

CONSULTANT: Heather Benoy

Final Report

**An Overview of the Refugee Education
Programme and UNICEF'S Specific Inputs**

September\October, 1999

TERMS OF REFERENCE

1. Outline of Programme Activities:

Under the guidance of the Co-ordinator and Education Co-ordinator and in collaboration with UNHCR and implementing partners, the consultant would be expected to conduct an assessment into the qualitative aspects of the education programme, reviewing the evaluation report provided by the consultant Mr Sichizya. She would also be expected to combine her assessment of education with that of the HIV/AIDS assessment to be held at the same time, and make recommendations on HIV/AIDS programmes within the formal and non-formal education system.

Tasks

I Review the evaluation report and other reports that give the overall status of education activities in the camps.

II Conduct a rapid and focused assessment in sample camps of actual classroom activities; such as: teaching methodology, teacher pupil interaction, pupil learning, material and training support etc to compare with report analysis.

III With District Education Authorities investigate the most effective methods of linking the emergency education programme to the development programme.

IV In collaboration with the assessment team reviewing the HIV/AIDS situation in the camps and surrounding villages, investigate the most effective programme interventions for introducing HIV/AIDS education in to the formal

and non-formal education systems of the camps and local population.

V In collaboration with partners, identify areas of improvement within the continuum of basic education services, and UNICEF'S role in assisting qualitative improvement, and make concrete recommendations for future UNICEF education interventions in refugee and affected districts.

TRAVEL PROGRAMME - 28th September to 11 October 1999

1. **Tuesday 28 September** - Travel to Kibondo

 2. **Wednesday 29 September** - Travel from Kibondo to Ngara
14.00 Meet with UNHCR Community Services Officer at UNHCR
15.00 Meet with NPA Project Leader, Community Services Co-ordinator,
Education Officer

 3. **Thursday 30th September** - Visit to Lukole Camp
09.00 Visit to pre-school
10.00 Visit one primary school, attended grade 6 classes
11.00 Meeting with primary school Teachers and parents committee
12.00 Visit one post-primary school
14.00 Meeting with refugee education co-ordination team

 4. **Friday 1st October** - Ngara District Council
09.00 Meeting with District Education Officer and District Planning Officer
10.00 Visit to two district primary schools

 5. **Saturday 2nd October**
10.00 Meeting with Community Senior Co-ordinator for Lukole Camp
11.30 Meeting with Planning Officer District Office Ngara

 6. **Sunday 3rd October** - Travelled to Kibondo

 7. **Monday 4th October**
09.00 Meeting with Hamid
10.00 Meeting with Mr Kabakama
-

11.00 Meeting with Freddy

8. **Tuesday 5th October** - Travelled to Kasulu

09.00 Visit Nyarugusu Camp

10.00 Meeting with Education Officer

11.00 Visit one pre-school

12.00 Visit one primary school attending grade 1 and 2 classes

13.00 Visit class for children with special needs

14.00 Meeting with parents committee

15.00 Meeting with Refugee Education Co-ordination Team

17.00 Meeting with **CORD** country director and community service co-ordinator

9. **Wednesday 6th October**

08.30 At DWTARD Compound - meetings with the Director, Project Leader, Community Services Co-ordinator and Education Officer

10.00 Visit Muyovosi Refugee Camp

11.00 Visit one pre-school

12.00 Visit one primary school

13.00 Visit the class for children with special needs

14.00 Meeting with Refugee Education Co-ordinating team

15.00 AFRICARE Compound

15.30 Meetings with Project Leader and Community Services Co-ordinator

10. **Thursday 7th October** - Visit Lugufu Camp

10.00 Meeting with Community Services, Education Officer and Refugee Education Officer

11.00 Visit a pre-school

12.00 Visit primary school

13.00 Meeting with parents committee

14.00 Meeting with Refugee Education Co-ordinating team

11. **Friday 8th October - Sunday 10th October**

Returned to Ngara and held meetings with Lindsay Bird, the UNICEF Education Programme Co-ordinator

12. **Monday 11th October** - Travelled to Mwanza

13. **Tuesday 12th October** - Travelled to Dar-es-Salaam

INTRODUCTION

In an unpublished paper entitled "Approaches to the Treatment of Children in War Situations", by Isobel and Ivan Labra, 1994, observations concerning the needs of children are made. This paper, which focuses on Techniques to help children in war situations, states that children need to play, dance, sing, learn, draw, express themselves and have caring adults around them. The paper goes on to state that no matter how gruesome childrens' experiences might have been, they still need to play, dance, sing, learn, draw, express themselves, have caring adults around them, and look at the future, rather than focusing on the past.

In many ways, these statements encapsulate the learning requirements of primary school aged children, in any situation. The primary school experience should offer learning experiences based on sound concepts of the world of children and the learning needs of children. Methodologies should be based on how children think and learn, so that the content of what children learn, can be added to this equation. In many classrooms, what children need to know, that in the curriculum, has been identified by adults and then methods for teaching children what they need to know, have been prescribed. These teaching methods, and the content, are often unsuitable to the needs or interests of young learners.

Another problem is that very often, although primary curricula stipulate the need for a variety of subjects and activities, these activities and subjects become redundant, as the academic content becomes more important. When perceived academic qualifications are the major consideration, and major goal of education, everyone is lead to believe that the academic goal is the only goal, despite the fact that most children do not fit into the perceived academic educational mode. This has happened in many primary school systems. However, in recent years, parents and educators alike, are calling for a more comprehensive approach to learning. There is a growing recognition of the need to arrange learning experiences for children in such a way, that the majority of children can enjoy learning and the majority can benefit from the primary school experience. Educators are now advocating more child centred, child

friendly learning programmes for schools.

These child centred approaches concentrate on developing a holistic basic education programme which offers many opportunities for children to develop in a number of different ways. Similarly, modern approaches to curriculum development attempt to involve the community. It is now recognised that the community has a role to play in deciding what learning takes place in the classroom: The old idea that the community is only qualified to supply bricks and mortar is an increasingly outdated idea.

In refugee camps in particular, the need to develop an education course with community involvement, is particularly vital. Such community based programmes can draw on the resources of communities to form caring groups of protective adults who will assist children to overcome the harmful impacts of war on their psychological and emotional developments. Communities in war situations, can make important inputs into the quality and design of the curriculum for formal and informal education programmes for children, especially for children who are refugees. Such curricula programmes should enable the children to:

- develop a range of cognitive and affective skills supported by relevant knowledge and opportunities to learn in practical ways
- develop their creativity and potentials

- understand their rights and responsibilities and understand the need to be participants in community life

- understand and appreciate the need for equity, tolerance, self reliance and perseverance

- develop strong relationships with their peers, and families and with caring adults

- enjoy protection from all forms of abuse and violence

UNICEF'S ROLE IN THE PROVISION OF BASIC EDUCATION

UNICEF's mandate regarding the provision of primary or basic education, revolves around the need to improve the quality of the classroom learning experiences of children. UNICEF also focuses on the need to ensure that the girl child receives equal opportunities to learn and develop. More recently, the issues of rights and protection have dominated UNICEF's focus on child welfare and development. This holistic approach to child development is now seen as the way forward, and is an action oriented approach. Therefore, it is no longer acceptable to simply report on high drop out rates or on the number of children out of school, or on the numbers of street children or abandoned children or disabled children, it is now necessary to state what strategies are in place to deal with these issues so that children in these circumstances receive assistance. Similarly, issues of child labour versus child domestic responsibilities and child abuses must be addressed. It is much more important to be able to report on what action has been taken and what the results of the actions are, than to continuously report about the harmful circumstances endured by children. Communities need to be assisted to develop support mechanisms for children in difficult circumstances so that every child in every community "has a face".

COMMUNITY SUPPORT - COMMUNITY STUDIES

In order to ascertain how communities will respond to various initiatives geared to improving childhood and child development, it is important to carry out community based studies. For example, it is necessary to research and compare the views of parents, teachers and children concerning children's rights and concerning child abuse. Similarly, perceptions of what it means to be a child, and how children learn and develop should be researched. The community must be involved in this research so that the community learns about its own responses to childhood and identifies its responsibilities for all children.

Refugee situations offer many possibilities for reviewing the circumstances of children and for finding out how childhood is perceived. This information should be shared in a wider sphere and similar research should be carried out in neighbouring districts and/or neighbouring countries.

At the close of this Century it is evident that the needs of millions of children require special attention, and these needs will only be fulfilled when communities and educational developers have a shared concept of childhood and a shared concept of the learning and development needs of all children.

**TASK 1 REVIEW OF THE EVALUATION REPORT AND
OTHER REPORTS THAT GIVE THE OVERALL STATUS OF
EDUCATION ACTIVITIES IN THE CAMPS**

GENERAL OBSERVATIONS

The assessment of the refugee programme completed in June, 1999 is a comprehensive report which identifies the major issues affecting "Education for Repatriation Programmes", in the Burundian and Congolese Refugee Camps. This study refers particularly to camps on the Kasulu, Kibondo and Ngara regions. This report and other available documents supplied by UNICEF, focus on classroom activities, teaching styles and pupil progress. In addition, concrete recommendations for prioritising future UNICEF interventions are made.

Other important issues in these documents revolve around: the degree of parental and community support for and involvement in primary education; the quality of primary education in the camps; the educational environment; children's health needs; the needs of the girl child and comments on efforts made to cater for children with special needs. Major findings revolve around statistics which are mainly from the Burundian Camps. This shortage of data makes checking and verifying information difficult especially as there has been a new influx of refugees from the DRC.

ATTRITION RATES

Attrition rates in refugee schools are identified as being high. Once again, using figures from the Burundian Camps, indications are that there is a 40-50% drop out in each grade, after the initial massive drop out at the end of grade 1. By grade 6 a minimal number of children write

the grade 6 examinations.

CHILDREN NOT ACCOUNTED FOR

Concerns are raised continuously about the numbers of children not specifically accounted for, for example, the numbers of children who have been enrolled in school are vague, as are the numbers of children who have dropped out of school. Concern is expressed for the 10% more boys than girls accessing grade 1. The report and documents draw attention to the fact that there are considerable numbers of children who, for various reasons, are not accounted for with regards to schooling. Various reasons for drop-outs have been identified but not substantiated. In particular, the plight of children with disabilities is noted and attention is constantly drawn to the situation of the girl child in the various reports.

THE IMPORTANT ROLE OF UNICEF

The important role played by UNICEF is acknowledged in all the reports. UNICEF has played a prominent role in establishing a formal education system within the camps which very adequately meets the Education for Repatriation requirements. The reports note that the team spirit which exists between the UNHCR, UNICEF, NGO Education Offices and refugee educators is outstanding.

The role of UNICEF in procuring and printing text books and other educational materials is acknowledged as a vital role in the establishment of the camp education system. In addition, UNICEF has supported various levels of training to improve community support to education; the quality of teacher training; curricular development and the management and quality control of the primary education system. More recently, reports refer to the active participation of UNICEF in the Education Development Centres, in the Peace and Conflict education curriculum and with environmental education programmes.

PUPIL TEACHER RATIOS

Various reports express concern about the present pupil/teacher ratios which are very high, particularly in the lower grades. These high pupil/teacher ratios are considered to be responsible for the low pupil performance in examinations. Less than 50% of pupils apparently pass any examinations.

LACK OF OPPORTUNITIES FOR CHILDREN WITH DISABILITIES

Lack of educational opportunities for children with disabilities have been highlighted. It is claimed that though these children have been identified, no effort has been made to integrate them into the formal system. [This is not true of all Camps].

PUPIL PERFORMANCE

The poor academic performance of pupils is again highlighted in relationship to the number of untrained teachers employed. Currently it is estimated in the reports that up to 30% of teachers are untrained.

Similarly, the serious shortages of learning/teaching materials is considered to contribute to the overall poor academic results.

Comments regarding the health of school pupils and the prevalence of infections, including jiggers, are prevalent in all the reports. Efforts to monitor the health of children should be more rigorous.

Most reports also recognise the need for greater inter agency collaboration to improve monitoring, evaluation and data collection. This collaboration is also required to improve the quality of education and to facilitate the introduction of additional subjects such as Kiswahili,

English and some practical subjects.

Teaching methods are described as using solely the lecturing technique with very constrained teacher\pupil interaction. However, one report found pupil to pupil interaction to be good.

The reports do acknowledge the energy and time of UNICEF and UNHCR staff in trying to arrange for formal National Examinations. Border crossings have taken place with various discussions about National examinations. Presently, UNHCR and UNICEF give joint UNHCR and UNICEF certificates to pupils who pass the grade 6 Refugee examination which is the equivalent of National examinations.

The lack of practical subjects is criticised in the reports. A variety of practical subjects are suggested. In the same vein, greater pupil participation is recommended, so that there is more concentration of child-centred methods.

**TASK II CONDUCT A RAPID AND FOCUSED ASSESSMENT OF
SAMPLE CAMPS OF ACTUAL CLASSROOM ACTIVITIES, SUCH
AS: TEACHING METHODOLOGY, TEACHER-PUPIL
INTERACTION, MATERIAL AND TRAINING SUPPORT, TO
COMPARE WITH REPORT ANALYSIS**

THE DEVELOPMENT OF REFUGEE EDUCATION FOR REPATRIATION

In a remarkably short period of time, that is, less than 4 years, the combined efforts of the various Agencies working in the Refugee camps, have assisted the determined and highly motivated refugee educators and parents to establish fully operational primary schools in the camps. The majority of learners are enrolled, and systems of Supervision, Inspection, teacher training and curriculum development have been organised. In addition, text books from the refugee home countries have been printed and distributed, together with exercise books and pencils. Efforts are now under way to organise National examinations. This remarkable achievement is based on the co-operation of all the Agencies concerned and upon the commitment of all.

TIME FOR NEW CHALLENGES

However, there are always new challenges in education, and the time is ready to examine the weaknesses and strengths of the existing systems, with the view to increasing the opportunities of all young learners to benefit from the school programme. It is time now to address the need for a more child friendly learning environment, with the intention of retaining learners for the whole primary cycle. The following observations and recommendations will focus on the need to address some of the child centred educational objectives referred to in the Introduction to this report.

SHARED EDUCATIONAL GOALS

The Congolese and Burundian primary school systems share many characteristics. The schools visits which took place in four different Refugee camps, namely Lukole, Nyarugusu, Muyovosi and Lungufu, revealed that the Burundian and Congolese school systems are academic in orientation, conservative in practise and examination driven. With this type of system success is usually only achieved by a handful of pupils who manage to complete the grade 6 examinations. The vast majority of pupils fail along the way. Both of these systems are characterised by high attrition rates at each grade. Academic subjects take precedence over practical subjects, arts and sporting activities. The children are seated in formal rows and the normal teaching method is the chalk and talk method. However, it should be noted, to be fair, that the chalk and talk method is usually the only possible teaching method when the teacher is in a classroom where:

- * there are very few learning materials
- * the classrooms are overcrowded and without furniture
- * the curriculum is academic and examination driven
- * the pupil teacher ratio is very high, usually in excess of 80 pupils
- * there is very little space, light or air
- * the children cannot see or hear properly

Examination driven school systems gear all their activities to ensuring that a few pupils pass the final academic examinations so that they will be considered for entry into extremely limited secondary education places. It should be noted that the same system prevails in Tanzania. For example, the District Education Officer in Kibondo decried the fact that although 6000 primary pupils passed the grade 7 examination, only 215 got places at secondary school. Similarly, in Lukole refugee camp in Ngara, the Refugee Education Team were thrilled because the Camp Manager was going to award a prize of TSh 50,000 to the best primary school teacher. The best primary school teacher in this context, turned out to be the one who got the most number of pupils to pass the grade 6 examination. Apparently the grade 1 teacher battling with over 100 pupils will not be considered. When a final

examination takes precedence over every other educational consideration, teachers are obliged to use methods to drill facts, because these facts are required and, as a result, the multitude of interests, talents and attributes of the majority of young learners are sacrificed on this examination altar. Most teachers are aware of the shortcomings of this system but do not have a voice to change this situation.

TEACHING/LEARNING IN LOWER GRADES

In the lower grades, classes are extremely overcrowded. Most of the lower grades catered for between 78 to over 100 pupils. At the upper end, the pupil teacher ratio is about 1:28. When classes are extremely over-crowded the majority of learners cannot participate, quickly lose concentration, get confused, and from this point onwards, learning is a threatening and frightening activity. The high drop out rate at the end of grade 1 is, in all probability, attributable to overcrowding, lack of text books, extreme discomfort and boredom and confusion from repeating. In the Congolese context, this confusion could be said to be exacerbated by the fact that starting in grade 1, the children are taught in a foreign language. In the Congolese schools, enormous repetition and chanting was observed, as the children attempted to learn in a foreign language. Another important area of shared research should be on how to teach a foreign language to children so that they can successfully learn in a language other than their mother tongue.

Apart from the obvious benefits of socialisation and belonging which are known benefits of schooling, the examination driven type of education observed in the Refugee Camp schools, does not offer the kind of learning activities referred to in the Introduction of this paper. It must be emphasised again that the primary school should attempt to represent the world of children and guide pupil learning through a whole range of activities, knowledge and experiences. This child centred, child friendly approach does not preclude the attainment of academic excellence and certainly does not preclude examinations, it simply puts faith in the fact that every child will reach an acceptable level of required learning successfully, using

more child centred methodologies. It is also important to accept that not all children perform well by rote learning and cramming facts. Many exceptionally bright children do not succeed at all in such circumstances.

LACK OF RESOURCE MATERIALS

Another major problem encountered in these schools is the lack of resource materials and space. Primary schools should not over enrol. Adding more classrooms to existing schools creates new problems for teachers and pupils. There is an urgent need to address school size and class size. At present there are far too many children in the lower classes to make it possible for learning to take place, and the primary schools are getting too overcrowded and impersonal.

Moreover, Teachers in the lower grades are teaching double sessions without additional remuneration. Apart from what it does to the psychology of the teachers, this does not benefit the learners, and solutions to these problems need to be addressed urgently.

THE TIMETABLE AND THE CURRICULUM

Although many subjects are timetabled, not all are taught. In this context, it should be possible therefore to identify core subjects such as mathematics, French and Kirundi, and then develop a composite curriculum round the theme of "General Knowledge". At present there are many subjects on the timetable. Most of these subjects appear under "General Knowledge". These subjects include: home economics, science, geography, history and the environment. In addition, there is supposed to be time for physical education, peace education and environmental education. Text books for this whole range of subjects are not available. There is, therefore, an excellent opportunity to work with teachers and educators in the camps to develop a general knowledge\peace\life skills curriculum. This could start in phases representing: phase I - grades 1 and 2, phase II - grades 3 and 4, phase III - grades 5

and 6, and phase IV - grade 7. Grade 7 is an additional year which is being suggested in this report.

TEACHING STYLES

The present Teacher pupil interaction and pupil to pupil interaction is minimised by the dominant chalk and talk teaching style. This is further exacerbated by the "chanting" witnessed in the Congolese schools. Chanting appears to be the tried and tested method of teaching a new language. The Burundian system differs in that it enables young learners to study in Kirundi for the first 4 grades before changing entirely to French as the language of instruction in grade 5. Neither method has arrested the high attrition rates. It is considered that in all subjects, pupil participation has been minimised, and for the majority is non-existent, because of the examination driven curriculum and the other difficulties described.

SUPPLY OF MATERIALS

Materials support in the form of procuring text books and exercise books has been largely undertaken by UNICEF. Many problems have been encountered along the way. Many of these problems are the normal problems associated with printing and distribution of materials which frequently have hold-ups. Apart from the printing and distribution of text books, UNICEF has had to deal with the bureaucratic realities of procurement overseas.

In the first place, professional staff should never be tied up in procurement, printing and distributing materials. A good administrative officer with assistants normally does this work. To involve UNICEF professional staff to the extent that they are involved, is preventing them from getting on with their extremely important development work. Also, as far as possible where orders are being made, the local educational industry should be supported.

TEACHER TRAINING

The Teacher Training programme presently being undertaken in the camps appears to be the programme used in Burundi. Generally speaking, although the predominant teaching style is chalk and talk, it is clear that the teacher training in the DRC and in Burundi is very thorough

and comprehensive. The end product is a very competent teacher.

CHILDREN WITH DISABILITIES

Children with physical disabilities had been incorporated in one refugee camp and there were classes for children with sight, hearing and intellectual impairments. The partially sighted and partially deaf children need sight and hearing tests respectively, so that they can benefit from spectacles and hearing aids. For example, certain children observed, could obviously hear a little, as they were making huge attempts to speak. These attempts must be supported.

**TASK III WITH DISTRICT EDUCATION AUTHORITIES,
INVESTIGATE THE MOST EFFECTIVE METHODS OF LINKING
THE EMERGENCY EDUCATION PROGRAMMES TO THE
DEVELOPMENT PROGRAMME**

With respect to Task III, the district education officers of Ngara and Kibondo were both interviewed. In addition, a very interesting meeting was held with the District Planning Officer in Ngara. Only two schools were visited, both in the Ngara district. There is an established CSPD programme in the Ngara district and the District Demographics have been completed. An inter sectorial task force is operative at every level of local government.

THE NGARA DISTRICT

In this district, there are 92 primary schools, thirteen of these are new schools. A total of 76 schools are full primary schools from grades 1 to 7. A very reasonable number of teachers, that is 65% are grade A trained teachers, the other 35% are untrained or grade B teachers. The grade B teachers were apparently recruited during UPE after they had completed grade 7.

The enrolments at primary schools are extremely poor but getting better, for example, in 1997 the total enrolment was 16% of the school-aged population. In 1998, 29% had enrolled, and in 1999, 43% of school aged pupils have enrolled. This is due to the mobilisation of parents.

However, in the neighbouring refugee camps of Lukole A and B, there are only 11 primary schools offering grades 1-6. These schools have an enrolment of about 80%.

These two different percentages require further investigation. It is also important to embark upon studies to ascertain why the Burundi refugee population is pursuing education so relentlessly in Ngara, despite the fact that in Burundi for example, only between 20-30% of school aged children ever attend school, and this attendance is not as high in rural areas. In

normal circumstances Burundian percentages might resemble the Ngara figures, so these facts need to be ratified and comparisons made.

In the Lukole refugee camps, the pupil teacher ratio was about 1:76. In the neighbouring Ngara District schools, the pupil teacher ratio was about 1:29. This would indicate that there is vast difference in motivation, and in the belief that education is important, between the two groups. Once again studies should be conducted to ascertain what motivates communities to support schools.

RESEARCH AND CASE STUDIES

For the reasons mentioned it is considered very important to institute a series of investigations and case studies to ascertain what motivates the desire for education in communities. In this context, an important consideration is the kind of support the education system gets from the community, from other sources and from the authorities. In the refugee camps, for example, there is a powerful educational support hierarchy made up of: UNHCR, UNICEF, the NGO running the camp, and refugee educational personnel, such as school supervisors, inspectors, head teachers, teachers, lecturers and teacher trainers. All of these levels of authority combine with the parents and the communities to support schooling. In less than 4 years, a vibrant formal primary school education system has been established in the camps. This is not true of the Ngara District, where the authorities are struggling to improve enrolment and retention rates and where there are problems with motivating Teachers and communities.

Important comparisons of responses to education should go further, and involve research into community support for primary education in Burundi, Rwanda and the DRC. It is clear that there is an enormous amount of information available which needs to be collated, analysed and shared, so that educational issues can be discussed, lessons learnt and new approaches developed.

Another prominent issue is the degree of technical support offered to refugee education. In remote districts in Tanzania, technical support, transportation and other forms of assistance appear to be very nearly non-existent. The isolation experienced by educational personnel in remote areas needs to be researched. Development cannot take place in a vacuum and isolation creates its own difficulties, including a tendency to resist reform. It is fairly well documented that where there is NGO assistance, education motivation has increased. These issues need to be discussed and strategies reviewed.

EXAMINATIONS

Refugee educators, and Tanzanian educators gauge the success of education by the numbers who successfully complete the grade 6 examinations for Burundi and grade 7 examinations for Tanzania. This is despite the fact that there are huge and unacceptably high drop out rates before the final grade examinations. Burundian camp educators boast that they obtain much higher results in the camps than the results obtained in Burundi. In Burundi, the national pass mark is 30% and only 4% of pupils achieved this pass nationally. In the refugee camps, the pass mark was pegged at 50% and over 27% of grade 6 children passed with 50% or better. Again, the issue of motivation requires further study.

In the Kibondo District, there are 66 full primary schools attended by 33,000 pupils. It is estimated that another 13,000 do not attend school. The recent grade 7 examinations results indicated that 54% passed and 46% failed. Once again the high attrition rate leading up to grade 7 is not mentioned. The preoccupation with examinations appears to preclude discussion about the quality of education further down the primary school system and precludes discussion about the phenomenal drop out rates. This area requires more research and discussion, in order to find solutions.

It is very important to start gathering statistics between Camps and Districts in order to

compare interventions, successes and failures. It is also considered important for the same technical assistance offered in the refugee camps to be offered to the District Office personnel in Tanzania.

There are also immense possibilities for research, data collection and comparison and the monitoring and evaluation of primary education across the Districts and Borders.

TASK IV IN COLLABORATION WITH THE ASSESSMENT TEAM REVIEWING THE HIV/AIDS SITUATION IN THE REFUGEE CAMPS AND SURROUNDING VILLAGES, INVESTIGATE THE MOST EFFECTIVE PROGRAMME INTERVENTIONS FOR INTRODUCING HIV/AIDS EDUCATION INTO FORMAL AND NON-FORMAL EDUCATION SYSTEMS IN THE CAMPS AND LOCAL POPULATION.

HIV/AIDS Education in refugee Camps

The assessment team mentioned in tasks IV had not been constituted at the time of compiling this report, therefore the tasks specified are largely not possible, because information concerning HIV/AIDS education programmes does not appear to be easily obtained. However, during visits to the camps, the issue of HIV/AIDS education and awareness was discussed. It appears that there have been a number of campaigns in the camps, and, for this reason, officials thought that awareness about HIV/AIDS was high. However, it was difficult to find out the extent of HIV/AIDS programmes in schools, or to ascertain the impact of these programmes. The conclusion reached therefore, is that although there are some programmes in the camps in primary schools, the extent of coverage or effectiveness is not known. In this context, it would be wise to find out if there are education programmes dealing with Health issues and HIV/AIDS in Burundi, Rwanda or the DRC and try to see if these programmes would work well. If there are no programmes, it might be possible to seek for some form of curriculum collaboration across the Borders.

The prevalence of HIV/AIDS in the refugee camps is unknown. There seems to be an over-reliance on quoting percentages gained from infections found in blood donors, but these percentages are not reliable as the numbers of persons tested are unknown, so it is difficult to gauge the size of the sample.

GENDER ISSUES AND DOMESTIC VIOLENCE

During discussions in the camps the issue of domestic violence, rape and child abuse were frequently referred to. Alcoholic abuse appears to be high and this, coupled with the inability to go to work or to farm, is thought to be the cause of a growing number of social problems reflected in violence towards women and children. This needs to be properly documented. Similarly, discussions highlighted once more the plight of the girl child, who is abused by over work, lacks opportunities to learn and lacks recreation. The issue of unspecified numbers of early marriages was mentioned time and time again. These marriages can apparently take place when the girl is as young as 13 or 14 years of age. Once again there is an urgent need to research and document what is happening to girl children in the camps and arrange programmes to redress these problems. HIV/AIDS education deals with behaviour and behaviour change. Prevailing behaviours therefore need to be researched before materials can be devised for school programmes or for out of school youth programmes.

HIV/AIDS Education in the Ngara District

In the Ngara District, there is a programme for health in the schools which incorporates an HIV/AIDS component. However, it was not clear as to whether this programme is in most schools or in some selected schools. Similarly, it was not clear as to whether the programme was introduced by AMREF or some other body. The District AIDS co-ordinator for Ngara mentioned that the Red Cross also had a Pilot project and that anti-AIDS clubs had been introduced. The availability of materials was not known and it was clear that a great deal more work has to be done to ensure that the programme is actually functioning in schools.

Attendance rates at schools are, in any event very low, and it would be wise therefore to concentrate on developing a Health/HIV/AIDS/Life skills programme for in and out of school youth to augment the formal school health programme.

Research Requirements

It is considered necessary to undertake a range of KAP studies and more in depth studies both within the refugee camps and in the neighbouring districts in order to ascertain the best methods of approaching HIV/AIDS. The issues of domestic violence and rape require investigation as does the extent of girl child and child abuse. The social and cultural realities must be known before HIV/AIDS/Life skills projects are developed. Similarly, it is important to find out what programmes and research about HIV/AIDS and the related health, social and cultural issues have been developed in the Great Lakes Region. It is possible that good materials exist which should be incorporated into refugee HIV/AIDS programmes.

DEVELOPMENTAL SUGGESTIONS

When the relevant research and KAP studies have been done it should be possible to work with groups of adolescents and pre-adolescents to identify:

- * the information which they require about sex and sexuality
- * the prevalent behaviour patterns and how to recognise and deal with peer pressure
- * the gender issues together with issues of violence and child abuse
- * the persons best suited to train to teach pupils about HIV/AIDS
- * the life skills required for behaviour shaping or behaviour change.

MATERIALS' SUGGESTIONS

At the conclusion of the research and the gathering of facts, small selected groups of educators, working with youth groups can be trained to develop pilot materials. These materials should consist of facts, together with life skills, so that the learners become aware of their own bodies, feelings and needs, and learn how to develop behaviours to protect themselves.

TASK V IN COLLABORATION WITH PARTNERS, IDENTIFY AREAS OF IMPROVEMENT WITHIN THE CONTINUUM OF BASIC EDUCATION SERVICES, AND UNICEF'S ROLE IN ASSISTING QUALITATIVE IMPROVEMENT, AND MAKE CONCRETE RECOMMENDATIONS FOR FUTURE UNICEF EDUCATION INTERVENTIONS IN REFUGEE AND AFFECTED AREAS

Recommendations

THE TASK FORCE : TOWARDS A CHILD FRIENDLY SCHOOL SYSTEM

1. UNICEF has a real opportunity to participate in educational developments and improve learning for primary school aged pupils in the countries of the Great Lakes Region, which are presently caught up in wars, as well as in neighbouring Tanzanian Districts. It is proposed that UNICEF Tanzania should set up an educational task force to embrace the countries involved in education for repatriation, namely, Tanzania (host-country), Burundi, Rwanda and the DRC. The task force would gather data and information about primary education and educational developments in the affected countries. The intention would be to monitor educational developments, gather data, exchange information, carry out case studies and embark upon shared curricula projects to create a more child friendly component to primary education. The child friendly component should focus on studies concerned with child rights and protections and upon all aspects of health including HIV/AIDS and Life Skills. In addition, the important subject of the environment can be introduced through a series of practical activities and by setting up environmental clubs and competitions. Similarly, it would be a challenging and valuable curriculum innovation to develop a curriculum component under the existing General Knowledge component and fuse this with the Peace project and a Life skills component. For example, the subject could read: General knowledge\Peace Education\Life skills. Under this heading

subjects such as: rights and civics, gender equity, health, sexuality, HIV/AIDS; drama, dance, music, games; environmental education; sewing, basket making and small-scale gardens could be developed. This programme would incorporate life skills in order to promote self-esteem, sound relationships, decision making, self reliance and protection from all forms of abuse and violence. Methods would involve small group discussions, projects, community work as groups and cultural and games programmes.

2. **PRACTICAL KITS DEVELOPMENTS**

The issue of practical subjects is a very difficult one because of the need to purchase basic equipment and consumables. However, practical subjects can be started in a small way. For example, sewing should be perceived as learning with a needle and thread. Groups of teachers and parents can develop the basic ingredients for sewing kits and ascertain how many of these are needed for each class and what the cost would be. In the same way, basic kits for small gardening projects, basketry, weaving and cultural and sporting activities can be developed. The resource persons should be drawn from the local communities. Art, pottery and carving are also excellent practical subjects to develop in the camps and in the local Tanzanian context.

3. **THE 7TH YEAR**

It is also suggested that a 7th year be added to the Burundi and Congolese primary schools. The 7th year would concentrate on core subjects, a life skills programme and offer more practical and entrepreneurial activities.

4. **CHILDHOOD REDISCOVERED**

The importance of studies on childhood cannot be over-emphasised. It should be

possible to set up a whole series of studies about children and their needs, especially in situations of conflict. It is also important to get information about how adults perceive childhood. In this context, it is necessary to undertake research, and compile case studies regarding the different concepts of childhood and child abuse, for example, and include the social and cultural beliefs which affect various aspects of health education, environmental education, sex education and *HIV/AIDS for children*. Gaining a better understanding of childhood, the life of the child and the perceived needs of children as these needs are expressed by children, is essential information for curriculum developers.

5. **DEVELOPING A DATA BASE**

A data base of the war affected countries should be developed so that the various interventions and new developments can be monitored, shared and discussed. This would add a valuable regional dimension to co-operation with regards to educational and child developments and measures undertaken to protect children from all forms of harm or abuse

6. **CREATING THE OFFICE OF THE CHILDREN'S PROTECTOR**

Four years after the opening of the refugee camps, there still appears to be insufficient information about why children are not in school, what has happened to fostered children, what happens to abused children, why girls are marrying early, why girls are excluded, what kinds of work loads children are carrying and why children are still living alone. UNICEF should consider establishing childrens' bureaux in each of the camps and train refugee workers to research and report on the issues mentioned and on other issues affecting children. These bureaux could also become focal points for developing children's rights campaigns and for organising centres where children can seek such bureaux or offices are also important in continuing to research and write up

case studies about the plight and conditions of the thousands of children who have "no faces".

7. APPOINTING A TASK FORCE AND TEAM LEADER

UNICEF should appoint a Task Force and a Team Leader and to facilitate the development of the various recommended activities. The Team Leader would work with Refugee officials and with district officials in Tanzania, and network with counterparts in Burundi, Rwanda and the DRC. Such a Task Force could, over time, influence positively the curriculum and pedagogies used in this volatile Region, and benefit the lives of thousands of young learners.

OTHER ISSUES RAISED

CREATING MINIMUM LEARNING CONDITIONS IN PRIMARY SCHOOLS

The huge strides made in the construction of temporary primary schools in the Refugee Camps is thoroughly commendable. However, it is time for Educators to speak out strongly against the notion that children can learn despite the fact that:

- * classrooms are often so dark that the children cannot see the chalk board. It is high time to examine the architectural design of classrooms in terms of space, light and air.
- * children have to sit on the floor or crowd onto very inadequate and poor furniture.
- * children have no writing or reading materials
- * there are far too many children for any one teacher to teach with any measure of success
- * the conditions of many classrooms, that is the dust, darkness and lack of

ventilation, make such classrooms generally unhealthy places in which to crowd children, let alone keep them in such conditions for hours on end. It is time for educators to agree on minimum physical conditions before children are crammed into these unhealthy situations.

Educators must insist on the provision of these basic requirements, before such places are called Schools. A school is supposed to be a place where children can learn and develop. It is not a place of darkness and dust.

Pre-schools visited in the Refugee Camps

In each Refugee camp visited, there were large numbers of pre-school children enrolled in mushrooming pre-schools. Once again, it is imperative to construct pre-schools which are healthy places for children to spend time. The pre-schools visited were seriously overcrowded. In one pre-school about 130 very young children were crowded into a terrible dusty classroom. These children were covered in thick grey dust and as they stood up, a thick cloud of dust rose with them. Their eyes and lungs were obviously suffering.

Pre-school programmes require further attention. Pre-school classes are supposed to cater for a prescribed number of children to allow for the variety of play and learning activities to take place. Many pre-schools allocate play and interest areas both in and out of the classroom. This facilitates the development of the interests and freedom of movement of children. When over a hundred children are crammed into limited space, it could be argued that such arrangements offer poor custodial care, at the expense of child health or development.

POST PRIMARY SCHOOLS VISITED IN THE REFUGEE CAMPS

UNICEF is mandated to support Basic Education which covers various periods of time in different countries. In some countries Basic Education covers a 9 year period, whilst in other

countries the period involves less or more. Basic Education appears to get lost when education is divided into primary and secondary cycles, which are exclusive.

Basic education is not necessarily perceived as primary education only. Many countries now realise the importance of adding an additional period of time to schooling to facilitate a broader and more indepth range of learning opportunities.

It is strongly suggested that UNICEF should investigate the possibility of supporting the development of a longer basic educational cycle for all children so that the majority will benefit from some of the curricula offered at secondary levels. UNICEF should also be a strong advocate for Governments to increase access for learners to secondary education on a gender equity basis. No country can make progress without educating the majority of their youth at secondary and tertiary levels of education.

These additional issues, raised during the report-back meeting, endorse the need for a Task Force, so that the issue of access to quality basic education can become a major focus of development in the next millennium in the Great Lakes Region.

Conclusion

It is increasingly important for countries to share educational experiences and resources. UNICEF could assist in the development of an education network in the Great Lakes Countries by initiating a Task Force to advise on education, child rights, health and other important child development issues.

This network could, through co-operation and understanding, share expertise and experiences to produce vital information about childhood and child rearing practices and develop new projects for the education care, development and protection of children. Similarly, projects based on life skills geared to increasing awareness about human and child rights, education for self reliance and education for establishing health and health based behaviour for

HIV/AIDS, could be developed. Research and the development of such projects focusing on children and upon childrens needs could influence very positively future curricula and pedagogical developments. These combined interventions should lead to greater access to education and to a more child centred holistic approach to basic education which incorporates important practical, cultural, environmental and health related curricula.