Chapter 20

CURRICULUM CONTENT AND REVIEW PROCESSES

SECTION 5 CURRICULUM AND LEARNING

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Chapter 20

CURRICULUM CONTENT AND REVIEW PROCESSES

MAIN OBJECTIVES

- **To contribute to common understanding of the broad objectives of a national process of curriculum change.**
- **To ensure that the curriculum strategy/ design advances the achievement of those objectives.**
- **To ensure that textbooks, educational materials and teaching aids do not contribute to or exacerbate conflict.**
- **As necessary, to introduce teaching of life skills, to protect children in situations of emergency and reconstruction.**

CONTEXT AND CHALLENGES

There is no single definition of 'curriculum'. The narrower definitions focus on learning content as defined by syllabi, which are translated into textbooks and other learning materials. The broader definitions include all desired learning experiences within the school environment including those not defined in the official curriculum (often called the 'hidden curriculum').[1]

In general, the term 'curriculum' should be taken to mean 'the organization of sequences of learning experiences in view of producing desired learning outcomes' (Tawil and Harley, 2004: 17). It represents a 'guide for teachers to plan the activities for an academic year and prepare individual lessons' (INEE, 2002*a*). The curriculum may be expressed in a series of documents including 'legislative decrees, policy documents, curriculum frameworks or guidelines, standards frameworks, syllabi, textbooks and other instructional materials' (Tawil and Harley, 2004: 17).

In situations of armed conflict, the education system, while perhaps not the root of the conflict, can often be manipulated to reflect a particular or dominant national view, which may have a significantly divisive impact on a society. In this way, the curriculum can play a contributing role in the conflict. Likewise, adjustments to the curriculum can help a society's healing process.

1. In many countries, there is an examination-oriented syllabus for the schools, serving as a framework for national textbooks prepared by the ministry of education. This is often referred to loosely as the 'curriculum', although many specialists consider that a curriculum should include a broader definition of the aims and methodology of the education process.

Civil conflicts are rooted in power relations between two or more groups based on ethnicity, religion, or political affiliation. The dominant group will likely have control over the curriculum and its presentation of the 'other.' This may preclude the use of the curriculum (or sections of it) by the 'other' as well as create the possibility of increased tensions and exacerbating conflict within a country.

The process of curriculum review and renewal typically takes place in the post-conflict situation, when a new beginning is sought, often by a newly constituted government. It can also be undertaken on a preventive basis, if there are tensions in civil society. Another situation where curricula are reviewed is in refugee camps, where decisions have to be made regarding studies within refugee schools.

An initial rapid assessment of the syllabus (which is often limited to a review of textbooks) is necessary both to identify areas of strength to build on and areas that may be particularly susceptible to manipulation. The initial review represents the first step in a long-term and ongoing process of review and revision of all the components of curriculum – the content, methodology, democratization of the classroom and the school system philosophy (especially in view of girls' education and corporal punishment) that will be updated.

A first priority, during the initial review, is simply to remove potentially divisive elements (e.g. negative depiction of a particular ethnic/political/religious group) until a thorough curriculum review and revision strategy can be conducted. This may make it easier to insert important non-traditional topics into the learning process, such as health and hygiene education, HIV/AIDS prevention, education for peace, human rights and citizenship, and environmental and landmine awareness (see the *Guidebook*, *Chapters 21-25* for more information on these subject matters). Their integration and inclusion may:

- Become part of the longer-term vision for the country's curriculum.
- Be a life-saving measure in some circumstances.

In situations of both armed conflict and natural disaster, the curriculum can play a vital role in helping address the health and safety needs of children and youth. Messages such as proper treatment of contaminated water and landmine awareness can be life saving if quickly incorporated into teaching and learning materials. The objective of introducing such new areas is to create behaviour change that protects children. This may involve experiential and active learning, and may necessitate immediate training and re-training of at least some teachers so that these messages and the experiential learning framework can be implemented into the schools in the minimum time. In order to ensure the effectiveness of a revised curriculum all teachers should be trained in experiential learning techniques in a timely fashion, which will require more resources and technical inputs to support and sustain this change over time. (See also the *Guidebook*, *Chapter 18*, 'Teacher training: teaching and learning methods'.)

PREVENTATIVE MEASURES FOR EARTHQUAKES: THE USE OF DIFFERENT MEDIA IN TURKEY

Shortly after the Kokaeli and Düzce earthquakes, Bosphorus University Kandilli Observatory and Earthquake Research Institute signed a protocol with the Ministry of Education to provide earthquake preparedness education for schools. Professor Isikara embarked upon an extensive yearlong tour throughout the country, bringing earthquake education to schoolchildren in 29 provinces.

The first books for young children about earthquakes were published with the support of Professor Isikara and Kandilli. One of these, for pre-school children, was sponsored by the Mother Child Education Foundation and featured popular singer Baris Mancho; the title of the book, *Getting ready for earthquakes with Barish*, was a play on the singer's name, which means 'peace'. The second book, *Restless earth*, was aimed at early elementary school children.

Simultaneously, a small American non-governmental organization, American Friends Service Committee (AFSC), provided community disaster preparedness for basic disaster awareness, e.g. the 'Earthquake hazard hunt' and the 'Family disaster plan'. These documents were designed to be distributed on a single double-sided sheet of paper. The design deliberately focused on a simple, consistent message, and two worksheets that required individual and family action.

AFSC partnered with CNN Turk in the production of 12 five-minute interstitial segments entitled 'Five minutes for life', which was prepared for the first anniversary of the earthquake. Later this series would be adapted for presentation on a CD-ROM, with individual segments separately accessed and with accompanying fact sheets.

The Suadiye Rotary Club and a commercial animation studio co-operated to produce a three-part cartoon series entitled 'Uncle Quake and Nature', which was released to the delight of children and educators.

Source: Petal *et al.* (2004).

In post-conflict reconstruction, curricular change may be sought due to perceived social, political and educational needs for:

- Updating of syllabus content – greater modernity and accuracy.
- Pedagogical improvement – e.g. making the curriculum and learning methodologies more learner-centred.
- Relevance – making the curriculum more responsive to the circumstances in the country, which have changed as a result of the conflict.
- Reconciliation between formerly (or even still) antagonistic political, ethnic, religious or other social groups.
- Social cohesion, which may involve movement from exclusive to more inclusive definitions of national and group identity, involving increased respect for human dignity and diversity.

After conflicts, societies often redefine, or define for the first time, the meaning of national identities, citizenship and shared destiny. They examine the content of collective memory. They face crucial questions over who has the right to take such decisions, on what basis and how, with what type, breadth and intensity of consultation. In such essentially political processes of national self-examination, the school curriculum can be the most important contested terrain (Tawil and Harley, 2004: 25-26).

In post-conflict reconstruction, three major demands are placed upon those involved in the curriculum development process (Tawil and Harley, 2004: 26):

1. To become aware of, and acknowledge the role that the curriculum may have played as a contributing factor to violent conflict in the past.
2. To deal with the legacy of violent conflict, by incorporating reconciliation and peace-building approaches and practices.
3. To help prevent any further outbreak of violent conflict, by promoting tolerance and an inclusive set of values.

The major difference in an emergency or post-conflict situation is that the crisis often provides a critical opportunity for educational authorities to examine the curriculum and revise it, or develop a broad curriculum philosophy in keeping with the country's recent experiences. The box below shows an example developed by the Rwandan Ministry of Education in 1996. Such a long-term vision allows educational authorities to make deletions or add elements to the curriculum that are seen as reinforcing the overall mission.

RWANDAN MINISTRY OF EDUCATION STATEMENT OF CURRICULUM GOALS

- To prepare a citizen who is free from ethnic, regional, religious and sex discrimination.
- To prepare a citizen who is aware of human rights and responsible to society.
- To promote a culture of peace and emphasize national and universal values such as justice, peace, tolerance, solidarity and democracy.
- To promote a culture based on genuine Rwandese culture, free from violence.
- To promote freedom of formulation and expression of opinion.

Source: Obura (2003: 94).

Thorough curriculum review processes require resources, as well as a national commitment to the process, legitimate national educational authorities, expertise in curriculum development processes and curriculum writing, capacity building for staff, and sufficient time to undertake reform. Successful curriculum review processes need to be inclusive, incorporating multiple

groups and perspectives, which can sometimes present difficulties. Support may be needed from international organizations to ensure effective and inclusive curriculum review.

Existing textbooks and educational materials may include stereotypes of different groups in a society. Such text and images may fuel conflict and reinforce the stereotypes. They may also affect some children's access to or willingness to attend school where such materials are in use. Where curricula and textbooks are not in an international language, it may be difficult to organize a quick review to eliminate bias, since editors may themselves be unconsciously biased.

The skills associated with peace education, reconciliation and active citizenship, as well as health and HIV/AIDS prevention should be added to the curriculum. This will require the organization of special training and support for selected teachers as well as finding extra time in the usually overcrowded school timetable (see also the *Guidebook*, *Chapter 18*, 'Teacher training: teaching and learning methods').

Political pressure for immediate action on curriculum and textbooks needs to be counterbalanced by a realization that a thorough renewal of curriculum and the production and testing of a new generation of textbooks, followed by training of teachers and phased introduction, takes at least five years.

TEXTBOOK USE IN TIMOR-LESTE DURING TRANSITION

"To select student learning materials and textbooks, a committee of around 70 teachers met in early 2000 under the guidance of UNTAET's [the UN Transitional Authority in East Timor's] Division of Education. Because it had been agreed that Bahasa Indonesian materials would be used as a transitional measure, samples of various Indonesian textbooks were shipped in to be considered. This committee recommended a set that required only minimal changes to their original versions and marked text to be cut." The procurement of textbooks included:

- **Indonesian textbooks**. Purchased from Indonesian publishers, photos of East Timorese children were put on the covers of these books, a preface by CNRT leader and future president Xanana Gusmão was added, and controversial texts around history and national identity were removed.
- **Portuguese textbooks**. Portuguese books were purchased for grades 1 and 2 in the subjects of language, mathematics, and social and physical studies. For grades 3 to 6 and all secondary school grades, language books were purchased.
- **Picture books**. For grade 1, picture books were purchased to help build communication skills. Sourced from Finland, these were wordless books used to encourage discussion in the mother tongue or facilitate second language teaching.

Source: Nicolai (2004: 110).

SUGGESTED STRATEGIES

Summary of suggested strategies
Curriculum content and review processes

1. Initiate a rapid review of curriculum and textbooks to remove elements that may fuel conflict.
2. Conduct a curriculum and textbook analysis.
3. In refugee operations, consult with refugee educators and leaders regarding the curriculum that will help them prepare for voluntary repatriation and reintegration.
4. Prepare a programme of action for renewal of the curriculum framework, syllabi and textbooks, through a consultative process involving all stakeholders.
5. In post-conflict situations, consider including in the national curriculum framework objectives for behavioural skills, and concepts and values development that support peace, human rights and active citizenship.
6. Assemble expert groups to review the key content areas of the curriculum.

Guidance notes

1. Initiate a rapid review of curriculum and textbooks to remove elements that may fuel conflict.

In post-conflict situations, times of refugee return, during prolonged insecurity, for prevention of conflict, or in refugee situations, consider the following (or verify that these items have been considered):

- A quick review to determine the extent to which existing textbooks, educational materials and teaching aids reflect particular or dominant national views that may have a significantly divisive impact on society. Ask the following questions:
  - Do textbooks promote the superiority of one ethnic or religious group over another?
  - Do textbooks contain nationalistic images and calls to young people to 'fight for their country?'
  - Are contested historical, geographical, literary, religious or civics interpretations being used to politically mobilize conflicting opinions and positions?
- Remove potentially divisive materials from circulation until they can be thoughtfully revised.
- Prioritize less sensitive subject areas such as mathematics and science.
- Introduce or reinforce non-traditional curricular elements such as landmine awareness, health and hygiene, environmental awareness, HIV/AIDS prevention, conflict resolution, etc., that may be critical to children's health and survival.

SOUTH AFRICAN CURRICULUM TRANSFORMATION

After an evaluation of their current curriculum that presented their "learners as divided and different; inferior and superior", the South African Ministry of Education decided to develop and implement a new curriculum. Since 1994, this transformation has taken place through the National Qualifications Framework, and has integrated education and training, academic and vocational in order to create an outcomes based education aimed at providing learners with the skills needed to ensure economic prosperity and to contribute to the development of a common citizenship. A specific subcommittee was established with the goal of integrating human rights education into each of the eight learning areas defined by curricula developers. The social sciences learning area statement, for example, "aims at contributing to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society".

Source: Surty (2004: 7-10).

2. Conduct a curriculum and textbook analysis.

- Assemble a review team.
  - Ensure that the team represents different groups in society (based on gender, culture, ethnicity, race, political affiliation, etc.). Particularly in the context of civil conflict, a cross-cultural analysis of textbooks or education materials is desirable.
- Determine the phasing of the review.
  - A rapid review may be needed urgently before textbooks are reprinted for the next school year, focusing on the removal of elements that may be offensive or ignite conflict.
  - A more detailed review may follow, helping with the formulation of a new curriculum framework and preparing the ground for a new generation of textbooks, updated in terms of subject matter such as science, and promoting peace building, reconciliation and responsible citizenship.
- Determine the review approach.
  - Quantitative: How many times is a term used or how much space is allotted to a particular people or group of the society (gender, class, ethnicity, religion, disability, etc.)? How often are specific countries, topics, groups, etc. mentioned?
  - Qualitative: How are underlying assumptions revealed? What message(s) does the text transmit? What images are conveyed?
  - Combination of quantitative and qualitative: types of texts, modes and perspectives of presentation.
- Develop sensitivity criteria to identify parts of a curriculum that may provoke a reaction from a segment of the population because of their ethnic origin, religion, or social background. (See the 'Tools and resources' section for examples of sensitivity criteria.)
  - Ensure that all members of the assessment team have the same understanding of the different sensitivity criteria.
- Based on the approach and the sensitivity criteria, design a form to be used by the curriculum assessment team. Consider the following when designing the form:
  - In what context are the terms and people placed in the texts? What type of language is used and what potential biases exist?
  - Analyse the contents of the texts for:
    - Factual accuracy/completeness/errors.
    - Up-to-date portrayal of events.
    - Topic selection/emphasis and balance/representativeness.
    - Proportion of facts and views/interpretation.

THE RELATIONSHIP BETWEEN TEXTBOOKS AND CONFLICT IN SRI LANKA

"UNESCO has recently concluded that the tendency of history textbooks to exalt nationalism and address territorial disputes correlates with the xenophobia and violence found in many countries today. What is taught in history class and how it is taught is highly political and can foster either animosity or peace. A review of the textbooks used in the segregated schools of Sri Lanka in the 1970s and the 1980s, for example, found Sinhalese textbooks scattered with images of Tamils as the historical enemies of the Sinhalese, while celebrating the ethnic heroes who had vanquished Tamils in ethnic wars. Ignoring historical fact, these textbooks tended to portray Sinhalese Buddhists as the only true Sri Lankans, with Tamils, Muslims and Christians seen as non-indigenous and extraneous to Sri Lankan history. This version of national history, according to one commentator, has been deeply divisive in the context of the wider state."

Source: Bush and Saltarelli (2000: 13).

3. In refugee operations, consult with refugee educators and leaders regarding the curriculum that will help them prepare for voluntary repatriation and reintegration.

(See the 'Tools and resources' section entitled 'Lessons learned from Rwanda' for suggestions on curricula preparation.)

- As a minimum, the authorities in the host country should discuss with UNHCR the issue of the curriculum for refugee schools. This should normally be based on the curriculum of the country or area of origin, to facilitate repatriation and reintegration. In prolonged situations, there may be use of the curriculum of the country of asylum, if the language of study is the same. What should be avoided is that refugee children do not learn the language of instruction used in their country or area of origin.
- Authorities may also consider consulting with UNICEF, representatives from the refugee community, proposed education implementing partners and, if feasible, educational authorities from the refugees' country of origin.
- If the refugees will follow their home country curriculum:
  - Are copies of it available?
  - Are there textbooks that match the curriculum? Have teachers and students brought a complete set with them? Can they be obtained from the country of origin?
  - Are there facilities for reproducing the curriculum and textbooks? (See also the *Guidebook, Chapter 27,* 'Textbooks, educational materials and teaching aids'.)
  - Where possible, there should be agreement regarding refugee curriculum with the educational authorities in the home country so that students' learning and achievements are to be recognized. However, this may not be possible if there is hostility or distrust between the refugees and the home government.

INCLUSIVE CURRICULUM REVISION PROCESSES IN POST-WAR GUATEMALA

Following the settlement of Guatemala's civil war, a Consultative Commission for Education Reform (CCRE) was established in 1997 to help design educational reforms for the country. The CCRE is a decision-making body with broad representation…including Mayan organizations, women's organizations, teachers' unions and associations, students, journalists, churches, universities, private education centres and private enterprise.

Source: Salazar Tetzagüic and Grigsby (2004: 123).

- In situations of return and reintegration, consider establishing a co-ordination mechanism for textbook review, especially when refugees made creative additions to the home-country curriculum when they were in exile.
  - Include representatives from various local contexts.
  - Share lessons learned.
  - Consider ways that innovative education materials might be integrated into the official curriculum after repatriation.

4. Prepare a programme of action for renewal of the curriculum framework, syllabi and textbooks, through a consultative process involving all stakeholders.

(See 'Tools and Resources', 'INEE standard on teaching and learning: Curricula' for detailed information about curriculum revision during emergencies.)

Especially following conflict, educational authorities may wish to consider developing a strategy for curriculum renewal.[2]

- Who will be responsible for revising the curriculum?
  - Are members of different groups in society (based on gender, culture, ethnicity, race, religious or political affiliation, etc.) represented in the process?
  - Are both subject-matter specialists and experts in pedagogy involved to update the contents and pedagogical aspects of the curriculum and textbooks?
- If some elements of the curriculum are particularly sensitive, is it possible to de-emphasize or suspend their use pending the full curriculum review?
- Which national bodies must authorize changes to the curriculum?

2. This guidance note, and the ones that follow, apply to curriculum reform in all societies irrespective of whether the society has experienced conflict. Often, however, curriculum review is an essential element of a society's reconstruction after conflict so these generic steps are offered as a guide for educational authorities considering the implementation of a curriculum review process.

- What aspects of the curriculum will be revised?
  - Mission or values statements regarding the role of education in society.
  - Syllabi – which subjects are taught in each grade and the expected results.
  - Textbooks and learning materials – what is the objective of these? Are they:
    - Sources of information?
    - The only sources of information or do students and teachers have access to multiple resources?
    - Reinforcement for classroom practices?
    - Sources of guidance for development of critical thinking and life skills?
    - Directive models for use in the classroom?
    - Promoters of norms, social rules, etc.?
  - Teaching practices – are current practices in accord with proposed changes to the curriculum? (See also the *Guidebook, Chapter 18*, 'Teacher training: teaching and learning methods'.)
  - Are students encouraged to think critically and consider multiple perspectives or are they encouraged to memorize the facts as presented?
  - Consider starting the review process with less controversial subjects such as mathematics and science.
- Does the curriculum review (see notes below on the review of textbooks and key content areas) suggest that one interpretation of priorities or viewpoints has been dominant in the preparation of existing materials?
  - How might a process of consensus work at including multiple interpretations or perspectives into the revised curriculum?
  - Is it likely that multiple resource materials, rather than textbooks, would be more responsive to immediate needs?
- What will be the time schedule, writing and consultative processes for curriculum and textbook renewal?
  - Capacity building for staff and specialists in subject matter and pedagogy.
  - Stakeholder consultations.
  - Preparation of new curriculum framework.
  - Preparation of syllabi and peer review.
  - Drafting and piloting of textbooks.
  - Training of teachers in the new curriculum (and providing copies).
  - Phased introduction of new textbooks into the different years of schooling.
- Will a plan be developed for the distribution of new materials and the collection of old materials? (Unless old materials are replaced, teachers will continue to use them.)

5. **In post-conflict situations, consider including in the national curriculum framework objectives for behavioural skills, and concepts and values development that support peace, human rights and active citizenship.**

(See the *Guidebook Chapter 25*, 'Education for life skills: peace, human rights and citizenship').

6. **Assemble expert groups to review the key content areas of the curriculum.**

Note that an outstanding digital library of resource materials for teaching and learning in emergency settings is available on CD-ROM from INEE, the Inter-agency Network for Education in Emergencies (2004).

- History
  - Is the text organized around the systematic recounting of previous conflicts (as opposed, for example, to a focus on national or social achievements)?
  - Are the principal figures or protagonists heroes of previous conflicts or struggles? If so, according to which members of society and relative to what kind of struggle?
  - Is the history of each component group of society represented? Is there stereotyping involved in this representation? How is the 'other' treated?
  - Are there different social groups who have expressed a concern about exclusionary or marginal interpretation of their culture in the texts?
  - Is the textbook the only source of information for history classes or do students and teachers have access to multiple resources?
  - Are controversial issues avoided? What methods can be used to bring these issues into the lessons in a balanced and sensitive way?
- Civics/citizenship
  - How is a citizen defined? Does that definition exclude any social groups?
  - Is citizenship infused through all subjects (history and geography in particular)?
  - Does the curriculum highlight what citizens of the country have in common, such as their shared objectives and experiences, so as to create a common ground? This will be necessary for the construction of a strong bond between civil society and the state.
  - Does the civics/citizenship curriculum provide for the students to discuss and practice key skills and values such as gender equity, tolerance, respect for human rights and humanitarian norms, conflict resolution and reconciliation, service to the community and especially vulnerable groups and environmental protection? (See the *Guidebook, Chapter 25*, 'Education for life skills: peace, human rights and citizenship'.)

- Geography
  - Are place names, regions, etc. linked to contested historical events and/or borders?
  - At the secondary level, does the geography syllabus cover themes such as environmental management and economic and social development, or is it restricted to descriptive place geography?
- Language/literature
  - What is the language of instruction?
    - Does instruction take place in the students' mother tongue or the official or national language?
    - Is there a progression from instruction in mother-tongue languages in the early grades to the official/national language in later grades?
    - Does the use of one language exclude certain social groups from the education process?
    - What is the status of minority languages in the curriculum? Can pupils study them as elective subjects?
    - Are sufficient quantities of textbooks and other learning materials available in the pupils' mother tongues?
    - In what language are official examinations given? How does this affect children's ability to take and pass examinations?
  - Can pupils study international languages, such as English, French, Spanish, Arabic, Russian, Chinese or Portuguese?
  - Does the language used in the texts convey certain biases, such as the use of words such as 'rebels' or 'terrorists' to describe certain groups, or make armed conflict seem glorious?
  - Is the selection of literature biased *vis-à-vis* the cultural specificities of the population? Are selected authors all members of the dominant social class or do they represent the social diversity of the population?
  - Does the thematic content tend to reinforce stereotypes and grievances negatively?
  - Does the literature reflect a local, regional, or global context (i.e. narrowly exclusive or broadly inclusive)? Does it foster international and intercultural understanding?
- Culture
  - Do the cultural heritage and traditions of one group dominate the curriculum?
  - Are cultural references and illustrations for the various ethnic groups equally represented in textbooks, in respectful ways?
  - Are the art forms, music and literature of all groups represented?
  - Is there positive coverage of women and men, girls and boys?

- Religion
  - Are or were religious affiliations mobilized as part of the conflict? If so, it may be useful to de-emphasize religious elements of the curriculum initially.
  - Is religion included in the curriculum only as religious education (that is, educating children in a particular faith)? Does the curriculum include a 'world religions' component to explain others' beliefs?

TOOLS AND RESOURCES

1. INEE minimum standards for teaching and learning[3]

Standard 1: Curricula

Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular emergency situation.

Key indicators

- Existing curricula are reviewed for appropriateness to the age or developmental level, language, culture, capacities and needs of the learners affected by the emergency. Curricula are used, adapted or enriched as necessary.
- Where curriculum development or adaptation is required, it is conducted with the meaningful participation of stakeholders and considers the best interests and needs of the learners.
- Curricula address life skills, literacy, numeracy and core competencies of basic education relevant to given stages of an emergency.
- Curricula address the psychosocial well-being needs of teachers and learners in order for them to be better able to cope with life during and after the emergency.
- Learning content, materials and instruction are provided in the language(s) of the learners and the teachers, especially in the early years of learning.
- Curricula and methods of instruction respond to the current needs of learners and promote future learning opportunities.
- Curricula and instructional materials are gender-sensitive, recognize diversity and promote respect for learners.
- Sufficient teaching and learning materials are provided, as needed, in a timely manner to support relevant education activities. Preference is given to locally available materials for sustainability.

3. Source: INEE (2004: 69).

INEE minimum standards guidance notes

1. **Curriculum**. A curriculum may be defined as a plan of action to help learners broaden their knowledge and skill base. For the purposes of the minimum standards, 'curriculum' is used as an umbrella term that applies to both formal and non-formal education programmes. It includes learning objectives, learning content, teaching methodologies and techniques, instructional materials and methods of assessment. Both formal and non-formal education programmes should be guided by a curriculum that builds on learners' knowledge and experience, and is relevant to the immediate environment. For the minimum standards, the following definitions are used:

   - *Learning objectives* identify the knowledge, skills, values and attitudes that will be developed through the education activities.
   - *Learning content* is the material (knowledge, skills, values and attitudes) to be studied or learned.
   - *Teaching methodology* refers to the approach chosen for, and used in, the presentation of learning content.
   - *Teaching technique* or approach is a component of methodology and constitutes the process used to carry out the overall methodology.
   - *Instructional material* refers to books, posters and other teaching and learning materials.

   Relevant formal and non-formal education curricula should have quality learning content that is gender-sensitive, appropriate to the level of learning and is in the language(s) that both learners and teachers understand. Participatory methodologies should also be part of the curricula, to encourage learners to take a more active role in their learning.

2. **Age-appropriate and developmental levels**. Curricula should be examined to ensure that they are not only age-appropriate, but also that the developmental level is compatible with learners' progress. Age and developmental levels may vary widely within both non-formal and formal education programmes in emergencies, requiring an adaptation of curricula and methods. The term 'age-appropriate' refers to chronological age range, while 'developmentally appropriate' refers to the learners' actual needs and cognitive development.

3. **Curriculum development**. This can be a long and difficult process but, in emergencies, curricula are often adapted from either the host country, the country of origin or other emergency settings. It is important to ensure that both formal and non-formal rapid start-up curricula consider the special needs of all learners, including children associated with fighting forces (CAFF), girls, learners over-aged for their grade level, school dropouts and adult learners. It is equally important to ensure that stakeholders are actively involved in the design of curricula, as well as the periodic review of education programmes. A range of actors may be consulted, including learners, community members, teachers, facilitators, educational authorities and programme managers, among others.

Where formal education programmes are being established during or after emergencies, preference should be given to using, and if necessary adapting and enriching, recognized primary and secondary school curricula. For formal education programmes for refugees, it is preferable to adopt the curricula of the country of origin to facilitate voluntary repatriation, although this is not always possible or appropriate. Refugee and host country perspectives should be fully considered in these decisions.

Ideally, in longer-term refugee situations, curricula need to 'face both ways' and be acceptable in both the country of origin and the host country. This requires substantial regional and inter-agency co-ordination to harmonize educational activities and refugee caseloads in different countries. Specific issues to be decided include language competencies and recognition of examination results for certification.

4. **Appropriate instructional methodologies**. These should be developed and tailored to suit the context, needs, age and capacities of learners. Implementation of new methodologies during the initial stages of an emergency may be stressful for experienced teachers, as well as learners, parents and community members, who could perceive this as too much change and too fast. Education in emergencies or in early reconstruction should offer teachers in a formal education setting an opportunity for change, but transition to more participatory or learner-friendly methods of instruction must be introduced with care and sensitivity. With non-formal education interventions, learner-centred approaches may be introduced more quickly through the training of volunteers, animators and facilitators.

5. **Core competencies**. These should be identified prior to the development or adaptation of learning content or teacher training materials. Beyond functional literacy and numeracy, 'core competencies of basic education' refers to the essential knowledge, skills, attitudes and practice required by learners in an emergency-affected population to participate actively and meaningfully as members of their community or country.

6. **The psychosocial needs and development of learners**. As well as education personnel, these must be considered and addressed at all stages of an emergency, including crisis and recovery. All education personnel, formal and non-formal, should be trained in recognizing signs of distress in learners, and steps taken to address and respond to this behaviour in the learning environment. Referral mechanisms should be clearly outlined for education personnel to provide additional support to learners who exhibit severe distress. Teaching methods for child and youth populations who have been exposed to trauma should include predictable structure, shorter learning periods to build concentration, positive disciplinary methods, involvement of all students in learning activities, and co-operative games.

   The psychosocial needs of education personnel will also need to be considered, as personnel are often drawn from the affected population, and face the same stressors or trauma as learners. Training, monitoring and follow-up support should clearly consider these factors.

7. **Language**. It is not uncommon for asylum countries to insist that refugee education programmes comply with their standards, including the use of their own language(s) and curricula. However, it is important to consider the future of the learners, especially those who wish to continue their studies after the emergency. Humanitarian actors should strongly encourage host governments to permit refugees to study in their home or national language(s). If this is allowed, all significant learning content, teacher guides, student texts and other written and audio-visual materials not in the home language of the learners and teachers will need to be translated into the language of instruction. If this is not allowed, supplementary classes and activities in the language of the learners should be developed.

8. **Learning content and key concepts**. When determining learning content, consideration should be given to the knowledge, skills and language(s) useful for learners at each stage of an emergency and those skills that would enhance their capacity to lead independent, productive lives both during and after the emergency and to be able to continue to access learning opportunities.

   Appropriate learning content and key concepts should draw on the following:

   - Skills-based health education (appropriate to age and situation): first aid, reproductive health, sexually transmitted infections, HIV/AIDS.
   - Human rights and humanitarian norms; active citizenship; peace education/peace building; non-violence; conflict prevention/management/resolution; child protection; security and safety.
   - Cultural activities, such as music, dance, drama, sports and games.
   - Information necessary for survival in the new environment: landmine and unexploded ordnance awareness, rapid evacuation, and access to services.
   - Child development and adolescence.
   - Livelihood skills and vocational training.

9. **Diversity**. Diversity should be considered in the design and implementation of educational activities at all stages of an emergency, in particular the inclusion of diverse learners, inclusion of teachers/facilitators from diverse backgrounds and promotion of tolerance and respect. Aspects to consider in encouraging diversity may include, among others, gender, culture, nationality, ethnicity, religion, learning capacity, learners with special education needs, and multi-level and multi-age instruction.

10. **Locally available materials for learners**. This should be assessed at the onset of an emergency. For refugees, this includes materials from their country or area of origin. Materials should be adapted, developed or procured and made available in sufficient quantities. Monitoring of storage, distribution and usage of all materials is required. Learners should be able to relate to the learning content, and materials should reflect and be respectful of the culture of the learners.

2. Sensitivity criteria

The following is a list of sensitivity criteria that can be used during a textbook review process. The list should be modified, and relevant criteria selected based on the situation. When reviewing textbooks, consider whether there are offensive or stereotyped representations of the groups. Consider also whether there are balanced positive references to males and females and to other groups (as applicable). Does the presentation reinforce existing stereotypes?

- Gender equality.
- Religious affiliations.
- Ethnicity (understood as the mutually agreed upon identity of a social group).
- Minority/majority groups.
- Linguistic groups.
- Socio-economic groups.
- Geographic groups.
- Political groups.
- Street children.
- Persons with disability or HIV/AIDS.

Consider also the need to include examples of positive behaviour modelling skills-based approaches to health and HIV/AIDS prevention; peace, tolerance, respect for diversity; respect for human rights and active citizenship; respect for the environment.

Textbooks should be assessed for regional/national/local taboos, such as food taboos, in the depiction of agricultural practices in the science curriculum.

3. Lessons learned from Rwanda

In her case study regarding the reconstruction of the education system in Rwanda, Obura (2003: 98, 106) notes the following lessons learned with regard to the process of curriculum revision:

- Be aware that without teaching materials, syllabuses will not be taught.
- Lighten curricula, if possible, during the emergency and immediately after, so as to concentrate on fundamentals first and to 'clear space' for subsequent curriculum innovation.
- Early on, move from tinkering with syllabuses to curriculum overhaul, and at all times be aware of curriculum balance.
- Be aware that the structure of the education system is as much an item of learning as the syllabus topics. If the aim is to teach equity, schools must practise it through entrance mechanisms, relationships within the school, etc.

- Designate a team of 'curriculum watchers' to monitor and assess the curriculum development process, so that curriculum events as well as decisions can be anticipated and translated into decisions.
- Provide education planners and decision-makers with exposure to innovations and global developments as soon as possible, structuring the process.

With regard to history, in particular

- Within the first twelve months, initiate discussion on history teaching and civic education, knowing that curriculum building will take time in these sensitive but most important subjects.
- When the time is right, assist curriculum developers to go beyond syllabus/topic listings to envisaging the lessons, to trialling lessons and to developing teachers' guides and theme/topic materials for pupils. Go slowly.
- Keep in mind that moving from the stage of rebuilding national history to producing a pedagogical course needs several intermediate steps.
- Note, in the light of experience, that without teaching materials, teachers will simply not teach difficult or sensitive topics.
- Regularly find ways of assisting the media to disseminate research findings in populist terms, so that constructive and unifying ideas can circulate.

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CHAPTER 20

SECTION 5

United Nations
Educational, Scientific and
Cultural Organization

International
Institute for
Educational
Planning

Chapter 21

HEALTH AND HYGIENE EDUCATION

SECTION 5 CURRICULUM AND LEARNING

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Chapter 21

HEALTH AND HYGIENE EDUCATION

MAIN OBJECTIVES

- **To equip students and teachers to prevent diseases, both for their own well-being and that of their communities.**
- **To change risky health behaviours.**
- **To encourage co-ordination with relevant health authorities.**

CONTEXT AND CHALLENGES

"Thousands of children are killed each year as a direct result of armed conflict and natural disasters. Many more, however, die from the increased rates of malnutrition and disease that typically accompany such emergencies … The interruption of food supplies, the destruction of crops and agricultural infrastructure, the disintegration of families and communities, the displacement of populations, the disruption of health services, and the breakdown of water and sanitation systems all take a heavy toll on the health and nutrition of children. Many die as a result of severe malnutrition, while others become unable to resist common childhood diseases and infection."

Source: UNICEF (2001).

In emergencies, primary health care is a priority response in order to avoid death from diseases such as measles, diarrhoea (including dysentery and cholera), acute respiratory infections, malnutrition, malaria (where prevalent) and other illnesses endemic to a region, such as yellow fever or typhoid, in addition to outbreaks of opportunistic diseases such as leptospirosis. Emergency-affected populations are particularly susceptible to these diseases due to their conditions of life: overcrowded spaces, inadequate quantities and quality of water, poor sanitation, inadequate shelter and inadequate food supply (Sphere Project, 2004). In situations where government systems and traditional social networks break down, there is an increased risk of sexually transmitted diseases, as well as an increased incidence of exposure to drugs, alcohol, and cigarettes. Where there is armed conflict, a military force on the move constitutes a health risk to the populations with whom it comes into contact.

Wars bring huge institutional challenges to national health systems. A country's health infrastructure may have been specifically targeted during the crisis, destroyed or severely disrupted. Education service providers such as NGOs may not co-ordinate their efforts with health-service providers. Depending on the scale of the disaster, international organizations may be present and responding in the health sector. Therefore, educational authorities may need to co-ordinate health-education efforts with these health providers.

Refugees and IDPs will be unfamiliar with the local context and may not be accustomed to or equipped for local health threats. Therefore, they have less access to adequate health care and a higher morbidity rate than others in the same community. Refugees and IDPs often arrive in poor health due to problems encountered *en route* as well as having inadequate health care prior to displacement. Refugee camps may not always be situated close to adequate clean water sources, and may be located in endemic disease-affected areas.

Once repatriation is under way, returnees from under-supported refugee or IDP camps may be in poorer general health, due to increased stress, poor hygiene practices in camps, and inadequate access to health care. Children whose families are returning from long-term exile may have less immunity to local diseases and be accustomed to good health care. Establishment of health services in insecure rural areas may be difficult and take time.

Education can play a critical role in supporting the efforts of primary health-care providers by teaching children about healthy behaviours, especially those most relevant to their current situation. Effective skills-based health education has two goals:

1. Children will change their own behaviours and adopt more healthy practices.
2. Children will share the information they learn in school with their parents and siblings, which may result in behaviour changes in their families.

For these reasons, inclusion of health and hygiene messages in the curriculum can be an effective means of transmitting information to a large segment of the emergency-affected population. Educational authorities should co-ordinate with other officials, such as those responsible for health services or water and sanitation, to ensure that appropriate messages are developed and incorporated into the curriculum. "Overall school health education seeks to help individuals adopt behaviours and create conditions that are conducive to health" (Aldana and Jones, 1999: 17).

Yet educational planners must go beyond awareness raising and 'passing messages'. Assumptions about children's capacity or willingness to change their attitudes, values and behaviours, based on 'messages' passed in class must be articulated in curriculum development and educational programme design. Similarly, the curriculum and instructional design must make explicit the manner in which children's listening to messages will be transferred into behavioural change among adult members of their families. This implies understanding of modes of cultural transmission and intra-family communication. *Developing skills* is both more valuable and lasting, and much more difficult than merely passing messages.

SUGGESTED STRATEGIES

Summary of suggested strategies
Health and hygiene

1. Conduct a review of health-education programmes being carried out under government auspices, through civil-society organizations and external agencies and NGOs, and establish a joint working group to prepare best practice guidelines for health education providers.
2. Health-education providers should assess health-education needs and develop skills-based health-education curricula/programmes using the assessment results.
3. Educational authorities and providers should facilitate or conduct health-education campaigns, designed in collaboration with community members and teachers.
4. Consider developing an associated education strategy for security, protection, administrative and other personnel who come into habitual contact with youth.

Guidance notes

1. Conduct a review of health-education programmes being carried out under government auspices, through civil-society organizations and external agencies and NGOs, and establish a joint working group to prepare best practice guidelines for health-education providers.

- Health education is often provided by schools, health services (especially primary health care programmes), youth programmes, women's programmes, etc. Consider:
  - Which organizations are involved in delivering programmes? What health-education programmes are they delivering?
  - How is the education ministry involved?
    - Is it directly involved or in an advisory/consultative capacity with school programmes?
    - Is the education ministry involved with non-formal health education for youth and adults?
  - Are existing health-education programmes delivered through timetabled curriculum periods for health education?
  - Are programmes taught by specially trained teachers or are health programmes included in other elements of the school curriculum?
- To achieve the best results for emergency-affected populations, the educational authorities and organizations providing health education should form a working group to develop health education guidelines and materials suited to local needs, adapting existing materials from the country/countries concerned as well as from international sources.

2. Health education providers should assess health education needs and develop skills-based health-education curricula/programmes using the assessment results.

(See the 'Tools and resources' section of this chapter for ways to assure health promotion through education.)

- In co-ordination with health authorities, assess the health needs/issues in the community, and prioritize areas of greatest urgency. (See also the *Guidebook*, *Chapter 28*, 'Assessment of needs and resources'.)
  - What are the leading causes of morbidity and mortality within the community?
  - What important health issues are affecting:
    - Younger children?
    - Adolescents?
    - Mothers (particularly lactating mothers and pregnant women)?
    - The elderly?

- Do these health issues have varying impacts on different segments of the population?
- What do health professionals consider to be the priority health issues? What does the community consider to be priority health issues? Are they the same or different?
  - If they are different, what communication mechanisms are necessary to bridge this gap between the health authorities and the population?
  - Such differences indicate areas for particular focus in the design of materials.
- What are the social taboos or other barriers to young people regarding education for reproductive health? Do young people have suggestions for overcoming them?
- Make sure to consider the following key areas:
  - Access to clean drinking water.
  - Waste disposal – including latrines.
  - Nutrition.
  - Drug use.
  - Reproductive health.
  - Immunization.
  - Psychosocial needs (See the *Guidebook*, *Chapter 19*, 'Psychosocial support to learners' for additional information.)
  - HIV/AIDS (see the *Guidebook*, *Chapter 22*, 'HIV/AIDS preventive education').

LESSONS LEARNED FROM A HEALTH-EDUCATION PROGRAMME IN GUINEA

In 1994, the International Rescue Committee (IRC) initiated an adolescent health-education programme for Liberian and Sierra Leonean refugees living in the Republic of Guinea. The programme was integrated within IRC's general education programme through the use of formal health-education classes. Additional activities included the formation of voluntary after-school 'health clubs' and young women's social clubs that were involved in promoting positive reproductive and general health practices.

IRC reported that given the chance to repeat the programmes the following changes would be made:

- A needs assessment would be carried out to enable more efficient targeting of activities and messages.
- Programme activities would be initiated earlier after the arrival of the refugees.
- Increased involvement of the programme recipients in programme planning.
- Better monitoring and evaluation of programme activities.
- Increased training for staff.

Source: Pfeiffer (1999).

- Develop skills-based health-education curricula/programmes based on the assessment.
    - What are the behaviours that the health programme seeks to change?
        - What pedagogical techniques, partnerships, and/or other resources will help make behaviour change more realistic?
    - Who are the different target audiences (e.g. primary-age schoolchildren, adolescents, etc.)?
    - How will differences in age, gender, religion and cultural specificity affect the type of information students will require and the way it should be delivered?

DEVELOPING SCHOOL HEALTH-EDUCATION PROGRAMMES

"School health-education should be a planned, sequential course of instruction from the primary through the secondary levels, addressing the physical, mental, emotional and social dimensions of health. It can be taught as a specific subject, as part of other subjects or as a combination of both."

Source: Aldana and Jones (1999: 21).

    - Have health-education materials been developed in the multiple languages present in the community? If this is impractical or too expensive, consider developing clear visual representations, such as posters, or short skits or mimes that do not require language to convey the desired message.
    - How can multiple approaches, or a 'comprehensive approach' be used to convey the information/skills?
        - Are there implications for teacher training if a different pedagogic style is to be employed?
    - Are there sufficient resources available to meet the desired programme design? (For example, if teaching about safe sex, are there sufficient condoms available? If teaching about waste disposal, are there shovels to dig latrines? Is there safe drinking water if the lesson is to be about preventing water-borne illnesses?)
    - Have programme designers accessed the existing teaching materials and other educational resources available through national governments and international organizations? These may be used for reference in local materials development, or made available directly to teachers, if appropriate in terms of content and language. See 'Tools and resources, section 2' for a list of health-education tools available from the INEE Technical Kit (INEE, 2004*a*).
    - Have emerging (or pre-existing) risk factors (such as trafficking or HIV/AIDS) been considered?
    - Has the health and hygiene curriculum been developed multi-sectorally?
        - Consider establishing links between health, protection and psychosocial services, education and vocational training, and community-based organizations for young people.

HEALTH-EDUCATION IN AFGHANISTAN

Under the Taliban regime, Afghanistan had "one of the worst child health records in the world. Because of the urgent health needs of Afghan children and obstacles to working with the Taliban school system, Save the Children focused on out-of-school structured learning activities. A programme of child-focused health education was developed to promote the rights of Afghan children – girls in particular – to health, education and participation. Activities took place both in refugee camps in Pakistan and within Afghanistan itself.

"Volunteer facilitators, supported by local partner organizations, formed children's groups and took the groups through a series of child-focused health-education modules. Topics included diarrhoea, coughs and colds, worms, hand washing, safe water, and flies. Each module [had] a booklet, cloth flipchart, cloth poster and a carry bag. The modules [took] two to three months to complete. The project emphasized partnerships with NGOs and local authorities in order to deliver education messages … Since the project began, improvements in children's health-related behaviour were noted. Children were visibly cleaner in appearance and some children took responsibility for cleanliness within their home environments."

Source: Nicolai (2003: 43).

- Pre-test the health-education materials that have been developed.
  - Are there small groups of students who are representative of the larger target audience who can participate in the pre-test?
  - Did the pre-test group understand the message conveyed?
  - Were combinations of approaches used? Which approaches seemed to be the most effective?
  - Were the results from the trial group used to modify and revise the curriculum?
  - Was the trial group followed up to determine whether the information had been merely received as opposed to understood and then practised?
- Build flexibility and sensitivity into the programme.
  - Have contingency plans been developed to allow for a rapid education response to sudden epidemic outbreaks? Have the types of diseases that provoke sudden outbreaks been identified (measles is a prime example)?
  - Are there issues that, due to social taboos, would be better discussed separately by male and female students? Are there sufficient teachers available for same sex classes of this kind? In other words, if the topic is sensitive, what can be done about creating a 'safe' or 'secure' environment in which to discuss it? Co-operation in this area could include:
    - Creating opportunities for group discussions.
    - Confidential counselling.
    - Other creative activities for young people to consider reproductive health issues in schools or other places of learning and interaction.
  - Consider setting up a confidential reporting system for young people to report gender-based violence. Ensure that data are continuously monitored and used to inform protection and other services for survivors as well as for education and other prevention efforts.

3. Educational authorities and providers should facilitate or conduct health-education campaigns, designed in collaboration with community members and teachers.

- Education providers should form a committee with representatives of health organizations, community members and teachers to design a health-education campaign.
  - Consider including youth representatives on this committee as peer education has proven to be quite successful in past efforts.
  - Do the committee participants have experience in designing community or school health campaigns? If so, what have they found to be most effective in the past?
  - Are committee members representative of the community in terms of age and social group, language group, gender, ethnicity, etc.?
  - Have young people from the target population and from the surrounding local communities been asked to express their concerns in the development of the curriculum?
  - Does the committee have clear terms of reference?
  - Does the committee have a way of communicating its priorities to funding agencies?
  - Will there be a comprehensive approach including school-based, non-formal and informal health education using multiple channels of communication?
- Consider developing a mechanism for data collection that continues to identify and involve young people, and monitor their health and education needs.
  - Can gaps in the provision of and access to health services be addressed?
  - Does the way in which young people engage in destructive and constructive activities change over time?
    - Are young people involved directly in decision-making at all levels and stages of health education and health services policy formation and programme design, implementation, monitoring and follow up?

CHILDREN CAN TAKE ACTION IN DIFFERENT PLACES:		
AT SCHOOL CHILDREN CAN ...	**AT HOME CHILDREN CAN ...**	**IN THE COMMUNITY CHILDREN CAN ...**
• Learn together actively • Help and teach their friends • Help and protect younger children • Help to make their surroundings healthy	• Describe and demonstrate what they learn • Help their families with good health practices • Teach and help younger brothers and sisters • Play with children who do not go to school • Keep the home surroundings healthy	• Pass on messages through plays and songs • Act as messengers and helpers • Participate in health campaigns

Source: UNHCR and Save the Children (2001).

4. Consider developing an associated education strategy for security, protection, administrative, and other personnel who come into habitual contact with youth.

- Are community authorities sensitized to the particular health needs of youth?
- Has it been recognized that threats to young people, including rape and other forms of sexual violence relating to reproductive health, may come from international and local humanitarian and educational staff?
- Have clear guidelines for interaction with adolescents been established and disseminated? Are there mechanisms for reinforcing the guidelines?
- What education programmes are needed in this connection?

TOOLS AND RESOURCES

1. Assure health promotion and education

"The promotion of healthy practices and positive behaviour through education takes on added urgency in an emergency. Health-education efforts in the initial emergency phase should be simple, focused and directly related to immediate public health problems. Other health concerns can be part of broader awareness-raising efforts as the situation evolves. Critical initial messages include:

- Proper personal and food hygiene.
- Safe water and hygiene and sanitation practices.
- Measles immunization.
- Oral rehydration therapy.
- Recognition and referral of childhood diseases.
- STD / HIV/AIDS prevention.

Health-education strategies will depend on communication channels and culture-specific means with which information is transmitted and received. Those from within the affected community are usually more effective, especially over outsiders without knowledge of the local culture. It is useful to involve respected local citizens, such as teachers, religious leaders, traditional healers, or traditional birth attendants (TBAs), who can disseminate health messages through their daily contacts with the community. Female communication agents, including community health workers, should be mobilized to ensure women access to basic health information."

Source: UNICEF (2001).

2. Tools on health education available from the INEE technical kit

These tools are available on the INEE Technical kit, which can be ordered by e-mail (coordinator@ineesite.org) or from their website: www.ineesite.org.

- HPN, ODI. 2002. *HIV/AIDS and emergencies: analysis and recommendations for practice.*
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Source: (INEE, 2004).

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CHAPTER 21

SECTION 5

United Nations
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Chapter 22

HIV/AIDS PREVENTIVE EDUCATION

SECTION 5 CURRICULUM AND LEARNING

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Chapter 99

HIV/AIDS PREVENTIVE EDUCATION

MAIN OBJECTIVES

- **To teach learners how to avoid contracting HIV/AIDS.**
- **To help learners recognize symptoms and to encourage victims to seek appropriate medical care and counselling.**
- **To teach learners how best to help HIV/AIDS victims within their own families and communities.**

CONTEXT

The HIV/AIDS pandemic has grown to a global phenomenon over the past two decades. On 25 November 2003, Dr Peter Piot, executive director of UNAIDS, told a news conference in London that "this is an epidemic that at the start was a white middle-class gay man's disease. Today, if you use a stereotype, the face of AIDS is a young woman from Africa". In 2005, approximately 40 million people globally were estimated to be living with HIV. As many as 95 per cent of those living with HIV do not know that they carry the virus, which contributes to its rapid spread. Every day, more than 15,000 people contract the human immunodeficiency virus (HIV). In 2004 alone, 3.1 million died in the AIDS epidemic. These results have been devastating in all affected communities. Notably, chronic emergency and disaster-prone countries and regions have been the most directly affected.

"Sub-Saharan Africa accounts for over 70 per cent of the global HIV burden, with approximately 25.3 million people living with HIV/AIDS. The majority of chronic complex emergencies also occur in sub-Saharan African countries such as Sierra Leone, Liberia, the Democratic Republic of Congo, Sudan and Angola. In these countries, UNAIDS estimates that between 4 per cent and 35 per cent of the population are HIV positive." (Merlin, n.d.)

Unprotected sexual intercourse and intravenous drug use account for the majority of HIV infections globally. Today, virtually every country in the world is affected by HIV/AIDS, but 90 per cent of people living with HIV are in the developing world. Women are at particular

risk. Lack of awareness and information, poverty and/or intimidation makes it difficult for many, especially women, to request that their partners use condoms during intercourse.

"For every four men infected with HIV, six women are infected. While women and young children are physically more vulnerable to HIV/AIDS, it is now recognized that HIV/AIDS is a wider social and economic issue firmly rooted in power imbalances in gender relations in all social classes. These power imbalances are more acute in resource-poor countries and regions." (Elliott, 1999.)

There are close relationships between emergency situations, displacement and HIV. In both acute and prolonged emergency situations, as well as in the reconstruction phases, infection rates normally increase. At the same time, the loss or disruption of social and health services tend to reduce treatment and support for victims.

HIV/AIDS AND NATURAL DISASTERS: THE CASE OF HONDURAS

"Before hurricane Mitch, Honduras had one of Latin America's highest HIV infection rates, ranking third behind Guyana and Belize. Conservative estimates suggested that some 40,000 people, mainly in the 15-29-year age bracket, were infected … Mitch had a number of effects on the prevalence of HIV, and on the treatment and support of people with HIV/AIDS. The health infrastructure was severely damaged, while health workers focused predominantly on tackling health problems directly linked with the disaster, such as malarial infections caused by the collapse of sanitation systems. NGOs suspended HIV prevention programmes in favour of providing food, shelter and short-term palliative care. Staff were also called on to participate in national efforts to prevent epidemics.

Mitch also had other effects related to pre-existing social and economic conditions. In its wake, child labour increased and the number of girls and young women involved in sex work grew. Children made homeless and forced onto the streets of the country's cities were at increased risk of sexual exploitation and violence. Population movements within the country and across its borders increased as people looked further afield for work. Particularly vulnerable groups such as sex workers relocated to areas with high levels of sex tourism, such as San Pedro Sulas, La Ceiba, Comyagua and Tegucigalpa. For women and children, sexual violence has been exacerbated by the pressures of homelessness and relocation to new and unfamiliar areas."

Source: Artiles quoted in Smith (2002: 9).

There are several reasons why HIV/AIDS spreads and prevalence increases in times of emergencies. In conflict situations, widespread violence and changing front lines are often associated with incidences of mass rape, including systematic rape as a military or terrorist strategy to demoralize opponents. Forced sex is associated with higher HIV infection rates than consensual sex. Soldiers are often poorly informed and/or in denial about the risk of HIV/AIDS. Moreover, soldiers (both local and international) and the presence of large military camps/bases often lead to the institutionalization of prostitution – thereby increasing the rate of HIV infection. In emergencies, especially chronic emergencies where

impoverished communities have lost their normal livelihoods and families are broken apart, many women and girls turn to prostitution as a key survival strategy – thereby increasing their risk of contracting HIV/AIDS. Poor medical services lead to infection through re-use of contaminated syringes, etc. Refugees and internally displaced people (IDPs) who are dependent on humanitarian assistance for food and other services are vulnerable to sexual exploitation by military/peacekeepers, aid workers and others persons in positions of power, which makes them vulnerable to contracting HIV/AIDS.

Weakened health services in conflict-affected areas make it difficult to advocate protective behaviour and spread contamination. Infections and diseases from other sources, engendered by the general collapse of health services, complicate AIDS symptoms, diagnosis and treatment. In situations of widespread violence, open wounds and contact with contaminated blood may increase the spread of HIV/AIDS.

Generally, natural disasters do not disrupt national HIV/AIDS prevention and care systems. However, local budgets might be diverted away from these programmes to more pressing disaster response activities, as in the case of Hurricane Mitch, and local clinics may be damaged or destroyed.

The breakdown in traditional structures and norms that may accompany refugee outflows and other mass displacements may affect longstanding sexual norms and practices, leading to higher numbers of sexual partners at earlier ages and higher HIV infection rates. The typical disruption of health and social services that accompanies these emergencies only makes matters worse. Without effective outreach and wide community understanding, the HIV/AIDS epidemic will continue to spiral out of control. Basic community education on HIV/AIDS prevalence and safe behaviours to help people avoid becoming infected are primary responses to gaining control of this problem. "In the decade ahead, HIV/AIDS is expected to kill ten times more people than conflict. In conflict situations, children and young people are most at risk – from both HIV/AIDS and violence" (Lawday, 2002: 1).

Education systems all over the world will be severely affected by the pandemic. HIV/AIDS leads to the death of a large number of teachers. The illness or death of teachers is especially devastating in emergency situations, where there is often already a shortage of educational services, and in rural areas where schools depend heavily on one or two teachers. Moreover, skilled teachers are not easily replaced. Teacher absenteeism is increased by HIV/AIDS, as the illness itself causes increasing periods of absence from class. Teachers with sick families also take time off to attend funerals or to care for sick or dying relatives and teacher absenteeism also results from the psychological effect of the epidemic (World Bank, 2002). When a teacher falls ill, the class may be taken on by another teacher, be combined with another class or left untaught.

With regard to HIV/AIDS education, "schools have been successful in helping young people acquire the knowledge, attitudes and skills needed to avoid infection. Education, when it is appropriately planned and implemented, is one of the most viable and effective means available for stopping the spread of HIV infection" (Aldana and Jones, 1999: 9).

Notably, children between the age group 5-14 have the lowest HIV/AIDS prevalence in the population. This means that whilst they are an extremely vulnerable group, they also represent a key target for HIV/AIDS education. Schools are a priority setting for HIV/AIDS education because they:

- Provide an efficient and effective way to reach large portions of the population, including young people, school personnel, families and indirectly community members.
- Can provide learning experiences, linkages to services, and supportive environments to help reduce infections and related discrimination.
- Reach students at influential stages in their lives when lifelong behaviours are formed.

Many people living with HIV/AIDS face prejudice, discrimination or even seclusion from their communities. Education is a central means of distributing information about the disease, and helping people with HIV/AIDS live meaningful lives, contributing to their families and communities.

SUGGESTED STRATEGIES

Summary of suggested strategies HIV/AIDS preventive education

1. Take steps to strengthen the education ministry's/ies' capacity for skills-based health education for HIV/AIDS prevention and related issues.
2. Conduct or facilitate a review of HIV/AIDS education programmes being carried out under government auspices, through civil-society organizations and external agencies and NGOs, for the emergency-affected populations, and establish a working group on this topic.
3. Provide guidance to educational authorities in emergency-affected areas and to civil-society organizations on the conduct of HIV/AIDS education programmes.
4. Provide resources and train teachers for HIV/AIDS education.
5. In refugee or internal displacement situations where HIV/AIDS awareness and prevention education programmes are being implemented in camps, establish programmes for neighbouring populations.

Guidance notes

1. Take steps to strengthen the education ministry's/ies' capacity for skills-based health education for HIV/AIDS prevention and related issues.

- Does the education ministry already have capacity in this area?
  - Review the capacity/level of current functioning taking into consideration that the emergency will pose new challenges.
  - Is the education ministry collaborating with the ministry of health?
- There is an opportunity to benefit from international experience of HIV/AIDS education, in emergencies and in normal situations. Are external donors interested in supporting the strengthening of ministry capacity in this area?
  - How can international experience with HIV/AIDS in emergencies and in normal situations be drawn upon?
  - Seek assistance for staff training.

2. Conduct or facilitate a review of HIV/AIDS education programmes being carried out under government auspices, through civil-society organizations and external agencies and NGOs, for the emergency-affected populations, and establish a working group on this topic.

- What HIV/AIDS education programmes already exist, and who is funding them?
- How are programmes being delivered?
  - Is it via formal or informal education, e.g. talks, posters, videos, drama presentations, leaflets, television shows or other media broadcasts?
  - If it is via formal education, are programmes integrated across the core curriculum and/or within school health education?
- Consider the following when looking at the content of HIV/AIDS prevention programmes:
  - Are the programmes founded on statistical facts and figures?
  - Is the information appropriate for the grade and level at which it is delivered?
  - Are local cultural and religious beliefs taken in to consideration?
  - Does the content project accurate understanding of the nature, means and likely causes of infection and include training in behavioural skills for responsible sexual behaviour to avoid HIV and other sexually transmitted infections (STIs), pregnancy, alcohol or drug abuse?
  - Does the content include sessions in empathy and information on what is appropriate care for persons who are infected with HIV?

- Are participatory teaching methods encouraged as a teaching strategy?
    - Does the teaching methodology enable students to recognize their attitudes and feelings about HIV and people living with AIDS?
- Who is delivering the programme – teachers, peer educators, health workers, etc?
    - What kind of training have facilitators undergone?
- Are any counselling services provided?

3. Provide guidance to educational authorities in emergency-affected areas and to civil-society organizations on the conduct of HIV/AIDS education programmes, including elements such as those listed below.

(See also the 'Tools and resources' section of this chapter for information on the possible content of HIV/AIDS programmes, as well as for ways to promote effective HIV/AIDS education for behaviour change.)

- In the acute phase of an emergency, consider the use of multiple channels for HIV/AIDS awareness, especially where regularly attended school programmes cannot be assured. Consider the use of community education, radio, television, leaflets, or other mechanisms to convey information on HIV/AIDS and safe practices. (To prevent the spread of HIV, it may also be equally important, if not more so, to reach soldiers with these messages.)
- Involve all stakeholders in the design of HIV/AIDS education programmes.
    - Before starting new educational programmes on HIV/AIDS, involve teachers, community leaders, women's groups and youth in focused discussions or workshops related to HIV/AIDS education.
        - Since the discussion of sexual practices and HIV/AIDS is always culturally sensitive, great care must be used at the beginning of this process to provide a sense of ownership to teachers and the larger community.
        - Teachers, peer educators or group leaders must be trained to facilitate these discussions.
- Assess the need for HIV/AIDS prevention education for students and for the broader community.
- What are the facts related to HIV/AIDS prevalence and risk in the displaced community, the surrounding community, the country or area of origin and the host country (in refugee situations)?
    - What specific risky behaviours exist?
    - What knowledge, attitudes, belief, values, skills and services positively or negatively influence behaviours and conditions most relevant to HIV and other sexually transmitted infections (STIs)? (See also the 'Tools and resources' section for examples of the types of knowledge, attitudes, beliefs and skills that are needed to prevent HIV transmission.)

- Can an HIV/AIDS prevention/awareness programme be directly implemented in schools?
- What alternatives are possible if full inclusion into the curriculum is not possible (after-school or weekend activities, holiday programmes, etc.)?

HIV EDUCATION PROGRAMMES FOR ADOLESCENTS

Save the Children Fund (UK) has carried out adolescent education programmes on reproductive health and HIV in South East Asia. Some important messages emerged:

- Personalize the AIDS problem so that all are aware of the fact that everyone is at risk in different ways.
- Involve programme recipients in planning to ensure sustainability and accordance with certain rights of the child.
- Include components of self-esteem building based on the premise that "young people will only protect themselves if they have a sense of their own worth".
- Encouragement from adults is essential. Children are likely to confront HIV more effectively if not limited by adult restrictions.

Source: Pfeiffer (1999).

- Does the community support education related to HIV/AIDS awareness and prevention, 'safe sex' and care for and/or rights of AIDS victims?
- What types of educational activities does the community want/support? (Community participation requires a series of open discussions where the elements and ramifications of HIV/AIDS education programmes are openly and frankly discussed.)
  - Inclusion in the formal school curriculum?
  - Workshops or non-formal education on these themes?

- Consider establishing school health teams (see also the *Guidebook, Chapter 21*, 'Health and hygiene education') to co-ordinate and monitor health promotion policies and activities, including those related to HIV/AIDS.
  - Potential members of the teams include: teachers, administrators, students, parents and health-service providers.
  - The involvement of parents and teachers will help ensure that programmes are developed in a culturally appropriate manner.

- Consider involving youth in all stages of HIV/AIDS education programmes, including their planning, implementation and evaluation.
    - Young people's involvement is critical since they get much of their sexual health knowledge from their peers.
        - Peers can convey messages about what is – and what is not – safe sexual behaviour.
        - Young people can use language and arguments that are relevant and acceptable to their peers.
        - Young people have credibility with their peers and may be able to offer applicable solutions to prevention problems.
    - For peer education to work, peer educators need training and supervision.
    - Those trained as peer educators may benefit from improved self-esteem and skills and attitudes with regard to sexuality and health.
- Identify modifications required in the current curriculum to ensure inclusion of HIV/AIDS awareness and prevention issues. (See also the *Guidebook, Chapter 20*, 'Curriculum content and review processes.')
    - Can HIV/AIDS prevention/life skills be taught as a separate subject? This will take persuasion but may be possible where decision-makers are sincerely concerned about building an AIDS-free future. (See the 'Tools and resources' section for a discussion of where to place life-skills based education in the curriculum.)
    - If HIV/AIDS prevention is not taught as a separate subject, can one particular subject (health or biology, for example) be designated that will allocate one specified period per week to this topic?
        - "Education to prevent HIV/STI and related discrimination should be combined with education about life skills, reproductive health and alcohol/substance use so that the learning experiences will complement and reinforce each other" (Aldana and Jones, 1999: 22).
    - Are there curriculum writing revision groups in existence who can be trained to include elements of HIV/AIDS education as well?
        - Consider involving students, parents, teachers, representatives of ministries, curriculum developers, school personnel, persons living with HIV, and community leaders at key stages of curriculum development.
        - Determine which outside groups are already working on HIV/AIDS awareness/prevention/life skills and seek to collaborate with them.

- Can existing HIV/AIDS programmes be adapted for use in the current environment? When reviewing the curriculum, consider whether the curriculum:
  - Integrates HIV/AIDS education across the core curriculum and/or within comprehensive school health education.
  - Provides all students, at each grade level, with age- and gender-appropriate learning experiences, and considers cultural and religious beliefs.
  - Includes information about the prevalence of HIV/STI among young people in the nation/area and the extent to which young people practise behaviours that place them at risk of infection.
  - Sets objectives that reflect the needs of students, based on local assessment and relevant research.
  - Includes scientifically accurate information about the prevention of HIV infection.
  - Includes behavioural skills for responsible sexual behaviour to avoid HIV/STI, pregnancy and alcohol and drug use.
  - Includes learning experiences to promote empathy for and appropriate care of persons who are infected with HIV.
  - Addresses the use of effective teaching strategies (using participative methods).
  - Provides opportunities for parents and the community to learn about and reinforce education about HIV/STI.
  - Helps students recognize their attitudes and feelings about HIV and people living with AIDS.

4. Provide resources and train teachers for HIV/AIDS education.

- Identify resources required for implementation of the accepted programme. (See also the 'Tools and resources' section for some challenges related to implementing skills-based health education.)
  - What consumable resources are required? These should be a minor part of the budget so that the programme remains sustainable even in the event of budget cuts.
- How will suitable teachers be identified and made available – will new teachers be hired or will teachers be selected for training from the existing staff?

EFFECTIVE LIFE-SKILLS PROGRAMME PROVIDERS		
CAN BE …	**SHOULD BE PERCEIVED AS …**	**SHOULD HAVE THESE QUALITIES …**
• Counsellors • Peer leaders • Social workers • Health workers • Teachers • Parents • Psychologists • Physicians • Other trusted adults	• Credible • Trustworthy • High status • Positive role model • Successful • Competent	• Competent in group processes • Able to guide and facilitate • Respectful of children and adolescents • Warm, supportive, enthusiastic • Knowledgeable about specific content areas relevant to adolescents • Knowledgeable about community resources

Source: Education International and the World Health Organization (2001).

  - How much training and in-school mentoring of teachers is required? (See additional points on training below.)
- How will the programme be funded and for what period?
  - After the initial start up phase, ensure the sustainability of the programme by including the necessary teachers and other resources in the normal education budget.
- What technical support is required?
  - Who will supply it?
  - What linkages can be made with local health providers (e.g. for referral of students for medical care or testing) or other organizations supporting HIV prevention (e.g. for condom distribution)?
- Provide awareness training for all educational administrators and other education workers not directly involved in the HIV/AIDS education programme.
  - It is essential that all schoolteachers and education personnel be trained on HIV/AIDS prevention and education. They need to know:
    - The rationale for implementing HIV/STI education.
    - Accurate information about HIV/STI prevention.
    - Accurate information about sexual behaviour, beliefs and attitudes of young people.
    - Accurate information about alcohol and substance use in relation to HIV/STI prevention.
    - How to refer students with sexual health problems to appropriate services.

- They need to have:
  - Opportunities to examine their own standards and values concerning sexuality, gender roles and substance use. Codes of conduct should prohibit sexual relationships between education personnel and students.
  - Practice using various methods to impart knowledge, develop attitudes and build skills related to HIV/STI prevention and responsible sexual behaviour.
  - Conflict management and negotiation skills.

- For teachers and other education workers who will be directly responsible for HIV/AIDS education, ensure that their training includes the use of participatory methods. The training should be participatory and include:
  - Training objectives and content that meet the identified needs of teachers.
  - Follow-up sessions or some other way periodically to provide updates on HIV and other important health problems.
  - Practice to increase teachers' comfort when discussing sexual behaviour, intravenous drug use and slang terms.
  - Ways to deal sensitively yet firmly with cultural and religious traditions that perhaps hinder discussion about sex and sex-related matters in the school.
  - The use of participatory techniques and skill-building exercises.
  - Referral skills and ways to access health and social services.
  - Methods to asses the impact and effectiveness of the training, with revisions in the training format made as needed.
- In returnee situations, make use of returning teachers who have been trained in HIV/AIDS education.
  - Consider using the knowledge and experience of trained returnee teachers to help establish education for HIV/AIDS prevention and general community health in the curriculum of the home country.

5. In refugee or internal displacement situations where HIV/AIDS awareness and prevention education programmes are being implemented in camps, establish programmes for neighbouring populations.

- Ensure that there are parallel education programmes in the host community to ensure mutual reinforcement and common behaviour modifications to minimize the spread of HIV/AIDS.
  - What related programmes exist in the general community?
  - Are the concept areas and attitudes similar?
  - Do the programmes encompass and cater to members of all social groups (e.g. girls/women, youth, minority groups, religious, cultural groups, etc.)?

TOOLS AND RESOURCES

1. Some basic facts about HIV and AIDS

What is HIV and AIDS?

The human immunodeficiency virus, or HIV, attacks the body's immune system. By weakening the body's defences against disease, HIV makes the body vulnerable to a number of potentially life-threatening infections and cancers. HIV is infectious, which means it can be transmitted from one person to another. AIDS stands for 'acquired immunodeficiency syndrome' and describes the collection of symptoms and infections associated with acquired deficiency of the immune system. Infection with HIV has been established as the underlying cause of AIDS. The level of HIV in the body and the appearance of certain infections are used as indicators that HIV infection has progressed to AIDS.

How is HIV transmitted?

People can be exposed to HIV in the following three ways:

- Unprotected sexual contact, primarily through unprotected vaginal or anal intercourse with an infected partner. Worldwide, sexual intercourse is the leading mode of HIV transmission. Oral sex is much less likely than vaginal or anal intercourse to result in the transmission of HIV. Women are more likely to contract HIV from men than vice versa. Among females, the risk is greatest for adolescent girls and young women, whose developing reproductive systems make them more likely to become infected if exposed to sexually transmitted infections (STIs), including HIV.
- Exposure to infected blood. The most efficient means of HIV transmission is the introduction of HIV-infected blood into the bloodstream, particularly through transfusion of infected blood. Most blood-to-blood transmission now occurs as a result of the use of contaminated injection equipment during injecting drug use. Use of improperly sterilized syringes and other medical equipment in health-care settings can also result in HIV transmission.
- Transmission from a mother with HIV infection to her child, during pregnancy, during delivery or as a result of breastfeeding.

How is HIV **not** transmitted?

HIV/AIDS is the most carefully studied disease in history. Overwhelming evidence indicates that you *cannot* become infected in any of the following ways:

- Shaking hands, hugging or kissing.
- Coughing or sneezing.
- Using a public phone.

- Visiting a hospital.
- Opening a door.
- Sharing food, eating or drinking utensils.
- Using drinking fountains.
- Using toilets or showers.
- Using public swimming pools.
- Getting a mosquito or insect bite.
- Working, socializing, or living side by side with HIV-positive people.

How can I avoid becoming infected?

HIV infection is entirely preventable. Sexual transmission of HIV can be prevented by:

- Abstinence.
- Monogamous relations between uninfected partners.
- Non-penetrative sex.
- Consistent and correct use of male or female condoms.

Additional ways of avoiding infection:

- Injecting drug users should always use new needles and syringes that are disposable, or those that are properly sterilized before reuse.
- For blood transfusion, blood and blood products must be tested for HIV and blood safety standards are implemented.

Source: Adapted from UNAIDS (2004*b*) and UNAIDS (2005*a*)

2. What knowledge, attitudes, beliefs, values and skills related to HIV transmission are needed?

KNOWLEDGE Students will learn that:	ATTITUDES/BELIEFS/VALUES Students will demonstrate:	SKILLS Students and others will be able to:
YOUNG CHILDREN		
• HIV is a virus some people have acquired • HIV is difficult to contract and cannot be transmitted by casual contact, such as shaking hands, hugging or even eating with the same utensils • People can be HIV-infected for years without showing symptoms of this infection • Many people are working diligently to find a cure for AIDS and to stop people from contracting HIV infection	• Acceptance, not fear, of people with HIV and AIDS • Respect for themselves • Respect between adolescent males and females – tolerance of differences in attitude, values and beliefs • Understanding of gender roles and sexual differences • Belief in a positive future • Empathy with others • Understanding of duty with regards to self and others • Willingness to explore attitudes, values and beliefs • Recognition of behaviour that is deemed appropriate within the context of social and cultural norms • Support for equity, human rights and honesty	• Acquire practical and positive methods for dealing with emotions and stress • Develop fundamental skills for healthy interpersonal communication
PRE-ADOLESCENTS		
• Bodily changes that occur during puberty are natural and healthy events in the lives of young persons, and they should not be considered embarrassing or shameful • The relevance of social, cultural, and familial values, attitudes and beliefs to health, development and the prevention of HIV infection • What a virus is • How viruses are transmitted • The difference between AIDS and HIV • How HIV is and is not transmitted	• Commitment to setting ethical, moral and behavioural standards for oneself • Positive self-image by defining positive personal qualities and accepting positively the bodily changes that occur during puberty • Confidence to change unhealthy habits • Willingness to take responsibility for behaviour • A desire to learn and practice the skills for everyday living • An understanding of their own values and standards • An understanding of how their family values support behaviours or beliefs that can prevent HIV infection • Concern for social issues and their relevance to social, cultural, familial and personal ideals • A sense of care and social support for those in their community or nation who need assistance, including persons infected with and affected by HIV • Honour for the knowledge, attitudes, beliefs and values of their society, culture, family and peers	• Communicate messages about HIV prevention to families, peers and members of the community • Actively seek out information and services related to sexuality, health services or substance use that are relevant to their health and well-being • Build a personal value system independent of peer influence • Communicate about sexuality with peers and adults • Use critical thinking skills to analyse complex situations that require decisions from a variety of alternatives • Use problem-solving skills to identify a range of decisions and their consequences in relation to health issues that are experienced by young persons • Discuss sexual behaviour and other personal issues with confidence and positive self esteem • Communicate clearly and effectively a desire to delay initiation of intercourse (e.g. negotiation, assertiveness) • Express empathy toward persons who may be infected with HIV

KNOWLEDGE Students will learn:	ATTITUDES/BELIEFS/VALUES Students will demonstrate:	SKILLS Students and others will be able to:
ADOLESCENTS		
• How the risk of contracting HIV infection can be virtually eliminated • Which behaviours place individuals at increased risk for contracting HIV infection • What preventive measures can reduce risk of HIV, STI and unintended pregnancies • How to obtain testing and counselling to determine HIV status • How to use a condom appropriately	• Understanding of discrepancies in moral codes • A realistic risk perception • Positive attitude towards alternatives to intercourse • Conviction that condoms are beneficial in protecting against HIV/STI • Willingness to use sterile needles, if using intravenous drugs • Responsibility for personal, family and community health • Support for school and community resources that will convey information about HIV prevention interventions • Encouragement of peers, siblings and family members to take part in HIV prevention activities • Encouragement of others to change unhealthy habits • A leadership role to support the HIV prevention programme • Willingness to help start similar interventions in the community	• Refuse to have sexual intercourse if they so choose • Assess risk and negotiate for less risky alternatives • Seek out and identify sources from which condoms can be obtained • Appropriately use health products (e.g. condoms) • Seek out and identify sources of help with substance use problems, including sources of clean needles or needle exchange

Source: Aldana and Jones (1999: 19-21).

3. Promoting effective HIV/AIDS education for behaviour change

The activities and methods used for teaching about HIV/AIDS are sometimes as important as the content of the information. Methods could include:

- Instruction: providing an explanation and rationale for learning the new skill.
- Modelling: providing an example of effective enactment of the behaviour by a credible model.
- Practice: role-playing potential risk-inducing situations to practise the new behaviour.
- Feedback: using feedback on performance from group leader and fellow group members to support and reinforce behaviour changes.

Source: Kalichman and Hospers (1997).

4. Where to place life-skills-based education in the curriculum?

A major policy issue is where to place life skills for HIV/AIDS prevention in the curriculum. Experience suggests that it needs a special place, within a 'carrier subject' in the short term and as a separate curriculum element in the longer term. The advantages and difficulties associated with different approaches are shown below.

Approach (1): 'Carrier' subject alone

In this approach, skills-based education is integrated into an existing subject, which is relevant to the issues, such as civics, social studies or health education.

Conclusion: good short-term option.

ADVANTAGES	DISADVANTAGES
• Teacher support tends to be better than for infusion across all subjects. • Teachers of the carrier subject are likely to see the relevance of the topic to other aspects of the subject. • Teachers of the carrier subjects are likely to be more open to the teaching methods and issues being discussed due to their subject experience. • Training of selected teachers is faster and cheaper than training all, for the infusion approach. • Cheaper and faster to integrate the curriculum components into materials of one principal subject than to infuse across all. • The carrier subject can be reinforced by infusion through other subjects.	• Risk of an inappropriate 'carrier' subject being selected, e.g., biology is not as good as health education or civic education because the social and personal issues and skills are unlikely to be addressed adequately by science teachers.

Approach (2): Separate subject

In this approach, skills-based education is taught as a specific subject, perhaps in the context of other important issues, such as health education or health and family life education.

Conclusion: good longer-term option.

ADVANTAGES	DISADVANTAGES
• Likely to have teachers who are focused on the issues, who are more likely to be specifically trained (but this is not guaranteed). • Most likely to have congruence between the skills-based content and the participative teaching methods needed in the subject, rather than shortcutting and omission of content, which may occur with 'infusion' or 'carrier subject' approaches.	• The subject may be attributed very low status and not seen as important, especially if not examinable. • Requires additional time to be found in already overloaded curriculum.

Approach (3): Integration/infusion across subjects

In this approach, skills-based education is included in all or many existing subjects through regular classroom teachers.

Conclusion: least effective option.

ADVANTAGES	DISADVANTAGES
• A 'whole schools' approach can be taken. • Utilizes structures that are already in place and is often more acceptable than a separate course of sex education. • Many teachers involved – even those not normally involved in the issue. • High potential for reinforcement.	• The issues can be lost among the higher status elements of the subjects. • Teachers may maintain a heavy information bias in content and methods applied, as is the case with most subjects. • Very costly and time consuming to access all teachers, and influence all texts. • Some teachers do not see the relevance of the issue to their subject. • Potential for reinforcement seldom realized due to other barriers.

Source: Adapted from UNICEF (n.d.).

5. Some challenges to implementing skills-based health education

1. **Health care providers, youth workers and teachers are often expected to help adolescents develop skills that they themselves may not possess**. Programme providers may need help building assertiveness, stress-management, and/or problem-solving skills for themselves before being able to teach these skills in the classroom. Therefore, an important component of any training programme is the inclusion of activities in which potential providers can also address their own personal needs.
2. **There is a need to train adults in using active teaching methodologies**. Skills-based health education encourages participation by all students and, as a result, can create classroom dynamics with which some teachers are not familiar. Research, however, has found that teachers who were initially uncomfortable with the idea of using participatory methodologies in their classrooms overcame their reluctance after practising these methods during training sessions. Provider confidence is essential to the success of skills-based education.
3. **Programme providers may feel uncomfortable addressing the sensitive issues and questions that may arise**. Some providers may feel unprepared to communicate with their students about sensitive topics such as sexual and reproductive health, violence and relationships. They also may not know where to go to access additional information on these topics. Again, training teachers prior to implementation on how to best address and respond to questions or comments about sensitive topics is the key to overcoming this challenge. Providers should also be encouraged to interact and meet with one another throughout the school year to share ideas and suggestions.
4. **Programme providers are underpaid and overworked**. Programme providers may not have the morale or energy to learn new teaching methodologies. Therefore, providers need to understand how skills-based education can have immediate and long-lasting benefits not only on their students' lives but also on their own personal and professional lives. Training programmes should include activities which help teachers build skills that they can use in their daily lives, e.g. to improve relationships, avoid sexual violence or harassment, or overcome alcohol or drug use. Studies have shown that skills-based education programmes can indeed improve attendance and morale among providers (Allegrante, 1998).
5. **Teachers are often asked to implement many different curricula and instructional efforts, without a clear understanding of the relationships among them and the relative benefits of each**. A lack of co-ordination between school administrators, curriculum co-ordinators and health and education sectors can result in a number of competing curricula. This can prove to be frustrating to overworked teachers who may start to view new programmes as just another addition to their existing workload. Key to overcoming this challenge is a close collaboration between all involved, including teachers, so that there is a clear understanding of how new curricula can realistically be used to complement what is already being implemented.

Source: Education International and the World Health Organization (2001).

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CHAPTER 22

SECTION 5

United Nations
Educational, Scientific and
Cultural Organization

International
Institute for
Educational
Planning

Chapter 23

ENVIRONMENTAL EDUCATION

SECTION 5 CURRICULUM AND LEARNING

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Chapter 23

ENVIRONMENTAL EDUCATION

MAIN OBJECTIVES

In settings of emergency, chronic crisis and reconstruction ...

- **To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas.**
- **To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.**
- **To create new patterns of behaviour of individuals, groups and society as a whole towards the environment.**

CONTEXT AND CHALLENGES

In emergency situations, where large numbers of people may live in a densely populated area, the effect on the environment is frequently severe. Degradation occurs with rapid emergency movement of people (refugees and IDPs), especially if the safe haven is a fragile environment that cannot support large numbers of people. Degradation will also occur as a result of conflict. Access to natural resources such as cultivable land and clean water may be scarce, which may lead to increased conflict. Protecting the hosting environment is an important strategy in the protection of refugees and internally displaced people (IDPs).

Without proper sanitation facilities and practices, for example, water sources can become polluted, which is harmful to the environment and can also lead to negative health impacts for those living nearby. Similarly, the need to gather firewood for cooking can also result in serious environmental consequences as an area becomes quickly deforested. These effects, and others, can be mitigated by an environmental education programme. The goal of such a programme is to change the behaviour of learners 'and to translate acquired knowledge into action' in order to preserve or minimize the detrimental effect on the environment (Talbot and Muigai, 1998: 243). Environmental education may be offered as part of the formal school curriculum, as an extracurricular activity (perhaps through environmental clubs), and through non-formal educational activities.

All environmental education activities should be undertaken as part of a comprehensive environmental management programme in the

affected areas. In the case of refugees, "agencies aim increasingly to prevent, mitigate and rehabilitate negative refugee-related impacts on the environment. Such a commitment requires the integration, to the greatest extent possible, of sound environmental management practices into all phases of refugee operations" (UNHCR, 2002: 7).

SUGGESTED STRATEGIES

Summary of suggested strategies
Environmental education

1. **Determine whether an environmental protection plan has been developed as part of the emergency response by consulting with relevant government ministries.**
2. **Identify people within the education ministry who are (or will be) responsible for environmental education. Ensure that they receive any necessary training.**
3. **Assess environmental education needs and develop skills-based environmental education curricula/programmes based on the assessment.**
4. **Identify modifications required in the current curriculum to ensure inclusion of the environmental education component.**
5. **Facilitate the development or improvement of materials and methodologies for environmental education, and the testing and implementation of these programmes.**
6. **Provide guidance to educational authorities in emergency-affected areas and to civil-society organizations on the conduct of environmental education programmes.**
7. **Provide resources and train teachers for environmental education.**
8. **In refugee or internal displacement situations where environmental education programmes are being implemented in camps, establish programmes for neighbouring populations.**

Guidance notes

1. Determine whether an environmental protection plan has been developed as part of the emergency response by consulting with relevant government ministries.

- Have the specific areas of environmental degradation been identified?
- Have all stakeholders been included in planning an environmental education response?

2. Identify people within the education ministry who are (or will be) responsible for environmental education. Ensure that they receive any necessary training.

- Draw upon expertise in other ministries responsible for environmental management as well as environmental NGOs, to ensure that all environmental educational activities are harmonized with the goals of the national environmental action plan.

3. Assess environmental education needs, and develop skills-based environmental education curricula/programmes based on the assessment.

- Undertake a baseline study to determine the behaviours and attitudes of the population – both the local and the displaced communities – with regard to the environment and the use of natural resources.
- Conduct a review of environmental education programmes being conducted under government auspices, through civil-society organizations and external agencies and NGOs.
    - Identify features of the curriculum that teach knowledge, skills and behaviours that are constructive (or destructive) to the care of the environment.
    - Does the curriculum meet the needs of all the students (e.g. girls, religious/cultural groups, language groups, special needs groups) with regard to the knowledge required for sustainable use of the environment before those groups leave the formal education programme?
    - Are there content areas where the skills of environmental education are incorporated?
    - Does the training incorporate conflict resolution skills? Since the roots of many conflicts are based in scarce resources, these skills may be necessary to avoid or deal with future conflicts over resources. (See also the *Guidebook, Chapter 25*, 'Education for life skills: peace, human rights and citizenship.')

- Establish a joint working group to prepare good practice guidelines for environmental education providers.
    - Determine environmental themes, e.g. conservation of soil, water, vegetation and energy; sustainable shelter; environmental health; and local laws and traditions on natural resource use. See also 'Typical topics in refugee environmental education programmes' in the 'Tools and resources' section of this chapter.
    - Determine whether environmental education will be taught as part of the formal curriculum or through extracurricular activities. For example, in some countries environmental clubs and magazines are used to reach both schoolchildren and their families with simple ecological messages conveyed through activities that are fun as well as educational (Talbot and Muigai, 1998).

EXPLORATORY ENVIRONMENTAL EDUCATION

For many refugee school programmes, fieldwork need not be restricted to the familiar school tree planting and vegetable garden. Solutions to environmental problems (such as water shortage, deforestation, soil erosion and desertification) can be studied first-hand, often by taking a short stroll outside the classroom. Practical field studies bring the textbook to life and promote a sense of moral engagement that is vital to the success of environmental awareness campaigns.

Evidence has shown that children can be important actors on environmental issues given their natural drive towards learning and demonstrating their knowledge within the family and the community context. Thousands of African and Central Asian refugee children, as well as children in the refugee hosting communities, have benefited from environmental education activities and out-of-the-classroom activities, including management of school gardens, competitions and kitchen gardening. To boost the out-of-the-classroom activities, UNHCR and UNESCO are currently developing generic materials such as environmental games, comic strips, drama and scientific measures to make the learning more engaging.

Sources: Talbot and Muigai (1998: 235); UNHCR (2003).

4. Identify modifications required in the current curriculum to ensure inclusion of the environmental education component.

(See also the *Guidebook*, *Chapter 20*, 'Curriculum content and review processes'.)

- Will environmental education be taught as a separate subject as part of the formal curriculum? If so, will it be an examinable subject?
- If environmental education is not taught separately, which other subjects (e.g. science, geography, agriculture, etc.) can 'carry' the environmental education programme?
    - Are these taught early enough in the curriculum to ensure that the message, and therefore the desired changes in behaviour, is being conveyed to the population?

- If environmental education messages are taught by a number of teachers in different subjects, this should be carefully planned in order to prevent repetition. For example, teaching about soil erosion may be done in science lessons or geography lessons. Consideration must be given to which teacher will be responsible.

5. Facilitate the development or improvement of materials and methodologies for environmental education, and the testing and implementation of these programmes.

- Local adaptation of existing materials, such as those that have been developed by UNESCO-PEER, may be an effective way to begin an environmental education programme. When adapting existing materials, consider whether:
  - The programme is acceptable to the community. (Is it culturally appropriate?)
  - The programme builds positive and constructive skills and behaviours.
  - The programme is a sustained learning experience (i.e. not an occasional programme).
  - There is a teacher-training component to ensure valid teaching.
- Ensure full community participation and ownership of any proposed environmental education programme.
  - Establish focus groups, ensuring that all elements of the community (including minority groups, women, religious leaders, community leaders and caregivers), actively participate in the development of an environmental programme.
  - Include host populations in discussions related to environmental education programmes for refugees as this will help minimize potential conflicts over the use of scarce resources.
- Consider environmental education programmes that have been developed by international youth movements, such as the Red Cross and Red Crescent Youth, the World Organization for the Scouting Movement and the World Association of Girl Guides and Girl Scouts.

6. Provide guidance to educational authorities in emergency-affected areas and to civil-society organizations on the conduct of environmental education programmes.

7. Provide resources and train teachers for environmental education.

- Successful environmental education programmes incorporate participatory and exploratory teaching practices.

TRAINING ENVIRONMENTAL EDUCATION TEACHERS IN ETHIOPIA

In Ethiopia, UNESCO-PEER originally trained refugee teachers for the environmental education programme. Because many of these teachers repatriated or were resettled, it became necessary to devise an alternative system for training teachers, rather than to continue to rely on UNESCO-PEER to conduct the training. Consequently, staff from the teacher training institutions of both Gambella and Jijiga were trained to teach not only environmental education but also some pedagogical skills to assist the teachers in their professional development. This mechanism assisted greatly in the continuity and sustainability of the programme.

Source: Bird (2003: 9-10).

8. In refugee or internal displacement situations where environmental education programmes are being implemented in camps, establish programmes for neighbouring populations.

TOOLS AND RESOURCES

1. Typical topics in refugee environmental education programmes

The following seven broad topics are the subject matter of most refugee environmental education programmes:

- Energy conservation – focus is on household sector, where the aim is to reduce consumption of fuel, principally wood, for cooking and warmth.
- Sustainable shelter – housing requirements account for a small but significant proportion of wood use in refugee camps, especially in the early stages of an influx. In some places there are projects involving design and construction of sustainable refugee housing using alternative materials.
- Conservation of trees and other vegetation – energy conservation and sustainable shelter as well as protection and restoration of vegetation through promotion of domestic tree planting, etc.
- Soil conservation – topics include the causes and effects of soil erosion as well as physical and biological methods of erosion control.
- Water conservation – crucial concepts include control of water loss by physical and biological measures and protection of water sources.
- Environmental health – includes topics such as disease prevention through appropriate sanitation and water hygiene with a major focus on cholera prevention – link with health education.
- Local laws and traditions on natural resource use – to minimize conflicts with host communities, refugees and other displaced should be aware of local laws and traditions regarding natural resource use. Topics that could be covered are: traditional resource-management practices of the local people, regulations governing access to and exploitation of reserve lands/national parks, laws on wildlife protection, fire regulations, grazing rights, rights over both wood and non-wood forest products.

Source: Talbot and Muigai (1998: 226-228).

2. Key points on environmental education and awareness-raising

General

- **Education has long-term impacts and should be supplemented with short-term regulatory measures and public information messages on environmental protection.**

  Environmental education should be seen as a continuous and multi-sectoral process, as well as a tool for stimulating reflection, discussion and decisions on environmental issues and problems. As it focuses on changes in perceptions and attitudes, environmental education does not generate rapid impacts. It should be supplemented with shorter-term regulatory measures and public information campaigns to limit immediate damage to natural resources.

- **Environmental education should build upon existing ecological knowledge and skills.**

  Refugees and host communities have considerable environmental practices to share with one another. Effective environmental education should target community groups, including women's groups and youth associations, which have the capacity and will to promote sound environmental management.

- **Formal and non-formal approaches should be harmonized for better results.**

  Non-formal approaches will be more effective if a 'whole school approach' to environmental education is adopted. Schools must not be treated as isolated islands of knowledge; they must be seen as part of the community. Likewise, the community must be brought into the schools, for example, through camp/settlement environmental working groups. Topics should be related to day-to-day life.

- **Environmental education and awareness-raising should be closely tied to broader environmental programmes.**

  Environmental education should be fully integrated with ongoing efforts to promote environmentally sensitive behaviour. Linking environmental educational programmes to particular aspects of refugee life is not always easy, particularly when curricula are nationally standardized and examination-oriented. Building such linkages can broaden the refugee and local community's interest in environmental concerns.

Non-formal environmental awareness-raising

- **Early, targeted environmental awareness campaigns are valuable in setting the parameters for sound environmental behaviour.**

  Awareness programmes should be introduced before refugees have established environmentally damaging systems of behaviour that are difficult to change: for example, in the styles of shelter they build, the areas in which they cut trees, or the cooking systems they use. Messages to be communicated typically relate to local and/or national laws, for example, on which practices are permitted and which are discouraged or prohibited.

- **When new settlements are established, refugees must be informed of regulations regarding natural resource use.**

  Rules concerning natural resource use should be made clear from the outset. These may relate to tree cutting, charcoal making or management of wood-harvesting areas. One strategy is to record each tree above a certain diameter on every refugee plot, and assign responsibility for their protection to respective families. This approach requires the timely presence of an environmental agency, working in collaboration with the camp management agency, and subsequent introduction of incentives and disincentives. Ideally, the refugees themselves should record all relevant information.

- **Environmental awareness-raising can promote participation in environmental problem solving.**

  Environmental activities, which involve target communities in problem identification and analysis, planning, implementation and evaluation, are more likely to have the desired positive impact.

- **Multiple entry points are available for environmental awareness-raising.**

  Non-formal environmental education can be channelled through health programmes, adult literacy classes, video sessions, religious services, notice boards, drama and poetry festivals, competitions, etc. Networks of community service and health workers can be particularly effective in passing on appropriate environmental messages, given adequate training.

- **Signs and posters communicating rules, regulations and sound environmental practices must be supported by, and linked with, other activities.**

  Public awareness of the regulations governing the way in which refugees are permitted to harvest natural resources can be communicated through a number of channels. Signboards, for example, can be posted at a variety of locations in the camps and surrounding areas. They should be designed by the refugees wherever possible, should be multilingual and must convey the intended message in an appropriate and unambiguous manner.

- **Environmental awareness raising and training must include measures to empower communities and their management institutions.**

  Training and educational initiatives undertaken with local communities will have limited impacts if these communities are unable to put the lessons into practice. Land access rights, institutional capacity and appropriate incentives can better ensure participation in sustainable management activities.

Formal environmental education

- **Environmental concepts can be integrated into formal education programmes.**

  Possible approaches to formal environmental education include supplementing the existing curriculum with additional environmental materials, or developing a separate package of awareness-raising materials. Decisions on whether to introduce environmental education as a separate theme should be made as early as possible. Perhaps surprisingly, evidence from past efforts suggests that infusing environmental concepts into an already overloaded curriculum may be less appropriate than introducing an entirely new subject.

- **Environmental education should be relevant to the needs of refugees and local communities.**

  Refugee situations occasionally call for the development of new educational materials to address the teaching and content needs of refugee and returnee audiences and situations. In developing such materials, it is important to work closely with refugee teachers, implementing partners and often local actors, as this promotes a sense of ownership.

- **Environmental education activities should minimize reliance on materials not locally available.**

  Acknowledging that educational facilities and teaching resources in refugee situations are often limited, the incorporation of locally available materials for environmental education and reference to local situations and problems can promote greater uptake, applicability and sustainability. Environmental education activities should be made simple and locally appropriate in order to minimize the likelihood of dependence on external support for their continuation.

- **New teaching methods may require improvements in teachers' competencies.**

  In some cases, it may be appropriate to adopt new teaching approaches (e.g. activity-based and problem-solving approaches) to environmental education. These approaches may demand new skills and competencies from teachers and trainers, with a likely shift away from didactic to teacher-centred methods. Capacity building may be required to develop teaching methods and resources.

Source: UNHCR (2002: 63-66).

3. The United Nations Decade of Education for Sustainable Development (2005-2014)

The Decade of Education for Sustainable Development (DESD) is a far-reaching and complex undertaking. Its conceptual basis, socioeconomic implications, and environmental and cultural connections make it an enterprise, which potentially touches on every aspect of life.

The overall goal of the DESD is to integrate the values inherent in sustainable development into all aspects of learning to encourage changes in behaviour that allow for a more sustainable and just society for all.

The basic vision of the DESD is a world where everyone has the opportunity to benefit from education, and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation. This translates into five objectives, to:

1. Give an enhanced profile to the central role of education and learning in the common pursuit of sustainable development.
2. Facilitate links and networking, exchange and interaction among stakeholders in ESD.
3. Provide a space and opportunity for refining and promoting the vision of, and transition to sustainable development – through all forms of learning and public awareness.
4. Foster increased quality of teaching and learning in education for sustainable development.
5. Develop strategies at every level to strengthen capacity in ESD.

The concept of sustainable development continues to evolve. In pursuing education for sustainable development, therefore, there must be some clarity in what sustainable development means and what it is aiming at. This plan presents three key areas of sustainable development – society, environment and economy with culture as an underlying dimension.

Society: an understanding of social institutions and their role in change and development, as well as the democratic and participatory systems which give opportunity for the expression of opinion, the selection of governments, the forging of consensus and the resolution of differences.

Environment: an awareness of the resources and fragility of the physical environment and the effects on it of human activity and decisions, with a commitment to factoring environmental concerns into social and economic policy development.

Economy: a sensitivity to the limits and potential of economic growth and their impact on society and on the environment, with a commitment to assess personal and societal levels of consumption out of concern for the environment and for social justice.

ESD is fundamentally about values, with respect at the centre: respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit. Education enables us to understand ourselves and others and our links with the wider natural and social environment, and this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, ESD aims to move us to adopting behaviours and practices that enable all to live a full life without being deprived of basics.

ESD is for everyone, at whatever stage of life they are. It takes place, therefore, within a perspective of lifelong learning, engaging all possible learning spaces, formal, non-formal and informal, from early childhood to adult life. ESD calls for a re-orientation of educational approaches – curriculum and content, pedagogy and examinations. Spaces for learning include non-formal learning, community-based organizations and local civil society, the workplace, formal education, technical and vocational training, teacher training, higher education educational inspectorates, policy-making bodies … and beyond.

The outcomes of the DESD will be seen in the lives of thousands of communities and millions of individuals as new attitudes and values inspire decisions and actions making sustainable development a more attainable ideal. For the DESD process as such, eleven expected outcomes are derived from the DESD objectives and relate to changes in public awareness, in the education system and in the integration of ESD into all development planning. These outcomes form the basis for indicators used in monitoring and evaluation; however, stakeholder groups at each level will decide on specific indicators and the kinds of data needed to verify them. Qualitative indicators must figure equally with quantitative indicators to capture the multiple connections and societal depth of ESD and its impact.

Source: UNESCO (2005: 5-8).

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CHAPTER 23

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Chapter 24

LANDMINE AWARENESS

SECTION 5 CURRICULUM AND LEARNING

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Chapter 24

LANDMINE AWARENESS

MAIN OBJECTIVES

- **To provide information and knowledge that is reflected in safe behaviours with regard to landmines and unexploded ordnance (UXO).**
- **To secure community involvement in all landmine and unexploded ordnance awareness programmes.**

CONTEXT AND CHALLENGES

The 1997 Ottawa Convention, which 150 countries have signed and 141 have ratified, prohibits the use, production, or transfer of anti-personnel landmines. Nevertheless, landmines continue to be a deadly menace to all members of a society. Poor families are more likely to be affected as their need to forage for firewood or cultivate produce puts them at increased risk from landmines.

Children are particularly vulnerable since landmines, designed to maim, are likely to kill young children. Young children face other challenges, such as the inability to read landmine warning signs or the natural curiosity that will cause them to pick up objects that look interesting.

THE 1997 OTTAWA MINE BAN CONVENTION

The Convention, established on 18 September 1997 and entered into force on 1 March 1999, imposes a total ban on antipersonnel landmines. Its negotiation was the result of a powerful and unusual coalition involving various governments, the United Nations, international organizations such as the International Committee of the Red Cross (ICRC), and over 1,400 non-governmental organizations (NGOs). This unprecedented coalition used advocacy to raise public awareness of the impact of landmines on civilians and to rally global support for a total ban.

Key obligations outlined in the convention were:

Never to use, develop, produce, stockpile or transfer antipersonnel landmines, or to assist any other party to conduct these activities.

To destroy all stockpiled antipersonnel landmines within four years of the Convention's entry into force.

To clear all laid landmines within ten years of the Convention's entry into force.

When it is within their means, to provide assistance to mine clearance, mine awareness, stockpile destruction, and victim assistance activities worldwide.

Source: United Nations Mine Action (2004).

It is essential that landmine and unexploded ordnance awareness programmes be initiated in areas that have been mined or suffer the effects of war. "An effective educational approach to mine awareness must be two-fold if it is to reach a significant portion of the population. First, it must target those fortunate enough to still be receiving formal education. Second, it must meet the needs of those unable to attend school (due to lack of facilities, teacher shortages, displacement, etc.)." (Baxter *et al.*, 1997: 11.)

Mines are used by troops in minefields as a defensive move against opposing troops and/or to control or intimidate civilian populations – either because they are scattered indiscriminately or located purposefully to harm civilian populations. Unexploded ordnance (UXO) is a risk wherever there have been military activities or stores. Mines and UXOs limit habitable and exploitable land, which in turn puts pressure on less sustainable environments. Civilian populations may be unable to continue or resume agricultural practices, making them dependent on outside assistance for food or leaving them without food.

In countries recovering from conflict, natural disasters may result in movement of landmines and UXOs – making previous mapping efforts worthless, and necessitating additional mapping and communication with the affected population.

In the acute phase of an emergency, activities such as de-mining or mine mapping may not have started yet – putting populations at greater risk of mine accidents. Education to ensure recognition of 'evidence' of mines is vital in this phase.

PRINCIPLES OF LANDMINE AWARENESS PROGRAMMES

- Landmine awareness programmes are not short-term or occasional programmes.
- Landmine awareness programmes are not the same as landmine marking or clearance programmes. A landmine awareness programme must be designed with a view to behaviour change.
- Materials must be relevant to the local situation.
- Materials must be field-tested.
- Messages should be clear and concise.
- Messages should say what should be done rather than what not to do. This is especially true for picture messages – they must never demonstrate wrong behaviour.
- Essentially there are only three types of visual message (for landmine awareness, the first two with appropriate explanation should be used):
  1. "Do this!"
  2. Positive/negative: the positive should always come first – if people read from left to right, then the positive message is on the left.
  3. Action/consequence messages: these are the least effective.
- Awareness and subsequent behaviour change are more effective than marking (markings can disappear).
- When marking is taught, it should be clear, simple and not require sophisticated (and valuable) equipment.
- Programmes should not teach clearance techniques.
- All programmes should be monitored and evaluated to ensure that changes in behaviour and changes in circumstances are taken into account.
- Complacency and ignorance of danger should be minimized through multi-disciplinary approaches and frequent changes in approach.

Source: Adapted from GICHD (2002).

During protracted emergencies, de-mining, mine mapping and mine incident reporting programmes may have begun. Co-ordinators of landmine and UXO awareness programmes will be able to call on these resources when developing their programmes. Populations may become habituated to the threat posed by landmines and UXOs and may begin to exhibit risky behaviours unless mine awareness messages are ongoing and varied.

If areas have been mined, refugees and IDPs may be particularly at risk when fleeing from their home country. If refugees and IDPs are living in areas that have been mined, activities such as firewood collection put them at risk of landmine accidents, especially if the refugees do not live in camps or if they leave the camp to gather firewood. Messages regarding landmine and UXO awareness that are conveyed to displaced populations should also be conveyed to their host communities.

After repatriation, returnees will not be familiar with the local environment – they will need clear communications regarding the location of mined areas, the types of mines that were used during the conflict and local mine marking practices. Given the likelihood that the population will be at risk for many years, mine awareness programmes will be needed for children and adults on a continuing basis.

SUGGESTED STRATEGIES

Summary of suggested strategies
Landmine awareness

1. **Identify persons within the education ministry responsible for landmine and UXO awareness education and ensure that they receive any necessary training.**
2. **Conduct a review of mine and UXO awareness programmes being conducted under government auspices, through civil-society organizations and external agencies and NGOs, and establish a co-ordination mechanism and working group.**
3. **Facilitate the development or improvement of materials and methodologies for mine awareness education, and the testing and implementation of these programmes.**

Guidance notes

1. Identify persons within the education ministry responsible for landmine and UXO awareness education and ensure that they receive any necessary training.

- Can it be determined which ministries and organizations have responsibility for de-mining and marking activities?
- Has a landmine/UXO situation analysis been undertaken?
- Who are the populations at risk?
- How are people affected (e.g. physically, economically)?
- What leads to risk-taking behaviour?
- What activities if any, have already been conducted with the community (e.g. community meetings regarding the known location of mines and UXOs, community surveys related to knowledge and attitudes about landmines and UXOs, communications about mine incident reporting)?
- Is a landmine/UXO awareness programme necessary?
  - Is necessary training or awareness raising needed for education ministry personnel?
  - How will these programmes, if implemented, be linked to any mine clearance/marking programme?
  - Who is affected and who will the programme target?

2. Conduct a review of mine and UXO awareness programmes being carried out under government auspices, through civil-society organizations and external agencies and NGOs, and establish a co-ordination mechanism and working group.

- Are all the organizations involved in mine marking/clearance education collaborating with regard to awareness programmes?
- Is there a database of all organizations working in the area?
- Is there information about the geographical spread and types of mines/UXOs?
- What is the magnitude and geographic focus of the problem?
- Have other awareness programmes already been proposed?

- How will a mine and UXO awareness programmes reach all children – both those who are in school and those who are not?
  - What can be done to reach the children who are not enrolled in school?
  - How can those children be identified, e.g. discussions with children and community members regarding which children are not in school? (See also the *Guidebook*, *Chapter 4*, 'Education for all in emergencies and reconstruction' for further information on access and inclusion.)
  - Where will activities for out-of-school children take place?
  - Possible places to locate these children include (Rädda Barnen, 1999):
    - Youth clubs.
    - Health clubs.
    - Houses of worship.
    - Sports fields.
    - Wells or water holes.
    - Anywhere young people meet.

LANDMINE EDUCATION FOR OUT-OF-SCHOOL CHILDREN IN AFGHANISTAN

Save the Children, UK (SC-UK) began its Landmine Education Project in Kabul, Afghanistan in 1996. Because of the large number of children outside the formal school system at that time, SC-UK identified different ways of reaching those children. One way was through an Emergency Response Team (ERT) that was "established in reaction to emerging information about the alarmingly high number of incidents that were taking place in certain areas of the city". The team identified high-risk areas and quickly reached large numbers of children with landmine/UXO education. The ERT developed a standard two-hour session based on the activity session that had been used in schools. Four groups, each containing three male facilitators, took responsibility for four districts of the city, sometimes crossing into other districts, as needed. Each set of ERT facilitators identified all the mosques in their districts and began using these as gathering places for participants. After reaching as many children as possible in the area surrounding one mosque, they moved on to the next.

Another pair of facilitators was also hired to travel around the city on a motorcycle to educate Kuchi nomads and internally displaced people. These teams established strong relationships with the communities and authorities in high priority districts and reached a large number of children and nomads. One disadvantage to the programme was, however, that "children, community members and facilitators grew tired of seeing the same materials and format again", as messages were simply repeated rather than followed up with new messages or materials.

Source: Child-to-Child Trust (2004).

- In conjunction with all stakeholders, can appropriate multi-disciplinary programmes that may already exist be identified, even if modifications are required?
  - Does the material complement other materials/programmes already in use?
  - Are the materials/programmes multi-disciplinary?
  - What resources are required?
  - Who will fund the implementation of these programmes and for what period?
  - What technical support is required? Who will supply it?

3. Facilitate the development or improvement of materials and methodologies for mine awareness education, and the testing and implementation of these programmes.

- How will the landmine/UXO awareness programme be included in the school curriculum? Consider the following:
  - What will be the objectives of the landmine/UXO awareness programme. (See below.)

OBJECTIVES OF A MINE AWARENESS PROGRAMME

That children …

Know where they might encounter mines in areas where they live.

Avoid entering hazardous terrain.

Recognize clues that indicate possible presence of mines.

Know what to do if a mine is spotted and who to inform about it.

Know how to behave if they suspect they have entered a minefield.

Can distinguish between different types of mines likely to be found.

Never ever touch a mine or UXO – or throw things at it.

Know ways of sharing mine information with others.

Source: Rädda Barnen (1999)

  - Will the programme be a stand-alone course, or integrated into the curriculum in another way?
  - What will be the length of the course?
  - Will the course be taught during school hours?
    - If so, what will it replace? Alternatively, will extra time be provided?
    - If not, what steps will be taken so that children are able to stay and participate in the programme?

- Modify and or develop landmine/UXO awareness programmes that respond to the needs of the target populations, both in formal schools and for out-of-school children, youth and adults.
  - What variations in the course will be necessary, e.g. for children of different ages, different ethnic groups, for boys and girls?
  - What specific issues will be dealt with?
- Can messages of peace be built into mine awareness programmes? Since the UXOs usually come from both parties to the conflict (even if mines are laid by one side), children may be able to see that violent conflict is a poor way to solve problems because people get hurt during and after the conflict.
  - Who will develop/revise the materials?
    - Are they clear and 'readable'?
    - Are they culturally sensitive and accurate?
    - Have the materials been tested? If so, have they been revised based on the results and feedback from the testing?
    - Do the materials send positive messages?
  - Who will teach the materials?
    - It is vital to select people the children/youth will trust, who can make lessons interesting and who will co-operate with parents (Rädda Barnen, 1999).
    - Soldiers are usually not a good option for teaching mine awareness as they may know little about education and psychology (Rädda Barnen, 1999).
  - What training will be needed – both in terms of content and pedagogical approach? Since the objective of landmine/UXO awareness programmes is behaviour change, it is particularly important that teachers use materials and methods that encourage children's participation and that demonstrate the children's good decision-making skills related to appropriate behaviours and choices they confront. Suggested methods include (Rädda Barnen, 1999):
    - Drama/role-play.
    - Puppets.
    - Simple board games.
    - Jigsaw puzzles.
    - Short video and/or audio tapes.
    - Stickers, posters, leaflets, brochures, etc.
    - Activity books.
    - Information gathering/reporting.
- Can children and youth be involved in the design and delivery of mine awareness programmes? Consider the following:
  - Community surveys and interviews.

- Raising awareness among out-of-school youth by organizing activities such as:
  - Telling and/or collecting stories.
  - Asking out-of-school children to draw pictures related to mine/UXO risks.
  - Plays.
  - Games (e.g. stories without words).
  - Discussion groups.
  - Singing songs.
  - Playing the role of the teacher (using posters to initiate discussions and telling other children about key messages).
- Creating mine awareness materials such as posters or tee shirts.
- Raising awareness by discussing issues with parents and siblings.

(See the 'Needs analysis exercise' in the 'Tools and resources' section of this chapter for one way to create mine awareness.)

DEVELOPING THE CHILD-TO-CHILD PROGRAMME IN CROATIA

As part of the child-to-child programme in Croatia, 60 youth members of the Croatian Red Cross between the ages of 13 and 19 were trained. Youth members completed a questionnaire that was used to find out how much they knew about the problems of mines and mine awareness programmes, as well as whether, when and how they participated in mine awareness activities in their community (in schools, youth clubs, NGOs etc.). In addition, they learned basic information about mines including:

Recognizing dangerous areas in the community, mine marking, how to recognize the warning signs and clues that an area is mined (using drawing and discussion).

Mine injuries (lecture by facilitator and discussion, using examples led by facilitator).

Modelling proper behaviour (using role-plays).

Source: Child-to-Child Trust (2004).

- Ensure that all mine awareness programmes include an ongoing monitoring and evaluation component to ensure that materials stay relevant and interesting for the targeted audiences.
  - Is there a procedure in place to ensure that priorities and approaches are periodically reassessed, including:
    - Changes in the mine/UXO situation.
    - Changes in vulnerable populations.
    - New educational materials to maintain interest in the programme.
  - What plans have been established for ongoing training and supervision of the mine/UXO awareness teachers?

TOOLS AND RESOURCES

1. Needs analysis exercise

This exercise is taken from the *Mine risk education booklet* developed by the Child-to-Child Trust.

A needs analysis exercise can help to identify a key topic or a sequence of sub-topics when designing mine risk education programmes. It is a simple method, but one that generates useful discussion. This kind of exercise can be carried out using a number of methods such as drawing, discussion or role-play. A method that has been used successfully by a number of child-to-child projects is for groups to develop charts in the following way:

- In groups of 5 to 10 children and/or adults, participants are asked to identify the main problems affecting children's health in the community. In this case, the topic would be mines and the task would be to discuss what problems mines cause the children and the community.
- Discuss how serious each problem is (a system of points is used where 1 is the lowest level of problem and 5 is a problem of greatest importance).
- Discuss how common each of the problems is (with 1 being least common and 5 being most common).
- Discuss how much/what children can do.
- Total the points awarded against each problem and discuss the outcome.

The following is an example of a needs analysis exercise in which participants having identified mines and UXOs problems in their communities were then asked to analyze them. The scale used is 5 for the top score and 1 for the bottom score, the final column is the total score of the 3 previous columns.

Potential mines/ UXOs problems identified in the community	How serious is the problem in the community?	How common is the problem in the community?	How much children can do and examples of what they can do	Importance to the CtC programme
Insufficient care for mine victims	5	3	3 Talk to parents about their concerns	11
Lack of knowledge about mines	5	3	3 Distribute leaflets	11
Mines as an ecological problem	4	2	3 Organize exhibition of drawings to raise awareness	9
Removing mine signs (vandalizing)	5	4	1 Talk to adults about danger	10

The problem scoring the highest points can be prioritized when designing the mine and UXO curriculum for that specific community.

For this particular analysis exercise, the group prioritized the two following problems:

- Insufficient care for mine victims.
- Lack of knowledge about mines.

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CHAPTER 24

SECTION 5

United Nations
Educational, Scientific and
Cultural Organization

International
Institute for
Educational
Planning

Chapter 27

TEXTBOOKS, EDUCATIONAL MATERIALS AND TEACHING AIDS

SECTION 5 CURRICULUM AND LEARNING

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Chapter 97

TEXTBOOKS, EDUCATIONAL MATERIALS AND TEACHING AIDS

MAIN OBJECTIVES

- **To provide quality materials to all teachers and learners that respond to relevant immediate, short-term, and long-term teaching and learning needs and, where possible, respect cultural specificities.**
- **To ensure the development and maintenance of functional literacy.**

CONTEXT AND CHALLENGES

In general, resources for educational activities are in short supply in emergency and post-conflict situations due to budgetary constraints. Usually, this shortage is further exacerbated by a breakdown in a country's productive capacity, including its publishing and printing industries and its distribution networks due to conflict or other emergency. It is therefore often difficult to ensure an adequate supply of educational materials such as textbooks, teaching aids, reading materials and student exercise books. In refugee situations, it may also be difficult to procure textbooks from the country of origin.

The supply of textbooks can play a critical role in maintaining education quality and effectiveness. They are important as reading materials and are also vital for their content. They are not the ultimate solution to a country's education system, but they are a major component underpinning many curricula and education systems. They provide a solid basis for children's learning and a means for gaining information and knowledge. While education systems should strive for properly trained teachers who do not need to rely solely on textbooks in order to conduct their classes, in situations where there is a lack of qualified, experienced teachers, textbooks provide a useful guide for teachers to follow. In addition to textbooks, supplementary reading materials are an absolute prerequisite, if schooling is to develop, maintain and enhance functional literacy. In early emergencies, the supply of blackboards and writing materials is the most urgent task, though there may also be a shortage of these supplies in prolonged crises as well.

During emergencies, affected families may be unable to purchase writing materials and other school requirements for their children. Supplies of writing materials, textbooks, etc., may be stolen during distribution in insecure regions. It may be expensive to import materials. Even if money is available to buy textbooks, maps, or other supplies from another country, they will not be culturally specific and may be inappropriate. It is expensive and time consuming to organize printing of local materials in another country, and then to import them.

Refugee families will have limited income-generating opportunities and so will not have resources to purchase learning materials for their children. Therefore, in most refugee situations all necessary teaching and learning materials must be provided by outside assistance. In refugee emergencies, the choice of curriculum dictates much of what follows. UNHCR *Education guidelines* state that, where possible, the curriculum of the country or area of origin should be followed in refugee schools (UNHCR, 2003: 11, para. 2.1.1). This is to enhance the possibilities of a smooth return to the country of origin. It may be difficult to extend existing host country education programmes to refugees since there may be a language barrier between the refugee children and youth and the host country school system. If the home country curriculum is used, textbooks may not be available as refugee students and teachers will mostly have fled without them. It may be difficult to obtain home country materials for use by refugee students.

Internally displaced populations face similar challenges. In addition, government-approved textbooks may be available to IDP education programmes, although sections of the content may be contested by IDPs and therefore considered inappropriate.

There may be a conflict between immediate printing of textbooks to meet the need in the schools, and revision to remove elements that are controversial or inappropriate. (See also the *Guidebook*, *Chapter 20*, 'Curriculum content and review processes'.)

For its education programmes in situations of emergency, Save the Children (Nicolai, 2003: 80) recommends that education supplies should:

- Correspond to the country's culture and local practices in education while encouraging the participation and active learning of children.
- Be available for distribution quickly following an emergency event.
- Include teaching-learning materials, but also address aspects that facilitate children's attendance, e.g. clothing, hygiene items.
- Be consistently delivered during a chronic crisis.
- As much as possible be procured from local suppliers.

SUGGESTED STRATEGIES

Some key strategies for making textbooks, educational materials and teaching aids available in emergencies and during early reconstruction are noted below.

Summary of suggested strategies

Textbooks, educational supplies and teaching aids

1. **In early emergency, education providers should meet with teachers from refugee or IDP populations to determine which education materials they consider to be needed/appropriate.**
2. **Take steps to strengthen the capacity of education ministry departments for the production and distribution of textbooks and other educational materials.**
3. **Prepare a framework for textbook revision and renewal, according to the phase of emergency.**
4. **Conduct a review of textbooks, reading materials and teaching aids in use by education providers from civil society, external agencies and NGOs.**
5. **Assess the need for and availability of textbooks, educational supplies and teaching aids.**
6. **Develop plans for the supply of needed education materials.**
7. **Develop an equitable distribution mechanism, and provide for maintenance and replenishment of materials.**

Guidance notes

1. In early emergency, education providers should meet with teachers from refugee or IDP populations to determine which education materials they consider to be needed/appropriate.

- What textbooks and other materials do they have with them?
- What materials can they easily re-create that they do not have with them?
- Can missing materials be re-acquired or replaced?
- Which materials do students and teachers find most valuable or of greatest relevance?
- Are there educational materials that were not traditional features of the curriculum that need to be accessed?

RECOMMENDATIONS ON EDUCATION SUPPLIES FOR RAPID RESPONSE IN EMERGENCIES

How soon are supplies needed?

The aim is to create structured activities for children and adolescents in most locations within a month of displacement, and in all locations within three months. A unified education system should be in place for completion of the interrupted school year or for a new school year, not later than six months after the first major displacement.

When should supplies be procured locally?

Where possible, it is preferable to procure education supplies in the country or immediate region concerned. In many cases this is feasible, especially where procurement is through organizations such as NGOs. Supplies obtained in this way may be cheaper (especially if transport costs are taken into account), logistics may be easier, and there will be a benefit to the local economy.

When should supplies be procured internationally?

Where necessary, supplies can be sent from the UNICEF warehouse in Copenhagen or from United Nations or NGO regional centres, such as the UNESCO Programme of Education for Emergencies and Reconstruction (PEER), Nairobi. UNICEF often sends emergency supplies from Copenhagen, since procurement by local UNICEF offices requires various administrative approvals, which take time. UNICEF can send emergency education and recreation kits within a week, but with high air freight costs, and the need for major logistic support for distribution on arrival. Sea freight takes several weeks but is less costly. Sending kits is appropriate when speedy local procurement by efficient NGOs is not practicable, and especially when procurement would otherwise be through a national government that lacks the capacity to work fast and cannot prevent diversion of resources."

Source: Recommendations of the Inter-Agency Network for Education in Emergencies' Task Team on Learning Materials (2001).

2. Prepare a framework for textbook revision and renewal, according to the phase of emergency.

(See also the *Guidebook*, *Chapter 20*, 'Curriculum content and review processes'.)

- During the emergency, maintain the production of textbooks as a priority. Seek external assistance if necessary.
- At the early reconstruction phase, prepare a national plan of action, including needs assessment, staff training, procurement of necessary equipment, textbook revision workshops, and funding for the preparation of a new generation of textbooks.
- Consider building a partnership with an institution of international repute to facilitate the use of updated content and methods.
- Ensure that writers are trained in the principles of gender equity, peace and conflict resolution, human rights and humanitarian norms, and active citizenship so that these are reflected in the textbooks.

3. Conduct a review of textbooks, reading materials and teaching aids in use by education providers from civil society, external agencies and NGOs.

(See also the *Guidebook*, *Chapter 20*, 'Curriculum content and review processes').

These materials may be used for refugees in the country, IDPs or non-migrants, as well as any refugees from the country attending refugee schools in their countries of asylum.

- How can these materials be used as resources during the textbook renewal process in the reconstruction phase?
- How can the use and production of these materials be harmonized, even during the emergency?

4. Assess the need for and availability of textbooks, educational supplies and teaching aids.

- Which textbooks, supplies and educational aids were in use prior to and during the emergency?
- Are textbooks and other educational materials still available?
  - If so, how many, for each grade level and school subject?
  - For refugees, is at least a single complete set of textbooks from the country of origin available? If not, take steps to obtain one as soon as possible.

- What is the standard for distribution of textbooks?
  - A standard such as a student:textbook ratio of 3:1, or "subject specific textbooks should be distributed to every child" or "subject textbooks should be available in 'class sets' of 40 or 50 that can be used by several different classes in the same grade" must be developed in order to establish clear plans for achieving it (Sinclair, 2002: 60).[1] Note that use of class sets often fails because school timetables require concurrent subject teaching per grade.
  - Standards for primary and secondary education may be different – especially initially. For secondary education, textbooks for all subjects and for all students may be necessary to compensate for limited hours of schooling and/or under-qualified teachers (Sinclair, 2002).
  - Ultimately, the standard to aim for is one book per child per subject.
- How many additional textbooks are required?
- Were the textbooks previously used by conflict-affected populations, such as refugees, acceptable to all members of the community or did certain groups contest their use?
  - If contested, consider halting the use of these materials until a thorough curriculum and textbook review can be conducted (see the *Guidebook, Chapter 20*, 'Curriculum content and review processes' for more information).
- What other resource materials are available? (Resource materials are necessary to supplement and complement limited textbooks and to provide a base for a more enriched curriculum.)
  - Teacher guides: As teachers may have difficulty in using textbooks and teaching aids in an interactive way, there is generally a need for specific teacher training on the use of and practice with teacher guides. Teacher guides should not be distributed until the training takes place (which should be a very high priority). (See also the *Guidebook, Chapter 18*, 'Teacher training: teaching and learning methods'.)
  - Teaching aids need to be made available or developed by the teachers. To do this, consider providing the following:
    - Posters for numbers and the alphabet, demonstration-size mathematical tools (triangles, ruler, compass), and world and regional or country maps.
    - Markers or crayons and poster board so that teachers can create their own teaching aids.
    - Books or guides to creating teaching aids.
    - Teacher resource centres (over the longer term) so teachers can prepare teaching aids and consult reference books.
    - Exercise books for students to take notes and complete exercises: UNHCR recommends that refugee students receive multiple exercise books per subject per year, with the total number of pages increasing with higher

1. UNHCR sets a target of two students per textbook for its programmes (UNHCR, 2003: 15, para. 2.3.10).

grades of schooling. Since many teachers expect students to copy notes and learn them for examinations, a good supply of exercise books is essential.

- Reading materials for students to maintain functional literacy:
- Consider a broad definition of reading materials (e.g. newspapers, information pamphlets especially about HIV/AIDS, sexual and gender-based violence (SGBV), peace, tolerance, etc.) in order to identify materials that already exist and are readily available.
- Consider creating reading materials. (Interview community elders and write down traditional songs, poems, stories, etc.)
- Develop child-written 'books' by conducting 'creative writing' classes where the children write and illustrate their own books and then share them with each other. This is also an excellent way to get children to begin reading.

- Will the curriculum include life skills components such as HIV/AIDS, peace education or landmine awareness, etc.? (See also the relevant *Guidebook* topics.)
  - Review existing, trialled resources on these topics.
  - Consider using or adapting them as it would be inefficient to re-develop these materials for the existing situation.

5. Develop plans for the supply of needed education materials.

- Review the budget implications of producing or purchasing the required number of textbooks and other needed resource materials.
  - If sufficient funds are not available, is assistance from United Nations agencies or NGOs available?
  - Is such assistance limited to a one-time distribution or will it support school or education activities over a specified period of time?
- Evaluate the functioning and quality of any existing textbook suppliers in the country.
  - Do they have the necessary raw materials to produce the required number of textbooks?
  - Is their equipment in working order? Do they have spare parts in case of a breakdown?
  - What is the quality of their products? How long is a textbook expected to last before it needs replacement?
  - How long will it take to produce the textbooks?
  - Do suppliers have the capacity to distribute the textbooks within the country or to a specified central location?
  - If there are multiple suppliers, is there a competitive bidding process in place for use when selecting a supplier?

- If there are no functioning printing companies in the country, consider whether textbooks can be reproduced in another format temporarily, or whether the printing can be out-sourced to a neighbouring country until local printing facilities are operating again.
    - At the local level, search out low-cost reproduction techniques such as mimeograph machines and silk screening to distribute lessons or modules to teachers.
    - Obtain heavy-duty photocopy machines for regional education centres.
- Consider whether textbooks can be imported from another country.
    - What is the cost of purchasing and transporting them compared to the local cost of production and transport?
    - In what language(s) is/are they available?
    - Do the majority of children understand the language(s)?
    - If materials must be translated, this work must begin immediately so the textbooks that are ultimately distributed are available in the children's language.
    - Do the textbooks follow the curriculum in use?
    - Are the textbooks locally appropriate? Certain textbooks such as those for mathematics may be appropriate across countries/cultures whereas others, such as history, would not be appropriate.
    - Are the foreign suppliers reliable?
    - How long will it take to get the textbooks to the classrooms?
- Determine what other educational materials are required, in addition to or instead of textbooks. (See also the 'Tools and resources' section for examples of materials that might be provided 'immediately, sooner, later' and for interim options related to learning materials.)
    - Are there local means of producing these materials?
    - Search out low-cost reproduction techniques such as mimeograph machines and silk-screening to distribute lessons or modules to teachers.
    - Can low-cost 'hardware' be pre-positioned?
    - How long will it take to procure or produce them?
    - Encourage the use and development of locally made teaching aids and recreational materials.
    - What can be recycled (e.g. bottle tops for use as counters in mathematics)?
    - What can be constructed from natural resources?

- Are pre-packaged rapid emergency response kits available and desirable under the circumstances? (See the 'Tools and resources' section for a list of advantages and disadvantages associated with pre-packaged kits.) Consider:
  - Cost.
  - Local production of supply and material kits.
  - Whether classes vary widely in the number of students (since classroom kits have supplies for a fixed number of students).
  - Appropriateness to local standards/curriculum.
  - Cultural relevance.

DELAYS IN TEXTBOOK PRODUCTION IN RWANDA

"Looking back one has to ask why it took nearly three years to get materials to learners. Rwanda did not move in an uninterrupted manner from the major crisis in 1994 to growing stability and peace. On the contrary, there were repeated serious disruptions of security. It took time in 1994 to ensure security and the control of the national army in the south; one million refugees returned suddenly, late in 1996 from neighbouring countries; and there were repeated incursions into northern provinces lasting until 1998. Population movement within the country never ceased as people tried to settle down and then had to move again, particularly in the north. Distractions for the Ministry were many due to continual fire fighting in the field: re-opening more schools, finding teachers and field education officers, rehabilitating yet more schools, requesting increased distribution of supplies from partners.

With regard specifically to the textbook production exercise, the Ministry of Education insisted on local printing despite the time lag involved. Agencies then needed special authorization from their international headquarters for local procurements, spare parts had to be brought in from Germany for damaged printing presses, and technical printing capacity needed to be restored. It was a time when ministries of education in Africa still clung to the principle of producing national textbooks not only within their borders, but by the Ministry itself. Since then, major changes have occurred in most countries liberalizing textbook production, including in Rwanda."

Source: Obura (2003: 90).

6. Develop an equitable distribution mechanism, and provide for maintenance and replenishment of materials.

- Does the distribution strategy rectify or take into consideration inequalities of access to materials in terms of:
  - Geographic location?
  - Socio-economic considerations?
  - Linguistic inclusion? (Note: materials must be translated well in advance of distribution.)

- Consider ways the community can be involved in designing and implementing a distribution system for materials as this will help make the system more transparent.
    - Through the development of an information campaign to inform families and students of the materials that will be provided to them, which will help discourage abuse during the distribution process.
    - Through assistance with distribution of supplies either at the schools or through other community structures (instead of direct distribution to children by teachers or school administrators).
    - Through involvement in the development and implementation of monitoring systems to ensure that textbooks and supplies are reaching the intended recipients.
- Review and strengthen (or develop) monitoring systems to account for, protect and replenish textbooks and other educational materials.
    - Are textbooks stamped and numbered to ensure that they are accounted for?
    - Are textbooks covered with plastic film or paper to protect them from damage?
    - Are damaged textbooks mended?
    - What is the policy if a textbook is damaged or lost?
    - Are mechanisms in place to ensure that textbooks are returned at the end of a school year so they can be re-used the following year?
    - Do record-keeping procedures exist to account for the distribution, use, return and replenishment of textbooks and other educational materials?
    - Care should be taken to pay attention to the depletion of supplies, especially if an emergency situation persists.
    - Criteria must be established for the continuing provision of supplies.
    - Ensure that teachers are not discouraged from using textbooks in class or issuing them to students for fear of punishment if some are lost or damaged.
- Consider ways of recording innovative practices that have been put in place at the community level to develop and select educational materials. This will promote respect and communication between community and educational authorities.
    - How can such practices be shared with other communities and between all levels of the education system?

TOOLS AND RESOURCES

1. Excerpt from the 'immediately, sooner, later' matrix of response

PROGRAMME EXAMPLES		
IMMEDIATELY	**SOONER**	**LATER**
STUDENT MATERIALS		
• Start-up set of exercise books/slates, pens/pencils and recreational materials • Additional exercise books for adolescents • Learning materials for life skills and recreation	• Textbooks or similar texts based on area of origin curriculum (aim for this) • Consumable supplies • Supplies to promote participation, e.g. second-hand clothing, sanitary materials, food incentives	• Replenishment of consumable supplies • Additional items added according to local and programmatic needs • Supplies for new programmes e.g. girls' literacy support, youth writers, sports groups
TEACHER/FACILITATOR MATERIALS		
• Exercise books, pens, textbooks, teacher's guides for preparing lessons • Resource materials for psychosocial and life skills education • Registration and student attendance books	• Refugee/IDP professionals should hold writing workshops to produce emergency-related materials • Development of guides focusing on developing the classroom skills of para-professional teachers	• Mass reproduction and distribution of textbooks, teacher's guides, curricula and education aids • Life skills strengthened and controversial areas resolved

Source: Nicolai and Triplehorn (2003: 31).

2. Options for interim decision-making on learning materials

In her case study *Never again: educational reconstruction in Rwanda,* Obura (2003: 133-134) developed the following options for interim decision-making on learning materials. They include:

Emergency options:

Production of a simple textbook decision guide – or interim learning materials guide.

Emergency copying of vital teacher and pupil materials, in language and mathematics – with a general studies guide for teachers at lower and upper primary, and lower secondary levels.

Interim options:

- Reprinting of pre-emergency materials.
- Adaptation of pre-emergency materials, and possibly translation.
- Off-the-shelf purchase of materials from neighbouring countries.
- Translation of materials from neighbouring countries.
- Adaptation of materials from neighbouring countries.

Developmental options:

Production of new national materials, for compliance with new curricula.

3. Advantages and disadvantages of education kits

ADVANTAGES	DISADVANTAGES
EDUCATIONAL	
• Kits accomplish their basic goal of providing the necessary materials to support educational activities during emergencies • They enable children to engage in meaningful learning activities while administrative capacities are being restored at a national level • As kits enable the fast recommencement of classes and other educational activities they provide a signal to the community of hope for the future • The materials increase access to schooling and improve attendance • Kits can facilitate teachers' sense of effectiveness and security by providing them with materials suited to working in difficult conditions with large numbers of children	• Pre-designed kits never quite fit any given situation and local needs cannot be taken into account • The deployment of kits may preclude dialogue amongst families, children, education officials and agencies in the field about the roles they all can play in developing a long-term community based education system • Working with kits can make aid workers overly complacent about providing training and additional support and may create a dependency because of their convenience for users, donors and procurement managers • Kits can never replace all the other components necessary in creating a successful education system: community mobilization, identification of an appropriate curriculum, the development of learning and teaching materials, identification and training of teachers and the monitoring of standards. • Kits are not gender-sensitive and without additional work with recipient communities, the benefits are often unequally distributed between boys and girls along the lines of existing biases and prejudices
ECONOMIC	
• It may not be possible for agencies to increase their budget line for education quickly enough to purchase a large number of new materials, but if standby stocks can be used, budget issues can be handled later • Kits are widely considered to be attractive to donors as a tangible emergency relief product	• The failure to purchase materials in the relevant country/region disadvantages the local economy • Kits are heavy, therefore both storage and transport costs are high • Kits are expensive when compared with the cost of bulk materials • Both financially and logistically the kit approach is unsustainable
LOGISTICAL	
• Pre-packaged and pre-assembled kits mean field staff do not have to spend valuable time assembling materials from individual boxes • Pre-assembled kits can prevent delays and provide the rapidity and reliability of response needed in emergency relief • Pre-assembly of kits has the advantage of discouraging and helping to prevent theft of valuable, compact items • Pre-assembly means that the materials are protected from the rain and from other damage during transit	• If road conditions are poor and air access is overloaded with other relief goods, bulky boxes of educational materials will not be given priority on crowded flight/road transport schedules • If, as is often the case, there is a chronic shortage in the supply of educational materials, agencies must spend time disassembling kits so that the contents can be distributed as fairly as possible • If a school receives fewer kits than it requires, disassembly may also then take place at this level and the original expenses incurred in packaging are rendered increasingly inefficient • The pre-assembly of standard kits renders 'refilling', or 'topping up' a complex task if the kit approach is used on a prolonged basis: the diverse items in the kits will need to be replenished at different rates

CONDITIONS IN WHICH PRE-ASSEMBLED KITS OF SCHOOL MATERIALS MAY BE ADVANTAGEOUS

- When the procurement and distribution of materials are the responsibility of an unreliable government system, or it is not possible to quickly procure the needed items from the local market (e.g. if there is no known implementing partner that could make local purchases), pre-assembled standby stocks represent the best viable option for reaching crisis affected communities as swiftly as possible
- The most effective use of kits comes when they form a component of a longer process and are used primarily to provide a critical bridge between an initial emergency and a recovery and reconstruction phase
- Kits are most beneficial when accompanied from the beginning by training for teachers on the use of the teacher guide and materials and when the supply of kits stands only as the initial step for agencies in the process of redeveloping and establishing a successful educational structure

Sources: Sinclair (2001: 57-66); Nicolai (2003: 79); Eversmann (2000); Miller and Affolter (2002: 15-25).

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CHAPTER 27

SECTION 5

United Nations
Educational, Scientific and
Cultural Organization

International
Institute for
Educational
Planning

Chapter 26

VOCATIONAL EDUCATION AND TRAINING

SECTION 5 CURRICULUM AND LEARNING

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Chapter 96

VOCATIONAL EDUCATION AND TRAINING

MAIN OBJECTIVE

- **To provide opportunities to conflict-affected people to learn technical and vocational skills that are relevant to current and future employment opportunities.**

CONTEXT AND CHALLENGES

In countries affected by war, communities frequently suffer infrastructure damage and the supply of goods is disrupted by the lack of a viable logistics chain, destroyed production sites, and an impoverished population unable to pay for goods and services. Artisans may have lost their materials; factories and markets may have been destroyed; both adults and youth may have lost livelihoods or skills training opportunities.

In a refugee, IDP or conflict-impacted community, skilled artisans may be needed but markets are weak, procurement of raw materials is difficult and consumers are often limited to international actors implementing relief programmes. The artificial nature of such markets makes it difficult to assess the long-term need for skilled artisans. Many skilled artisans have their own businesses, and often employ a traditional apprentice, but usually do not take part in formal training programmes. They represent an important potential resource for training on a wider scale. Vocational or skills training for a large number of students in standard trades will likely saturate the market, meaning that many of those trained may not be able to obtain employment or succeed in their own business.

Destruction of infrastructure and housing means there will eventually be a demand for skilled craftsmen and craftswomen (hereafter 'craftspeople') to help rebuild communities. As a result of conflict, a country's existing vocational training centres or programmes may have been destroyed, or at least be severely under-resourced with regard to materials, functioning equipment and qualified trainers/teachers. The

number of skilled craftspeople and artisans may have decreased resulting in a smaller pool of qualified people to help train others.

In refugee operations, host country governments may not allow vocational training that leads to job opportunities for refugees, as they may be concerned about the effect on their own labour markets. On the other hand, if no other post-primary options are available, some refugees may choose to attend vocational training programmes, even though they are not interested. This takes space away from others who are interested.

In acute and protracted emergencies, educational planners are often concerned with the number of youth who are potentially without access to secondary school or viable education and/or income generation options. For this reason, there is often a tension between providing vocational education purely as preparation for employment, or as a psychosocial programme to keep youth hopeful and occupied while learning some useful skills. This social/conflict-prevention objective frequently runs contrary to the objective of providing training in specific skills based on identified market needs. There can be disillusionment if the training does not lead to genuine employment opportunities, and ex-trainees can be tempted to sell any tools they were provided with at graduation, or be unable to pay for tools if the latter are to be purchased based on their earnings.

At the stage of reconstruction, the need for skilled artisans to help rebuild destroyed communities can be enormous. It may therefore be wise to provide opportunities for out-of-school youth to learn vocational skills during situations of protracted emergency as well as at the stage of reconstruction itself (when there will be many opportunities for on-the-job apprenticeships). Many young people will initially be busy with rehabilitation of homes, fields, etc., and may not be available for training.

Donors may be willing to fund vocational training in returnee-receiving areas to facilitate their return and reintegration. Care is needed to give equitable treatment to non-migrants, who may have been deprived of access to skills training during the emergency.

Vocational education and training contributes to the building of human capital and the rebuilding of communities. Care must be taken, however, to ensure that the training provided is linked to the existing market for goods and services, so that trainees may gain practical experience for the world of work. Otherwise, trainees will become frustrated by the lack of market opportunities, or will choose not to attend programmes that they deem irrelevant. One way of strengthening market opportunities is to find ways of channelling contracts for production of school furniture and relief goods in general to ex-trainees.

Since vocational education is often much more costly than schooling, programme planners must find a middle road that prioritizes training in skills that can be used during the emergency and will help meet later reconstruction needs. At the stage of early reconstruction, the needs may be clearer but there may be problems in providing organized skills training in scattered and perhaps insecure rural locations.

SUGGESTED STRATEGIES

Summary of suggested strategies
Vocational and educational training

1. Conduct or facilitate a review of vocational skills training programmes being conducted under government auspices, through civil-society organizations and external agencies and NGOs, and establish a co-ordination mechanism and working group.
2. At the early reconstruction phase, prepare a national plan of action for the renewal of technical and vocational education.
3. Provide guidance to civil-society organizations and external agencies on the conduct of vocational skills training programmes, including elements such as those listed below.
4. Design programmes that train for real employment opportunities.
5. Find the appropriate human and capital resources for the training programmes.
6. Consider developing a system of monitoring and evaluation, to identify whether ex-trainees are successfully entering the employment market.
7. Provide certification of students' achievements.

Guidance notes

1. Conduct or facilitate a review of technical and vocational skills training programmes being conducted under government auspices, through civil-society organizations and external agencies and NGOs, and establish a co-ordination mechanism and working group.

- To make the most out of initiatives supported by outside organizations, educational authorities should facilitate the co-ordination of the various activities that are offered in order to:
  - Encourage the exchange of experiences among those conducting vocational training programmes.
  - Discuss lessons learnt with regard to programme monitoring and evaluation to determine whether the training offered is the most effective for the current needs of the country/population.
  - Ensure that there is not unintended duplication of training that produces too many graduates in a given location.
  - Encourage the use of common standards for different types of vocational training programmes. (See also comments on certification below.)

2. At the early reconstruction phase, prepare a national plan of action for the renewal of technical and vocational education.

This will entail a needs assessment for government institutions that may have been damaged or closed during the conflict. There should also be a review of whether there has been a mismatch between the courses offered and the current labour market situation. (See also the *Guidebook*, *Chapter 28*, 'Assessment of needs and resources'.)

3. Provide guidance to civil-society organizations and external agencies on the conduct of vocational skills training programmes, including elements such as those listed below.

4. Design programmes that train for real employment opportunities.

- Set specific vocational education objectives and indicators for measuring success. (See also the 'Tools and resources' section for an example of a programme outline for vocational training in Tanzania for Burundian youth.)
  - Are vocational education programmes developed with income generation, skills building or psychosocial objectives in mind?
  - Are programmes intended to lead to immediate full-time employment, part-time employment, increased self-esteem, or employment at a later date (in which case arrangements may be needed to 'over learn' the skills through temporary employment after training)? The structure and content of the programme will vary according to your priority objectives.

- Are the objectives measurable and achievable? Have both qualitative and quantitative indicators been developed in order to monitor the success of the programme (e.g. number of programme graduates who obtained employment related to the learnt skill or participants' satisfaction with the training programme, or with jobs acquired post-training)?

- Create a curriculum based on intended skills and learners' current skill levels.
  - Do learners have opportunities practically to apply newly learned skills?
  - Is there a desire to include a life skills component in the training? (See also the *Guidebook, Chapter 21*, 'Health and hygiene education', *Chapter 22*, 'HIV/AIDS preventive education', *Chapter 23*, 'Environmental education' and *Chapter 25*, 'Education for life skills: peace, human rights and citizenship'.)

THE ILO EMPLOYMENT-GENERATION PROGRAMME IN CAMBODIA

"[A] large ILO employment-generation programme in Cambodia in the 1990s … used an integrated approach combining skills development, small business training and financial support, and labour-based technology. The first phase (1993-96) of the skills development project provided to some 5,000 returnees and displaced persons, half of whom were women, quick training in diverse skills, ranging from two-week courses on mushroom growing to four-month courses on building construction. The second phase (1996-98) concentrated on institutional capacity building and policy issues, besides skills training, for a further 2,500 persons. The employment and self-employment success rate for trainees was above 80 per cent, with highest rates for skills such as vegetable growing, shell craft, and radio and television repair. Meanwhile, within those eight years, some 4,000 received small business training, with 3,000 of them (67 per cent women) borrowing to start or expand their businesses. Hundreds of managers, contractors and government staff were trained in labour-based construction and maintenance techniques, as well as business, accounting, language and computer skills.

The salient elements of the programme's success were: matching training to income-generation and employment opportunities; mobile training, so once sufficient people were trained in a given craft, the training programme would move to another district, thus preventing saturation of that craft; special training entry tests to ensure women and other disadvantaged groups received priority access to all courses. Furthermore, the programme tried to address the needs of disabled persons, such as identifying specially adapted, available and affordable farming, road building and other tools for them …"

Source: Barcia and Date-Bah (2003: 215).

- For programmes with specific income-generation or skills-building objectives, conduct a market survey to determine the demand for skills in the market place. Consider:
  - The economic context in which the programme will take place,
    - The demand for particular skills in a camp environment will be limited, especially if camp residents are not allowed out of the camp to earn an income.

- The demand for particular skills will also vary based on the stage of the conflict, e.g. if repatriation or return is imminent, it may be wise to consider the broader range of skills that will be necessary in areas of return. (It may be noted that return is often said to be imminent by assistance agencies and governments even when it is not, in order to please donors or meet political pressures respectively).

- The skills or resources that may be under-appreciated or forgotten. For example, often men are recruited into agricultural training programmes and women are left out, despite the fact that they are often major producers. Alternatively, women are trained in sewing, because that is the Western sexist interpretation – even though it is men who sew in most developing countries.
- Training in non-traditional areas so as not to saturate one or two fields and to diversify the skill set of a community. For example, refresher courses for midwives or traditional healers may strengthen existing community services in a time of need and keep these skills-sets fresh.
- Incorporating community and learner interests and the perceived and actual value of certain skills-sets into the market survey.
- Focus on discussions with craftspeople and with recently trained students rather than attempting a statistically sophisticated survey, which will take time and perhaps not convey the full situation.
- What skills do people themselves perceive as particularly valuable?
- What are the constraints on their ability to participate in any programme that is offered?
  - Child care.
  - The time of day that the programme is offered.
  - Cost.

- Determine the best type of vocational education programme for the identified skills. (See the 'Tools and resources' section for an explanation of various models of vocational/skills training.)
  - If training is for a full livelihood, it is important to limit the number trained to what the market can absorb.
  - In refugee or IDP situations, it is better to train a limited number who will be able to practise their skills while displaced (at least for a year of production practice), so that their skills will be useful when they repatriate/return.
  - All skills training should include some 'small business' and administrative and financial skills.

BASIC BUSINESS SKILLS AS AN IMPORTANT COMPONENT OF VOCATIONAL TRAINING OF BURUNDIAN REFUGEES IN TANZANIA

"Many groups keep simple records of purchases and sales but do not have the capacity to carry out costing and pricing. Some of the group trainers reported that they had attended a one-day course in keeping books and said it had been interesting but too short. Upgrading trainers, particularly in quality control and business skills, could be very useful. In addition to enhancing their effectiveness as trainers, such offers of upgrading would certainly serve as an incentive to them."

Source: Lyby (2001: 229).

- Identify the mechanisms through which training can be offered.
  - Government-run training centres or enterprise development institutes.
  - NGO or United Nations sponsored initiatives, for training courses, sponsored apprenticeships, or preferably programmes that incorporate elements of both.
- Identify training programmes and models that are appropriate to the learners' needs and desires. Determine the target audience for the programme.
  - Youth: In acute and protracted emergencies where large numbers of youth may be idle or without access to other learning opportunities, a skills training programme with primarily social objectives may be of interest to some youth. Others will be interested in a more rigorous vocational training programme in order to improve their skills and chances of obtaining employment.
  - Vulnerable members of the community: Children heading households, orphans, former child soldiers, young mothers, and those with disabilities are often very vulnerable, especially when traditional support mechanisms and opportunities for economic advancement and autonomy disappear as a result of an emergency situation. Vocational education or skills training may be a good option for such vulnerable individuals. Sponsored apprenticeship is an especially good option for the vulnerable, as it can be arranged near their home, and introduces them to the workplace and subsequent employment opportunities. (In many trades, it is necessary to practise as a waged employee for some years to gain enough expertise and develop a reputation that can lead to self-employment. Apprentices have a better chance of getting waged employment since their skills and application are known in the locality).

- Ensure that training programmes reach their intended participants. Consider:
  - Whether additional support is necessary for vulnerable individuals to successfully enrol and complete a vocational education programme. Support might include:
    - Childcare for siblings or children.
    - Community participation to promote acceptance of former combatants.
    - Scholarships or stipends.
    - Assistance with transportation to vocational education programmes.
  - Developing a policy on gender and disability to ensure that, from the start, implementers think creatively about how to reach sometimes forgotten participant groups.
  - The need for same-sex trainers.
  - Whether there is a need for remedial training to allow some participants to participate fully.
  - Establishing a list of criteria for accepting applicants and a review process that a committee can follow to ensure impartiality in accepting participants.
  - Interviews to assess the applicant's intentions and entrepreneurship potential.
  - Trial periods to determine whether trainees are committed and succeeding in the programme. If not, they could be replaced by more suitable candidates. Participants could be evaluated during the trial period based on their:
    - Attendance.
    - Interest.
    - Aptitude.
    - Ability to follow instructions.
  - Developing an awareness and information campaign to communicate training possibilities to the community.
  - Consider post-education follow-up training to reinforce skills learned.

5. Find the appropriate human and capital resources for the training programmes.

- For the rehabilitation of government vocational training centres and the renewal of the nation's vocational education programme, include good survey data on the institutions, a labour market review, and costings for infrastructure, equipment, materials and staff training in the needs assessment for the education sector presented to donors.
- For individual training programmes, consider:
  - Who is available to conduct the skills training?
  - Do those with the technical knowledge and skills have the appropriate pedagogical skills? If not, what additional training can be offered to improve their abilities to teach the skills to the intended learners?
  - Is it more cost-effective to build a centre, to decentralize and use local artisans (through apprenticeship) or to work through existing training structures, if any?
  - Is there a need to contract external trainers rather than those in the refugee, IDP or conflict-affected community to accommodate language differences, learners' prior knowledge or gender, or the need for particular specialist knowledge?
  - What tools and/or training materials can be made available to support the training programme – whether it is an apprentice programme or one run through a centre? Will tools be given to a craftsperson so that the additional apprentice can learn the full range of skills?
  - Will a personal set of tools be allocated to a student on a training course, to become his/hers on graduation – so that the tools are not shiny and saleable at a high price? Alternatively, will the student be given a new tool kit on graduation? Or asked to pay for it through subsequent earnings? Or linked to an income generation or micro-credit scheme?

OPTIMIZING THE USE OF SKILLED TRADES PEOPLE IN THE COMMUNITY

In Tanzania, skilled tailors from Burundi keep up their skills and their business while living in the camps. "When asked whether they could take in more than one apprentice [both tailors] say that they could do so if they had the necessary tools and materials to support the training."

Studies of a sponsored apprenticeship programme for Afghan refugees in the North West Frontier Province of Pakistan showed that a majority of the ex-trainees were in employment that used their skills.

Sources: Lyby (2001: 230); Sinclair (2002: 80).

6. Consider developing a system of monitoring and evaluation, to identify whether ex-trainees are successfully entering the employment market

- Develop a monitoring system to determine whether ex-trainees are employed and using the skills for which they were trained. (It is difficult to trace them, however.) Monitoring systems should also analyze:
  - Costs per trainee.
  - Market information.
- Consider periodic evaluations or assessment of vocational training programmes to answer the following questions (Lyby, 2001):
  - Is the training relevant to the needs of those receiving it?
  - Are the training interventions well designed, that is do the objectives correspond to the efforts (activities) in a way that is likely to bring about the desired results?
  - Do the results justify the costs? Is the work best organized to achieve the desired results? Do the organizations responsible for the training have sufficient capacity to co-ordinate and deliver it at the level required?
  - Are the objectives being achieved?
  - What impacts does the training programme have?
  - To what extent are the benefits of the training likely to be sustained over time?

7. Provide certification of students' achievements.

Consider accrediting or mainstreaming vocational education programmes into emerging or pre-existing education or skills training certification programmes.

- Are student diplomas from government or NGO training centres recognized in the various contexts, i.e. refugee, host country, or returnee contexts? If not, what steps can be taken to ensure that a students' learning is recognized?
- Certain non-governmental institutions have a high reputation, e.g. Don Bosco training centres.
- In general, NGO programmes prepare students for informal sector employment and their certificates are not recognized officially.
- It is always desirable to issue certificates at the end of a training course, even if there is no official recognition. The certificates give satisfaction to the student, and may be helpful in getting employment, even if not recognized by government.
- Testing procedures that could be used to provide government certification of skills acquired may not be functioning during times of emergency.
- What traditional mechanisms exist for certifying the capability of an apprentice? If certificates were provided prior to the conflict, can they be provided now?

TOOLS AND RESOURCES

1. Types of vocational training

Apprenticeships

Students are placed with skilled artisans for a pre-determined period. Often these programmes target out-of-school youth or vulnerable members of the population.

- Quality and duration of learning: Depends on the skill level of the artisan with whom an apprentice is placed. This is generally a good method for the acquisition of skills as learning is immediately applied, repeated and learned at the individual's pace. In addition, apprenticeship programmes also impart knowledge of all the skills needed to run a small business, such as improvising tools, materials and small parts as well as dealing with suppliers and customers.
- Skills training areas: Topics may include hairdressing, sewing/tailoring, carpentry, mechanics, leather working, photography, vehicle repair, or computer science, depending on the existing artisans, community needs and participant interest. One advantage of this approach is that trainees can study a wide range of trades, and in a wide range of locations, thereby lessening saturation of the labour market.
- Cost: These programmes typically tend to cost less, as there are none of the costs associated with construction of centres. However, there will be staff costs associated with large-scale sponsored apprenticeship programmes, and in such programmes trainees may be given a travel allowance, etc., depending on local conditions. The artisans are provided with tools and materials for themselves (if they lost them in the conflict) or so that there is additional equipment to enable the apprentices to proceed quickly to learning the skills of the craft. As with all programmes, it is preferable to make a set of basic tools available to the graduating apprentice, since this increases employability.
- Monitoring and evaluation: Apprenticeship programmes are difficult to monitor as each artisan's training locality must be visited in order to verify attendance, learning progress, etc. However, it is somewhat easier to monitor ex-trainees as many continue working with the same master craftsperson or in neighbouring businesses, as waged employees.

Resource centres

Several artisans come together and are provided with working tools. Production or services are provided on-site for the local population. Resource centres may be set up by international organizations to facilitate the availability of materials needed for local procurement (e.g. school furniture) and to support the local economy. The impact of these centres on local markets should be considered before they are established.

- Quality and duration of learning: Depends on the skill level of the artisans but typically a good method because learning is immediately applied, repeated and learned at

individual rates. Resource centre staff may also help artisans and their apprentices learn business skills that enable artisans to manage large orders, and market their goods and services.

- Skills training areas: Teaching and production go hand in hand. For example, resource centres staffed with artisans and apprentices may produce school uniforms or school furniture. Sometimes multiple artisans are brought together in the same location.
- Cost: Typically includes construction or rehabilitation of centres, hiring staff to manage them and materials for equipping them.
- Monitoring and evaluation: Easy to monitor in terms of profits made, orders filled and quality of product produced, as well as attendance and application of learning. It is more difficult to monitor the training interaction between artisans and apprentices unless it is highly structured.

Training centres

Training centres are a more formal mode of training where students learn a trade from an instructor following a curriculum with some applied time practising the skill in a classroom setting. Some training centres have on-site production capabilities while others may be more theoretical and exam-based in terms of measuring skills achievement. Often training-centre programmes are independent of local markets. Some are established by NGOs, while some are businesses. In some cases, an international organization pays the fees for students to attend government or other training centres. Some NGO programmes have used mobile trainers who travelled to a variety of small training sites in a region.

- Quality and duration of learning: International humanitarian organizations that fund training centres have limited grant periods and are under pressure to serve the maximum number of students in the shortest period of time to show low cost per beneficiary ratios. This phenomenon frequently leads to training periods that are too short to prepare trainees adequately.

  In addition, while the relevance of skills taught to the requirements of the local markets may theoretically be high, graduates may not find employment as there is often a missing link between formal vocational education training programmes and employment in communities where markets are severely weakened. Some programmes continue to train people on the assumption that skills learned cannot be lost and jobs may be found at a later time (such as upon repatriation or when markets recover). However, the skills learned in a training centre need to be developed and 'over learned' in a workshop situation before they are sustainable. Moreover, employment opportunities may simply not arise, and graduates may get frustrated.
- Skills training areas: Depending on the skill taught, theoretical approaches to learning may be more or less effective. For professional positions, such as business management, a case study approach may be good. For more applied skills such as carpentry, however, there may be insufficient time for practising a skill learned.
- Cost: The costs for these programmes may include the construction or renovation of centres, the hiring of management staff and the costs to equip the centres and provide materials. Often international organizations are tempted to build centres as

they are highly visible and easy to monitor. Unless centres existed prior to the conflict, however, financial sustainability is often difficult.

Mobile training centres may be a cost-effective alternative but factors such as the number of vehicles needed, the distance that will be travelled (and associated gasoline and maintenance costs) and the cost of necessary on-site materials must be factored into the total cost.

- Monitoring and evaluation: Training centres are typically very easy to monitor in terms of the number of participants involved in the learning programme. In addition, skills acquisition can be assessed by testing learners. Frequently it is more difficult to monitor employment gained and retained over time, as graduates may be difficult to follow or organizations are unable to sustain the monitoring effort after a certain time.

  Training centres that are not in large urban areas or that enrol learners from the same geographic area may saturate the market with too many graduates, thereby jeopardizing their chances of finding employment opportunities. To remedy this situation, skills training options should be regularly evaluated to match market demands.

Training for self-help groups

Beneficiary groups frequently form their own co-operatives such as collective gardening, poultry raising, tie-dyeing or soap making. These groups are already involved in income generation and may have assembled their own resources but may want training in business and organizational skills, or basic literacy and numeracy.

- Quality and duration of learning: The quality of the teaching depends on the trainer and the learners' ability to apply the skills over time to their enterprises. Literacy and numeracy skills often take a minimum of 18 months and must be continuously reinforced over time.
- Skills training areas: Typically, existing self-help groups need skills in business management, production and services and literacy and numeracy to improve areas such as record keeping and communication.
- Cost: These programmes typically are low in cost and require only a trainer, materials and transportation to self-help group sites. Since the skills taught are conceptual and mastered over time, however, these programmes are typically longer and involve smaller groups.
- Monitoring and evaluation: It is easy to monitor participant attendance and skills acquisition through testing. It is much more difficult to monitor changes in business strategy or overall effectiveness over time.

Source: UNHCR (1996).

2. A programme outline: vocational training for Burundian refugee youth in Tanzania

The overall objective of the programme is to provide refugees, and in particular the youth, with skills that will be useful for them on their repatriation to Burundi.

In order to achieve this, four immediate objectives have been formulated:

1. **To establish and manage a camp-based training programme**

   This entails creating a co-ordination structure across the camps; establishing a training centre in each camp; identifying training opportunities with the NGOs that are engaged in logistical work in the camps and ensuring that these are used in a systematic way; organizing market surveys and inventories of potential trainers in each camp; and testing new technologies with the help of consultants.

2. **To enable youths to become self-employed through enterprise-based training**

   This is an economic objective. It would set as a target the annual graduation of 1,000 youths from enterprise-based training (assisted apprenticeships) with refugee micro-entrepreneurs, supplemented with theoretical instruction at the training centres.

3. **To provide different target groups with employable skills through group-based training**

   This objective is also predominantly economic. It combines targets of 1,000 mainstream youths with 500 with special needs (from vulnerable groups). A third target is to have 5,000 people attend short horticultural training sessions each year through a considerable expansion of the land allocated to horticulture in each camp. The mode of training is group-based training, with supplementary theory at the training centres. Group instructors will receive monthly incentives at an agreed level.

4. **To occupy out-of-school youths who otherwise have very little to do**

   The target here is to engage 5,000 youths in sports activities through the establishment of sports clubs, and to help primary schools to have, for example, football competitions. The second target is to extend computer and Internet use to 1,000 youths per annum through the establishment of Internet cafés in seven refugee camps and three Tanzanian towns. Under the supervision of the responsible NGOs, refugees receiving incentives will largely run the activities.

Source: Lyby (2001: 246-247).

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CHAPTER 26

SECTION 5

United Nations
Educational, Scientific and
Cultural Organization

International
Institute for
Educational
Planning

Chapter 25

EDUCATION FOR LIFE SKILLS: PEACE, HUMAN RIGHTS AND CITIZENSHIP

SECTION 5 CURRICULUM AND LEARNING

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Chapter 25

EDUCATION FOR LIFE SKILLS: PEACE, HUMAN RIGHTS AND CITIZENSHIP

MAIN OBJECTIVES

- **To help learners develop constructive non-violent behaviours, including co-operation, peaceful approaches to resolution of problems, respect for human rights and responsibilities, and active democratic citizenship.**
- **To ensure that learners develop the skills and values to consciously avoid negative behaviours such as violence, intolerance and discrimination.**

CONTEXT AND CHALLENGES

Many emergency situations arise as a result of conflict, the roots of which are often the lack of respect for human rights and poorly functioning systems of local and national governance. Education for conflict-affected populations should help children and adults to understand their responsibilities for building a more peaceful future, in which the rights of all are respected. The relative emphasis on peace, reconciliation, respect for diversity, human rights and responsibilities, citizenship and democratic institutions will depend upon the local situation. Peace is a matter of great concern to those who have recently suffered from conflict, while those who have suffered from dictatorship and discrimination may be more interested in the concept of active democratic citizenship or human rights. Sometimes the government may prefer to use a more neutral term, and the messages of peace and citizenship may be referred to as 'life skills education' or another acceptable title.

In order to develop positive and constructive behaviours, the skills, concepts and values of peace, human rights and citizenship have to be taught using experiential methods. Structured activities such as special 'games', role plays and analyses of stories lead to discussions (facilitated by the teacher), in which students reflect on, develop, practise and internalize new behavioural skills, concepts and values. The skills should incorporate inclusion (understanding similarities and differences, avoiding bias), active listening and two-way communication, co-operation, analysis, problem-solving, appropriate assertiveness, negotiation, mediation, advocacy as well as emotional self-awareness, empathy

THE CONVENTION ON THE RIGHTS OF THE CHILD AND EDUCATION FOR PEACE AND HUMAN RIGHTS

Article 29:"States Parties agree that the education of the child shall be directed to:
…

(b) The development of respect for human rights …

(c) The development of respect for … the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own.

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin …"

Source: CRC (1989).

and trust. They are practised in a framework of values such as tolerance, peace, social equity and justice, gender equity, human rights and responsibilities and active citizenship based on democratic principles. Knowledge of a more factual nature, such as the history of peace theory, international declarations and conventions on human rights, or national constitutional and legal structures, is included as appropriate. For example, in a mixed nationality group of refugees, the ideas of human rights can be shared, whereas in a returnee or other 'one nationality' situation, it may be desirable to spend time understanding the national system of justice and governance.

THE TWO FACES OF EDUCATION IN ETHNIC CONFLICT

The negative face of education: Peace-destroying and conflict-maintaining impacts of education	**The positive face of education: Peace-building and conflict-limiting impacts of education**
• The uneven distribution of education as a means of creating or preserving positions of economic, social and political privilege • Education as a weapon in cultural repression • Denial of education as a weapon of war • Education as a means of manipulating history for political purposes • Education serving to diminish self-worth and encourage hate • Segregated education as a means of ensuring inequality, inferiority and stereotypes • The role of textbooks in impoverishing the imagination of children and thereby inhibiting then from dealing with conflict constructively	• Conflict-dampening impact of educational opportunity • Nurturing and sustaining an ethnically tolerant climate • Education and the desegregation of the mind • Linguistic tolerance • Cultivation of inclusive conceptions of citizenship • The disarming of history • Education for peace programmes • Educational practice as an explicit response to state oppression

Source: Adapted from Bush and Saltarelli (2000: 34).

Providing good-quality education for peace, human rights and citizenship is central in emergencies and reconstruction situations. To do this, however, educational authorities, agencies, donors and education personnel must be aware of the challenges as well as opportunities involved.

Populations affected by conflict or deprivation of human rights are often enthusiastic about education for peace, human rights and citizenship. Disaster preparedness and response also provide an opportunity for the practice of active citizenship at the community level. At the same time, head teachers may resist providing a timetable period for this subject due to curriculum overcrowding. Similarly, many programmes provide only resource materials and ask the teachers to formulate the curriculum structure themselves. Most teachers in emergency situations have neither the training nor the freedom to do this. Without special training, teachers cannot easily undertake this new and unfamiliar activity, which means that many programmes fail. It is also not realistic to expect teachers to deal with sensitive subjects such as the causes of and remedies for ongoing or recent conflict without appropriate training. Most will lack the expertise to provide more generic peace education.

To be successful, programmes need to be both structured and sustained. Occasional programmes such as 'peace messages' or 'special days' such as 'peace days' do not change behaviour.

When done properly, education for peace, human rights and citizenship can render invaluable benefits, however. Where displacement occurs as a result of internal conflict, education for peace and respect for diversity is of great importance to future social cohesion. Education for peace and citizenship can help build bridges between returning refugees or IDPs and those who did not migrate. The phase of the emergency and the population group concerned must always be taken into consideration when designing such programmes.

In situations of displacement, tensions will be very high and people will be under stress as they may have witnessed atrocities, or members of their family may have been killed. Conflicts can also arise between IDPs and community members who were not forced to move. In such circumstances, it is difficult to implement a 'peace education' programme *per se* right at the beginning. Peace education workshops including returnees, IDPs and non-migrants can help identify problems and build solutions, provided that skilled facilitators are available.

Psychosocial programmes during acute emergencies can incorporate peace elements, but it may be difficult to access and train teachers. Peace or human rights education initiatives must make it clear that they do not challenge the state but seek to convey norms and standards that the society may work towards in its own way in the post-conflict period.

Incorporation of human rights education in protracted emergencies should facilitate later reconciliation and development of effective structures of governance. At the stage of early reconstruction, courses for adolescents and adults need to extend from principles of peace to understanding of human rights and national law as the basis for prevention of conflicts and foundation of peacebuilding. Active citizenship activities at local level can be linked to or follow on from peace education programmes.

Returning teachers who have been trained in peace education and similar themes will be an important resource, if schools are willing to incorporate these themes in the timetable. However, a programme based on constructive skills for living should be acceptable if feasible under the prevailing conditions. Peace-building activities in other sectors than education, e.g. inter-ethnic community service or income-generation projects, can benefit from the inclusion of peace education workshops, if skilled facilitators are available.

SUGGESTED STRATEGIES

Summary of suggested strategies

Education for life skills: peace, human rights and citizenship

1. Identify key personnel within the education ministry/ies, the curriculum centre, teacher training or university faculties of education and NGOs with interest and experience in education for peace, human rights and active citizenship (including responsible health and environmental behaviours), and form a working group.
2. Conduct or facilitate a review of education programmes for peace, human rights, active citizenship, and responsible health and environmental behaviours, being conducted under government auspices, through civil-society organizations and external agencies and NGOs.
3. Prepare a framework for co-operation between programmes in this field, and at the early reconstruction phase, prepare a national plan of action.
4. Provide guidance to civil-society organizations on the conduct of education for peace, human rights, active citizenship and responsible health and environmental behaviours.
5. Design programmes that meet the needs of a particular situation and phase of the emergency, with participation of educators, youth and adults from the affected communities.
6. Consider how to provide time for interactive/experiential and reflective learning in this area, and how to train teachers.
7. Consider offering non-formal workshops for youth, adults, women's groups, men's groups, community leaders and students to ensure that messages of peace, human rights, citizenship and responsible health and environmental behaviours reach all sections of society.
8. Ensure monitoring and formative evaluation of the programme.
9. Use peace education programmes for refugees, IDPs and returnees to build linkages between displaced, host and non-migrant communities.

Guidance notes

1. **Identify key personnel within the education ministry/ies, the curriculum centre, teacher training or university faculties of education and NGOs with interest and experience in education for peace, human rights and active citizenship (including responsible health and environmental behaviours), and form a working group.**

2. **Conduct or facilitate a review of education programmes for peace, human rights, active citizenship, and responsible health and environmental behaviours, being conducted under government auspices, through civil-society organizations and external agencies and NGOs.**

   - Identify existing learning programmes in peace, human rights and citizenship education, as well as life skills education, from outside sources.
   - What titles do peace-oriented programmes have? (See also 'Tools and resources', 'Interrelationship of education initiatives related to peace, human rights and active citizenship'.)
     - Education for conflict resolution.
     - Tolerance.
     - Reconciliation.
     - International or mutual understanding.
     - Values education.
     - Child rights.
     - Human rights.
     - Global education.
   - What basic skills and values are taught in these programmes? (See the 'Tools and resources' section for more information on the 'Elements of Peace Education Programmes'.)
     - Basic skills and values of communication.
     - Empathy.
     - Avoidance of prejudice.
     - 'Win-win' problem solving.
     - Mediation and reconciliation.
   - As there is often a great overlap in content with programmes known as 'life skills' education, which teach better communication, co-operation, problem solving and conflict resolution in relation to gender issues and HIV/AIDS prevention, evaluate these kinds of programmes.

- Are there any pilot programmes in a related area, respect for international humanitarian norms, which are being sponsored by the International Committee of the Red Cross.
- Analyze existing learning programmes (curriculum, textbooks, classroom activities) for elements and skills of peace or its opposite. (See also the *Guidebook, Chapter 20,* 'Curriculum content and review processes'.)
- Does the curriculum meet the needs of all the students (e.g. girls, religious/cultural groups, language groups, special needs groups)?
- Are there content areas where some aspects of education for peace, human rights and citizenship are already present?
- How much flexibility/space/openness is there to use the learning programme as a tool for healing?
- Determine whether a separate peace education or similar programme is desirable.

3. Identify modalities for co-operation between programmes in this field, and at the early reconstruction phase, prepare a plan for the progressive development and expansion of work in this area.

- Share expertise and co-ordinate efforts so that maximum benefit is obtained from limited resources.
- Avoid confusing teachers and students by a series of education interventions that cover similar ground but are interrelated.
- Make efforts at the stage of early reconstruction to include objectives of peace, respect for human rights and active citizenship in the emerging curriculum framework.
- Consider establishing a pilot programme in selected schools, to try out and adapt the materials available internationally and nationally in this area.
- Building on pilot experience, a framework for skills and values-based education can be developed as part of schooling from pre-school onwards. This framework should be focused on:
  - Developing skills and values for peace.
  - Human rights.
  - Citizenship.
  - Responsible health and environmental behaviours, etc.
- Coverage can be extended through strong government support for an expanding network of participating schools, leading to insights into how to strengthen this element of the curriculum for students generally.

LEARNING TO LIVE TOGETHER: SUGGESTED POLICY GUIDELINES FOR AN INTEGRATED APPROACH TO SKILLS AND VALUES DEVELOPMENT

How to include goals of peace and conflict resolution, tolerance and respect for diversity, respect for human rights and humanitarian norms, active citizenship, environmental sustainability, non-pressured personal relationships and preventive health.

Element 1: Preparatory actions; identifying national and regional human resources for start up, participatory research, feasibility studies, stakeholder consensus building.

Element 2: Strong government policy commitment and vision statement.

Element 3: Creation of a core development team including committed educators who have proven skills in experiential education and in-service teacher training.

Element 4: Creation of a coherent and progressive age-appropriate unified curriculum framework for building skills, concepts, attitudes and values related to the goals of learning to live together, including preventive health.

Element 5: Introduction of a 'separate subject' for behavioural skills and values, with an appropriate motivational title, or series of titles, for one period a week throughout the years of schooling. This subject can be totally separate, or if necessary, an earmarked addition to an existing 'carrier' subject. It should have its own:

- Special title(s).
- Special time-slot in the timetable.
- Special active methodology.
- Special support materials based on a pedagogically sequenced curriculum.
- Specially identified and specially trained teachers.
- Special ongoing teacher support.

Element 6: Insertion of supporting course units/lessons units into existing subjects.

Element 7: Textbook reform to exclude harmful material and introduce positive modelling of learning to live together related to the various goals.

Element 8: Policy of government-supported step-wise expansion of network of participating schools and other education institutions and programmes (pre-school, vocational, non-formal, higher education) aiming towards universal coverage without diminution of quality.[1]

Element 9: Conflict resolution/life skills/citizenship workshops for practising and trainee teachers.

Element 10: 'Whole school' and 'whole community' approach, and multiple channels of communication.

Element 11: Research, monitoring and evaluation.

Source: Sinclair (2004: 147).

1. With ongoing research-based development of diversified programmes suited to the various types of institutions including those operating under especially difficult conditions.

4. Provide guidance to civil-society organizations on the conduct of education for peace, human rights, active citizenship and responsible health and environmental behaviour.

A best practice review and annotated list of ongoing programmes could be helpful in promoting quality education and inter-agency co-operation in this field. See for example, UNESCO (2002*b*) or the 'Tools and resources' section of this chapter for a comparison of intervention models for behavioural skills and values development for peace.

5. Design programmes that meet the needs of a particular situation and phase of the emergency, with participation of educators, youth and adults from the affected communities.

- In the acute phase of an emergency, consider including interactive play components so that children begin to learn some of the messages of peace education, such as co-operation and inclusiveness.
    - These play components can be introduced even when the caregivers do not know the links between the activities and the concepts associated with peace education.
    - At a later stage, teachers can be trained on the concepts so that they can then discuss them with the children during the play activities.
    - Even before a formal peace/human rights/citizenship education programme is adopted, consider starting focused discussions, or 'study circles' on these issues with community leaders, youth, or women's groups.
- Give group leaders or teachers initial training to facilitate these discussions. The training should be such that it can later be incorporated in training for the peace/human rights/citizenship education programme.
- Community activities that begin the process of education in the principles of citizenship will provide vital experiences for use in the wider society at a later date.
- Does the community support the inclusion of peace, human rights and citizenship education in the formal school curriculum? Does the community wish for workshops or non-formal education on these themes? Community participation requires a series of discussions where the elements and ramifications of such a programme are openly and frankly discussed.
    - Undertake a baseline study to determine the behaviours and attitudes of the population with regard to peaceful behaviours, human rights and citizenship. Design the study by reference to the types of activity to be included in the new education programme.

- Establish focus groups ensuring that all elements of the community – including minority groups, women, religious leaders, community leaders and caregivers – actively participate.
- Undertake focus group discussions to ensure that there is an understanding of the purpose of peace/citizenship education or similar programmes.
- If there is support for peace education or similar programmes, determine the title of the programme. Some options include 'peace education', 'human rights education', 'citizenship education', 'life skills education'.

- Design an appropriate programme.

(See the 'Tools and resources' section for a list of elements generally included in peace education programmes.)

- Consider whether the programme:
  - Focuses on the skills of peace and citizenship in general.
  - Introduces humanitarian norms/the Geneva Conventions, especially where there is a risk of further violent conflict. These norms/conventions can also be used as a tool for active citizenship in meeting the needs of others.
  - Is acceptable to the community.
  - Is culturally appropriate.
  - Builds positive and constructive skills and behaviours. Focus should be on individual and inter-personal skills and behaviours, prioritizing matters within the competency of the students at the time, such as:
    - Peaceful resolution of conflicts in the community.
    - Promoting the rights of the child and women's rights.
    - Condemning sexual and gender-based violence.
    - Reducing and countering peer or partner pressure to have unwanted or unprotected sex.
    - Ensuring rights of those with disability.
- Is a sustained learning experience rather than an occasional programme – uses a cyclic curriculum approach covering each year or grade of schooling.
- Has a teacher-training component to ensure valid teaching. Does the teacher training component lead to some form of certification?
- Can the programme be directly implemented in schools?
- Identify and ask teachers to remove elements of current curricula that incite hatred, violence, negative attitudes, etc.
- What are the alternatives if full inclusion into the curriculum is not possible – for example, after-school or weekend activities, or programmes during holiday or break periods, etc.?

6. Consider how to provide time for interactive/experiential and reflective learning in this area, and how to train teachers.

Any programme that attempts to develop and change interpersonal skills, values/attitudes and behaviours needs time for experiential activities such as role-plays, together with group discussion and reflection. Without these elements, which are time-consuming, any learning will be theoretical and many students will not develop the intended skills and values. Hence, there must either be extra time allocated to a 'separate subject', or a weekly period is needed for a 'carrier subject' approach, which is more effective. Asking busy teachers to insert this kind of sensitive and activity-based approach into their regular teaching is not effective in the short or medium term (see the *Guidebook*, *Chapter 22*, 'HIV/AIDS preventive education').

(See the 'Tools and resources' section of this chapter for a comparison of intervention models.)

- If education for peace, human rights and citizenship is to be incorporated into the existing curriculum, identify the modifications that are necessary to include these elements. (See also the *Guidebook, Chapter 20*, 'Curriculum content and review processes'.)
- Can education for peace/human rights/citizenship be taught as a separate subject? This will take persuasion but may be possible when decision-makers are sincerely concerned about building a more peaceful future.
    - A separate named weekly lesson period is needed in each year of schooling for experiential teaching related to peace, human rights, citizenship and responsible health and environmental behaviours, whether it is a 'separate subject', or included in another 'carrier' subject such as civics.
- Into which subjects can teachers be helped to include the new themes related to peace, human rights and citizenship, to complement the focused lesson periods devoted to these topics?
    - Language instruction.
    - Physical education.
    - Religious education.
    - Civics.
- Are there curriculum writing/education revision groups in existence that can be trained to include these dimensions as well?
    - Consider the use of a core group of curriculum specialists, teachers and NGO educators with special experience in this area to design and implement a pilot programme, drawing on national and international experience.
    - Determine which outside groups are already working on peace, human rights, citizenship, environmental awareness, and life skills education and seek to collaborate with them.

- 'Subject integration' of peace education and citizenship can be seen as a target for gradual long-term quality improvement of various subjects. It does not represent a solution for providing education for peace and citizenship in post-conflict situations, for which a separate lesson period and specially trained teachers are required.

IMPROVING TEACHER SKILLS THROUGH PEACE EDUCATION

In the refugee schools in Kenya, peace education lessons provide many students and teachers with their first insight into the use and value of participatory methods. "The peace education teachers are now considered to be the best-trained teachers in the camp and they have taken on roles which were not envisaged, such as peer training, counselling and mentoring."

Source: Baxter in Sinclair (2001: 29-30).

Be aware of the extreme difficulty of integrating experiential behavioural skills and values development activities in existing subjects. This is very difficult even in countries with well-resourced education systems and well-trained teachers. It is almost impossible in countries with under-trained teachers and examination-focused teachers, students and parents.

- Consider how to train teachers for this new type of participative and sensitive work and identify other needed resources.

  It will be difficult to train all teachers to undertake this type of work – it is best to train teachers with an aptitude and interest. Alternatively, but with less prospect of success, teachers of a particular 'carrier' subject may be trained in this work.

- How will suitable teachers be identified and made available – will new teachers be recruited or will teachers be selected for training from the existing staff?

- How much training and in-school mentoring of teachers is required for this new type of experiential education?

  - Generally, ongoing training during several holiday/break periods is required, for example, three sessions of ten days during holidays in addition to in-school support.
  - In-school support is needed from mobile trainers, since most teachers will be new to this type of active learning and classroom reflection on sensitive matters
  - As selected teachers receive training and develop the experiential skills needed to teach education for peace, human rights, citizenship education and responsible health and environmental behaviours, additional support may be provided so that they or other teachers can begin to incorporate these skills into the teaching of other subjects.

- What consumable resources are required? These should be a minor part of the budget so that the programme remains sustainable even in the event of budget cuts.
- How will the programme be funded and for what period?
  - After the initial start-up phase, ensure the sustainability of the programme by including the necessary teachers and other resources in the normal education budget.
- What technical support is required? Who will supply it?
- Provide awareness training for all educational administrators and other education workers not directly involved in the education for peace, human rights and citizenship programme.
  - Do administrators, teachers and education workers understand the philosophy and methodology of education for peace, human rights, etc.?

7. Consider offering non-formal workshops for youth, adults, women's groups, men's groups, community leaders and students to ensure that messages of peace, human rights, citizenship and responsible health and environmental behaviours reach all sections of society.

- Can such programmes be linked with ongoing skills-based health-education programmes to ensure that they give complementary messages, since similar core skills are involved?
- What linkages can be made with awareness-raising programmes related to gender, the environment, landmines, etc.?
- Can non-formal workshops be offered as part of technical/vocational training courses?

8. Ensure monitoring and formative evaluation of the programme.

- Involve the community in the monitoring and evaluation of the programme – both elements incorporated into formal school and elements included in non-formal settings.
  - Community participation in the development/acceptance/modification of the programme is vital.
  - Support should also be provided for follow up activities such as community service, inter-ethnic sporting events, production of creative writing/ newsletters related to peace, etc.
  - Where possible, support national university staff and students to participate in and evaluate the programme.

9. Use peace education programmes for refugees, IDPs and returnees to build linkages between displaced, host and non-migrant communities.

- In refugee or displaced situations, where peace education programmes are being implemented in camps, explore ways of establishing parallel peace education programmes in the host community to ensure mutual reinforcement and common behaviour modifications.
  - What allied programmes exist in the general community (e.g. non-formal education)?
  - Are the concept areas and desired attitudinal learning similar?
  - Do the programmes allow for a comprehensive approach?
  - Do the programmes encompass and cater to members of all social groups? (Ensure access/participation of girls/women, youth, minority groups, religious, cultural groups etc.)
- In situations of return, consider using the knowledge and experience of returning teachers who have been trained in peace education and similar themes to help establish education for peace, human rights and citizenship in the curriculum of the home country.
  - Are there education working groups who can crosscheck the validity of the training programmes?

TOOLS AND RESOURCES

1. Elements of peace education programmes

The INEE *Good practice guide on peace education* suggests that the following elements are often included in peace education programmes:

Concepts

- Similarities and differences, inclusion/exclusion, self-esteem (in some societies), communication, self-respect, emotional literacy, social pressure, reflection, co-operation, conflict prevention/management/resolution.
- Human rights, children's rights, child protection, gender rights, marginalization, demobilization, reintegration, preservation of cultural norms, rule of law, civic participation/responsibility, democracy, good governance.
- Human dignity, humanitarian acts, civilians versus combatants.
- Peace (internal, external), peace building, peace maintenance, reconciliation, impunity, truth and justice, rehabilitation, disarmament, escalation and de-escalation of conflict.

Values

- Compassion, empathy, sympathy, kindness, inclusion, family values, respect for human life and dignity and similarity, love, caring, tolerance, diversity, simplicity, freedom, responsibility, honesty, emotional honesty, humility, happiness, co-operation, ethics/morality, equity, forgiveness, confession/admission, spirituality, patience, self-help, trust, integration, pluralism, cultural/social values preservation, accountability, unity/patriotism for national unity after conflict, good governance, peace.

Skills

- Active listening, questioning, communication.
- Working together, co-operation, social integration, accurate perceptions, recognizing stereotypes, assertiveness.
- Analysis/critical thinking, identifying root causes, reflection, problem-solving, making choices, identifying dilemmas, seeing that actions have consequences, having multiple perspectives, values clarification.
- Negotiation, mediation, conflict resolution, advocacy, teaching, sharing, consensus building, networking.

Knowledge

- Principles of human rights, human rights instruments, UN charter, UN Decade of a Culture of Peace and Non-Violence for the Children of the World 2001-2010.
- Origin and principles of humanitarian law (including areas of application, who does it protect, why is it difficult to apply, who is involved).
- Problem solving, mediation, conflict management, peace building, community methods for conflict resolution, peace, justice, bias, tolerance.
- HIV/AIDS awareness and related interpersonal skills.
- Tools such as information technology, research, publications/media, writing, case studies, networking.

In addition, the guide suggests the following tips for evaluating the success of peace education programmes:

- The importance of generating base-line indicators jointly with the community.
- The need to identify at the beginning (to the extent possible) the types of behavioural indicators that will be looked for as indicators of success [e.g. what is looked for in children's speech (e.g. stereotypes), their co-operation in tasks and outside of the school with groups who were previously marginalized, ability to socialize with people from opposing groups].
- Building baseline and subsequent measurement of indicators into the project design.
- Observation of participants can indicate values adopted.
- Possibility of systematizing anecdotal evidence collected through monitoring and evaluation.
- Evaluation should be both formative (during the implementation) and summative (measuring impact at the end of a given period). Evaluation needs to cover the content and methodology of the intervention as well as the structure (e.g. materials, teaching approaches and then full-time, part-time in or out of school, special training or add-on training etc.). These are all formative. Summative evaluation measures impact of the programme (longitudinal studies, anecdotal feedback reduction in violence, measurable improvement in levels of interaction (through high-level observation), etc.) Formative evaluation should be ongoing from the beginning of implementation; summative should be after three or four years. Behaviour change will not be visible prior to this time.
- Team evaluation (insiders and outsiders) is better than having a single outside evaluator.
- Being selective about evaluation, to keep costs in proportion.
- Success stories are important in training and fund-raising.

Source: INEE (2002).

2. Interrelationship of education initiatives related to peace, human rights and active citizenship

EDUCATIONAL INITIATIVE	NATURE OF LEARNING GOALS
Peace education	Conflict resolution, peace, reconciliation, tolerance, respect for human rights, civic participation…
Education for mutual understanding	Social cohesion, respect for diversity, inclusive national identity …
Multicultural/intercultural education	Tolerance, respect for diversity, anti-racism, non-discrimination …
Human rights education	Respect for human rights and responsibilities, rights of women, children and minorities, tolerance, non-discrimination, prevention of bullying, civic participation …
'Life skills'/health education	Preventive health / HIV/AIDS prevention, prevention of substance abuse, respect for the health rights of others, respectful relationships …
Citizenship education	Active and responsible participation in civic/political life, democracy, respect for human rights, tolerance…
Education for sustainable development	Environmental sustainability, respect for the rights and welfare of all …
Humanitarian education	Respect for humanitarian norms, humanitarian acts, non-discrimination …
Values education	Internalization of values of peace, respect and concern for others …

Source: Sinclair (2004: 22)

3. Comparison of intervention models for behavioural skills and values development for peace, human rights, citizenship, preventive health behaviours

ADVANTAGES	TYPICAL PROBLEMS
INTEGRATION/INFUSION APPROACHES	
• A 'whole school' approach • Uses accepted school subjects • Many teachers involved • Potential for reinforcement	• Difficulty of ensuring cohesion and progression in what students learn (skills and values for peace, human rights, citizenship, preventive health behaviours) • Difficulty of accessing, training and supporting all teachers in skills-based experiential approaches and influencing all textbooks • Bias to information transmission in content and methodology (same as for other subjects) • Lack of lesson time for experiential activities and discussion • Can be lost among higher status elements of curriculum • Pressure to focus on examination topics • Some teachers do not see relevance to their subject • Potential for reinforcement seldom realised due to other barriers • Teacher turnover necessitates long term training and support programmes
CROSS-REFERENCING APPROACHES	
• Special skills and values-focussed lesson units prepared centrally for insertion by subject teachers as enrichment or application of certain topics means that information and guidance is provided to non-specialist teachers	• Difficulty of cross-referencing to subject syllabi • Difficulty of accessing, training and supporting teachers of concerned subjects in skills-based approaches • Lack of lesson time for experiential activities and discussion • Pressure to focus on examination topics • Teacher turnover necessitates long term training and support programmes
CARRIER SUBJECT APPROACHES	
• Teacher training and support easier because fewer teachers involved and some have relevant background due to their subject experience • Teachers more likely to see the relevance of the skills and values • Cheaper and faster to integrate the components into materials of one subject than to infuse them across all	• Risk of an inappropriate subject being chosen (e.g. biology is less good than health education or civic education for HIV/AIDS education because of the social and personal issues, and tendency of science teachers to focus only on transmission of knowledge) • Needs an extra timetable period for new experiential content • Pressure to focus on examination topics • Some of the subject teachers may be unsuited to experiential approaches and facilitating discussion of sensitive topics • Teacher turnover necessitates long term training and support programmes
SEPARATE SUBJECT APPROACHES	
• The specially trained teacher needs intensive training but through constant practice gains competence and is motivated to keep the job by actually teaching the skills, values and behaviours required by his/her employers • Clear labelling of the subject and adequate time allocation assist students to internalize appropriate values and behaviours	• Requires decision to find space in existing timetable or add an additional school period to the school week • Pressures on the specially trained teachers to do other things, especially if their programme is given low status • In small isolated schools, the specialist teachers need additional tasks to fill their timetable • Teacher turnover necessitates long term training and support programmes

Source: Sinclair (2004: 135).

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CHAPTER 25

SECTION 5

United Nations
Educational, Scientific and
Cultural Organization

International
Institute for
Educational
Planning

Chapter 28

ASSESSMENT OF NEEDS AND RESOURCES

SECTION 6 MANAGEMENT CAPACITY

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Chapter 28

ASSESSMENT OF NEEDS AND RESOURCES

MAIN OBJECTIVES

- **To develop a sound information base for prioritizing immediate educational needs, co-ordinating emergency assistance efforts and a basis for longer-term educational planning and resource mobilization.**
- **To develop a plan for action that includes needs grouped according to urgent and longer term, and then ranked according to priority, a general timeframe for services to be provided, and an estimate of the cost of resources required.**

CONTEXT AND CHALLENGES

Assessment of emergency-affected populations – their numbers, resources and needs – is always difficult. In situations of displacement, people may still be moving and some may be afraid to identify themselves. At the beginning of an emergency, a rapid assessment must be conducted in order to obtain rough estimates about the size and demographic composition of the population. It is important to recognize that many actors – including educational authorities, other government officials, United Nations and non-governmental organizations, religious groups and local communities – will want this type of information as well as information about the security situation and access to the population. Co-ordination of assessment activities is essential. Educational authorities should seek to be involved in such activities or, at a minimum, take advantage of the information that has already been collected so as not to waste time collecting it again. The assessment process involves five broad steps:

1. Identification of urgent needs.
2. Assessment of the educational status and needs of children, youth, families.
3. Identification of existing educational activities.
4. Identification of available and potential resources.
5. Identification and ranking of unmet needs according to immediate/urgent v. long-term, then according to importance, feasibility and cost.

The first rapid assessment exercise is only the beginning – the fluidity of emergency situations requires flexible assessment and response. During an emergency situation, assessment may be difficult due to unstable conditions: access to the population may be difficult because of continued violence, the presence of landmines, destroyed roads and infrastructure, and interventions may have to be local until peace is restored. Continued insecurity may severely hinder assessment and the presence of international forces, peacekeeping or otherwise, can be beneficial. The establishment of trust and a sense of co-operation, vital for the effective execution of a thorough assessment, may be problematic during times of conflict when several warring parties are involved. Indeed, the assessment project itself may be seen as controversial and its purposes disputed. Care must be taken not to endanger those who provide information.

It is necessary to assess the extent of damage to school facilities and/or the destruction of schools and supplies, and likewise for national and/or local education administrative offices. The possible prolongation of displacement and issues of long-term repatriation and reintegration should also be considered. Assessment should indicate specific issues needing attention in order to integrate returnees into the national education system.

As the population begins to stabilize and movements start to slow down, more assessments must be conducted in order to learn more about the affected populations, the area(s) in which they are located and, for the purposes discussed in this *Guidebook*, more information about the educational status and needs of children and adolescents and the resources (human and physical) that are available and needed in order to provide them with educational opportunities.

EDUCATIONAL ASSESSMENT IN TIMOR-LESTE 1999

The first step in organizing an emergency response to the explosion of violence in Timor-Leste following the popular consultation result in September 1999, involved a Joint Assessment Mission (JAM) to gather reliable information on the extent of damage to schools. In the JAM, the international community, together with East Timorese representatives aimed to prioritize short-term reconstruction initiatives and to provide estimates of external financing needs. Co-ordinated by the World Bank, a team of major donors, United Nations agencies, multilateral institutions and East Timorese technical specialists participated in a ten-day mission in November 1999. Education was one of eight sectors covered. In addition to field visits and meetings, the JAM education team relied heavily on information that had been gathered prior to the popular consultation in the course of other assessments, and the findings of these assessments contributed significantly to priorities laid out in the JAM report. Destruction to education infrastructure throughout the country was so total that nearly everything needed repair or reconstruction. Therefore, details on individual schools were not gathered in JAM, but were left for UNTAET (United Nations Transitional Administration in East Timor) district staff to gather at a later date.

JAM laid out four urgent priority areas for short-term reconstruction in the education sector, although these were not all acted on immediately. These were: (a) primary and secondary education; (b) training of teachers and administrative staff; (c) education and training for out-of-school youth; and (d) tertiary and technical education. Several key information gaps in the emergency assessment were also identified:

- **Quantitative data on different languages spoken.** Although a 1998 social survey had information about mother tongue, the sample was too small, and the level of detail inadequate. It was thought that it would be too difficult to develop transition plans for language of instruction.
- **Reliable data on literacy and numeracy**. Official Indonesian literacy statistics seemed severely inflated, and the low quality of education indicated a large difference in the number of semi-literate people and functionally literate ones. Hence the need for adult literacy training could not be assessed properly.
- **A consistent, integrated information system**. Statistics contained many misleading, overlapping or inconsistent figures. Classification of institutions was confused between public and private schooling, especially for vocational secondary and tertiary education. Building an integrated information system for the education sector would be necessary for policy planning.

Source: Adapted from Nicolai (2004: 72-75).

SUGGESTED STRATEGIES

Summary of suggested strategies
Assessment of needs and resources

1. Determine which organizations are conducting assessments or collecting data and what kind of data they are collecting. When possible, it is desirable to co-ordinate assessment and data collection.
2. Rapidly assess the educational status of affected populations.
3. Identify existing and needed educational activities.
4. Assess available schools and learning spaces.
5. Assess available human resources.
6. Assess available instructional materials.
7. Assess whether instructional support systems are functioning.
8. Assess untapped resources potentially available to help in educational provision, especially in the community.
9. Assess instructional quality and outcomes.
10. In refugee situations, assess the needs and resources associated with the eventual return of the refugees.
11. Based on assessment information, group unmet educational needs according to urgent/immediate and longer-term. Then rank the needs according to desirability, feasibility and cost.
12. Consult with national experts and stakeholders before finalizing the assessment report.

Guidance notes

1. Determine which organizations are conducting assessments or collecting data, and what kind of data they are collecting. When possible, it is desirable to co-ordinate assessment and data collection.

- Consult with relevant government ministries and with United Nations officials – the United Nations Resident Representative (often the head of the United Nations Development Programme in the country), the United Nations Office for the Co-ordination of Humanitarian Affairs (OCHA), UNICEF, UNHCR (for refugee emergencies).
  - Will they provide their assessment information to educational authorities?
  - What role can educational authorities have in the assessment activities (e.g. participation on teams, input into assessment questions and methodology)?
- Educational authorities and other organizations supporting education will likely need to carry out some assessments of their own in order to obtain more specific information related to the educational needs and resources of the affected population.
- If not already in operation, the educational authority should constitute a data collection unit to co-ordinate data collection for education.
  - To collect necessary data, the data collection unit should develop simple rapid data collection forms, which will later be made more comprehensive, to collect emergency data. (See the 'Tools and resources' section for an example of a UNICEF rapid assessment form, and for more information, the *Guidebook, Chapter 34*, 'Data collection and education management information systems (EMIS)'.)

2. Rapidly assess the educational status of affected populations.

(See also, 'Tools and resources' for INEE standard on initial assessment.)

- What is the educational status of children, youth and families?
  - Who is enrolled in school? Who is taking part in other educational activities?
  - Who is not enrolled in school or taking part in other educational activities (in terms of age, gender, ethnicity, language group and, where relevant religion, other relevant social distinctions)?
  - What is the educational status of children, youth and families?
  - How does educational status differ by age, gender, ethnicity, language group, etc.?

- What groups are particularly vulnerable (e.g. girls, youth, female youth, children with disabilities, households without an adult breadwinner headed by boys, girls, or adults without access to employment and so forth)?
    - Vulnerability can consist of several dimensions including health, economic status, security, access to basic services.
    - IDP populations are particularly vulnerable, depending on the reason for their displacement, e.g. civil conflict.
- What is the immediate status and current capacity of the education system in the affected areas?
    - Human: teachers and school leaders; students; district, regional and national officials; and system leadership.
    - Operational: district and local education offices, schools, equipment.
    - Institutional: data and communications; legislation, policy and regulations; and authority relationships.
- Who are the relevant communities (e.g. the displaced, the local community, returnees, etc.)?
    - What educational opportunities does each community want?
    - What resources do they have (e.g. teaching skills, education, construction skills, other labour, cash, etc.)? (See also the *Guidebook, Chapter 32*, 'Community participation' for more information.)

3. Identify existing and needed educational activities.

- What educational activities are currently under way?
    - What formal educational activities?
    - Non-formal activities (for those for whom formal school is not an option, such as some adolescents, some people with disabilities)?
    - Recreational activities?
    - Who is taking part in each? Who is not?
    - Who is managing the educational efforts?
        - The affected communities?
        - The government?
        - External groups such as NGOs or international organizations?
    - What potential is there for building on these efforts, especially those originating in the affected communities?
- Are existing educational activities meeting the needs of most, or a substantial proportion of the affected population with regard to:
    - Recreation and socializing?

- Psychosocial issues?
- Literacy and numeracy?
- Life skills (including immediate needs, such as landmine awareness, cholera awareness, local environmental concerns, etc.; urgent needs such as HIV/AIDS awareness for adolescents; and medium-term needs such as systematic education for peace, human rights and citizenship, reproductive health, environmental sustainability)?
- Livelihood training?
- Secondary and higher education?
- Certification of attainments?

- Based on the assessment of existing educational activities and an analysis of who is participating in them, what other educational activities are needed and where?
- Are children ready to learn? (Use information from health authorities or organizations working with affected populations to assess their readiness.)
  - What is their health and nutritional status? Are there epidemics of infectious diseases?
  - Are schools and routes to and from school safe?
  - What is the psychosocial status of children and teachers' preparedness to deal with psychosocial issues? (See also the *Guidebook, Chapter 19,* 'Psychosocial support to learners'.)
  - Are children prepared physically, mentally and intellectually to participate in formal or non-formal education activities?

4. Assess available schools and learning spaces.

If central educational authorities cannot physically access the schools, conduct such assessments using local educational authorities where available, or other groups with means of communication, e.g. military, community leaders, NGOs, etc. (See also the *Guidebook*, *Chapter 10,* 'Learning spaces and school facilities'.)

- Are there sufficient schools to meet the learning needs of the affected populations?
  - In refugee or IDP situations, is there sufficient space/absorptive capacity to integrate refugee or IDP children and adolescents into local schools?
  - Are schools using multiple shifts, or can an additional shift be added so that additional children can use existing facilities? Will this mean that the hours of schooling are insufficient for upper primary and secondary classes?
  - If there are not enough schools/classrooms, what temporary arrangements can be made (such as the use of religious buildings, markets, restaurants, or tents or other temporarily constructed learning spaces)?

- Are schools and learning spaces safe?
  - Has the area been cleared of landmines and unexploded ordnance?
  - Are routes to and from school safe and secure?
- Is the physical environment conducive to learning?
  - Do the schools/learning spaces have sufficient light and ventilation?
  - Is there sufficient space? How many children can each classroom accommodate?
  - Refer to UNICEF's Child Friendly Spaces initiative for minimum standards of learning spaces and basic services in an integrated response (UNICEF, 2001). See also the INEE Minimum standards for education in emergencies, chronic crises and early reconstruction. Access and learning environment standard 2: protection and well-being. (INEE, 2004: 45-46).
- Do the schools/learning spaces have access to clean drinking water? Are there separate latrines for teachers and students and for boys and girls? This is especially important for adolescent girls.
- Does the community have the resources to assist with the construction of learning spaces and/or sanitary facilities?

5. Assess available human resources.

(See also the *Guidebook*, *Chapter 15*, 'Identification, selection and recruitment of teachers and education workers.')

- How many experienced teachers are available?
  - How many pupils are there per teacher? How does this compare to government targets, such as one teacher for 40 or fewer pupils?
  - What qualifications do the teachers have? What is their educational level, and how much teaching experience do they have and with what grades/subjects?
- If sufficient qualified and/or experienced teachers are not available, are there potential teachers in the population?
  - How much training and supervision would they require before being able to serve?
  - Can qualified teachers help train less qualified teachers?
- Is there a sufficient number of female teachers or have potential female teachers been identified?
- Are people available to serve as leaders, principals/school directors, supervisors and trainers, education officials, to co-ordinate across schools and districts?
  - If not, can available experienced teachers be trained to serve in such roles?

- Are there training programmes to prepare new teachers and to help current teachers acquire competencies in areas of weakness, and continue their professional development?
- Are teachers supervised regularly and in a way that helps them improve their teaching?

6. Assess available instructional materials.

(See also the *Guidebook*, *Chapter 20*, 'Curriculum content and review processes' and *Chapter 27*, 'Textbooks, educational materials and teaching aids.')

- Are pedagogically sound, developmentally and linguistically appropriate textbooks or similar instructional materials available?
  - How many copies are available in each school (or for distribution)?
  - How does this compare to government targets such as one copy for every one or two children?
  - If copies of books are scarce, does every school/teacher have a complete set?
  - Are there heavy-duty photocopy facilities to help cover the gap until materials are printed?
- Do the textbooks support a larger, developmentally sound curriculum?
- Is the curriculum appropriate in terms of the likely future residence of the students? In the case of refugees, are textbooks based on the general curriculum of the country or area of origin?
- Is the language of instruction in the host country the same as in the area of origin?
- Do teachers have teachers' guides that go with student textbooks?
- Are other needed instructional materials available such as teaching aids, writing implements, exercise books or slates, etc.? In what quantity?

7. Assess whether instructional support systems are functioning.

(See also the *Guidebook*, *Chapter 16*, 'Teacher motivation, compensation and working conditions').

- Are teachers being posted where they are needed?
- Are teachers being paid on schedule?
- Are teacher supervisory systems in place and functioning?
- Have teachers' salaries, textbooks and learning supplies for internally displaced populations been transferred to their current place of residence?

8. Assess untapped resources potentially available to help in educational provision, especially in the community.

(See also the *Guidebook*, *Chapter 32*, 'Community participation'.)

- What resources are available?
  - Cash.
  - Un(der)employed educated people.
  - Labour.
  - Expertise (language, crafts, traditions, marketable skills, farming, literacy, etc.).
  - Social capital (i.e. the active connections among people, the trust, mutual understanding and shared values and behaviours that bind the members of human networks and communities and make co-operative action possible).
- In developing educational activities, what potential is there for building the capacity of the affected population (e.g. as teachers or classroom assistants, for assistance with school construction or monitoring, etc.)?

9. Assess instructional quality and outcomes.

Where schools are functioning, observe:

- How much time do children spend 'on task'?
- What is the quality of teacher-pupil and pupil-pupil interaction?
- Are teachers well trained and supervised?
- Are recognized or prevailing standards of quality – such as teacher-pupil ratios, class size or availability of learning materials – being achieved? See also the INEE *Minimum standards for education in emergencies, chronic crises and early reconstruction*; 'Teachers and other education personnel, standard 1') (INEE, 2004: 66-67).

Regarding internal and external efficiency, ask:

- What are the repetition rates for the various grades in typical schools?
- Are children and youth persisting? If not, who is dropping out and when?
- Are children and youth receiving a recognized and usable credential? Where is the credential recognized?
- Is there a gender gap in achievement? For example, do more boys or girls drop out? Do more boys or girls pass examinations? Do boys or girls more frequently repeat grades, etc.?

10. In refugee situations, assess the educational needs and resources associated with the eventual return of the refugees.

(Note: similar considerations may apply to IDPs.)

- At the national level, is there an effective returnee office?
  - Are the appropriate authorities involved in cross-border negotiations?
  - Has a chart been created detailing the various actors' responsibilities at the different levels of the system?
- What are the conditions in returnee areas of the home country? Have these been clearly communicated to the refugees? These factors will influence the rate of return and the likelihood of families/workers staying in the areas of return.
  - Is it safe for parents, children, teachers and education officials to return?
  - Are there sufficient economic opportunities in the areas of return?
  - Will returnee populations have access to food, housing and basic social services?
- At the instructional level, do teachers and pupils have certificates that enable them to continue teaching and learning in their home country/area of origin?
- In areas of return, have the needs and capacity of the home country education system been assessed? Are schools capable of handling the influx of returnees? What additional resources will schools need to cope? Are there areas of return with no primary/secondary schools?
- Have teachers and local populations been sensitized regarding the impact on local communities of returning refugees? Is inclusion part of the overall strategy? Is peace education part of the curriculum?

11. Based on assessment information, group unmet educational needs according to urgent/immediate and longer-term. Then rank the needs according to desirability, feasibility and cost.

(See also the *Guidebook*, *Chapter 35*, 'Budget and financial management.')

12. Consult with national experts and stakeholders before finalizing the assessment report.

TOOLS AND RESOURCES

1. INEE minimum standards for analysis[1]

Standard 1: Initial assessment

A timely education assessment of the emergency situation is conducted in a holistic and participatory manner.

Key indicators

- An initial rapid education assessment is undertaken as soon as possible, taking into account security and safety.
- Core stakeholders are involved in identifying what data need to be collected; in the development, interpretation and refinement of indicators; and in information management and dissemination.
- A comprehensive assessment of education needs and resources for the different levels and types of education, and for all emergency-affected locations, is undertaken with the participation of core stakeholders, and updated on a regular basis.
- Education is part of an intersectoral assessment that collects data on the political, social, economic and security environment; demographics; and available resources, to determine what services are required for the affected population.
- The assessment analyzes existing and potential threats to the protection of learners, using a structured risk assessment of threats, vulnerabilities and capacities.
- Local capacities, resources and strategies for learning and education are identified, both prior to and during the emergency.
- The assessment identifies local perceptions of the purpose and relevance of education, and of priority educational needs and activities.
- A system is established for sharing assessment findings and storing education data.

1. Source: INEE (2004: 69).

INEE minimum standards guidance notes

1. **The timing of assessments.** This should take into consideration the security and safety of the assessment team and the affected population. Where access is limited, alternative strategies should be explored, such as secondary sources, local leadership and community networks. When greater access is possible, the first assessment should be upgraded and based on more extensive data and information collected. The assessment should be updated regularly (at least quarterly), drawing on monitoring and evaluation data, review of programme achievements and constraints, and information on unmet needs.

2. **Assessment data and information collection**. This should be planned and conducted to understand educational needs, capacities, resources and gaps. An overall assessment, covering all types of education and all locations, should be completed as soon as possible, but this should not delay the speedy preparation of partial assessments to inform immediate action. Field visits by different education providers should be co-ordinated, where possible, to avoid a continuous stream of visitors distracting staff from the emergency response.

   Qualitative and quantitative assessment tools should be consistent with international standards, EFA goals and rights-based guidelines. This helps to connect global initiatives with the local community and promote linkages at the local level to global frameworks and indicators. Data collection forms should be standardized in-country to facilitate the co-ordination of projects at an inter-agency level and minimize the demands on information suppliers. The forms should provide space for additional information deemed important by the local/community respondents.

   Ethical considerations are essential to any form of data collection in a humanitarian response. Collecting information for any purpose, including monitoring, assessment or surveys, can put people at risk – not only because of the sensitive nature of the information collected, but also because simply participating in the process may cause people to be targeted or put at risk. The basic principles of respect, do no harm, and non-discrimination must be kept in mind, and those collecting the information have responsibility to protect and inform participants of their rights.

3. **Methods of analysis**. In order to minimize bias, data should be triangulated from multiple sources during analysis, before conclusions are drawn. Triangulation is a mixed method approach to collecting and analyzing data to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding to ensure the validity of qualitative data. Local perceptions are also included in the analysis, to avoid a humanitarian response based solely on outside perceptions and priorities.

4. **Stakeholders**. These should include as many individuals as possible from the affected population group(s). Stakeholder participation in data and information collection, analysis, and information management and dissemination may be limited by circumstances during the initial assessment, but should be increased during later assessments and monitoring and evaluation.

5. **Assessment findings** should be made available as soon as possible so that activities can be planned. Pre-crisis data and post-crisis assessments that identify education needs and resources (e.g. by authorities, NGOs, specialized agencies within the humanitarian community, and the local community) should be made readily available to all actors. This is particularly useful if actors cannot access the location during an emergency.

6. **General emergency assessments** should include an education or child protection specialist on the emergency team to collect data on education and child protection needs and resources. Agencies should commit resources and build staff and organizational capacity to carry out these activities.

7. **Risk analysis**. It is important to consider all aspects of the situation that may affect the health and safety of children and youth, in so far as education may constitute a protective and/or risk factor. The assessment should include a list or table of risks (a 'risk matrix'), which should document for different age groups and vulnerable groups the risks associated with factors such as the following: (a) natural disasters and environmental hazards; (b) landmines or unexploded ordnance; (c) safety of buildings and other infrastructure; (d) child protection and security; (e) threats to mental and physical health; (f) problems regarding teachers' qualifications, school enrolment and curricula; and (g) other relevant information.

   The assessment should state the risk management strategies needed for prevention, mitigation and action related to emergencies (preparedness, response, reconstruction and rehabilitation) during adverse events of a natural or provoked nature. This may in some circumstances require each educational centre to have a school contingency and security plan to prevent and respond to emergencies. Where necessary, each educational centre should prepare a risk map showing its potential threats and highlighting the factors that affect its vulnerability.

8. **Sharing assessment findings**. This should be co-ordinated by the relevant authorities at the local or national level. If there are no competent authorities or organizations to do this, an international lead actor, such as the United Nations Office for the Co-ordination of Humanitarian Affairs (OCHA), should be named to head up the mechanism for co-ordinating and sharing information. The sharing of assessment findings should lead to the prompt introduction of a statistical framework and the output of data that can be used by all stakeholders.

2. Sample rapid assessment form

(Source: UNICEF Technical Notes: Special Considerations for Programming in Unstable Situations and INEE (2004: 33-38.)

Location(s):

Nature of emergency:

Main problem(s):

Are some schools still functioning?

		Number of children attending	
Yes/No	**Location(s)**	**Girls**	**Boys**

a. Main causes or manifestations of problem (check):

- ☐ School buildings have been damaged
- ☐ Water on school premises is unsafe/not available
- ☐ Children are unoccupied/out of school
- ☐ Equipment/materials not available
- ☐ Families cannot afford to buy materials
- ☐ Teachers have left or are afraid
- ☐ Lack of educated adults to replace teachers
- ☐ Teachers will not work if unpaid
- ☐ Travelling has become dangerous
- ☐ Teachers are enrolled in army
- ☐ Some children have been traumatized
- ☐ Some children are disabled
- ☐ Children are enrolled in army

b. Identification of Child Population

	Total	Girls	Boys
Number of children	_____	_____	_____
0-5 year olds	_____ %	_____ %	_____ %
6-13 year olds	_____ %	_____ %	_____ %
14-18 year olds	_____ %	_____ %	_____ %
Residents	_____ %	_____ %	_____ %
In-movers	_____ %	_____ %	_____ %

c. Comparison with pre-emergency situation

	Total			Girls			Boys		
Number of children	Less	Same	More	Less	Same	More	Less	Same	More
0-5 year olds	Less	Same	More	Less	Same	More	Less	Same	More
6-13 year olds	Less	Same	More	Less	Same	More	Less	Same	More
14-18 year olds	Less	Same	More	Less	Same	More	Less	Same	More
Residents	Less	Same	More	Less	Same	More	Less	Same	More
In-movers	Less	Same	More	Less	Same	More	Less	Same	More

Explain any major differences in gender:

Are there any other significant issues that need to be addressed (e.g. presence of ethnic groups)? Explain:

d. What is the children's level of education?

	Early childhood education	**Primary education**	**Middle school education** (early adolescents)
Percentage of age group population that have completed	_____	_____	_____

e. What is/are the language(s) used by the children?

	Mother tongue	Spoken ☑	Written ☑
Local languages (specify)		☐	☐
		☐	☐
		☐	☐
Other (specify)		☐	☐
		☐	☐
		☐	☐

f. (1) Do you possess a map of the region on which the community buildings (e.g. schools, health centres, churches/mosques) are indicated?

f. (2) If the answer to 6a is 'No', could you obtain one?

f. (3) If the answer to 6b is 'No', indicate how to obtain this information.

g. What locations can be used for classes?

	☑	Number of children that can be accommodated
School/classrooms	☐	
Rehabilitation centre	☐	
Shelter	☐	
Outside (shade, tree …)	☐	
House	☐	
Religious buildings	☐	
Clinics	☐	
Other (specify)	☐	

h. Are the following facilities easily accessible?

	On-site ☑	At a distance (meters) ☑	Not accessible ☑
Water source (specify)	☐	☐	☐
Lavatories	☐	☐	☐
Showers	☐	☐	☐
Toilets	☐	☐	☐
Medical facilities	☐	☐	☐
Facilities for the disabled	☐	☐	☐
Electricity	☐	☐	☐

i. How far would children have to travel to attend classes?

	Percentage of the children group			
	0-25 %	**26-50%**	**51-75%**	**76-100%**
(in meters)				
500 meters or less				
500 to 1,000 meters				
> 1,000 meters				
(in miles)				
Half a mile or less				
Half to 1 mile				
> 1 mile				

j. Are children involved in household chores or any other work?

	Girls	**Boys**
Percentage		
Hours per day		
Mainly a.m. or p.m.		

k. What is the quantity (approximately) of learning materials that are available and required?

	Available	Required
(Per child)		
Textbooks:		
Subject 1		
Subject 2		
Subject 3		
Slate(s)		
Chalk(s)		
Ball sponge(s)		
Eraser(s)		
Exercise book(s)		
Pen(s)/pencil(s)		
Colour pencils		
Others (specify)		

l. What is the quantity (approximately) of teaching materials that are available and required?

	Available	Required
(Per classroom)		
Guides/manuals		
Record books		
Blackboard		
Chalk box(es)		
Wall charts/maps		
Pens/pencils		
Stationery		
Eraser(s)		
Others (specify)		
Recreational materials		

m. Who is/might be available to teach children?

	No.	Women (%)	Men (%)
Trained teachers			
Para-professionals			
Professionals from other fields (e.g. medical/para-medical)			
Older children			
Community members			
NGO members			
Volunteers			
Other (specify)			

14. What adult human resources are available to support teachers?

	No.	Women (%)	Men (%)	Level of education/ qualification
Para-professionals				
Professionals from other fields (e.g. medical/para-medical)				
Older children				
Community members				
NGO members				
Volunteers				
Other (specify)				

15. Are children accompanied?

	Percentage of children group
By their whole family	
By at least one parent	
By older siblings	
By other family members	
By community members	
By volunteers	
Alone	

16. Who is the household head?

	Percentage of children group
Mother	
Father	
Other adult (specify)	
Other child (elder sister)	
Other child (elder brother)	
Other (specify)	

17. Economic background of the children's family

	Percentage
Farmers	
Nomads	
Artisans	
Cattle raisers	
Other (specify)	

18. What are the special messages to be conveyed to children?

Messages on sanitation and hygiene

- .....
- .....

Health messages

- .....
- .....

Messages on potential dangers such as landmines

- .....
- .....

Life skills (specify)

- .....
- .....

Other (specify)

- .....
- .....

19. Presence of functioning key institutions in affected communities (indicate a few names)

Community committees	Universal	Common	Rare	Nonexistent
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
Education ministry resources				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
Teacher training institutes				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
Education-active domestic NGOs				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
Education-active international NGOs				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
United Nations agencies				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
Other (specify)				
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐

3. Phasing of education in emergencies

After emergencies where there has been severe disruption of social services or large-scale displacement, there may be a phased reintroduction of education (see schema below, adapted from that developed by UNESCO, UNICEF and UNHCR in 1994) (Aguilar and Retamal, 1998). The affected population usually wants the immediate restoration of schooling to permit the completion of the interrupted school year. Depending on circumstances there may, however, have to be stopgap emergency education activities pending the restoration of the school calendar. Whether or not this happens, schools should try to provide opportunities for recreational and expressive activities for children exposed to traumatic events.

Phased approach to emergency education, where re-establishment of normal schooling is delayed

Phase 1: Safe spaces and recreational activities
If schooling has been disrupted, a first step is the creation of safe spaces for children and youth to take part in simple recreational and educational activities. Such activities allow children to socialize and play, to begin psychosocial healing and to resume more normal childhood activities and development. This must be done quickly as families will seek an urgent reintroduction of formal schooling.

Phase 2: Non-formal education
If restoration of schooling takes time, efforts should be made to ensure that basic educational and recreational activities are organized in most locations, typically including core school subjects such as language, and numeracy, together with survival skills. While increasingly organized, non-formal education activities are not linked to a structured curriculum or a recognized credential.

Phase 3a: Formal education
It is important to resume formal education as quickly as possible and parents want this. The goal of formal education in emergency contexts is to provide as many children and youth as possible with a structured and recognized set of skills and knowledge, linked as closely as possible to the needs of the local environment and of the 'normal' environment to which conditions are to return. The curriculum framework should be based on that followed previously by the students, with enrichment elements related to the emergency, and possibly some temporary omission of controversial subjects or those for which textbooks and teachers are not yet available. Normally teachers prefer to use the same textbooks as before, or slightly revised versions of these.

Phase 3b: Reintroduction of certification
As soon as possible, arrangements should be made for recognition/certification of students' educational attainments and of in-service teacher training.

Even when most children and youth are enrolled in formal schooling, some are typically left out and thus in need of non-formal educational activities.

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CHAPTER 28

SECTION 6

United Nations
Educational, Scientific and
Cultural Organization

International
Institute for
Educational
Planning