosashvili, drama and poetry have made an enormous difference in her life.

"Children were worrying a lot and we had enormous stress. Children are trying to ignore the fact there's a conflict, soldiers are still around and something could happen," says Pikria.

She says she tries not to think about the conflict.

"This place has helped us to overcome trauma we experienced during the war."

Challenging Early Childhood Educators to Sprint Ahead

(where young children from IDP settlements and host communities equally benefit from shared early stimulation and learning services)



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Children in the UNICEF supported kindergarten # 31 in the city of Rustavi. In partnership with the Step By Step programme of the Soros Foundation, UNICEF supported 44 pre-school institutions throughout Georgia to create better conditions for children.

Pamela Renner

December, 2008

On a recent afternoon, extraordinary things were afoot in the Rustavi kindergarten classroom of Lali Jangirashvili, 41, a veteran teacher who recently trained by UNICEF, in partnership with the Soros Foundation's STEP-BY-STEP program, in a new approach to pre-school education. "Under the old system, the teacher had a strict plan to follow. In this classroom, the children can choose what they want to do. These five- and six-year-olds have covered a whole year's curriculum in six months," Jangirashvili says.

She has been teaching kindergarten since 1990, and for the first 17 of those years, she followed pedagogical practices that were in place since the Soviet days. She carefully planned the activities her class would follow, from A to Z. When the children did numbers, everyone counted aloud together; when they danced, all the little feet followed in the same steps. Today, her sunny kindergarten double-classroom in Rustavi's Kindergarten Number 31 is a sea of many currents.

A vivacious 41-year-old with a sparkle in her dark eyes, Jangirashvili circulates among the children, handing out blocks of colored clay and answering questions. She shows her visitors an illustrated poster she's made, with classroom rules posted: "We have hands not to fight, but to hug."

Sure enough, her classroom is full of busy hands and minds. Levan and Lasha, two boys of five, are painting with quiet intensity. "We're painting winter," says Levan, his water-color brush poised over a pale snowman and a purple cottage. At another toddler-sized nook, a cabal of kids excavates the hidden treasures in a sandbox. Nearby, another group is learning about geometry by fitting together three-dimensional blocks in different shapes and configurations. Says UNICEF representative to Georgia, Giovanna Barberis: "The very simple concept is to have a child at the center of a whole different way of teaching. Interaction is the core; the child is actively participating."

One year ago, UNICEF introduced a new training program for Georgian early childhood teachers in 44 schools nationally, with two dozen teachers concentrated in the ailing industrial city of Rustavi, a half hour's drive from central Tbilisi. The new program is designed to address the deficits that undermine early childhood development in Georgia, a nation where tenderness for the very young often outstrips knowledge.

A 2007 study conducted nationally by UNICEF in partnership with Georgia's Ministry of Education and Sciences revealed low attendance rates in kindergartens nationally. Only 44% of Georgia's children attend pre-schools. As a result of this, up to 1/5 of Georgia's primary school children will begin school with educational deficits. Parents are wary of sending kids into schools that are dilapidated and poor. Boosting pre-schools up to meet international standards requires a team effort— on the part of local educators, the central government education ministry and Parliament, and international NGOs. The eventual aim is to create a new policy that can be implemented across all the kindergartens in Georgia, to bring early childhood schooling up to international standards.

The recent war in Georgia only exacerbated the need for reform and resources. With tens of thousands of refugees streaming out of Russian-occupied areas in August, many kindergarten classrooms in Gori and Tbilisi became emergency shelters for swelling populations of internally displaced refugees. This winter, the Georgian government plans to complete the evacuation of the refugees to newly-built settlements, a measure that frees up the classrooms but brings its own fallout. Barberis, comments: "In the new settlements there are no educational facilities. Plus, there is the issue of adjacent areas, and the impact on the existing schools."

The solution, Barberis explains, will involve collaboration between national policy makers and local grassroots administrators. Ideas and solutions will need to circulate, from the pens of policy-makers to the classrooms of teachers like Jangirashvili, with mutual feedback.



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UNICEF has been involved in supporting the Georgian Ministry of Education in its efforts to create an overall strategy to reform pre-schools. Local governmental partners have also been brought into the equation, so that the new ideas bubbling up at the top levels can be tested out by actual schools and local administrators. And a framework of policy and standardized regulations for pre-schools is being established, so that the schools will have some financing and support from a national center, run under the auspices of the Ministry of Science and Education.

The remedies are needed. Many young children are entering primary school under-prepared—a problem with long-term fallout for Georgian youth. International experts have been called in to formulate strategies, which include setting up new child-centered curriculum, teaching

parents about healthcare and nutritional needs, and bringing in trainers to work with kindergarten teachers like those in Rustavi. Small vanguards of classrooms in eleven regions across the country have become pilots of the new pedagogy; these teachers receive not only training, but also helpful materials, new furnishings, and other practical support to implement the new curriculum. Parents are also brought into the heart of the educational process: new resource centers for teachers and care-givers to meet are being created in the model schools.

For all the problems that have been statistically documented in Georgia's schools, an interested observer who strolls into the kindergarten classroom of teacher Ketil Masalaburi might be forgiven a burst of optimism. While autumn sunlight filters through the curtains, children are frolicking and learning in small groups. Using Lego blocks or counting cubes, they construct tow-trucks and solve math riddles. Masalaburi, 34, catches sight of some wrestling going on inside the "family center" and gently closes down this area of her classroom, hanging a paper ribbon with a picture of lock and key across the entrance. Just because the kindergarten is open in structure does not mean it's chaotic or disorderly. Young children learn the difference quickly enough between creative play and anarchy. It's a distinction that eludes some of their elders. As psychologists have noted, the first five years are crucial in shaping the adult personality.

Masalaburi says: "The new program allows for more freedom of movement, while the old one encouraged stillness. The training is psychologically-oriented, which is important."

Though holistic educational methods have filtering through mainstream schools in Western countries for decades, they are still quite new in Georgia. The last two decades brought stagnation to the educational system. While attendance at pre-schools is low, families themselves lack the resources to make up the deficits; a 2007 survey disclosed that 56% of families can't afford books or toys to stimulate young minds. In practical terms, that means that many young children are falling behind developmentally. Children with physical or emotional disabilities are most underserved by educational institutions.

Barberis, the UNICEF Representative to Georgia, explains that working hand in hand with the Georgian Ministry of Education, "We've created new standards, guidelines, and training packages for teachers." Eventually, the goal is to make the best ideas and resources widely available.

In Rustavi, new-style classrooms still form a determined minority. According to Tsia Gabisonia, the director of the Central Union of Pre-School Education in Rustavi, there are just 25 pilot kindergarten classrooms scattered across the city. All the rest of the preschool children follow the older pedagogical methods: the teachers set the program for each day's lessons and the youngsters follow the rules.

Gabisonia sums up the difference between old and new methodologies: "In the end, both groups of children are ready and prepared for school, but in the new group they are becoming free persons."

No single Child in Kvemo Karli, Georgia without birth registration



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Sadat Alakhverdieva aged 3, one of many children in the Kvemo Kartli region of Georgia whose birth has not yet been registered. 18 July, 2008, Kizilajlo village, Georgia

By Maya Kurtsikidze, UNICEF Georgia
18 July 2008

“I did not think this was so important” said 42 year old Sarkhan Alakhverdiev about birth registration. His 3 year old daughter Sadat is one of many children in the Kvemo Kartli region of Georgia whose birth has not yet been registered.

Sarkhan and his family live in Kizilajlo, a large village with 8,500 residents which is located within one hour drive from the capital city Tbilisi. The village, like the majority of the Kvemo Kartli region, is mostly inhabited by ethnic Azeris.

Sarkhan is a former musician and now he works assembling furniture to support his family. Sarkhan has copies of all his registration documents as he often travels to Azerbaijan for business. Sarkhan’s wife gave birth to little Sadat at home, as do many other women in the region. Frequent home deliveries are among the reasons why 22 per cent of children in the region are left without birth registration.

A UNICEF commissioned survey revealed that only 78 per cent of children in Kvemo Kartli are registered at birth, which is significantly lower than the national coverage of birth registration in Georgia, which stands at 92 per cent. These are children who do not exist, children who

cannot enjoy education, medical assistance and all their other rights - children with no present and no future.

UNICEF, the Civil Registry Agency of Georgia and the UN High Commissioner for Refugees joined their efforts to help the children in Kvemo Kartli to reclaim their rights and their future. The new project on birth registration in Kvemo Kartli commenced in July and will last for 10 months.

Ramal and Sianan Tanagrievs will also be among those children who will obtain birth registration certificates in the near future. Ramal is 7 and Sianan is 6 years old. The boys speak neither Georgian nor Russian. They only know the Azeri language and we spoke with the boys only with the help of their mother Olga. We learned that Sianan likes airplanes and he is looking forward to going to school in September. However, Sianan's dream may not come true because without birth registration he will be denied access to schooling and to his basic right to education.

Sianan was also born at home 6 years ago. Her mother Olga has Russian citizenship and when moving from Russia to Georgia a few years ago she lost her passport. She had to go to another area to obtain the Georgian passport and to deal with local bureaucracy. She could not afford it as the family experienced serious economic difficulties.

The non-existence of personal identification documents of parents is also an important impediment for the lack of registration of children in Kvemo Kartli. Without a personal identification document, a parent cannot address an authorized agency for the registration of his or her child's birth.



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Ramal, 7 and Sianan, 6, Tanagrievs with their mother Olga Kurbanova. 18 July, 2008, Kizilajlo village, Georgia

The UNICEF project will also help Olga Kurbanova to obtain her personal identification documents and to register the birth of Sianan. It means that Sianan will be able to go to school in September and to make his dream come true.

“Thank you so much for your help”, said Olga. “I will also be able to use the State medical facilities for my kids. So far I have only been addressing the local doctor in our village,” she added.

Nine and eight year old Sekhvardin and Royal Aliyevs are also unable to go to a doctor when they are ill. In addition, neither of the two children has ever been vaccinated. They do not go to school as they do not have birth registration certificates. Both, Sekhvardin and Royal live with their grandparents, 82 year old Sekvardin and Piruza. Their father is currently in prison and their mother disappeared three years ago.

Poverty is present everywhere when you enter the Aliyevs home. It is so visible that the family faces severe economic difficulties. We learned that the children are not recipients of any of the government's social services they are entitled to. Without registration the children do not exist and the social benefits are not available as well.

“I do not know what is needed to register the birth of my grandchildren”, said elderly Sekhvardin, “I do not know how to collect the necessary documents. It may cost money as well which is something I do not have”, complained Sekhvardin to us.

“I take the kids to school sometimes” said Piruza Aliyeva, “but the school principal refuses to accept the boys without birth registration. What we can do, we come back home again”, added Piruza.

Sekhvardin and Royal cannot write or read. The boys are reserved and clearly lack social skills. We tried to talk with them to learn what they think but faced the same problem such as the language barrier. They understand neither Georgian nor Russian. Even with their grandparents we managed to speak only with some sort of broken Russian. Finally, with the aid of a translator, we learned that little Sekhvardin wants to become a policeman, and that Royal enjoys football. The boys said goodbye to us and we left with a hope that little Sekhvardin and Royal would get their birth certificates soon and would be able to attend school.

The language barrier is a serious obstacle for the local population to receive necessary information and needed support from the State. The Azeri population in Kvemo Kartli only speaks the local language and failure to learn the state language leaves these groups out of the social-economic life of the country. They have limited access to quality education and little possibility to participate into the ongoing reforms.

The Kizilajlo governor Mutu Bozduev realizes the problem and believes that the local population now better understands the importance of learning Georgian, the official State language. “We did not have the State as such before”, he said, “we are building it now. That is why we had the problem of birth registration as well. I am sure that soon we will not have unregistered children in our village”, said Bozduev.



Inter-Agency Network for Education in Emergencies
Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
La Red Interagencial para Educación en Situaciones de Emergencia

The project will help them in reaching this goal as it aims to identify and to register all of the unregistered children in Kvemo Kartli; to inform the people about the importance of birth registration; and to provide legal consultation for the registration process.

It means that Sadat, Sianan, Ramal, Sekvardin, Royal and many other children like them in the Kvemo Kartli region will soon be able to go to school and to enjoy their rights. It also means that their dreams will have a greater chance of coming true.

**Disconnect Between Curriculum Revision, Teacher Training and
Assessment of Learning Outcomes
Iraq**

Organization: International Rescue Committee

Issue: Following the invasion of Iraq and subsequent dismantling of the Ba'athist government in 2003, a number of stakeholders worked with the interim government to develop new curriculum, policies and complementary interventions to better ensure a positive shift in the education system. Although great strides have been made, opportunities have been lost with a great disconnect emerging between curriculum, assessment of learning outcomes, and teacher training.

Intervention The new curriculum is based on 'international baccalaureate standards' and, in addition to other content, focuses on establishing a solid foundation in the English language for all learners in both the Arabic and Kurdish-language curriculum. Unfortunately, due to earlier gaps in English language training and an inability of the government or its partners to implement a national teacher training language course, the vast majority of teachers are inadequately prepared to lead English language courses, while teacher trainers and supervisors struggle to provide appropriate support, particularly in the more remote areas.

Content covered in the curriculum had to be incorporated into the standardised examination system to ensure consistency of student progress. This raises the question not only of the ability of students to pass examinations in a subject their teachers struggle with but also the ability of teachers and their supervisors to ensure children are able to stay in and progress through the education system in an already difficult context. However, while some key education staff at the national level acknowledge the disconnect and the potential for increased disparity and drop-outs, the disconnect continues.

**Alternative Education
Jordan (for Iraqi Refugee Education)**

Name: Rowan Salim

Position: (Formerly) Content and Teacher Development Coordinator

Organization: Relief International

Location of program or policy implementation described in the case study: Jordan

Background

Please include:

- Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)
- Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)
- Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

In August 2007, Jordan changed its policy to allow non-resident Iraqi 'refugee' children to attend public schools. However, many Iraqis had already been in the country for a few years and had missed several years of schooling. They therefore found it difficult integrating into Jordanian schools and catching up on missed education.

Several options were developed to help these students return to education. One of these options was a home schooling program which would allow students to catch up on missed education through studying at home or at informal education centers and re-integrating into formal schooling. However, the procedure to enroll in this program was vague and included only a small window of opportunity each year for registration. This meant that the program was not as widely used as it could have been.

- **What are some of the challenges you face in providing quality education and how have you overcome those challenges?**

- **Please share any lessons learnt / outcomes / good practices resulting from this experience.**

Ensure communication about new education initiatives is clear and accessible to different stakeholders including donors, implementing agencies, education authorities, schools, teachers, parents and students. This may mean that more than one communication strategy needs to be developed.

Due to the transient nature of some displaced communities, it can be more difficult for individuals and families to make long term plans and commitments. Ensure that education options offered take this into consideration by for example, allowing registration in education programs to take place throughout the year or at multiple times during the year; or by designing more flexible courses of different lengths.

**Art Therapy
Jordan (for Iraqi Refugee Education)**

Name: Rowan Salim

Position: (Formerly) Content and Teacher Development Coordinator

Organization: Relief International

Location of program or policy implementation described in the case study: Jordan

Background

Please include:

- Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)
- Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)
- Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

Between 2007 and 2009, Relief International provided informal education for Iraqi refugees in community centers. The centers were also used by local Jordanian and Palestinian students for remedial classes. The teachers were volunteers who received a stipend and were mainly Iraqi refugees who not allowed to work in Jordan. Some teachers were also Jordanian or Palestinian volunteers.

Many of the students and teachers had been through war, conflict and displacement and were experiencing post-traumatic stress. 3 RI volunteers participated in a training course on art therapy offered by the Art Reach Foundation. The course itself was well received, however, it did not provide the materials necessary to then run art therapy classes in the centers.

The three volunteers, an Iraqi vet, an Iraqi art teacher, and a Jordanian ICT teacher, together with RI's content and teacher development coordinator, formed a team to work on and develop art therapy sessions which would allow participants to explore, talk about and express issues which they were struggling with. As each unit was developed, it was sent to members of the Art Reach Foundation who provided thorough feedback on the content. The emerging manual was also reviewed by Relief International's psychosocial advisor and by a Jordanian psychologist. As each session was held with refugees, the team kept

detailed diaries which were discussed, analyzed, and used to obtain further feedback and advice from the Art Reach Foundation.

By the end of the program, a manual including 6 units and 35 sessions was developed in Arabic and was used in multiple informal education centers. The manual includes case studies of students who took part in the sessions.

(Please let me know if you'd like a copy of the manual)

- What are some of the challenges you face in providing quality education and how have you overcome those challenges?

The main challenge in this project was ensuring that the quality of the manual, and the capacity of the volunteers to run the sessions was adequate. This was important as with any therapy, you cross a fine line between providing support and relief, and uncovering wounds which have not healed. The volunteers had to be able to manage sensitive situations and know where the boundaries of their interventions lie.

For this reason it was very important for the team to maintain very close links with the professionals at the Art Reach foundation and with experienced psychologists to obtain regular feedback both on the materials they developed and running the sessions.

- Please share any lessons learnt / outcomes / good practices resulting from this experience.

It is important to ensure that if training courses are offered, there is a clear plan in advance on how the lessons learnt will be used. In this case, the course was limited in that it gave an introduction to Art Therapy but did not offer course materials or a manual.

Yet, the ongoing support of the Art Reach Foundation was key in ensuring the success of the program by giving the team the confidence to continue and ensuring that the quality of the material was good enough.

- Please note, that we might need to get the permission of the art reach foundation if this case study is going to be used. Please let me know if you intend to use it, and I can contact them for permission.

**Continued Technical Support for New and Untrained Teachers
Jordan (for Iraqi Refugee Education)**

Name: Rowan Salim

Position: (Formerly) Content and Teacher Development Coordinator

Organization: Relief International

Location of program or policy implementation described in the case study: Jordan

Background

Please include:

- Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)
- Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)
- Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

Between 2007 and 2009 Relief International provided informal education for Iraqi refugees in community centers. The centers were also used by local Jordanian and Palestinian students for remedial classes. The teachers were volunteers who received a stipend and were mainly Iraqi refugees who not allowed to work in Jordan. Some teachers were also Jordanian or Palestinian volunteers.

While some of the volunteer teachers had teaching experience, many were new to teaching. RI therefore organized regular teacher training workshops, placements and exchanges. The focus was on active learning.

In order to facilitate the exchange of ideas, tools and methods, an online forum (yahogroup) was set up where teachers could post and respond to questions about teaching, share resources and techniques. While this proved successful, some teachers did not have regular access to the internet, so a hard copy newsletter was also published once a month which volunteers contributed to.

For both these initiatives, it rapidly became clear that while they were used to exchange ideas on teaching and learning, they were also used as a forum to talk about individual refugees stories and experiences, to write about home and share expectations for the future, and to post details of other non teaching and learning resources and events relevant to the refugee community, and as a means for the refugee community to communicate with agencies and donors and vice versa.

The newsletter hence became very popular and the decision was made to allow this broader use of the forums. By catering to a wider range of needs, more people read it and contributed to it, and teaching and learning became one section of a larger publication.

(please let me know if you'd like to see copies of the newsletter)

- **What are some of the challenges you face in providing quality education and how have you overcome those challenges?**

Volunteer teachers had busy schedules and had limited free time to attend trainings. Many teachers were also experimenting with new techniques and needed a space to share and discuss ideas. Yet teachers were spread out over several locations and teachers of the same subjects didn't often have the chance to meet. We therefore needed to find a means of allowing for professional exchange amongst the teacher community.

The initial idea of having an online forum worked but did not cater to those who were not internet users. The newsletter allowed access to a more users.

- **Please share any lessons learnt / outcomes / good practices resulting from this experience.**

It is crucial to ensure that new initiatives and resources respond to users' needs. There should always be scope to modify original proposals, aims and objectives. If the newsletter had been restricted to teaching and learning as initially foreseen, the readership would have been much smaller. By allowing it to have a broader scope, volunteers benefitted both from the teaching and learning section, as well as from the space for other contributions.

A similar approach can be taken when organizing teacher trainings, developing manuals, and sourcing materials. Always ask: how can I ensure that these projects can also satisfy other needs. E.g. if organizing a teacher training course, allow time for teachers to get to know each other, share experiences and stories related to the emergency, or share other types of useful knowledge. Often teachers can be victims themselves and will need their own space to express themselves and feel safe before they can commit fully to teaching and to absorbing new teaching skills.

**Curriculum Reform for Iraqi Refugees
Jordan**

Name: Rowan Salim

Position: (Formerly) Content and Teacher Development Coordinator

Organization: Relief International

Location of program or policy implementation described in the case study: Jordan

Background

Please include:

- Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)
- Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)
- Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

Between 2007 and 2009 Relief International provided informal education for Iraqi 'refugees/asylum seekers' in informal education community centers. The teachers were volunteers who received a stipend and were mainly Iraqi refugees who were not allowed to work in Jordan. Some teachers were also Jordanian or Palestinian volunteers.

Most of the Iraqi students who attended the centers had missed several years of schooling and took part in accelerated learning programs. The curriculum which was initially used was the Jordanian formal education curriculum. In consultation with volunteer teachers and parents, RI identified several drawbacks to using the Jordanian curriculum. These included*:

- **The Jordanian curriculum differed to some extent from the Iraqi curriculum. This was especially the case in mathematics where topics were covered in a different order and to different degrees of detail. In some cases the approach to problem solving also differed. This made it difficult for Iraqi teachers to teach it.**
- **The Arabic curriculum focused predominantly on Jordanian and Palestinian literature and history. Some parents felt strongly that they wanted their children to learn about Iraqi poets, authors and history.**
- **Lessons were presented in a 'traditional' manner, encouraging rote learning and with little guidance for alternative, active learning activities.**

RI applied for and received funding to conduct a curriculum review and to develop informal education manuals to enrich the Jordanian curriculum. The focus was on addressing the issues above. While the lead consultant for the review and the development of the new manuals was Jordanian, experienced volunteer teachers from each subject were consulted and were able to recommend lessons, topics and techniques as well as to review drafts. Draft manuals were tested at the centers and feedback was obtained from students which further fed into the final material.

* For some time it was also unclear whether it was legal to use the Jordanian curriculum in informal education centers. It was thought that the authorities could close the centers if found out. It took several months to ascertain what Jordan's policy on the use of the material was.

The policy was that the curricula could be used but could not be photocopied. This however caused a problem as it meant that original copies had to be bought for every student. Yet, in order to buy large numbers of books, one had to be registered as a formal school.

- What are some of the challenges you face in providing quality education and how have you overcome those challenges?

The fact that Jordan's policy on using their manuals was unclear made it very difficult for agencies to proceed in making a decision regarding what manuals to use. The education coordination body should ensure that such information is known and shared with stakeholders at the earliest possible.

Given that it was unknown how many Iraqis would remain in Jordan, how many would return to Iraq and how many would emigrate to third countries, it was also difficult making the decision regarding which country's curriculum to focus on. Hence the decision was made to stick to the Jordanian curriculum but to enrich it with material relevant to the Iraqi population.

- Please share any lessons learnt / outcomes / good practices resulting from this experience.

- Manual development and curriculum enrichment can be a lengthy process. Determine what's needed and start the process as early on as possible
- Engage teachers, parents and students in identifying gaps in existing teaching materials.

- **(Volunteer) teachers and parents from the refugee community can have a wealth of knowledge and experience and are a valuable and resource. Try to map that capacity as early as possible in order to draw from it when needed. This strengthens the response as well as supports those individuals involved in the process of recovery through being involved in the response.**
- **The teaching style adopted by teachers is likely to reflect the teaching material provided. If modern teaching techniques are going to be introduced, ensure that teacher training in new techniques is accompanied by suitable teaching materials.**

**Revising a Curriculum Framework
Kosovo**

Name: Dakmara Georgescu

Position: Programme specialist, Coordinator of Technical Assistance for Curriculum Development

Organization: UNESCO International Bureau of Education (UNESCO IBE)

Location of program or policy implementation described in the case study: Kosovo

Background

In 2008, Kosovo entered a new phase of implementing a ten year education strategy ("Strategy for Development of Pre-University Education in Kosovo 2007-2017"). In compliance with the aforementioned Kosovo Education Strategy, the revision and finalisation of the 2001 Curriculum Framework for pre-university education was deemed as a priority for 2008/2009. Consequently, as in 2000 and 2001 (immediately after the 1999 war), UNICEF Kosovo and UNESCO IBE coordinated in providing technical assistance to the Ministry of Education, Science and Technology (MEST), and its newly created curriculum structures: the Kosovo Curriculum Council and the Technical Team in charge with revising the 2001 Curriculum Framework. Since August 2009 two revised versions of the Curriculum Framework were developed based on the involvement in the process of education stakeholders and partners. A public discussion with education stakeholders, beneficiaries and the broader public took place in the spring 2010, following which the Curriculum Framework will be finalised and made official, as support and guidance for the quality implementation of the new education and curriculum vision through aligned syllabuses, classroom practices and assessment strategies.

What are some of the challenges you face in providing quality education and how have you overcome those challenges?

The revised Curriculum Framework clearly promotes a competency-based approach while drawing attention to the complex implications of the new Framework for all education areas and domains, as well as to the means of successfully implementing such a new and challenging curriculum. Six key-competencies were identified around which the curriculum is constructed throughout all education stages and grades: communication and expression ("effective communicator"); thinking competencies ("creative thinker"); learning competencies ("successful learner"); life-, work-, and environment-related competencies ("productive contributor"); personal competencies (healthy individual); civic competencies ("responsible citizen"). Opportunities are also provided for enriching the core curriculum with school-based curricula in compliance with local contexts, resources and needs. While responding to the need of providing relevant knowledge and developing higher order-intellectual skills required by the knowledge society and economy, the Curriculum Framework equally privileges the development of attitudes and skills from the perspective of Learning to Live Together (LTLT) and sustainable development.



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Please share any lessons learnt / outcomes / good practices resulting from this experience.

The strong ownership of the process by MEST and Kosovar stakeholders (some of whom were linked to the curriculum process since 2000), as well as the strong international support by UNICEF, UNESCO IBE, European Commission, World Bank and other partners are important prerequisites for the successful finalisation of the Curriculum Framework in 2010 and its gradual implementation starting with the school year 2010/2011.

**Working with Untrained Teachers and Temporary Volunteers
Liberia**

Name: Abraham P. Conneh

Position: Learning Advisor

Organization: Plan Liberia

Location of Program: Lofa, Rural Monsterrado and Bomi counties

Background: Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)

According to the Country Status Report (CRS), 60% of all teachers at primary level in Liberia are untrained and only 12% are female, while the 2007/2008 National School census report states that the pupil to trained teacher ratio at the primary level is 1:59. This is worse in the rural areas where Plan Liberia works. Most schools depend on volunteer teachers who are not paid and depend on the goodwill of the community to survive, thus further putting the burden on already impoverished families. These volunteer teachers have no formal teacher training. As a result, in 2009 the government decided to terminate their services in an effort to ensure that only qualified teachers are in the class, so that the quality of learning in rural schools is improved.

The government of Liberia plans to train a total of 11,641 out of 23,440 untrained teachers by 2010. Thus, by 2010, the percentage of trained primary teachers would reach the plan target of increasing the number of qualified teachers by 50% (Education Sector Review Report, 2009). At the same time, Plan Liberia seeks to ensure the facilitation of field based In-service training for teachers in 3 counties of Liberia. Thus our engagement in this project process is necessary to reduce the large percentage of untrained teachers in schools.

Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)

The recent teacher training programme, conducted in collaboration with the Ministry of Education (MOE), targeted 116 teachers in Lofa County who have not received any formal training. The training curriculum was based on the Ministry of Education's professional standard framework outlining the knowledge, skills and attitude (KSA) that should guide future training of teachers. The training contents focused on: Lesson Planning, Classroom Management, Testing and Evaluation, Child Psychology, Teaching Methodology, Curriculum, Foundation Studies, Teaching Arithmetic, Science, Language Arts and Social Studies as well as Effective use of instructional aids using locally available materials.

The 116 teachers were recruited through consultations with school principals, PTA chairpersons and Education Officers. Serious attention was given to this in order to ensure that only committed teachers benefit from the training. The teachers came from Kolahun, Foya and Vahun districts respectively for the training in Voinjama, the Capital City of Lofa County. The

teachers were classified into five categories such as A, B, C, certificate holders, West African Examination Certificate (WAEC) and High School Diploma holders.

Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

Since 2006, Plan Liberia has been actively engaged with program activities such as, the re-establishment of quality primary education; support to primary health care delivery for children under-5, expectant mothers and other vulnerable people; income generation for mainly rural women through the Village Savings and Loan Scheme (VSLs); Support to PTAs/SMCs, support to child's rights, and the rehabilitation of vocational training centre, as well as supporting community radio station with focus on promoting and creating awareness on the rights of children.

The INEE standards are integrated within our education programs given the situation awareness and analysis. Evidently Plan Liberia's Rapid Education Project targeted approximately Eight Thousands (8,000) war affected children in four (4) of Liberia's fifteen (15) counties. Beneficiaries were mostly those who never had access to formal education. Integrating the INEE standards, Plan Liberia also supports quality primary education in post war Liberia in collaboration with the Ministry of Education, building on the Rapid education project experience within four counties (Montserrado, Lofa, Bomi, and Gbarpolu).

What are some of the challenges you face in providing quality education and how have you overcome those challenges?

Key among the challenges facing education in Liberia include, untrained teachers, scarcity of teaching and learning materials, school construction, policy formation etc.

- The challenge is more pronounced in rural areas because many teachers migrated to the urban areas leaving many rural schools without trained teachers. The challenges of living in the rural areas further complicate the availability of trained teachers because trained teachers are unwilling to face the challenges of living in the rural areas with limited social and health facilities.
- The salary for the average public school teachers is \$70 USD, which is grossly inadequate to meet the basic needs of teachers. This has been a major cause for poor motivation for teachers and makes it difficult to attract high calibre of professionals. To complement the governments' effort in addressing this area of need for a temporary solution, Plan paid the salary of 89 teachers in Montserrado and Lofa counties in 23 schools for five months. It helped to encourage and retained the volunteer teachers who could create a huge vacuum should they desert their classes; thus compromising the quality of the teaching-learning process.
- The current education system in Liberia has several layers, with private schools providing the best conditions for education, followed by mission schools. Public schools are the ones providing the least favorable conditions for education. Some examples of this unequal access to quality education are: pupil/teacher ratio 37:1 in public school against 26:1 in private school; only 32% of public schools are in solid building against

- 62% for private schools; only 33% of public schools have adequate sanitation against 60% for private school.

But to address this challenge, Plan constructed 20 Non- Rapid Education schools to create learning space for over children through a child centred community based approach. Each of the school construction included a latrine and dug wells fitted with hand pump to provide safe drinking water and a healthy environment for the students and teachers.

- The scarcity of learning materials still poses a challenge to the provision of quality education in many schools especially in rural Liberia. There haven't been sufficient resources to meet the basic needs of the schools. As a result, many public schools only received box of chalk, roll book and pen for each teacher. This is far little to meet the growing needs of schools and to improve access to quality education for boys and girls within Liberia. Previous learner text book in primary school was estimated at 3:1. Most of the text books were out dated and not written specifically with the Liberia child in mind. To address this gap, Plan Liberia procured text books and supplementary learning materials for targeted primary schools. The books which included Teachers Guide have been supplied to the public schools in the country. This has reduced the learner to text books ratio to less than 5:1.

Please share any lessons learnt / outcomes / good practices resulting from this experience.

- Social mobilization and community animation is not an event; rather, it is an ongoing and learning process, as people are dynamic and need to be motivated continuously.
- The delivery of construction materials during the dry season avoids delay of school construction work.
- Community development initiatives, ownership and sustainability increased when communities are mobilized and animated to manage and implement their own development through local decision making.
- Parents were sending their children on the farm during school hours and causing dropouts in the classroom. Plan Liberia managed to resolve this problem by informing the education stakeholders in the county. As the result, meetings were held with the community members, Parent-Teachers Association and others to encourage the parents to send their children to school each and every school day.
- We have also come to realized that to a greater extent, communities including teachers and students will often do what one inspects rather than what one instructs.

APPENDIX:

CASE STUDIES: Working with Untrained Teachers and Temporary Volunteers

Our engagement in teacher training and other related programs is necessary to reduce the large percentage of untrained teachers in school. More so we seek to increase access to gender equitable quality education in Liberia. Thus in collaboration with the Ministry of

Education, Plan Liberia trained 116 teachers November 2009 and is still training teachers. Below are cases of few teachers who under went the training.

Roseline, Teacher – Kolahun District

My name is Roseline Y. Moriba and I am a KG-1 teacher. I have been teaching for five years now but have not had training before in teaching. I love teaching and also love children. In fact my father was a teacher. Now that I am a teacher, I need to be trained. The teacher training we had this week gave me some good ideas-how to do a lesson plan and how to teach children. I was especially happy for the lesson on how to encourage children to go to school and learn.

I am married and have 4 children (boys-2, girls-2) in school. I will like to say to Plan 'Thanks' because Plan has helped me to gain ideas on teaching. I planned to use my teaching skills to improve my work as a teacher and later further my studies.

Steven, Teacher - Foya District

I am Steven M. Kamara. I am 30 and a teacher by profession. I have a family of four (4) and have been a teacher for one year and seven months. What motivated me to be a teacher is that I saw Plan building schools in various communities but after the construction, there were no teachers in some of the schools. So the community and my father shared with us the educational need facing the community-the need for teachers. I thought about it and finally agreed to teach. Though I have never been trained before as a teacher, but I love teaching. When I heard that Plan Liberia through the Ministry of Education planned to train us on how to teach, I was very happy about the idea and decided to participate in the teacher training workshop.

I learned a great deal on how to prepare lesson plan, and Scheme of work. I also learnt how to motivate children to come to class or school. Since I became a teacher I always use some of my time to go around the community and encourage children to go to school. Now I have a greater reason to do this because of the lessons learned from the training workshop. If you ask me a dozen times on what I will like to continue to do for life, I will still want to be a teacher, because I want to be recognize for bringing up future leaders of my community and country Liberia. I thank the family of Plan and hope what you did to help train teachers would be continued. I thank Plan very much!

Sarah, Teacher –Vahun District

I'm called Sarah M. Gibson. I was living in Monrovia until I came to Vahun a year ago. I got involve with teaching, when the principal of Guma Elementary Public school talked to me almost every day to join her teachers in the school to teach because they needed teachers. I shared the idea with my partner and he encouraged me to go ahead and teach. I personally saw it as an opportunity to help better the future of the children in our community and also advance my studies. I was in an agricultural school before coming to Vahun with my partner and finally accepted a teaching job.



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I have never been to a teacher training school or even trained as a teacher before. So this training was my first training opportunity.

My impression of the training is that it was very good. When I started teaching, I did not know how to prepare a lesson plan. But now I have some ideas and confident on how do it. I am happy to be a teacher. As a primary school teacher, I hope to teach the children well and also help other parents who children are not in school to be able to go to school.

I really wish to say a big 'Thank You' to Plan for helping not only to train us as teachers but for also building our capacity through the supply of instructional and learning materials.

Out of School Programme Nepal

Organization: World Vision International; HUDEP- Nepal

Beginning in September 2009, World Vision International, in partnership with HUDEP-Nepal, implemented the Out of School Program (OSP) as part of the Recovery Project in three VDCs of Sunsari. The objective of OSP is to provide informal education children who are unable to continue their formal studies. After graduation from OSP classes they will be enrolled to nearby schools.

Participants range from 8 to 14 years of age and the program reaches approximately 20 to 22 percent of the children in each center. Following the Saptakoshi flood, people lost their earnings as a result of damage to their fields and livestock and were therefore unable to send their children at schools. There are 10 OSP classes that are run by WVI and HUDEP-Nepal in the flood affected VDCs. The program in Jamuwa Pashim Kusaha has 26 girls enrolled. Rekha Sharma, age 10, is currently continuing her study in that OSP center. When she joined the program, she was the least academically advanced in the class. Her appearance was quite grubby, with worn out clothes, unbrushed teeth, and uncombed hair. At first, she was quite disruptive in class and was aggressive nature, quarreling a lot with the other individuals. However, now her attitude has changed dramatically. Rekha now comes to class in clean cloths, with combed hair, and tidy. She is doing well in her studies and greets her teacher when she enters classes. Further, she learned to read and write and can draw pictures.

Physical facilities:

Classes are run in temporary locations; most of the classes are run near cattle's shade. There are no desks or benches. We do provide a whiteboard, pencils, paper, and copies of textbooks.

Lessons learned:

- i. After the disaster, income sources or physical facilities of people drastically change and families often cannot afford to send their children to school. Thus many children discontinue their formal education.
- ii. The environment of the community and family deteriorate, resulting in children being psychologically disturbed, making getting them to study difficult.
- iii. The displacement of the location can make it hard for students to access schools or adjust in different community.

**Civic and Psychosocial Teacher Training
Occupied Palestinian Territories**

Name: Elana Romahi

Position: Assistant to the Director

Organization: Teacher Creativity Center

Location of program or policy implementation described in the case study:

Reducing the Impact of Violence was a project implemented by TCC during the height of the Second Intifada and in a context of ongoing assaults by the Israeli military invasion. Palestinian children lived in a state of war, witnessing the death of thousands of Palestinians killed and tens of thousands injured as cities fell under Israeli military bombardment by plane, helicopter, tanks and gunships. Palestinian schools were similarly attacked in numerous incidents.

The purpose of this project was to enhance the capacity of teachers' to deal with children suffering trauma, reduce the negative impact of trauma on students - during and after the crisis -, and to reinforce civic education concepts. A Training of Trainers/cluster approach was used to provide training in counseling, crisis and civic education across 16 educational districts in the West Bank and Gaza Strip, enhancing the knowledge, attitudes and behavior of teachers.

Background

Please include:

- **Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)**

The traumatic experiences had short and long term effects on children's psychology, and impacted their understanding of concepts and values. Extreme repetitive stress induced a state of exhaustion, hopelessness, feelings of impotence and depression. Events causing trauma to Palestinian children include death, injuries, permanent disabilities, sudden attacks on schools, shelling of residential areas, living under prolonged curfew, detentions and destruction of houses. As teachers worked to instill new civic education values in students, their students displayed symptoms of severe trauma, and difficulty concentrating after excessive exposure to violence. Teachers reported that during the implementation of this project, students exhibited a variety of symptoms, including fear of: darkness, of sleeping alone, of leaving the house, staying home alone, repetitive use of the bathroom, sleeping disturbances including difficulty falling asleep, nightmares, emotional withdrawal, inability to concentrate; hyperactivity, aggressive behavior, and involuntary bowel movements.

Community leaders also expressed concern that the media glorified violence, creating an understanding amongst children that violence is the primary means of conflict resolution. Teachers were unaware of the impact of the violence on their students; most did not know how to respond. The community emphasized the urgent need for teachers to create an environment, which emotionally supported children, helped them adjust and minimized the negative impact of recent events on home life, school and overall social interactions. The reality of the war affected students perception on concepts such as social justice, ethics, caring for others as violence recreation becomes a norm. Raising teachers' awareness and preparation for dealing with students who have been exposed to violence was imperative in addition to exposing students to ethics, justice, responsibility, and citizenship to help them maintain these values and learn to use positive forms of conflict resolution.

- **Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)**

The project clearly focused most on training and instruction. In terms of training, the training did not overlap with the national civic education curriculum, it more so, was designed to reach all teachers, as every teacher would need special skills required to deal with the impact of the violence on their students, and limit the negative impact. Furthermore, it was designed in such a way fusing civic education and counseling together. A relationship often overlooked by educators and counselors. Awareness of this link is even more critical in a conflict situation where traumatic experiences have short and long term effects on children's psychology and impact their understanding of concepts and values.

The training manual on the other hand, was designed to provide educators with access to resources for more in depth information, and was a key component of the project. The manual included three sections, civic education, crisis and violence. Each section included a theoretical section, and activities to be implemented in the classroom. The activities under crisis and violence incorporate the subject matter from a civic education perspective. It was imperative to create an all inclusive and critique manual to the sensitivity of the situation. As a result, four Palestinian experts in counseling and civic education completed the first draft of the manual. Three other experts in civic education, counselling and education were hired as consultants to critique the manual and make recommendations. TCC subsequently invited 20 experts in education, psychology and civic education, and the head of UNRWA's Counseling Section, to a workshop, to listen to the three experts' critique and to critique the manual themselves. Teachers were also selected to critique and evaluate the prepared manual.

- **Background information about the education programme and/or policy described in the case study (two paragraphs maximum)**

The project aimed to enhance the capacity of teachers to deal with children suffering trauma (as a result of the current crisis) and to reinforce civic education concepts, on the understanding that it is not only the children's psyche which must be treated, but also the basic concepts of civic education which would be effected. The main project

objectives included the following: Enhancement of teachers' attitudes and knowledge in terms of conflict resolution, civic education and basic counseling concepts related to trauma, in 1259 schools; 435 teams develop the capacity to provide training on the CE and counseling concepts in the manual; 70 supervisors develop the capacity to implement effective TOT on the CE and counseling concepts in the manual; and access of educators to a high quality resource supporting work to limit the effects of the current crisis & promote civic education concepts.

- **What are some of the challenges you face in providing quality education and how have you overcome those challenges?**

During the course of the project, Israeli sieges, curfews and mobility restrictions delayed progress and impeded follow up on training. In addition, work for tolerance, commitment to civic education values and non-violence was far more difficult while communities were under siege. The Invasion of Iraq during this project, created delays and resulted in community apathy toward local projects, as Palestinians prepared for the expected extended curfews, which are typical under wartime. Furthermore, Civic education came under attack from a sector of the Palestinian community. Some resistance to these concepts was expected, organized opposition to civic education was not. Forces opposing civic education argued that civic education was being imposed upon Palestinian society by "The West", and that its goal was to stop Palestinian resistance to Israeli occupation. Expecting some resistance/hesitation toward civic education, original project plans had included the creation of TV spots and a set of posters to raise community awareness of civic education concepts. Faced with organized opposition to civic education, this was expanded to include a number of radio interviews to explain the basis of civic education work and the objectives of this project. Project plans were also greatly expanded to include civic education workshops in four cities, and a three day central workshop for teachers and supervisors, under the auspices of the Minister of Education. Revised plans also included civic education training for MoE Directors, to make sure all MoE staff were on board. While these efforts were effective, of course they did not completely eliminate the impact of those opposed to civic education. It would have been helpful to expect greater resistance and plan for it, right from the start.

- **Please share any lessons learnt / outcomes / good practices resulting from this experience.**

At the purpose level, teachers demonstrated enhanced capacity to deal with children suffering trauma and to reinforce civic education concepts. Focus group discussions and questionnaires documented an increase in teachers' use of a range of non-violent approaches to resolving conflict, following training. At the output level, enhancement of teachers' attitudes and knowledge in terms of conflict resolution, civic education and basic counseling concepts was demonstrated; 70 supervisors developed the capacity to provide TOT (training of trainers) on civic education, counseling and crisis, and 435 teams subsequently developed the capacity to train in these areas. Trainees also reported that their use of non-violent approaches increased among the majority following training. Trainees consistently outperformed the control group in terms of knowledge and attitudes related to counselling, civic education and



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conflict resolution. As a result of this project, civic education became a top priority for the Ministry of Education.

**Teaching Tolerance
Poland and Turkey**

Name: Kai Ruggeri, Natalia Banasik & Yeşim Üzümcüoğlu

Position: Adjunct Professor; Research Assistants

Organization: St Louis University-Cyprus; EFPSA

Location of program or policy implementation described in the case study: Poland, Turkey

Background

Teachers, students, school volunteers, administrators, and parents in Poland and Turkey were surveyed about their views on intercultural education as part of a large study of states receiving considerable development funds. Though much information was eventually gathered across groups, there was remarkable difficulty in getting parents to acknowledge or comment on such types of learning.

The Polish sample is highly important even though the country is not currently engaged in explicit conflict. Given the significant population of refugees and displaced people, as well as the way identity in the country is heavily shaped by religion, the potential for social unrest developing remains. Also, unlike other states in the larger study, little external development funding has been allocated to education, which meant it was also an opportunity to highlight possible areas in need of financial assistance. The ultimate purpose was to see if any effort was being made to promote multicultural curricula in any of the states included.

What are some of the challenges you face in providing quality education and how have you overcome those challenges?

During this work, it was repeatedly stressed that intercultural education in the regions was simply insufficient. Much of this critique came from educators who acknowledged that some level of segregation existed between students of varying ethnic backgrounds. Though this may be considered a flaw of schooling and curricular requirements, feedback—or lack thereof—from parents indicates that they may be the first barrier in addressing cross-cultural understanding. Reluctance to provide feedback was an immediate indication that parents may be as important to involve in educational reform. In some instances, parents believed their own negative experiences were just being repeated and therefore lacked purpose in students' lives. Consequently, many parents interviewed simply had an apathetic and disinterested opinion of public education as it is currently provided.

Please share any lessons learnt / outcomes / good practices resulting from this experience.

First, it is clear that in areas where multicultural education is lacking or is in need of some reform, parents are a critical consideration but their participation and approval is not guaranteed. It cannot be assumed that merely teaching students in schools about other groups will translate into tolerance, appreciation, and immersion without having the behavior reflected in the home. While this may not relate to an emergency or conflict-affected environment, it is undoubtedly relevant in preventing social division and unrest. This becomes exponentially more relevant in post-conflict reunification of fragmented groups. Such points may be considered obvious, but if focused efforts on educating students in such ways are made, similar attempts to address their own influences should likely coincide.

Additionally, in the Polish sample, it was noted that segregation existed at multiple levels, such as religious restraints or ethnicity. Because addressing identity and values at these levels can be highly contentious, programs aimed at reforming cultural views should not be brought directly into schools without first addressing potential resistance. It is not felt that such issues are unique to these regions, therefore similar consideration is strongly encouraged in other areas.

**Adult Education
Sudan**

Name: Paul Fean

Position: PhD student

Organization: University of Sussex, UK

Location of program or policy implementation described in the case study:
Khartoum, Sudan

Background

This case study results from an action research project with teachers from Adult Education Schools in Khartoum, Sudan, which was undertaken as a PhD study between July 2008 and June 2009. The project had two principal aims – to gain insights into teaching and learning practices in Sudanese adult education and to facilitate the professional development of the participating teachers. These dual elements, adult education in Sudan and action research for teacher development, are both of relevance to INEE's Teaching and Learning Initiative.

Background to the Adult Education Schools

Adult Education Schools in Khartoum operate in the afternoon and evening to provide low-cost schooling to (mainly) teenagers and young adults who work or have family commitments during the day. The learners generally live on the impoverished fringes of the national capital and most originate from other regions of the country, especially Darfur and south Sudan. The schools follow a compressed curriculum, which focuses on literacy and numeracy in the lower grades, and additional subjects are added subsequently. As a result of this approach, and the absence of long school vacations, learners can complete Basic Level education in less than four years (instead of eight years in standard schools), attain the Basic School Certificate and progress to secondary level education. The structures of these schools are intended to be responsive to learners' needs and provide a model for education development in Sudan, as the governments in both north and south Sudan have expressed commitments to expanding adult education provision. This in-depth qualitative research uncovered the classroom practices in the schools, and particularly the impact on teaching of the teachers' views of the students as adult learners, as well as the needs of the learners and the educational and socio-economic challenges they faced.

Background to the Action Research

The PhD study comprised of a prolonged 'reconnaissance' phase followed by completion of action research projects by each of the participating teachers. In the reconnaissance phase, the teachers participated in discussion workshops to reflect on issues in adult education, such as teaching and learning practices, the students, the curriculum and child/youth development. The deeper understanding of issues in adult education gained through discussion formed the

foundation for the action research projects. Each teacher was trained in action research approaches and identified a topic related to a problem in their practice, such as teaching literacy, students' concentration levels in class and English writing skills. They completed individual research projects, supported through weekly workshops to discuss progress and findings with their colleagues. New insights gained about their teaching and learners were used to improve their practice, through the 'trial of something new' in their teaching. These new ideas for teaching, which were generated by the participants themselves, incorporated more learner-centered approaches that were appropriate to the teachers' and learners' conceptions of quality education.

This research, therefore, provides a case study of a form of teacher development through action research which addresses the Training element of the Minimum Standards on Teaching and Learning. As outlined in the Minimum Standards, in this teacher development approach, training needs are identified through teacher participation and realized through reflection and engagement with other stakeholders, and new teaching approaches, which are relevant to the needs of the learners and use the resources available in the context, are designed and applied. Furthermore, the context of the research provides a case study of schooling which applies the Curricula and Instruction elements of the Minimum Standards in providing education to adult learners affected by poverty and conflict.

- **What are some of the challenges you face in providing quality education and how have you overcome those challenges?**

Challenges in Adult Education

Challenges in delivering quality education that were identified by the teachers frequently related to the students. As adult learners from poor economic backgrounds who have work or family commitments, they had poor levels of attendance and punctuality and had limited time to revise lesson. These factors, compounded by the low education experience of the learners, result in low attainment levels in the schools. Furthermore, new students join the schools during the school year, and some learners skip grades to try to progress through education more quickly, meaning the teachers teach mixed ability groups.

These schools are designed to be responsive to the learners' needs, be providing accelerated, low-cost education, and thereby attempt to overcome the problems of accessing education faced by adult learners who work during the day. In the face of structural and economic challenges of the learners, teachers are required to be knowledgeable about issues in adult education and how to respond creatively to the needs of the learners. However, most of the teachers in the Adult Education Schools in Khartoum have received little or no teacher training. This action research project was designed to provide an arena for teacher reflection on and discussion of issues in adult education, which facilitates greater focus on and creativity in resolving challenges in the schools.

Challenges in Action Research

The main challenge in this project was the limited time of the teachers, who mostly work in the morning, in addition to teaching in the afternoon, which left limited time for research activities.

The participants had a low level of research experience, as a result their projects mostly comprised of informal interviews and observations, which thereby promoted dialogue between different stakeholders in education, including other teachers and the learners.

The action research project has not been formally sustained, however, participants have continued to use some elements of the action research approach, including on-going focus on the topic of their research project, identification of another issue in teaching to focus on and use of data collection methods, such as interviews, to gain greater understanding of the learners.

- **Please share any lessons learnt / outcomes / good practices resulting from this experience.**

This study shows that action research is a potentially valuable tool in gaining in-depth understanding of the school context and for developing contextually relevant pedagogic innovations, which is particularly useful to teachers trying to respond to the specific needs of conflict-affected and adult learners.

* Case studies of the action research projects completed by the participating teachers are also available. These show the data collection and analysis processes undertaken by the teachers in the reconnaissance phase and the 'trial of something new' to improve classroom practice.

**Adult Education
Sudan**

Name: Paul Fean

Position: PhD student

Organization: University of Sussex, UK

Location of program or policy implementation described in the case study:
Khartoum, Sudan

Background

This case study results from an action research project with teachers from Adult Education Schools in Khartoum, Sudan, which was undertaken as a PhD study between July 2008 and June 2009. The project had two principal aims – to gain insights into teaching and learning practices in Sudanese adult education and to facilitate the professional development of the participating teachers. These dual elements, adult education in Sudan and action research for teacher development, are both of relevance to INEE's Teaching and Learning Initiative.

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The PhD study comprised of a prolonged 'reconnaissance' phase followed by completion of action research projects by each of the participating teachers. In the reconnaissance phase, the teachers participated in discussion workshops to reflect on issues in adult education, such as teaching and learning practices, the students, the curriculum and child/youth development. The deeper understanding of issues in adult education gained through discussion formed the

foundation for the action research projects. Each teacher was trained in action research approaches and identified a topic related to a problem in their practice, such as teaching literacy, students' concentration levels in class and English writing skills. They completed individual research projects, supported through weekly workshops to discuss progress and findings with their colleagues. New insights gained about their teaching and learners were used to improve their practice, through the 'trial of something new' in their teaching. These new ideas for teaching, which were generated by the participants themselves, incorporated more learner-centered approaches that were appropriate to the teachers' and learners' conceptions of quality education.

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**Teacher Training
South Sudan**

Name: Megan Laughlin and Dominic Kithendu

Position: Child Development Program Advisor and WR Southern Sudan Education Program Manager, respectively

Organization: World Relief

Location of program described: Southern Sudan (all 10 states reached over the course of the program).

Background

- Education in Southern Sudan is undergoing historic changes since the 2005 signing of the Comprehensive Peace Agreement, which ended decades of conflict. Peace and the “Go to School” campaign by Unicef and the Government of Southern Sudan (GoSS) resulted in a surge of students. In 2005 there were 343,000 primary school students; at the start of the school year in 2009 there were 1.6 million (36 percent female). However, the high demand has overwhelmed schools, which often lack qualified, trained teachers and appropriate infrastructure. Many teachers have not completed their own secondary school education, much less received professional teacher training. The Ministry of Education, Science and Technology (MoEST) is also stretched to support teachers given its own need for increased capacity. Within this context, the Episcopal Church of Sudan (ECS) has played a pivotal role in sustaining education in Southern Sudan throughout the long years of war. ECS, recognized as a national church group, has been present in Sudan for more than a century and manages early childhood development (ECD) centers, primary schools and secondary schools. ECS provides well over 10 percent of all learning spaces in Southern Sudan—in some locations it is the sole education provider.
- The program addresses “Teaching and Learning Standard 2: Training” by providing recognized, progressive, and participatory in-service training to current primary school and ECD teachers, with adaptations to meet challenges of the Southern Sudan context. The program is helping education training in Southern Sudan transition from shorter-term, emergency needs to longer-term training systems. A major focus for World Relief (WR) is building ECS’ capacity as a local institution, so that it can implement high-quality education programming and in-service training.
- WR and its local partner ECS have worked together to transition in-service training for teachers from short-term, emergency training to more long-term and sustainable delivery systems. The partners received a round of funding from the Basic Services Fund (a pooled funding mechanism) from 2007 to 2008, enabling them to train 660 primary and ECD teachers and 112 head teachers. A second round from the Basic Services Fund from January 2009 to June 2010 has led to a major scale up, training 820 primary and ECD teachers, 350 head teachers, 200 government officials, and 500 PTA members. Together the partners field one of the largest in-service teacher training programs in Southern Sudan.

- **Challenges and Responses**

One challenge in transitioning to longer-term, sustainable education programming is helping teachers—and the in-service training programs equipping them—to stay current with emerging government policy. Before partnering with WR, ECS had engaged in some shorter in-service teacher trainings, but its reach and familiarity with GoSS in-service curricula were limited. Since 2007 ECS has expanded its in-service training to incorporate Stage I and II of the government's four-stage in-service curricula, with support from WR. ECS and WR have standardized the length of in-service trainings, increasing the time of instruction to 200 hours in accordance with GoSS requirements and teacher certification standards. When the program began standardizing trainings, some of the government in-service curricula were still under development. In response, the program adapted some supplemental materials as needed, in close consultation with GoSS, and gave field-level input into the formation of official curricula and policy.

In-service trainings have proven to be a useful bridge between the developing government education system and teachers who have faithfully served outside of any “official” system during the years of war. In-service trainings help teachers navigate the transition into the new GoSS education system, not only increasing their skills and competence but also helping teachers achieve government accreditation standards. Teachers' completion of each of the four in-service stages is a recognized benchmark that supports the government's recent teacher headcount and payroll formulation. By raising the training level of teachers, WR and ECS ensure that qualifications are standardized and progressive, in compliance with GoSS guidelines. Completing each level of WR-ECS in-service training results in a certification recognized by local and state authorities. Furthermore, training local MoEST officials increases local authorities' capacity to manage the roll out of new trainings programs and GoSS policies.

Given Southern Sudan's vast geography and severe lack of qualified, trained teachers, challenges to sustainable service delivery include finding effective but low-cost training mechanisms as well as equipping state and local-level education systems to sustain and develop education in their communities. The program overcomes both challenges through its highly mobile, Southern Sudanese training teams as well as through partners' strong community presence and tiered training with communities and local government. Deploying mobile teacher training teams throughout the country has proven to be a cost-effective strategy for transitioning underserved areas to longer-term training. The approach also permits training during afterschool hours, minimizing disruption to regular classroom activities.

- **Lessons learnt / good practices.**

A critical lesson learnt is that a comprehensive, tiered training approach is the best way to improve and sustain the quality of classroom teaching. In the first round of funding, WR and ECS focused on training teachers. The second round marked a shift to a more comprehensive approach, greatly increasing management training for head teachers, local education officials, and community PTAs. This tiered approach increases capacity at all levels—classroom,

school, community and government—for coordinated delivery and management of education services. Another result is that responsibility for education services is shared—if one element is weak, there are numerous other trained people at various levels who can provide extra support.

Another good practice is developing the capacity of ECS, a local organization with long-term commitment to education in Southern Sudan. A major capacity investment is helping ECS develop the internal systems necessary for program and grant management. This includes building the ECS finance and administration systems, with WR directly subgranting large amounts to ECS. WR has also invested extensively in building skilled human resources within ECS, providing practical “on-the-job” training in management skills so that education leaders at ECS plan, execute, and evaluate increasingly complex teacher training programs. Developing excellent teacher trainers is key to successful programming at the field level—all teacher trainers are Southern Sudanese and contracted through ECS. With WR providing technical expertise, the program holds regular, in-depth training of trainers (ToT) sessions to boost trainers’ quality and does frequent monitoring, including field visits and modeling of participatory methods. As its capacity grows, ECS is better able to coordinate with GoSS curricula and standards. WR also assists ECS in developing new materials to further enhance in-service trainings.

**Teacher Training Programme
Thai Burma Border Refugee Camps**

Name: Penny Thame

Position: Inclusive Education Advisor

Organization: ZOA Refugee Care, Thailand

Location of program or policy implementation described in the case study:
Thai Burma Border Refugee Camps
<http://www.tbbc.org/camps/2010-02-feb-map-tbbc-unhcr.pdf>

Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences.

ZOA Refugee Care is a Netherlands-based NGO providing support to refugees, displaced people and victims of natural disasters. ZOA started its programme with Burmese refugees living in camp settlements in Thailand in 1984. ZOA implements projects the refugee camps in the areas of general and non-formal education and vocational training. The main intervention areas are teacher training and support, curriculum and textbook development, institutional capacity building, community development, and the provision of operational services, such as school construction, payment to education staff and the provision of school supplies.

Refugees from neighbouring Burma, have spent approximately 25 years in confined conditions in camps, with no prospect of imminent return to their homeland. Even though resettlement efforts have yielded results especially to the USA, the numbers of refugees have shown steady increase (approximately 160,000 <http://www.tbbc.org/camps/2010-02-feb-map-tbbc-unhcr.pdf>) Changing despair and passivity into hope and finding channels to meet aspirations within the camps, for return to Burma or resettlement in a receiving country is emphasized in ZOA's approach.

Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment.

The requirement for a revision of the teacher training programme was based on external evaluation reports and the high turnover of teaching staff (for resettlement, better camp employment terms and conditions) in order to meet the annual turnover figure of approximately 800 new teachers.

Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

There are various 'Teacher Training in Emergency' programmes used around the world, but ZOA Refugee Care (Thailand) and Karen Refugee Committee: Education Entity have developed a new approach, based on a methodology linked to Howard Gardner's ideas. The traditional methodology training deals with teaching methods (how to teach). The new curriculum uses the opposite approach. It starts from students' learning preferences, because once the teacher has learnt about these preferences they are better equipped to find the methods used for the teaching.

The circumstances in the refugee camps are very different from ordinary emergencies; they could be described as chronic crisis.

What are some of the challenges you face in providing quality education and how have you overcome those challenges?

- 1) Responding to the extremely transient camp population (new refugees arriving, some resettling to third country, some leaving the camps for a migrant lifestyle in Thailand and some leaving the profession for better employment with other NGOs working in the camps.
The one month course (120 hours) has to be a compromise between time, content and quality.
- 2) Some initial resistance to the idea of a 'one month' training by community partners who have strong higher education values.
Conclusive needs assessment and the development of a curriculum and syllabi using a participatory approach with community based personnel.
- 3) Quality interventions resulting from the review of the pilot programme.
The initial pilot did not include quality interventions (apart from training of camp based trainers and a minimum of two trainers delivering the module). The review indicated additional support was required for new teachers and for the trainers. Thus, the programme now includes one month follow up mentoring support in the classroom and a structured training manual.
- 4) The need to improve the support for new teachers working in the classroom during their probationary period.
A model of team and peer teaching is being implemented for new teachers.
- 5) Extended learning opportunities for probationary teachers.
Piloting self managed and self learning support groups with additional reading, audio and visual resources with a focus on problem solving rather than rote learning.
- 6) The restructuring of the in-service teacher training programme based on training needs analysis and teacher competence.
Pre-service course seen as a pre-requisite for teaching in the classroom, followed by the introduction of Level 1 and Level 2 modules delivered annually during the summer break period (April – May). These modules provide a practical



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La Red Interagencial para Educación en Situaciones de Emergencia

application of the methodology taught in the pre-service course. Supplementary subject matter workshops delivered monthly (half day workshops).

Teacher Training in Emergencies: Pre-Service Training



**Provision of Education to Pastoralists/Nomads
Uganda**

Name: Stella Candiru (SCiU)

Position: Education manager

Organization: Save the Children in Uganda (SCiU)

Location of program or policy implementation described in the case study: Western Region of Uganda (Rwenzori), next to the border with Congo, North Uganda – a region still going through rehabilitation and reconstruction after a long-running insurgency - and the pastoralist north-east region of Uganda (Karamoja).

Background

In the Western Region, SCiU supports hard-to-reach communities in the Rwenzori mountains with Basic Education, ECD and Accelerated Learning, and in North-West Uganda (Karamoja) Alternative Basic Education is provided to pastoralist children. Successive conflicts in the past have left sensitivities and vulnerabilities, but are mostly finished now. Currently there are two situations of low-level, sporadic conflict: between agriculturists and pastoralists over the question of land use and grazing rights, and the spillover effects of refugees from Congo. In Karamoja the conflicts are linked to lack of pastoralist land and cattle (also over the border with Kenya). Food insecurity is endemic and compounded by several years of drought. Conflict is still rife, mostly related to cattle rustling and the resulting revenge raids and killings. The government disarmament programme has reduced the number of guns in the region, but not eliminated them.

The programme addresses curricula, teacher training, instruction and assessment and monitoring such by continuously evaluating programme effects in terms of quality of learning. SCiU has good partnerships with district education officials. Regular joint monitoring visits especially look into the quality of the teaching-learning environment and the teaching-learning process in action. The programme interventions can be grouped into three categories:

1. Capacity development: For teachers - on child centred methodology and how to create child friendly learning environments, learning assessment, Teachers' Code of Conduct, gender responsive practices, child rights and participation. For community members – on school governance and parents' roles, value of education.
2. Supplies: desks, scholastic materials, textbooks, sport equipment, etc.
3. Infrastructure development: classrooms, latrines, playgrounds, teachers' houses.

There is a particular focus on community participation and ownership as well as promoting quality teaching and learning by means of in-service training of teachers, raising motivation and competence in the classroom; provision of teaching-learning materials (often self-made/low cost); setting up children's clubs, which increases confidence in learning; external support from teams of district education officials and SCiU staff, which raises the morale of school staff. SCiU works with the primary teaching colleagues and their support structures provided to practicing teachers in the schools. In the light of widespread hunger of many

children, SCiU is exploring how schools as social institutions can serve as a locus for improved agricultural production and household utilization of food.

• What are some of the challenges you face in providing quality education and how have you overcome those challenges?

Challenges: No schools around; children not going to school at the right age; children having missed school for periods of time, creating difficulties to return to school; no relevant curriculum and timing.

Responses: in close collaboration with communities setting up child-centred alternatives for non-formal community-based education with more flexible time-tables and annual cycle as well as accelerated learning programmes for older children who missed out on education before. . Teachers or facilitators were trained (coming from the community). Communities were involved in developing low-cost teaching-learning and play materials, creating more joint ownership and enthusiasm and feeling of being acknowledged and respected. Child Clubs were considered fun by many children, while they learned about health, environment, did music and drama etc. Though non-formal as a response, the programme is working with the formal system to get the programme recognized and incorporated into the regular system, including its teachers/facilitators. In Karamoja mobile alternative education programmes are organized in the open air – following the herders as they move from one set of pastures to another. With a blackboard under the shade of a tree, children between 6 and 15 learn basic literacy and numeracy based on the local environment, knowledge and culture early in the day for three hours. Children thus continue to participate in the household and pastoralist duties which fall on them. The programme is implemented and supervised by the District Education Offices. The programme also includes modules on health, HIV-AIDS, crop production, peace and security and thus has high relevance, while a wide range of instructional methods for the teaching-learning process are used. However, with a maximum of three hours a day of education (time on task) learning is bound to be slow, and may have to be further incorporated in pastoralists' life style in more innovative and continued ways.

Teachers improved their approaches to teaching/learning by adopting more child-friendly and respectful methods – putting the learner at the centre of the process. A policy of promoting the national Teachers' Code of Conduct has been a key pillar in this. However, there is an urgent need for continuous follow up training – especially of the community teachers/facilitators.

Children's clubs for debating, music and dance, games, HIV-AIDs prevention etc. have offered children a chance to develop relationships and to discuss together issues of behavior such as discrimination, early marriage and the environment, as well as providing opportunities to a more holistic educational experience. Children are happy with such clubs and it attracts other children to the school too.

Lack of textbooks and other teaching-learning materials: more emphasis on using materials from the local environment.

• **Please share any lessons learnt / outcomes / good practices resulting from this experience.**

1. Community-based initiatives – in close collaboration with the community – do create strong school/community partnerships. Bringing in people from the community to be
2. trained as teachers/facilitators has further strengthened this feeling of ownership of all involved. The question may thus be raised: what is the relative impact on quality learning of a teacher with high motivation and commitment but with less formal training, as compared to a teacher with more formal training, but who is less committed.
3. Making low-cost teaching-learning and play materials together and visible as being meaningful, used and enjoyed further attracts children and families to school.
4. Due to the pastoralist living situation, the Karamoja programme has special challenges. Learners in the mobile alternative education programme do not receive any certification for their participation, progress and success in learning. Individual assessment at periodic intervals by the facilitator allows the learners to move to the primary system when ready. This may happen any time. Because of this approach, there are no levels in the programme, simply the development of adequate competencies enabling the transition. While this works well for those who reach those levels (and whose family circumstances permit them to move to primary school), some learners are left at a vague level of learning, with no possibility of moving on or arriving at an end point. Follow up vocational skills may be an option to make the programme more meaningful for all.
5. SCiUg's work in north Uganda reflects a holistic view of education in a situation where not only physical infrastructure needs to be re-constructed, but where confidence in institutions and in normality of social life must be re-developed. The most significant contributions to quality learning:
 - a. Effective teachers present in the classroom. A good teacher who is there every day is the best guarantee of quality education. In addition to the teacher training provided by SCiU, or perhaps because of it, teachers asked for more training, recognizing that it is helpful and having a sense that they could be even more effective with further input.
 - b. Children have a strong desire to be in school, in spite of harsh realities – long, hard days, constant hunger, long walks to school, and the demands of contributing to household duties. Children are concerned about having a clean school environment, with water available. Play and sports are also important, and children like co-curricular activities.

School leadership is a critical factor in improving the quality of teaching and learning, and it is essential to strengthen the capacity of head-teachers through regular in-service training in management and leadership.

Teachers have often a limited set of approaches in the classroom, which limits child participation and learning. This calls for more/continuous professional development and support to enable teachers to extend their range of teaching strategies and use more creative and interactive pedagogical methods. This also applies to reading materials as children have nothing to read at home. Maybe teachers can write fun stories for children, or older children, and create activities around such stories that have relevance to the realities of their lives.

In giving top priority to the teaching-learning process, the aim is to improve the educational experience of children in terms of cognitive development, awakening intellectual curiosity, learning how to ask questions and address problems, how to apply knowledge and how to make connections between classroom and context. For this to happen, teaching (and training for teachers) needs to change, modeling and practicing interactive and participatory methods. In that regard children also need to learn to use literacy skills actively, not merely reading what is provided, but learning to express themselves in writing. Currently the vast majority of children write only what is written on the blackboard or in books (copying). Creative and self-expressive writing is also crucial for stimulating critical thinking and imagination. This can start already in grade 2 where children can recount their experiences and local stories.

**Psychosocial and Life Skills Intervention
Northern Uganda**

Name + Position: Eveline Jansveld (Coordinator Capacity Building)
Elise Griede (Coordinator Creative Methods)
Endry van den Berg (Coordinator Psychosocial Support)

Organization: War Child Holland

Location of program or policy implementation described in the case study: Uganda, global.

Background**Brief overview of the context in which you are/were working, highlighting key teaching and learning issues and experiences (two paragraphs maximum)**

The scope of this case study starts in Northern Uganda and gradually expands globally.

Two decades of conflict and insecurity in Northern Uganda have adversely affected the healthy development and psychosocial well-being of children and young people. With a population focusing on survival, the needs of children and young people were largely neglected. Their right to grow up in a stimulating and safe environment with opportunities to develop healthy personal and social skills has been ignored. It has been difficult for parents, teachers and other significant adults, to prioritize and acquire the knowledge and skills that are essential to stimulate and support children and young people's healthy development.

Therefore, one element of War Child Holland's program aims at strengthening the psychosocial well-being of children and young people through life skills interventions, called 'I DEAL'. This is mainly done in community and non-formal education settings involving children, caregivers, teachers and communities.

Briefly describe how your program or policy addresses/addressed one or more of the Minimum Standards on Teaching and Learning: Curricula; Training; Instruction; Assessment (two paragraphs maximum)

This case study mainly covers Teaching and Learning standard 1. Curricula and 3. Instruction.

Curricula: The case study describes the participatory development of a non-formal life skills education intervention, which addresses the psychosocial well-being of learners improving their ability to better cope with life. The case emphasizes the need for structured materials which are rooted in the social context in which the program will be implemented..

Instruction: Children and young people were actively involved in the development of the curriculum. Additionally, the methodology is very engaging, stimulating empowerment and active involvement of all participants.

Background information about the education programme and/or policy described in the case study (two paragraphs maximum)

War Child Holland's psychosocial life skills intervention 'I DEAL' aims to strengthen children's and young people's psychosocial well-being in (post-) conflict areas. Creative activities are combined with group discussions, reflections and small homework assignments. The intervention originates from the creative group work War Child implemented in different program areas. In this case study we describe

challenges we faced at the onset of this program and how these insights led to a high quality curriculum.

What are some of the challenges you face in providing quality education and how have you overcome those challenges?

As mentioned, War Child historically uses creative methods as a tool for empowering children to deal with daily life in areas affected by conflict. Creative activities such as games, drama, music, dance and drawing aim to bring fun and relief to children and support them to build self-confidence, social skills, cooperation, concentration and trust. Initially, facilitators were trained in child development, the positive effects of play and facilitation skills. Various tools and manuals circulated in the organisation with a wide variety of games and activities. However, no step-by-step method was available to guide facilitators through a complete intervention of comprehensive workshop sessions. Furthermore, the existing manuals did not clearly link the exercises to reflection and learning regarding children's psychosocial development. As a consequence, the quality of the activities strongly depended on the creativity and expertise of the facilitator. In 2005 and 2006, various initiatives assessed the effects of the 'creative cycle groups' on children's psychosocial well-being. An important conclusion was that the intervention needed to be described clearly and with a more explicit link to psychosocial functioning of children.

In order to come to relevant psychosocial themes, a desk study on existing life skills interventions and psycho-education programs was carried out. In Northern Uganda, focus groups were held among children, young people, caregivers and program staff to identify the relevant daily life issues of children and young people. Both trajectories resulted in a set of universal psychosocial themes that were selected as the six module themes: 1. Identity and Assessment; 2. Dealing with Emotions; 3. Peer Relations; 4. Relations with Adults; 5. Conflict and Peace; and 6. The Future.

In the sessions of these modules, participants are encouraged to share their thoughts and reflections in group talks after each exercise or game, and attention is paid to individual experiences, emotions and expressions. To increase the learning effect of the intervention and support continuity in the workshops, home assignments were integrated into the sessions. These encourage the participants to practice new skills outside the I DEAL group, and in doing so make a clear connection between the session and their daily lives. Consequently, the role of the facilitator has changed. Besides facilitating the exercises, the facilitator is expected to

make a connection during the sessions between the creative exercises and the knowledge or skills to be gained from them, stimulating the participants to share and discuss their experiences during group talks.

In order to support the facilitators in their new role, extensive training has been provided and a solid training manual has been developed to ensure follow-up.

Please share any lessons learnt / outcomes / good practices resulting from this experience.

- After the development of the drafts in Uganda, the I DEAL modules were shared with War Child programs in other countries. In Colombia the modules were assessed by local practitioners and adapted to the local context. In Sierra Leone the modules were adapted for integration into a two-year non formal education intervention, combining literacy, numeracy, livelihood skills and life skills. Also DR Congo and the Middle East made adaptations linking I DEAL to the concerns of the young people in their context. After two years of piloting the intervention in its various forms, all versions were collected and used for the development of a global version of the intervention. Even though I DEAL, like any curriculum, will always need to be made context specific, it already reflects a wide variety of settings, due to the way it was developed.
- Encouraged by the successful application of the I DEAL methodology, similar interventions were developed for other groups. BIG DEAL modules were developed for young people on Gender
- Relations, Rights and Responsibilities and Leadership; PARENTS DEAL for caregivers; SHE DEALS for young mothers; and lastly TEACHERS DEAL for teachers. These interventions are now being piloted at country levels. It has proven particularly effective to have children, their parents and their teachers participating parallel to one another in these various DEAL interventions.