

**Mega Trends and Challenges in  
Refugee Education**

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## *Mega Trends And Challenges In Refugee Education In Brief*

Children learn from the time of their birth whether it is under normal circumstances or crisis situations. It comes to them naturally. When opportunities are provided in adverse environments the child is likely to learn better. The teacher can make the learning environment conducive and learner friendly. An efficient teacher can motivate the children and bring about positive changes in their behaviour. These initial steps would promote better participation and encourage the continuation of the learning process. Environments, which lack resources and a culture of learning along with other problems and complexities, do need innovative and pro-active approaches to promote learning among children. This is more true in the case of girls. This publication is intended to fill in this gap by presenting some key methods and strategies, which the teachers could use when working with refugee children living under adverse conditions.

International agencies promoting education and bringing new inputs to the systems are greatly concerned about the significance of the new trends and how these should be absorbed in the classroom operations. These institutions headed by UNESCO strongly feel that the objectives of education accepted in earlier decades have changed and new trends to meet the challenges of the changing society are emerging. These include the problems of disadvantaged groups and others living in adverse environments such as the refugee children. Education is expected to provide opportunities for improving self-esteem and enhance personalities, thus bringing out the best in them and to later serve their country. The focus of the international community for the development of the children, girls in particular, has increased greatly over the decades. However, funding has not kept pace with the demands.

In addressing as to how changes could be brought in the teaching learning situation in the classroom solving some of the complex issues such as trauma, conflicts etc. that these children face are discussed in greater detail in the 'Mega Trends.' It is a training manual and a guide for trainers and is an outcome of a workshop conducted for trainers in GTZ Basic Education for Afghan Refugees (BEFARe) in Pakistan. The contents of the publication focus on three levels namely, on the global trends that have taken place over the years in the context of refugee education, application of these at the classroom level and the methodologies that could be used in the refugee schools, the management procedures and evaluation methods and the planning of training programmes for education personnel in refugee programmes.

# FOREWORD

The publication of this guide book comes just months after 1.56 million Afghan refugees have repatriated to their homeland from Pakistan. An unanticipated return of this magnitude is a hopeful sign that the decades – old Afghan refugee crisis is nearing an end. It is also an indication of the Herculean task that lies ahead in Afghanistan: the rehabilitation and reconstruction of a war-ravaged country. An important step in meeting this goal is the restoration and growth of Afghanistan’s education system. With its focus on enhancing the skills of teachers and trainers, BEFARe continues to make a valuable and significant contribution to the future of Afghanistan.

On this occasion, we are reminded of the important objectives behind the BEFARe project, which was established in 1985: to ensure Afghan refugee children have unhindered access to education and maintain a close link with their culture and religion. Such objectives become all the more important in the present context, when voluntary repatriation is finally a viable option and Afghanistan’s youth must be endowed with the skills and education required to rebuild and sustain their country.

It is UNHCR’s sincere hope that the BEFARe project – and more specifically this guide book – will stimulate a further expansion of education initiatives, particularly those aimed at alleviating poverty, promoting greater female participation in the classrooms, and strengthening the skills of teachers and trainers. Having worked closely with BEFARe, and impressed not only by their commitment but also their sophistication, UNHCR encourages learning institutions and individuals around the world to draw from BEFARe’s valuable expertise and insight – which is founded on nearly two – decades of experience with Afghan refugees in Pakistan.

Creating an atmosphere of learning that stimulates creativity and positive solutions-oriented thinking requires us to be creative educators – adopting new ideas, embracing novel approaches. As shown through this guide book, BEFARe strives to meet this aim, combining their experiences with modern training techniques. They likewise show us how to respond to the cultural context, integrating this into a healthy learning environment. This guide book hopefully will be the first among many, providing practical recommendations for reaching a common goal – bringing education and thus prospects of a brighter future to disadvantaged groups.

Hasim Utkan  
Representative  
UNHCR, Pakistan  
March 2003



# INTRODUCTION

It is with great pleasure that I express appreciation to the author and publisher of the guide book for trainers “Mega Trends and Challenges in Refugee Education”. It is an essential contribution to refugee educators.

This book supplements earlier important publications on refugee education, notably “Education in Situations of Emergency and Crisis: Challenges for the New Century”, (Ken Bensalah et al, UNESCO, Paris, 2001), “Learning for a Future: Refugee Education in Developing Countries” (edited by Jeff Crisp et al, UNHCR, Geneva, 2001), and “Guidelines for Education in Situations of Emergency and Crisis – EFA Strategic Planning” (UNESCO, Paris, 2002). Dr.S.B.Ekanayake’s book refers to the theories and worldwide empirical data in the two first mentioned books, and it highlights practical experiences in refugee education for Afghan refugees in Pakistan and draws lessons for the future. He gives advice for improvements.

Dr. Ekanayake emphasizes in particular the importance of giving socio-psychological factors more prominence in refugee education. Most refugee children have experienced trauma and various kinds of stress that need to be treated and healed. Also, the children’s parents and their teachers often have traumatic experiences. Therefore, to run refugee schools is different from running ordinary schools, Dr. Ekanayake underlines. He explains that refugee schools require special teaching methods and different management systems than ordinary schools, and special training of teachers.

UNESCO sees the publication of this book as important also in relation to its work in teacher training for Afghan refugee teachers. The ultimate outcome of better teachers, school managers, planners, parents-teachers-associations, and more donor attention, is better education for the refugee children who are already enrolled, improved retention, as well as higher enrollment of the out-of-school children.

In Pakistan, we only reach about 50% of the school age refugee children with primary education, and less than 30% of the pupils are girls. Literacy, skills and vocational training, and other basic educational changes for adolescents and adults are negligible. There is still a lot of work to do to reach every one with relevant quality education, which is our goal and duty. Equal educational opportunities for all boys and girls – handicapped, refugees, and other disadvantaged groups – is a basic human right, enshrined in the Universal Declaration of Human Rights.

Ingeborg Breines  
Representative/Director  
UNESCO Office,  
Islamabad, Pakistan  
March 2003



## PREFACE

The project “Basic Education for Afghan Refugees” or BEFARe in short is one of the largest, if not the largest education project for refugees worldwide, implemented by the German Technical Cooperation (GTZ). Located in the North West Frontier Province of Pakistan, it has provided a variety of formal and non-formal education services to Afghans who had left their own country due to political, social and economic instability. BEFARe has been supported since its inception, in the late eighties, by the German Government (through its Ministry for Economic Cooperation and Development, or BMZ), the UN High Commissioner for Refugees (UNHCR) and, more recently, the Department for International Development (DFID), the World Bank (WB) and Canadian International Development Agency (CIDA).

The fall of the Taliban regime in 2001 and subsequent peace-building efforts inside Afghanistan have encouraged large numbers of refugees to return this year and re-start their lives back home. At the same time the international community still faces tremendous challenges in continuing to provide services to those Afghans in refugee camps in the region who have decided to wait for more favorable conditions for repatriation, including lasting peace, good governance and economic prospects. In this scenario, BEFARe and its partners will have to continue to play an important role as one of the major providers for education in Pakistan in the years to come.

In order to further improve its services and increase not only access but particularly the quality of basic education, GTZ has undertaken a variety of measures since the beginning of this year, including an external evaluation and an internal reorganization exercise. One of the priority and main focus areas in the future should be, it was recommended by all stakeholders, further training of BEFARe’s teaching staff, numbering about 2,500, mainly Afghans. Therefore, pre- and in-service training modules were designed, and as a first module a training workshop for Master Trainers was organized in June/July 2002.

Dr. S.B Ekanayake, a former UNESCO/UNHCR Advisor and expert on emergency and refugee education with long experience in the region kindly offered his services and served both as a facilitator and resource person to this first Training-of-Trainer (ToT) workshop. The workshop addressed issues of importance to all BEFARe Master Trainers, Field Education Supervisors and selected Headmasters, who had not been exposed to new trends in primary education, let alone received further training in recent years on the specifics of emergency education. Some of these key issues are related to the Education for All (EFA) strategy, child-centered and problem-based teaching and learning, as well as the importance of social skills in the context of peace building and cooperation with others. Maximizing the full potential of each child, the development of appropriate values and attitudes, and the relevance of the curriculum to the individual but also the society as a whole were some of the subjects tackled by a highly motivated group of trainers and teachers. The results are compiled and published with the purpose to document the training contents as well as to offer other organizations involved in refugee education a helpful tool in their own efforts to combat poverty through basic education.

In summary, GTZ/BEFARe looks at the present training and documentation exercise as a further step in addressing quality issues in project implementation, and as a first training module followed by a series of

others, all geared towards improvement of basic education services, and also in view of the ultimate aim to combat poverty through delivery of quality education as spelt out in the EFA strategy.

Lastly, I would like to sincerely thank Dr. Ekanayake for his contribution towards this end on behalf of all project staff, partners and donors, as well as all course participants for their sincerity, motivation and dedication to continue serving refugees by laying the foundations for a better future through education for all of them. May this documentation serve all of us and others as a guiding tool towards this end.

**Juergen Wintermeier**

Technical Advisor

GTZ International Services

March 2003

Pakistan







## ACKNOWLEDGMENTS

This book is focused for those involved in training of teachers, specifically in refugee situation and in disadvantaged environments. Hence, it is expected to serve the needs of institutions that deal with such problems and be of assistance to the planners dealing with emergency education programmes. Consequently the direct beneficiaries of this programme would be trainers and field education supervisory personnel. It is a guide book that focuses on new trends in teacher education and teaching strategies of a practical nature with emphasis on the child under stress. The publication includes both content and the methods.

This publication is an outcome of a workshop conducted for the Master Trainers (MTs) in GTZ, Basic Education for Afghan Refugees (BEFARe). The main objective of the workshop was to expose the MTs to new trends in the field of education. Therefore, the key themes in this book reflect this objective. Part I focuses on the conceptual framework on refugee education. Part II relates to global changes, while part III focuses on classroom operations. Part IV emphasizes the stress aspects related to management and assessment. Planning for quality is the last themes dealt with. In all of the above, one would note that the emphasis had been on Afghan refugee issues and how these can be solved through strategies that are endogenic and realistic. Therefore, the reader is advised to modify the materials according to needs of the clientele. The key words in the publication are 'stress', 'trauma', 'self confidence'. The writer is of view that these approaches could be used inside Afghanistan as well.

GTZ BEFARe is currently the world's largest education project. This was established in 1985 under the Pak-German Basic Education Project. It is a bilateral project between the Government of the Islamic State of Pakistan and Federal Republic of Germany. The project expanded its scope taking over the responsibilities of primary education of the Commissionerate of Afghan Refugees (CAR) in 1996. The sources of funding for the project comes mainly through UNHCR (86%), DFID (06%), World Bank and CIDA. BMZ, GTZ provides funds for expatriate salaries and logistics.

BEFARe operates in the North West Frontier Province of Pakistan (NWFP) with head quarters in Peshawar. The activities cover the districts of Bannu, Hangu, Mardan, Peshawar, Timergara and Abbotabad which include 140 refugee camps covering an area of around 78,000 square kilometers. In the year 2002 alone, BEFARe provided education for over 100,000 students in about 300 schools employing 2500 teachers. Of this number, around 30 per cent are female students. The refugees have been in Pakistan for over 20 years and a great number of the children studying in schools have never seen their homeland.

Providing education to such a group of social and cultural diversity, is a challenging task in view of the large numbers, scattered all over in rather difficult locations and terrains. It becomes still more complex when one has to plan-out systems that would answer their futuristic needs taking into consideration the diverse socio-economic and stressful backgrounds.

Because of the significance of the project in terms of its scale, population, area covered, and the need for updating its inputs for quality improvement, it was considered necessary by UNHCR that an evaluation should be conducted. This was undertaken and completed by the end of March 2002 by a team of experts of which I was also a member. While commending on the achievements, the evaluation report recommended

changes in the field of education, which was the main focus of the project. The recommendations were related to teacher education and training of key personnel in the project (Evaluation Report, 2002). This resulted in organizing a workshop for the Master Trainers in June and July 2002. The promptness in responding to the recommendations of their evaluation should be appreciated as a rare occurrence among international organizations.

The evaluation report focused on the need for training of all personnel at different levels in the structure of BEFARe. These included Teachers, Head Teachers (HT), Field Education Supervisors (FES) and Master Trainers (MT). Although training programs are in operation for all of these categories of personnel, these seem to be ill focused and not in keeping abreast with the new trends in the field of education. Thus methodology, understanding the child in the refugee context, problem based instruction, positive approaches to teaching learning, management under stress, evaluation are some of the areas suggested to be taken up in an orientation program for BEFARe personnel. The key person in the structure of the BEFARe school system has been the MTs, and therefore the initial training should be for that group, who will cascade it down to the teachers. Hence this program.

My sincere thanks to Messers Holger Munsch, Chief Technical Advisor and Juregen Wintermere, Technical Advisor, for providing this opportunity to plan and execute the program and the support provided for the same. The cooperation I had from Mr. Qaiser Jamal, Project Manager Education unit and Mr. Tanveer Awan, Project Manager Administration & Finance was very encouraging and supportive in the execution of the workshop. Mr. Iqbal Khalil provided the logistical needs with efficiency and promptness. Without the support I had from Mr. Mujadidi, Senior MT in translating all what I said during the 14 days, I would not have been able to achieve much. This is appreciated greatly. The cooperation of the participants, Master Trainers and Community Motivators was a great source of strength. Last but not least relates to the sacrifices of the head teachers, teachers and students, who despite their summer vacation, stayed with us to give us the opportunity to practice in the field, what we said in the classroom. The editorial comments of Prof. (Ms) Asoka Jayasena, Ms Farhat Gul, Mr. Atle Hetland (both UNESCO), Mr. Fayyaz Ali Khan and Mr. Juregen Wintermeier (BEFARe) are greatly appreciated. I am also indebted to Mr. Junaid Shah for his initial editing of the report.

**Dr.S.B.Ekanayake**

(Former Basic Education Advisor

UNESCO / UNHCR)

GTZ BEFARe, Peshawar

March 2003

Pakistan

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## Abbreviations

SMC	- school management committee
FES	- field education supervisor
HT	- head teacher
MT	- master trainers
TL	- teaching learning
BEFARe	- Basic Education for Afghan Refugees



## Part I - Background

### Chapter 1 Why Refugee Education?

**'We are poor (people) but we want to provide education. We want our schools to be up graded and we are willing to pay for higher education'.**

**'We could not get education, that is why we want education for our children'**

**'We are poor, and we believe that education will increase our standard of living'  
(women in Afghan Berari refugee camp, Timergara, Pakistan)**

**(Evaluation of GTZ Basic Education for Afghan Refugees in Pakistan, 2002)**

A simple answer to the question raised above would be to say that education is a human right. Although the answer is correct it lacks specificity and is more superficial. Seemingly it is more of an emergency need to facilitate to continue the learning they had received in their country of origin. It is a way to enhance their personalities and open opportunities to bring out the best in them for the service of their country. 'For their self esteem, refugees need to show to the rest of the world that they are not completely hopeless. They may have lost many things in life, but knowledge and skills once acquired can never be taken away. Education therefore is a priceless commodity for refugees to cling on to with hope. Indeed it holds the future of their existence – for the individual and the community' (Brown 2001). Furthermore, education provides knowledge, skills and emotional maturity and depth to understand conflicts rationally and peacefully. The saying **'Since wars begin in the minds of men, it is in the minds of men that peace should be constructed'** (UNESCO) is of relevance in this context. This is especially true amongst those, who have been directly involved in the conflicts. They pass on these emotional conflicts to their off springs. In such situations education is essential to bring about a balance amongst those who have suffered traumas and adverse psychological effects. Their social balance can be brought about to a great extent, by correct approaches through education. In addition education also can provide survival skills, both social and vocational. Thus education can bring about a culture of peace. It can also create a sense of security among the youth and children and provide access to broader fields of development outside the areas of conflicts. Reduction of child abuses such as exploitation for work and prostitution are areas that can be looked into through education due to the possibility of providing alternative sources for survival. Ex-combatants and child soldiers are products of conflicts. They have to be taken care of to make them fit into a new way of life. Education can be the beginning for such social issues.

Interests of the community can be easily activated on an issue like education, since it focuses on the children, more than on the other needs of the community. This is the reason why education in emergencies is considered as education for sustainable development. UNICEF is loud and clear about this when it says

**'Any emergency education program must be a development and not merely a stop-gap measure that will halt when a particular situation is no longer experiencing intense media coverage' (UNICEF 1999).** UNHCR emphasizes that the trauma of exile should not be aggravated in addition by trauma of loss of educational opportunity (UNHCR 1995). These are but a few arguments on why education is essential for human development and the importance placed by the international community on education for refugees. However, **what is equally important is what should go into refugee education. More important is how refugee education should be delivered/ provided at the classroom level.** It means the processes involved in teaching and learning. The methods and strategies form a vital aspect in this connection. Since these operate in the classroom the teacher becomes the center of attention, his skills and competencies in delivering the contents play a key role in achieving the above objectives and providing solutions to the issues raised earlier.

**Education as a need for refugees has gained substantial approval amongst the international community since the Jomtien Conference (1990) and especially after the Mid-Decade meeting on Education for All (Amman,1996)** which provided greater emphasis on education in emergency situations. The UN had approved the need for it in 1989 under the Convention of the Rights of the Child. Even earlier in the decades under the Declaration of Human Rights (1948), the right to education was featured and its application to refugees was spelled out in the Convention related to Status of Refugees (1951). Since then its importance has increased due to the numerous complex emergencies in recent years. Different UN and other international agencies use different terminology and definitions to express what an emergency means. 'In general, emergency education programs are a response to exceptional crisis conditions requiring exceptional means of response, linked to a process of planning for future educational development' (UNESCO, 2001).

Machel Report (1996) refers to the horrors faced by refugees who undergo terrible traumas physically and mentally. Witnessing murders, subjection to rapes and exploitation are very common amongst refugees. The same report recommends all possible measures to maintain education systems during conflict, and the need for urgent introduction of educational activities for displaced persons and refugee children including adolescents. The global refugee and internally displaced population is presently very high with around 72 million. However, the number of IDPS is difficult to estimate. All these persons need support for a better livelihood.

It is rather disturbing to note that some consider education as a 'relief' effort and a temporary measure, implying that education should not be developed in a professional manner. But both UNICEF and UNESCO emphasizes that education should not be a stop-gap type of an arrangement, but part of a development process for the refugees. Hence it has to be designed professionally taking into consideration the future needs of the refugees in their country of origin. Afghan refugees are a good case in point where they have been living as refugees over a period of two decades. Other countries like Angola, Burundi, Colombia, Congo, Somalia etc. have been experiencing the same traumas for decades and demand education of a positive nature and not ad hoc plans and activities. This is what precisely the Jomtien Conference aimed at in 1990 when it launched the concept of Educational for All (EFA).

### **What are the specific teaching learning issues in refugee contexts?**

The learning environment of the refugee child is complex, as they are engulfed in day-to-day survival issues, social traumas and pressures from the land of refuge, uncertainty in existence, challenges of all sorts and levels of degrees. These affect the child's learning atmosphere as well as that of the teacher. Therefore, one cannot apply the same yardsticks and approaches that prevail in the normal school systems when evaluating the same. The child in a refugee situation also learns foreign contents that may even clash with his own cultural and social values. The texts developed for the Afghan child is a case in point where war like messages were incorporated into the texts and contents are more of an indoctrination nature with limited emphasis on developing cognitive skills and life oriented competencies. Such materials make the child confused and a misfit in the refugee situation.

### **Focus on girl child**

When one examines the nature of the camp environment of the Afghans during summer or winter what emerges is that of any undernourished, deprived scenario where the elders struggle to seek out an existence exploiting their children as well. In this process the worst victim is the girl child. In addition to attending to the house-hold chores like looking after siblings, **the girl child also eats last, sleeps last, earliest to rise in the morning with the least amount of rest.** Hence education for girls has to be sympathetically looked into by the female teachers and head mistresses. These relate to demands in the school, home work assignments, responsibilities in school organizational programs, tests etc. It is important that the girl child is less pressurised due to the heavy stresses. Lack of space for studying at home, inability to move freely in a refugee camp, social taboos due to living with different types of ethnic and tribal groups are some of the other stresses that all children encounter and here too the pressure is felt more by the girl child.



## **Chapter II What Was Done?**

### **New Dimensions for Quality Improvement of Master Trainers - Plan of Operation**

#### **Background**

The factors mentioned in chapter I, were seriously considered in the development of the training program for the Master Trainers (MT) or Senior Trainers, in the Basic Education for Afghan Refugees Project (BEFARe). BEFARe project had been involved in teacher training since 1996. It expanded its training programmes to cover different groups of clientele, the trained and untrained, with varying durations over a long period of time. In spite of its long experience in teacher training (TT) with attention to the immediate needs of refugee children, it was felt that new directions and the mega trends that were taking place in the field of education elsewhere in the world were rarely or never reflected in the teaching learning (TL) processes of the refugee camp schools. Such trends, if introduced to the system would help to improve the qualitative aspects of teaching - learning. However, it was noted that such changes should be suitably modified and applied in the Afghan contexts, taking into consideration the limited nature of the resources and the socio-cultural factors.

Being the critical person at the school level for motivating the child and providing solace, the teacher should possess a repertoire of skills. He should be capable of understanding his responsibilities in a professional framework. Currently these teachers are exposed initially to one training of short duration with brief stints and interactions with BEFARe Field Education Supervisors (FES) and MTs. All these interactions are mostly related to classroom operations, based on traditional lines. The skills the teachers gather from their supervisors seemingly fulfill the needs of the traditional classroom operations. These skills do not develop the capacity of the child to face the ever-growing challenges of the refugee environment nor encourage the child to be creative or to adopt positive approaches to solve life problems. Thus both the teacher and student remain helpless clients of a negative - teaching learning process. As for the teacher, he does not receive skills of understanding the refugee child and consequently operates in a psychological vacuum. Hence, the academic capacity of most teachers is limited. Most possess the basic qualifications and may not be in a position to grasp what is provided by the trainers, namely, the MTs and FES. This may be the case in many refugee situations elsewhere, as well. The duration of the training program in BEFARe project is yet another factor to be considered. Hurried inputs may not have the desired effect that the management may anticipate, although emergency situations demand such strategies. Hence the need for a judicious combination of resources and needs.

If the educational planners had provided only the basic skills related to teaching at the beginning of the refugee education programme, modestly, one may not have raised reservations and criticisms due to the emergency situation. Such a strategy would have been understood by professionals as part of the problems connected with the initial stages due to the influx of refugees and the requirement to fulfill the basic tasks by the teacher even in a traditional teaching - learning manner. However, since two decades have passed this factor combined with other challenges, demand changes and new strategies in the delivery systems of TT. But this requirement had not been fulfilled to a level of satisfaction to meet the quality criteria set by UNESCO even under emergency situations, over the years. The initial inputs in this direction have to commence with the key professional in any organization. In the case of the BEFARe project it is with the

MTs who are at the helm of the professional structure. Unfortunately this group has never been exposed to a systematic professional course in their career at BEFARe. These gaps were identified by an assessment team in early 2002. Hence the significance of this workshop cum training program for the MTs as they form the first level of trainers in the BEFARe project structure. In addition they also form the most academically qualified and professionally competent group in the structure. It is expected that the skills and competencies that they gather would seep down the line through the field supervisory staff to the teacher thus resulting in improving the standards of teaching learning situation at the classroom level.

### **Broader aims of the training program were:-**

1. Creating an awareness of the mega trends that have taken place in the field of education over the last decade.
2. Developing the capacity of the educational personnel to understand and interpret the mega trends in the context of issues related to refugee education.
3. Developing skills and competencies related to positive dispositions in teaching learning in refugee contexts.

With the above aims in focus the following objectives were developed for the training program. But one could change these objectives to suit the prospective clientele group to be trained.

### **General Objectives**

1. Provide education for all taking into consideration the interests of heterogeneous learning contexts and needs vis-à-vis economic, social, cultural and ethnic including cross boarder demands.
2. Develop relevant values and attitudes in respect of the Afghan contexts both as refugees and returnees.
3. Provide skills to enhance the full potential of the child specially of the girl child.

### **Specific Objectives**

1. Develop skills related to learner centered styles of teaching, focusing on problem based approaches emphasizing process skills related to divergent thinking.
2. Enhance the competencies related to holistic evaluation and analytical assessments.
3. Improve skills related to concept based teaching learning and evaluation.
4. Develop stress management skills in refugee contexts and deprived environments amongst educational personnel.

### **Contents**

#### **Phase I**

The contents of this training programme consisted of three levels. The first level of the contents were of a global nature. The main objective of this section was to provide exposure to changes that have taken place in the field of education over the last decade: factors that have changed the course of thinking in the field of development amongst the international community, after the Jomtien Conference in 1990. This provided the participants to look at their own situations in the refugee camps and their schools. They were provided with an opportunity to identify their needs in the light of these 'mega trends' which were discussed and analyzed in relation to the Afghan refugee education issues. The significance of understanding the refugee child engulfed in stress and trauma was one such specific instance. The purpose of this approach was to bring

the global concepts into the reality of the refugee school. Three themes introduced under the first phase were as follows: -

1. Mega trends in educational development: lessons to be learnt in a refugee /deprived contexts,
2. Why refugee education? Issues and prospects,
3. Understanding the child in refugee context.

## **Phase II**

The phase II consisted of themes that were related to the classroom. These themes brought to light the new processes that have taken place in the classroom situation over the last decade. The evaluation of the GTZ/ BEFARe project (2002) indicated that although, a lot of training had been provided to the teachers and FES by and large, these remained within the framework of traditional approaches. Hence these themes were made use of, to highlight the more positive trends of a child friendly nature that are in practice around the world. This phase also highlighted the processes that have been initiated in the classroom to make teaching learning more effective and relevant to life situations. The Master Trainers were made aware that the new strategies were adopted by most of the countries and all recommendations were the characteristics of the mega trends. The key areas discussed were as follows:-

1. Positive teaching - positive learning in a refugee framework,
2. Direct instruction,
3. Effective teaching in a refugee context,
4. Concept approach to teaching - learning and why is it better for refugee children,
5. Problem based instruction and how it develops self – confidence amongst the deprived.

## **Phase III**

The themes under Phase III included aspects related to management of the school and the classroom under stressful conditions. The stresses affect the cognitive, psychomotor and affective domains of learning. Tests were considered the mirror that reflects the efforts of the teacher and the responses of the student. The results of the tests when analyzed provide insights into the positive and negative aspects of the teacher and in addition clues for further training of the concepts of the subject matter. Therefore the importance of construction of test items and analysis of tests in determining the quality of teaching and learning that operate in the classroom were highlighted during this session. The themes were as follows: -

1. Significance of evaluation under stressful conditions,
2. Stress management – role and functions of the head teacher.

## **Phase IV**

The last phase consisted of two themes related to planning. The MTs, the key players of the project, had to develop a plan of operation for training the FESs and through him the teacher. They also needed skills related to identifying training needs. Both these issues were focused on during this session. At the end of the workshop the participants were formally tested on what they had learnt and the skills they had developed during the workshop. The feedback was very positive.

The themes under this phase were -

1. Methods of identifying training needs,
2. Planning for practice in refugee schools.

## **Sources and information**

In the development of the programs and contents, the author used a wide variety of materials from various sources. These were from some of the latest literature on pedagogy and writings on refugee education and related issues in the world. The educational literature and similar source books available for the educational personnel inside Afghanistan and, the work done with the refugee population over the last decade also provided valuable guidance and insights in the development of the contents of this program. In addition, the experiences of the author gathered while working with Afghan organizations, both UN (UNESCO and UNHCR) and NGOs, inside Afghanistan and in the refugee camps for nearly a decade provided a practical source of information in conceptualizing the program for the MTs.

## **Methodology**

Prior to finalization of the workshop program, the contents of the whole workshop were circulated to the MTs for a feed back. Their responses too were incorporated into the program. During the workshop the explanations of the themes were through an initial short presentation of the subject, followed by a plenary discussion, later discussions, planning in groups for practical work. Practical work took place in the refugee schools of Kachchgari camp, Peshawar, North Western Frontier Province, Pakistan. This was followed by group discussions at the school and later at the center where the workshop was conducted. These activities included observations of children learning through new methods, observation of teachers using new methods, discussions with children and teachers, instructing teachers on new trends by MTs and observation of teachers in classroom activities. On the other hand, MTs too conducted model lessons for the benefit of teachers and students. It was a cascading approach, in that the MTs who were directed initially by the consultant, in turn guided the teachers with the new ideas/trends, which formed the basis for them to develop new lessons. This was followed by the MTs observing the lessons of the teacher. The MTs used the observations as the basis for discussions later with colleagues at the workshop. More than 75 per cent of the time of the workshop was devoted to practical work.

The MTs were also guided to develop formats for observations of HTs, FES and teachers. These were to be used at later stages in their own training programs. The formats were a) simple b) practical c) usable d) and easy for analysis.

The total number of participants at this workshop consisted of 24 MTs, including 6 females.



## **Part II - Global Context**

### **Chapter III - Mega Trends in Education Development: Lessons to be Learnt in Refugee Context**

#### **1. Findings and course contents**

What is presented in this section relates to the initial presentation of the content of the mega trends and the outcomes of discussions that took place in the groups. Presentation was through the use of transparencies and discussions. The presentations varied from 15 minutes to 30 minutes at a time. These presentations were followed by group discussions and activities. The discussions were in relation to developing materials such as formats, for later activities in the field, identifying issues related to TL or issues that are connected with the theme. These provided opportunities for the participants to voice their opinions. It always took a while for the participants to grasp some of the concepts due to this being their first exposure to such ideas. The discussions invariably were lively and debatable in nature. What is presented here in summary form are outcomes of discussions and materials collected from different sources. These were discussed in greater detail with the participants. The sources of information are acknowledged at the end of the chapter for further reference, if and when needed.

The key contents are followed by the inclusion of the productions of the participants, whether these are group reports, formats, reports of observations and interviews. The objective of presenting these is to indicate -

- a) the way MTs absorbed the new ideas,
- b) the capacity to reflect on these in their own contexts, and
- c) the way to use the same approach in their training of FES later. The processes were more reflective and the approach itself was considered the right methodology to be adopted by them subsequently in the training of FES.

#### **2. Mega Trends in curriculum changes for the 21<sup>st</sup> century**

This section provides the reader the major changes or mega trends that had taken place over a long period of time in the field of educational development world over. It is not that all these changes took place a decade ago more or less simultaneously. These were but results of a long period of trial and error, while slowly and steadily moving away from the earlier practices adopted in the educational policies and practices in the school systems in most countries. It is known that in education, unlike in other fields, changes occur slowly and steadily, taking years for visible changes. Educational changes mean 'any noticeable change from established practice; it may be large or small, lengthy or brief'. However, once change occurs it stays on for a long period. One should understand that during the earlier periods, changes were more concerned with universalisation of education and increasing participation. The objectives of education too were more directed to building 'learned' people than people with specific skills. The socio-economic needs reflected during different periods of time in the history had its influence on the learning. The qualitative aspects came in later when most countries took off in the direction of achieving universalisation. Hence why in the 1990s

developing countries were concerned with disparities in achievements, improvement in teacher education, developing micro-strategies to overcome multiple class teaching and aspects of quality education. .

Afghanistan too would have been in the latter group if normality prevailed in the country. In the 1960's she had a positive approach supported by structures during this period and a planned system of free education from the primary to the university. The winds of educational changes could have blown across Afghanistan as well influencing its development if not for the political upheavals that occurred since 1980s. The disasters occurred in the 1980s till almost 2001, the consequences of which will take a long time to be rectified. The refugees were in a way fortunate although not all the refugee children received education, specially the girls. However, the quality of delivery and understanding of modern trends in the field of education by the key personal were less satisfactory and needed upgrading.

### 3. Key points / definitions

Mega Trends refers to change in content, philosophical underpinnings and approaches of the school curriculum that do not change readily.

These Mega Trends are slow to form but once formed influence the system for a long time.

Mega Trends ultimately resolves in developing strategies how to facilitate teaching and learning.

Along with these one has also to reflect on the four dimensions referred to in the Delors Report of 1997 (UNESCO) relating to the full development of the human potential. These are,

1. learning **to know**;
2. learning **to do**;
3. learning **to live together**;
4. learning **to be**.

All these form part of education and upbringing of sustainable development which UNESCO highlighted at the Johannesburg, World Conference on Sustainable Development in 2001.

The Mega Trends that had taken place in the early 1990s relate to the following areas (APEID 1992).

- **Education For All (EFA)** – One of the key concerns in mega trends relates to curriculum reforms. These should accommodate all types of learners who are of a heterogeneous nature and support learning of both the clever and less intelligent. **Opportunities** should also be available **for life long learning of a non-formal nature**. The relevance of this principle in refugee context relates to the varied nature of the children who are under stress lacking opportunities for learning and self-development. These could be important concerns for all those involved in BEFARe schools.
- **Relevance of the curriculum to the individual and society** – Basically this refers to the relationship between what is taught and the realities in the society. This aspect is very pertinent in the case of refugee children. Realities of the refugee life and needs of the future in a cross border situation should be brought to light to **create an awareness of problems and challenges to be encountered**

**in their future.** This includes the ability to nurture motivation for learner performance, make macro concerns relevant to individual learners and apply knowledge and skills to real life problems.

- **Development of appropriate values and attitudes** – The relevance of this trend in refugee situations is in the context of developing desirable attitudes and values in refugee situations. The **curriculum taught and methods adopted have to resolve conflicts and hatred towards their own brothers and sisters leading to the development of a culture of peace and tolerance.** This is one of the critical issues of the Afghans. All learning should be directed to development of appropriate attitudes, values and emotional balance.
- **Development of process skills** – Process skills refer to the methods used in the classroom. The significance of this is in relation to the **development of self-confidence bringing divergent thinking in the learners.** The value of this in the context of Afghan refugees lies in their ability to be self-learners and independent, giving them the opportunity to emancipate than be dependant. Process skills include **thinking, evaluating, measuring, classifying, finding relationships, experimenting, drawing conclusions, rationalisation etc.**
- **Concerns with meeting the needs of the whole individual**–Although it is stated that the learning materials developed caters to individual interests to a greater extent, in reality this seems to be far from true. Hence the need to **understand the differences in development of children and the need to create relevant learning situations** enabling the weaker to gain as well. Particularly, the refugee children are in need of this individualistic approach. The ability of the teacher should be developed to recognize the learners' many domains of development and the interaction among these domains.
- **Maximizing the full potential of each child** – This is of great significance to the children in refugee schools. In this context understanding the child becomes important in order to **provide learning opportunities to wake him from the psycho-sociological slumber.** The adoption of practical techniques and use relevant materials to raise the capacity of the child becomes vital. The teacher should possess **the ability to diagnose the needs of each child in relation to their cultural, social, affective domains.** The teacher should also understand the characteristics of disadvantaged children and this is specially so in the refugee context.
- **Learner centered teaching** – This refers to matching the learning with appropriate teaching concepts and aids. The **learners become the center of operation** and its relevance in refugee situations would be remarkable. Learner centred should be true in reality as well. All learners should feel that they are in the center all the time. The ability to use a variety of learner centered methods of assessment such as criterion referenced assessment techniques should be part of the repertoire of skills of the teacher.
- **Mastery learning** – Students should **comprehend the concepts taught** and develop the capacity to **apply them in reality.** Mastery of learning also entails remedial action for slow learners to avoid

learning difficulties resulting in dropping out-of-school. This is a vital trend that should be observed and followed in the refugee camp schools.

- **Holistic performance and evaluation** – There should be a close co-relation between what is taught and what is tested. The evaluation **methods should be appropriate to the levels of the child**. The value of testing has been highlighted in the evaluation report of the GTZ BEFARe project (2002). Evaluations should lead to positive development of the whole TL system in the school systems specially dealing with disadvantaged groups.
- **Managing change** – Managing change relates to the need for the child to understand the changes taking place in the world. Learning opportunities to understand this concept have to be provided to the **teacher enabling him to translate these into classroom practices/realities**. Learning to manage change should be operational to reflect in behavioral changes of the child. Thus the teacher should have the ability to identify competencies to be developed in the child in relation to changes occurring in the society. This also include the evaluation of the performance of the learners in this direction.

#### **4. Proposed activity on mega trends**

The example provided below explains how the concept of mega trends in relation to Education For All could be met in the classroom level by changing the style of TL. This attempts to simplify the larger issue Education for All (EFA) in the context of the classroom. It is important for the teachers in refugee schools to understand how global changes and concepts could be suitably developed and brought down to the level of the classroom and assist teacher and student in understanding this concept and related changes.

##### **Step I**

**Example of how the conceptual framework in teaching language could be related/ used by a teacher to meet the Mega Trend: Education For All.**

In EFA, language is a major vehicle of communication for understanding. Since language is the medium for every subject, each teacher should become a good model of a subject teacher. In the development of competencies in language, literature should be made functional and vernacular as medium of instruction. The teacher competencies needed to achieve language proficiency are related to listening, reading, writing and understanding the language ability of the student. The strategies to be adopted to provide the training for teachers to become models in language teaching and understanding have to be developed. These, for example, are connected with materials and methods as in the case of planning a lesson on 'silent reading', 'activity to teach silent reading', 'methods of evaluating silent reading', etc. all of which lead to improving competencies ultimately, paving the way to achieve where the objectives of EFA, as stated above.

##### **Step II**

**Let us discuss the above example further. Thus procedures for a lesson on 'silent reading' could adopt the following series of steps:-**

1. Prepare reading materials (text books, magazines, papers etc.),
2. Select reading materials suitable for the grade /child,
3. Organize arrangements for pupils and distribute the materials,

4. Fix the time for reading,
5. Pupils read, teacher observes,
6. Reading time finishes and discussion starts,
7. Evaluation of silent reading by the teacher,
8. Evaluation of responses of students by the teacher,
9. Follow up work for remedial action (if necessary ),
10. Conclusion.

### **Workshop procedures**

After discussing the above in the plenary with the teachers, the participants could be grouped to identify further teacher competencies needed for each of the other trends, as indicated earlier. A few major questions could be posed for discussion. The key competencies needed to ensure that the concepts/skills of mega trends should be clearly ingrained in the instructions. These include the ability to (a) identify the various process skills, (b) identify appropriate process skills for specific situations, and (c) understand the limitations of the particular process skills for specific situations.

### **Step III**

#### **Group work on the theme ‘Mega Trends’**

#### **Methods**

The group work at this workshop on the **first theme ‘Mega Trends’** focused on the following four areas. The procedures included discussion in plenary, group work with 30 minutes for each activity.

- a) What are the competencies needed by teachers to face the mega trends for effective instruction?
  - b) In what sense are these trends new? What is the current emphasis in teacher education in the BEFARe project schools or in the other relevant organizations?
  - c) Illustrate examples of each trend in relation to the subjects taught in the BEFARe project schools or in the relevant other organizations.
  - d) What are the skills needed in the implementation of each trend in relation to skills, knowledge and attitudes?
- a) Competencies needed by the teachers to meet the demands of mega trends and develop process skills to ensure effective instruction**  
(as identified by the MTs, BEFARe project workshop): -

## **I. Understanding the child**

- expertise in pedagogical and psychological issues,
- capacity to strengthen different aspects of students such as mental, cultural, ethical, adding new dimensions, to bring about an emotional balance in the student,
- capacity to understand the individual differences in children,
- teacher training programs should include pedagogical and psychological issues,
- teachers should not use physical punishments on students,
- appreciate the individual differences amongst students and pay special attention to disabled.

## **II. Competencies in skills**

- well versed in subject matter,
- knowledgeable in education and skilled teaching methods,
- capacity to develop teaching aids and use of them properly,
- skilled in different languages and communication methods,
- skills to teach in life oriented styles,
- child centered approaches to teaching learning.

## **III. Professionalism**

- professionally interested in teaching,
- competent in extra curricular activities, environment issues, peace activities,
- follow Islamic traditions,
- teachers should not exploit students for personal needs,
- focus on the progress of students regularly identifying specific weaknesses.

## **IV. General competencies/collaborations**

- initiate cooperation between refugee schools in relation to exchange of experiences,
- school assemblies to be used for development of ethics and morals,
- establishment of audio visual centers and accessibility to these resources by teachers.

## **b) Are these trends new?**

All the participants at this workshop indicated that most of the trends indicated are known to the BEFARe system and are incorporated into the teacher training programs. But what is lacking is the practice of these in the classrooms. This is the vital aspect which has to be streamlined. The BEFARe project has introduced some of these trends to the system through on-the- job training programs of teachers, focal point training of teachers related to remedial teaching methods, establishing mobile libraries, regular assessment of students, monitoring and supervision of head teachers (HTs) , developing manuals for teachers on science, providing opportunities, promotions as well as adopting disciplinary actions against errant teachers. However, for self development, the groups felt that much more have to be done to bring quality improvement in the system on the lines of the mega trends.

**c) Illustrate each trend in relation to each subject in BEFARe schools**

The groups identified that the main concepts related to the mega trends have been looked into in the teaching process in the BEFARe project schools. These relate to the provision and use of teaching aids, lesson planning, conducting of experiments, use of local materials and life oriented approaches. Further in the understanding of concepts, application of methodological principles such as from known to the unknown, simple to complex, concrete to abstract have been adopted in the training of teachers. Most of these strategies are being used in the teaching of all subjects. It is the effectiveness and the fine-tuning of competencies that seem to be the point of concern. It is these gaps that have to be closed to get the best of the current teaching practices which will lead to achieving higher standards and objectives set by the Mega Trends in relation to the concept of EFA.

**d) Importance of each trend in relation to knowledge, skills and attitudes in refugee context**

The MTs/participants felt that in the training of newly recruited teachers in the context of refugee situations these qualities have to be looked into carefully. The teachers should acquire professional skills, teach according to social needs, use different methods, provide opportunities for practical activities, motivate students through active learning methods, adopt peer group learning, understand the nature of the child in refugee contexts and provide learning opportunities in the light of these trends. Understanding the social context of the child is important due to the limited nature of the resources of the child and his refugee environment.

In conclusion, one sees that the trends and changes that have taken place in the field of education have to be suitably modified in the application of these trends in relation to the needs of refugees and deprived groups,. The MTs, the participants, who have had a grounding in the field of education decades ago possess competencies and flexibility for adjustments and changes but seem to know less of the new trends. This is a phenomenon in educational personal in emergency situations due to the nature of the intake of teachers and others to the teaching profession. Although they imply that they have introduced aspects of the trends, in reality, the classroom operations remain traditional and the teaching models do not indicate positivism (Evaluation Report-GTZ BEFARe project, 2002). The teachers are concerned more about their survival than their teaching skills. This is the natural outlook in a refugee context. The needs of refugee teaching - learning and the resources available are factors that determine the quality of learning in refugee environments. Creation of an awareness amongst the teachers on these trends undoubtedly is important in order to bring about changes in students. These are not only related to mere teaching but behavioral aspects of the teacher, as well which in turn have to change drastically in refugee contexts. The children are deprived, stressed and seem to be uncertain about the future. This desperate mood and emotional setting has to be changed to bring about more confidence, a peaceful mind and cooperation amongst the refugees to motivate them to aspire for a brighter future. The attitudes and skills of the teachers have to be changed in order to bring about positive outlook amongst the refugee children.

Implications of the MTs or senior supervisors in any project for refugees or deprived groups relate to the quality changes in delivery and the processes. In the context of the refugee child one has to be extra cautious in the application of these concepts. These should be suitably modified keeping the basics intact. This is because of the individual characteristics of the refugee children. Under normal circumstances these include health, nutrition, gender, age , parents attitude, experience of pre-schooling. The refugee child may

be deprived of some or all of the above in addition to a traumatic life. These affect the child's readiness to learn. On the other hand, teachers themselves been refugees will carry with them psychosocial deficiencies. The low readiness of the child to learn has to be understood by the teacher. The trainers have to understand both the nature of the child and the teacher as well.

Research has identified eight enabling conditions for high quality schools. These include the following, which have direct bearing on the mega trends indicated above.

1. school leadership,
2. capable teaching force,
3. autonomy in school decision-making,
4. order and discipline,
5. positive teacher attitude,
6. an organized curriculum,
7. incentives for academic success,
8. maximized learning time in school.

*(Williams James H, UNHCR , 2001)*

### **Sources and Readings**

1. *APEID Report of Regional Study Group Meeting*, 1992
2. Ekanayake S.B., *Education in the Doldrums: Afghan Tragedy*, 2000, Islamabad
3. *Evaluation of GTZ Basic Education for Afghan Refugees in Pakistan*, UNHCR/GTZ, 2002
4. Andreas Baaden , *Education For ALL by 2015?, UNESCO and the Dakar Framework for Action* , D+C, November/December,2002, Bonn



## Chapter IV. Issues in Refugee Education: Implications on Afghans

The **second theme** discussed in this chapter (presented at the workshop) under Global Contexts relates to **Issues in Refugee Education**. This theme was dealt through guided discussions because the participants being refugees themselves were well aware of their own problems. As part of the process of presentation of this theme the MTs, ie the participants, were requested to analyze the issues under refugee context with that of non-refugee situation or in the context of what one would experience under normal conditions. The objective was to understand the complexities of providing services in refugee contexts and the specific needs of the refugee teacher, child and others, the different ways of management, the interest in education amongst the community.

'Reasons for education in emergency include psychological needs of children and adolescents affected by trauma and displacement, the need to protect them from harm, and the need to maintain and develop study skills and disseminate key messages such as how to avoid HIV/AIDS, land mine awareness, environmental education, survival skills and education for peace and citizenship. All these are aspects of the rights of the child' (Sinclair,2001). It has been found that education has a soothing effect on those who are affected by trauma. Education takes away the mind from conflicts and makes them feel psychologically satisfied that their future is looked after. Education also helps the participants to acquire self-confidence. Presence of a school is a sign of normality and stability. Hence schools in refugee camps are oasis in a desert and this is so literally as well in the context of Afghans in Pakistan. The school as an institution provides protection against those who may be forced to join the militia. In any situation provision of education is a clear indication of organized efforts to provide services to the refugees. In fact education is the only organized activity in refugee camps. The regularity of attendance, a place to learn and play, provision for meeting friends, support from elders irrespective of other differences, an institution physically dominating in an otherwise deprived environment are many factors that are specific to education which make life lively and normal in refugee contexts.

Community based approaches help the refugees to share the responsibilities and claim ownership in the provision of education. The evaluation of BEFARe education project (2002) highlighted the importance played by the community through the School Management Committee (SMC) consisting of members from the refugee community. Meeting the SMC members provided the evaluation team a direct understanding about the feeling and the keen interest of the community in providing education for their children. Provision of education with the immediate arrival of the refugees is as important as provision of other needs. As stated earlier the presence of the school and students running and shouting brings about a new life to them immediately, although it is sadly noted that some argue that education can wait until other things are in place. Such arguments are not related to the realities of human behavior. 'Some donors may not realize that education is the main organized activity in refugee and other displaced communities receiving external assistance. It is the main outreach activity for children and adolescents, and often involves every family in the community' (Sinclair *ibid*). 'A sense of achievement can be satisfying especially when working against the odds. It can motivate the refugees to carry on achieving more. Satisfaction can be enhanced more when achievements are recognized by others' (Brown, 2001). In the UNHCR structure one would see that education at the field level forms only an appendage to the community services. Invariably non-educationists

take care of the issue of education. Hence the tragedy of lukewarm support for education programmes by the international community. On the other hand, the role of education as part of the development expenditure in any society receives a low priority.



Identifying refugee issues by Master Trainers of BEFARe (Photo by Iqbal Khan)

### Group work

The above contents were discussed at length with the participants as a prelude to group work. The objective was to exact their impressions on refugee education using the long years of experience.

With the above as the background for the discussion the participants were grouped to discuss the following areas. The groups identified the following as the main characteristics of refugee education and differences between refugee and non-refugee organisms (see table).

**Table 1: Characteristics of Refugee Education – Refugee vs Non-Refugee**

Refugee situation	Non-refugee situation
<input type="checkbox"/> absence of a ministry of education and lack of education/policy.	- presence of a ministry and clear policy available
<input type="checkbox"/> urgent implementation	- trying out time
<input type="checkbox"/> no team work	- coordination
<input type="checkbox"/> establish schools without mapping	- school mapping

<input type="checkbox"/> salaries decided by community / NGO	- decided by government
<input type="checkbox"/> adoption of special curriculum for each NGO single body for curriculum	- political curriculum
<input type="checkbox"/> no systematic revision of curriculum	- systematic revision of curriculum
<input type="checkbox"/> lack of specific norms for curriculum development	- curriculum according to national values
<input type="checkbox"/> training courses of short term nature	- regular institutes for teacher training
<input type="checkbox"/> different levels of teachers	- centralized intake of teachers/same qualifications
<input type="checkbox"/> absence of rules for promotion	- rules for promotion
<input type="checkbox"/> certificates obtained not recognized	- certificates recognized
<input type="checkbox"/> regular monitoring and supervision	- lack of regularity in monitoring and supervision
<input type="checkbox"/> regular planning	- no regular planning
<input type="checkbox"/> teaching aids available –BEFARe	- no teaching aids
<input type="checkbox"/> child centered teaching(not much in reality)	- teacher oriented
<input type="checkbox"/> lack of regular supplies of services	- regular supply of services
<input type="checkbox"/> child supports his family	- no such problem (to that extent)
<input type="checkbox"/> ethnic and religious differences	- absence of such problems
<input type="checkbox"/> no unity in the community	- no such issue
<input type="checkbox"/> lack of professional staff at all levels	- no such problem
<input type="checkbox"/> head teacher lacks management skills	- head teacher posses most of the skills
<input type="checkbox"/> psychological differences/ relatively peaceful	- war culture/land mines/ tension
<input type="checkbox"/> refugees relatively well off-clothing, food, opportunities for new technology, exposure to a culture of development, opportunities for girls education relatively better	- lack/absence of such opportunities inside , absence of such opportunities during Talibans

## **Achievements and what could be done for improving standards?**

What has been done so far for refugee schools (by the BEFARe project) was discussed. This highlighted the following areas giving an indication of the likely priorities to be adopted by any organization/institution in relation to the development of education in refugee contexts and or education of disadvantaged groups.

### **II. Training and improving standards**

- training of educational personnel - teacher, head master, field education supervisor,
- conducting of monthly evaluations of children,
- maintenance of educational levels at reasonable standards,
- curriculum provision/revision,
- encouraging extra-curricular activities,
- establishing mobile libraries in schools for children, staff and community,
- developing and provision of teaching aids.

### **III. Management/organization**

- focusing concerns regarding educational qualifications of teachers,
- provision of focal point, on-the-job training program,
- establishing school management body in collaboration with the community,
- increasing community contributions to development education,
- establishing monitoring system and a set of rules.

### **IV. Policy formulation**

- establishing a project policy,
- collaborations with the Commissionerate for Afghan Refugees (CAR), NGOs, UNHCR, DFID,GTZ Pakistan,
- different organizations for different cycles of learning – CAR for middle and secondary education,
- coordination of education programs by ACBAR, although not effectively,

### **V. Provision of equal opportunities**

- provision of opportunities for basic education for both girls and boys,
- creation of an awareness in education and continuation of the same.

### **VI. Provision of services**

- provision of electricity and water to most schools,
- basic education has provided job opportunities for Afghan refugees.

**Short falls in the provision of education to refugee children in Pakistan. These are guidelines /areas for organizations for consideration.**

- lack of provision of universal basic education to all refugee children,
- low participation of girls in education than expected/needed,
- establishment of schools according to needs/importance of a mapping system,
- needs of the arrival of new refugees not attended immediately,

- lack of formal coordination between refugee education authorities/land of refuge and with those authorities inside Afghanistan /country of origin,
- space and related problems due to increase in the number of children.

**The gaps indicated below are in the context of Afghan refugee education programme implemented by GTZ/BEFARE project**

**I. Exposures**

- absence of exposure of MTs/senior trainers to educational programs of other countries in the region which includes provision for short tours, workshops and field visits,
- teachers should be exposed to new methods/strategies of teaching.

**II. Facilities**

- lack of mini laboratories for science in the schools,
- need for use of a single curriculum for all refugee schools in Pakistan,
- construction of schools should follow acceptable standards set by UNESCO.

**III. Policy**

- importance of continuation of the education programs without a break as situations (repatriation) have changed only marginally,
- education should be provided beyond primary to all refugee children,
- provision of better health facilities to refugee children,
- continuity of education to tertiary levels,
- importance of collaborating with the state authorities inside Afghanistan for continuation of education for returnees.

**Research findings**

What does research indicate in these contexts? Referred to as 'enabling conditions' and 'readiness of the child to learn' are two areas that are directly connected with learning of the child in refugee situations/disadvantaged environments. These include the following key factors in determining the nature and quality of learning of the child. 1. Health and nutritional status 2. Gender 3. Age 4. Parental attitudes 5. Pre-schooling 6. Trauma 7. Nature and health of family. ( Williams James, UNHCR, 2001)

**Sources**

1. UNHCR, *'Learning for Future: Refugee Education in Developing Countries'*, Jeff Crisp et al, Geneva, 2001
2. Ekanayake S.B., *'Education in the Doldrums: Afghan Tragedy'*, Pakistan, 2000
3. UNESCO, *Report of the World Education Forum, EFA, 2000 Assessment*, Dakar, Senegal, 2000



## **Chapter V. Understanding the Refugee Child: Why Essential?**

### **Background**

As a continuation of the legacy of the last few centuries, Afghanistan has been under conflicts and will continue to be so for some time. These conflicts are complex in nature and are the results of both external and internal struggles which can be observed at a macro level, as well as at the micro level. Conflicts of a macro level have brought in a trail of disaster to the Afghans that has affected every sector of the society. The macro level conflicts are results of selfishness of the neighbouring nations to continue the 'great game concept' into the 21<sup>st</sup> century, supported by the ethnic elements within the country. These desires of the neighbours have never allowed Afghanistan to remain in peace for a long period of time. At the micro level conflicts relate to love and hate relationships, personal animosities. What is of more immediate importance to the child and education are the micro aspects of the conflicts. These have had a devastating effect on the social fabric affecting every segment of the community. All these have led to psycho-social disturbances, impairing both the young and old. The traumas and the damages created amongst the younger ones are likely to be irreparable. They will carry these into their adulthood with deviant thinking and behaviours. The experiences of youth would be related to seeing rapes, deaths, torture, coerced violence, separation of families etc. all of which have made the younger generation sick physically and mentally. It requires great effort to resurrect them from these shocks.

In such an environment the focus of education programs should be more to facilitate the teacher in the understanding of the conflicts of the child, rather than the traditional approach of teaching and guiding the teachers on child psychology per se. In this education program equal emphasis was laid on the sociological aspects as well. Under the traditional teacher education programs, the study of the child is of a general nature, information of which is universal and applicable to any child, in any society. Further, information gathered from such knowledge does not help the teacher to be practical and assist in analysing the causes for deviant and abnormal behaviour of the child, or, in helping the child to overcome his problems. It is in this light that a new approach was designed to enable the teacher to look at issues of the Afghan child, from the point of view of conflicts which are results of two decades of war and displacement.

### **Sub- themes**

The theme , 'Understanding the child under conflicts', could be further analysed under a number of sub-themes . This exercise will help the participants to think logically about the details of the conflicts better and delve deeper to understand the background in the context of Afghanistan. The process would improve the skills of the master teachers/ teacher trainers (MTs) which would help them to look at issues of the child in a more pragmatic and a realistic way rather than through the traditional lines of thinking. It is expected that MTs would

- a) perceive the realities in the context of the Afghan environment,
- b) provide an opportunity for discussion amongst the MTs,
- c) test theoretical knowledge/information to verify practical problems and vice versa,
- d) highlight issues that would have been considered insignificant and frivolous under normal circumstances,

- e) re-define conflicts in the light of the socio-cultural environments and political instabilities vis-a-vis the child,
- f) understand the importance of integration in learning,
- g) develop the abilities to explore the use of local resources,
- h) re-define psychology in the Afghan contexts,
- l) develop new hypothesis related to learning of children under conflicts.

The process of identifying sub- themes could be the second step of the part of an assignment for the MTs , TTs, teachers depending on the nature of the participants and time available.

One may identify a number of sub-themes for the topic 'Understanding the refugee child: Why essential?'. However, these should not be considered as final and many more could be identified depending on the skills of the teacher and the time available. The advantage of this approach is that a number of sub-themes could be determined according to the time framework of the training program. The longer the duration of a workshop, the greater the facility for desegregating the main theme. Given below are examples of sub themes.

### **Example of sub-themes**

#### **a. Definition of conflicts**

1. Defining conflict environments (CE),
2. Circumstances under which conflicts originate in Afghanistan,
3. What are the key elements of CE?.

#### **b. Victims of conflicts**

4. Identifying the major victims of CE,
5. Factors that affect the child in a CE,

#### **c. Issues affecting the child**

6. Security problems leading to the conflicts in the minds of children,
7. Conflicts in children due to economic issues,
8. Health issues leading to conflicts in children,
9. Education issues affecting the child,
10. Psycho-social conflicts in children resulting from physical disabilities,
11. Psychological problems in relation to conflict situation,
12. Problems of children forced to leave the environment of the school and the community.

#### **d. Social relationships / beyond the classroom**

13. Community problems leading to conflicts in children,
14. The role of the elders and institutions (teacher/principal/parents/guardians/ religious leaders/education system) in resolving the traumas of the conflicts of children,
15. Role of counseling and guidance for the Afghan children .



## **Explanations for some of the above sub-themes**

What is attempted here is to go deeper into the sub-themes enabling the teachers to understand in depth issues connected with CE. These should form the practical activities for the MTs. Deeper analysis will help the participants to understand the theme more clearly and realistically. Otherwise the concepts will remain more theoretical. It should also be noted that different children react to situations differently due to differences in their backgrounds and the nature of the conflicts/traumas they had experienced. Thus one sub theme is further analysed as an example.

### **1. Defining conflict environments in the context of the child (sub theme 01 above)**

- family child separation and causes for separation, voluntary /involuntary ,
- Involuntary separations relating to abductions, lost, orphaned, run away, removed etc.,
- voluntary separations relating to abandoned, entrusted, surrendered, independent etc.

**Some of the questions that could be raised at a workshop in relation to the above would be as follows.**

- do unaccompanied children exist?,
- why are the children separated from their families?,
- which children are at risk of being separated from their families?,
- what measures would help to prevent the separation?,
- what measures are needed to meet the needs of unaccompanied children?,
- what measures will ensure the effectiveness of the services?
- what are the long-term and short-term measures that should be undertaken in the schools to ensure protection and resolve conflicts?

### **2. Factors that affect the child in conflict environment sub theme( 05 above)**

The following may be identified as some of the distress signs.

- thoughts and feelings of shame for being alive relate to guilt, pessimistic outlook, inability to concentrate, nightmares, depression, sadness extended time, panic attacks, fears of separation etc.
- individual behavioural characteristics relate to hyper-activity, nervous ticks, over dependence, easily moved to tears, sleeping difficulties, regressive behaviour, thumb sucking etc.
- social interactive characteristics relate to indication of social isolation, aggressive behaviour, defiance etc.
- physiological changes relate to headaches, loss of weight, energy and appetite etc.

**Table 2: Format for identification of distress in children**

Type of distress	Age/sex of the child	Location of child Afghanistan/any country	With whom living at the moment	Action to be taken/suggested	Comments
<b>1. State of feeling/ thoughts of the child</b> a. depression b. seperation, fear no wish to live/shame (many more to be added)					
<b>2. Individual behaviour</b> a. nervous b. over-dependence c. withdrawl d. avoid talking e. lack of emotional balance f. (many more to be added)					
<b>3. Social interchange</b> a. isolation b. aggressive c. excessive dependence					
<b>4. Physiological</b> a. headaches b. loss of energy c. poor appetite d. (many more to be added)					

(adopted from Children at War- 1993)

This format could be suitably adjusted to the needs of the refugee situation

### **3. Health issues of the child (sub theme 08 above)**

A number of questions related to the following could be raised in this connection, such as -

- the major health problems of the child, health and learning problems, relationship between health and traumas, extent of the awareness of the mother about the health of the child, extent of the state of malnutrition of the child, understanding the risks of injury, illness, disability, importance of sanitary habits etc.

#### 4. Education issues of the child

The key questions that could be raised in relation to education are -

- which children are not receiving education and why?
- which children are at risk of having their education disrupted?
- what measures would prevent disruption of education?
- what are the emergency services that should be provided to children?
- what innovative strategies should be adopted to overcome these problems?
- what short term measures should be adopted to restore the functioning of the education programs?

The above 4 areas are examples of details of the issues that confront the child in stressful and conflict situations.

Thus some of the problems may require the use of the services of many persons combined to bring about a solution. The resource persons for interventions to resolve the conflicts could come from among technical specialists, local resource persons, and families.

**The third step** in this direction would be the **development of objectives** for each of the sub-themes. Identifying objectives for sub-themes makes the MTs know precisely what they should look for under each sub-theme to avoid confusion and repetition. This is yet another strategy adopted to bring clarity to the minds of the MTs, in this new approach of 'understanding children under conflicts'. Otherwise, the tendency would be for the MTs to fall into the traditional path and processes of developing competencies, emphasising the psychological aspects, without developing the ability to use the knowledge in real contexts. Development of sub-themes also facilitated subsequent planning of lessons and development of materials. Further, it enabled them to get a clear picture of the integrated nature of the whole gamut of conflicts and its relationship to psychology.

It would be appropriate to provide an example of the objectives developed for a sub-theme at this workshop. The selected sub-theme for the development of objectives was 'defining conflict environments?' (sub theme 01 above). The objectives provide the reasons for identifying this sub-theme. These should explain how the sub-theme will assist in understanding the major theme. Clarification of the elements that go to form the conflicts would help the teacher to identify the relevant strategies to overcome these conflicts and bring about a culture of understanding and peace. It is a process of splitting the atom/element/idea until clarity is achieved. The emphasis in this is **conflict**. Thus the suggested **objectives** for this sub-theme would be as follows.

1. to identify the nature of conflicts in the context of the child,
2. to understand the socio-cultural aspects of the environment,
3. to find out what kind of peace existed prior to conflicts,
4. to define conflict in the context of Afghan issues.

The fourth step of this process was related to the **development of activities and instruments to gather information** for each of the sub-themes. These activities will be in keeping with the objectives developed for the sub-themes. It is expected that these activities will help the teachers to come into grips with the

issues related to conflicts and the effects of such on the behavioural aspects of the child. Such an approach will enable the teachers to identify the possible solutions for problems resulting from conflicts and stresses. These activities could include model lesson planning, methods of lesson planning, methods of resource identification, evaluation and testing instruments, group dynamics etc.

### **Quick Action Studies (QAS)**

Based on these facts the TT or teachers could be guided to conduct **quick action studies (QAS)** from the vicinity, to strengthen their understanding and skills and develop capacities, as well as their confidence. QAS refers to small-scale studies carried out to identify characteristics of an issue. The study is of a short duration, very specific and of immediate practical use for the researcher. The QAS required simple formats to gather information and developing these too could be a new dimension in their learning. The QAS would enable the TT to understand the significance and effectiveness of research focus in teaching/learning, for the first time in their teaching career.

### **Examples of a few QAS**

1. Studying the causes of disturbances of a selected few families,
2. Studying the methods of interventions undertaken by organisations in a village,
3. Undertaking a few case studies of few selected children under stress including girls,
4. Identifying priorities in resolving these conflicts.

The above sub- themes would require a number of activities to cover all the objectives identified. These activities could be in the form of QAS.

However, it depends on the time available. The idea is to provide the practice of understanding the background of the child in the context of his environment, which includes the classroom and the community. When the skills are understood/grasped, the application would become clear for the teacher.

The next step in the program relates to the **developing of formats/instruments** to carry out activities in the field or in a classroom, to give the practice to the teachers/TT. The formats/instruments should be carefully developed and time permitting, pre-tested. These should help the participants, both TT and later teachers, to understand clearly and develop the skills of children in war torn societies and conflicts and suffering from varying levels of deprivations. The social implications have to be properly understood to enable the teacher to know that his role begins in the classroom and the unlimited responsibilities that he has to share in the upliftment of the Afghan society.

### **Identifying features/characteristics of socio-psycho children**

The QAS would help the participants/ MTs to observe common distress signals, nature of unaccompanied children, factors that influence children's resilience. The findings of these QAS would be of practical use for the teacher as against any other type of academic exercise.

### **Field work of a QAS**

The fieldwork for this theme was essentially studying groups of children by each participant/ MTs. There were both girls and boys and each MT interviewed more than one student. It was a one to one discussion.

Guidelines were provided to the MTs as to how information should be collected. These included familiarization with the student, getting basic information about the family background, social, economic, cultural issues of the family, from where the child came, with whom and why, and traumatic experiences, conflicts and other experiences. These include current responsibilities of the child, learning in the school and the future aspirations. The responses were to be recorded and reports for each were to be provided at the end of the day. The duration of the interview was around 60 minutes. In all 24 children were studied by the MTs/participants.

## **Selected report of a QAS**

An Afghan Child by Ms Huma , Master Trainer

### **1. Back ground**

Date of interview	–	27 June 2002
Place of interview	–	Kachchagari camp, Peshawar, Pakistan
Name of student	–	A female child /age 16 year
Fathers name	–	Noor Mohammed (deceased)
Grade	–	8, school code 288, Kachchagari, Refugee camp, Peshawar, Pakistan
Province of birth	–	Kunduz, Afghanistan
Number in the family	–	six sisters and one brother
Time	–	30 minutes

### **2. Social economic status**

'I was born after six months of father's martyrdom. This was told by my mother. My father was hit by a rocket on the way to Pulekhumari and martyred there. He was at his peak in fighting. My maternal uncle fetched us to Pakistan. We were brought to the Madina Orphan Home. Since my three sisters and the brother were too small they were not admitted to the orphanage. The other sister who was admitted to the orphanage was sent out when she grew up. Then she joined us in the camp. Later, others sisters who were too small earlier to be admitted to the orphanage were now big enough to be admitted. However, when we became older in the orphanage we too were sent to the camp.

At the beginning my uncle was running a bakery. We did not have problems during that time. Later the situation changed and our uncle could not help us any more. Sometimes we did not have any thing to eat for one full day and went to bed without eating anything. But now I am thankful to God that my brother is working somewhere and we receive a mouthful of food to survive.

### **3. Future plans**

My mother wants me to continue my education. I want to be a teacher in the future. In the future when things come to normal I want to go to my country. We have some land to cultivate. Now we receive skills in tailoring.

I have no specific problem in the school at the moment. The only problem is that all the teachers do not work hard. I have some problems in some subjects but I try my best to solve them myself.

**Example of a format for QAS** - only major areas are identified and the sequence could be changed to fit into the need.

- identify children , ages 5-12, from different backgrounds such as returnees, motherless, fatherless, family complexities, girls and boys,
- discussion/familirisation process,
- identifying distresses,
- finding key causes for distresses/loss of family members/displacement/threats/forced labour and molestation's,
- finding precise feelings/emotional disturbances of the case if remembered / incidents /where / how /what /who /when,
- identifying current situation/visible changes/risks etc.
- collaboration with elders,
- understanding social/economic background of the case,
- suggestions for prevention and rehabilitation,
- understanding the need for special care/love/attachment of the teacher/headmaster,
- collaboration with the community,
- importance of understanding the child .

This could be further refined and formatted to suit the specific issue and context.

However, there is one word of caution for the MTs and those who would guide the MTs at the initial phase. This relates to the ways in which individuals and communities cope with, react to and understand stressful events. These can differ from one culture to another in a very marked way. Further, the way in which people express these feelings may also differ with the social contexts. Likewise, the way people deal with distresses and emotions is based on different belief systems. (Gracha Machel Study, 1996). Thus **Western approaches which are of an individualistic in nature can be ill suited to situations as in Afghanistan, where people think and act in a communal way.** It is also vital to know that requesting children to relate their past vibrations and experiences may turn out to be sour and open up old wounds and 'tear down' the child's defense mechanisms. This may do more harm than self-therapy. It is here that the traditional caring system of the Afghans be given more weight and the caregivers such as parents, teachers and community members are more involved in this process. Such approaches are more sustainable. These aspects have to be uppermost in the minds of those who conduct these workshops and training programmes. They should have a good understanding of the local culture and practices including the rites and ceremonies related to child rearing bringing up and others associated with death, mourning and burial (Gracha Machel, ibid).

## **Summary**

The above formed the basis for the presentation of this theme. The facilitator should have a wide background on these aspects to guide the participants. Using the experiences of the participants and focusing explicitly on the refugee camps, ideas could be developed. The main objective of the discussion would be to highlight the issues related to the theme to enable the MTs or the key trainers in a project to make the teacher understand the significance of this issue in teaching refugee children. Teachers rushing through the guide books and texts merely to complete a ritual, the due tasks for the day, will not be effective. This was one of the observations made by the evaluation team of the BEFARe Project in March/April this

year. A World Bank study on needs of teacher training highlighted the importance of teacher training modules on the affective domains of Afghan children (Spicer B.J., 2000). Similar studies from UNESCO, UNICEF, Norwegian Refugee Council (NRC), International Rescue Committee (IRC) have highlighted the significance of knowing the child and psycho-social factors before teaching him. In fact, this would be the beginning of a healing process, which can be done to a greater extent by the teachers. The home environment is full of stress and trauma to provide any comfort. Hence the significance of this aspect was brought to the notice of the MT to see that the needed skills and knowledge in the area of understanding the child is provided to the field supervisors to guide the teachers. Practical activities should be provided for this purpose.

The above discussion has emphasised the significance of understanding the child in conflicts. The focus of teaching that is prevailing all over Afghanistan is on the content matter, entirely losing the sight of the child. **Understanding Ali is more important before teaching Ali.** How this could be achieved and the factors that influence the behaviour of the child are the areas to which the attention of the teacher should be drawn, as in the above section. The various factors that are influencing the behaviour of the child in conflict situations have to be understood very carefully by the pedagogue, if he is to be successful in the school. The reader is requested to add more to the list of activities suggested in the training programs.

#### **Sources and Readings**

1. Issue Focused Teacher Education: *Hand Book for Teacher Educators in Afghanistan*, Islamabad, 2001 (Pashto)
2. *Writing for Afghan children* (Pashtu)
3. *Experience of Master Teachers* – BEFARe project
4. *Learning for Future Refugee Education in Developing Countries*, 2001

## Diagram I. Conceptual Framework of Refugee Education

1<sup>st</sup> Phase of presentation – implications

**A**

- **MAJOR TRENDS IN EDUCATION**
- **IMPLICATIONS FOR REFUGEE EDUCATION**
- **RELEVANCE TO BEFARe PROJECT**

**B**

- **REFUGEE EDUCATION**
- **IMPLICATIONS ON AFGHANS**
- **PROBLEMS AND PROSPECTS**

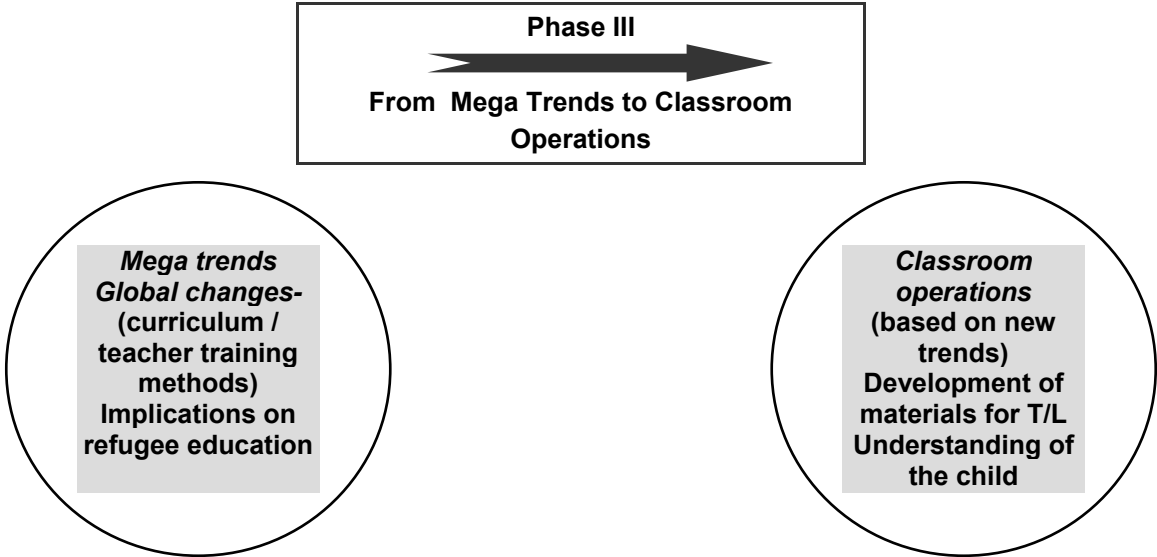
**C**

- **NATURE OF THE REFUGEES**
- **UNDERSTANDING THE CHILD**
- **CHARACTERISTICS**
- **FEELINGS AND DESIRES**
- **IMPLICATIONS ON TEACHING LEARNING**
- **BEARINGS ON A AND B ABOVE**
- **NEED FOR CHANGES IN APPROACHES AND POLICIES**



**Part III - Classroom Operations**

**Chapter VI. Positive Teaching Positive Learning: In a Refugee Frame Work**



**1. Explanatory notes on the chapter**

Following the discussion on the broader issues related to universal norms and implications of refugee issues in the context of Afghanistan in Phase II, the focus in Phase III is directed to classroom operations. This chapter is expected to provide the MTs, senior trainers in the organisation opportunities in developing new approaches to teaching learning appropriate to raise the standards of learning of the child. These approaches are expected to assist in updating and upgrading the traditional approaches adopted currently . Although the MTs, Senior trainers may be aware of the latest principles related to TL in refugee contexts it may be that these have not been translated into action. Furthermore, the application of these may not have been conceptualized properly by the teachers to be applied effectively into the classroom operations. Thus filling these gaps was a key objective in this phase.

**2. Positive Teaching - Positive Learning** was one such concept. This can be considered as one of the central instruments in the teaching of refugee children. Basically this theme is focused on a) learning to understand and re-describe difficulties so that these difficulties can be minimized, b) the methods of generating high expectations, c) positive and negative tendencies in the use of descriptive praise and d) ways in which both teachers and students can avoid stress through undertaking positive steps in their refugee camps.

In an environment steeped with nothing but distress and tension, learning has to be positive to enable the child to survive in such hardships. Therefore, this theme has a direct bearing on TL competencies of the teacher and the child.

### **3. Positive Teaching Positive Learning in a refugee framework**

“There were (may be) pleasant and unpleasant experiences and it depends on how you look at the situation” This is how Nelson Mandela responded to a question when he was released from prison after 18 years. In a learning context its implications relate to how you perceive stress (here experiences) and the ways you exploit the negative ones to be positive.

#### **I. Introduction – positive and negative learning**

Six key aspects

- learning to understand and re-describe difficulties,
- creation of high expectations for classroom feedback,
- enhancing responsibilities of pupils through exploring difficulties ,
- using of descriptive praise,
- developing positive self-awareness,
- Avoiding unnecessary stress.

The above should be discussed with the MTs, senior trainers in the light of the refugee camp life, which will enable them to bring out examples from realistic situations.

#### **II. Beliefs in promoting positive approaches to T/L – pupils as positive self-improvers**

The students’ faith in developing themselves through self-confidence is expected under this section. The key steps to follow are as follows. These are not necessarily to be followed in the given order.

- negative thinking is wasted energy,
- negative feeds on itself,
- negative thinking is unnecessarily stressful,
- positive attitudes can be developed,
- pupils can take responsibility for becoming positive,
- feedback and action necessary for improvement.

#### **III. Positive thinking – switching focus**

Here the focus is on positivism where the role of the teacher is discussed

- difficulties are not permanent and not pervasive but specific and temporary,
- positive teaching requires high hope factor for pupil success,
- positive teaching is not describing failures as success,
- positive teaching concerns the way we handle feedback,
- low self-esteem relates to specific situations.

#### **IV. Optimism learned in the class**

Five steps of adjusting negative classroom distortions to more realistic beliefs

- recognizing automatic negative responses (emotional tolerance, negative self-talk, looking on the black side),
- learning to dispute negative responses (beliefs in thinking, distortions),
- refraining negative perceptions more positively (switching focus, positive frames),
- learning practical strategy to enhance the above \*(ABCD approach),
- teaching the pupils the same (we forget sometimes).

\*A- adversity, B-beliefs, C-consequences, D-disputation

#### **V. Learning lessons from teachers**

“She concentrates on talking things and about things that children can do. She talks with them about their interests. There are small tasks with rewards and she is consistent about things. There is trust and warmth with praise for little things” (Primary school teacher)

The following are few guides based on the experience of teachers working with children which could be of use in refugee situations.

- re-framing instead of negative self-rating, cannot copy others qualities “for every complex problem there is a solution, and that solution is wrong,
- strong drives for achievement, with strong emphasis, leads to stress,
- comparisons are flawed if illogically transformed, avoid strong feelings with negative labels avoid been positive at all costs,
- tuning in to how pupils feel (body language acknowledge frustration) ,
- teach pupils to understand temporary, specific problems which are permanent and or pervasive,
- criticism and motivation (avoid ridicule, provide encouragement –importance in refugee context),
- improve relationships with children whom you don’t like (importance in refugee context).

#### **VI. Expectations and pupils feed back**

Four ways of generating pupil involvement

- promoting realistic classroom expectations (students should realize that everything in school is not easy in classroom/school realities ),
- questioning without relying on volunteers (avoid asking from habitual volunteers/ direct questions to specific children, lazy, shy),
- expecting feed back from pupil self- assessment (formative feed back is needed for refinement / action; teacher should not be lazy/weak in getting feedback expectancy),
- setting effective short term deadlines (assessment fatigue).

The main questions that could be raised from MTs , senior trainers would be how do teachers reconcile to these in refugee context?

#### 4. Pupil self- assessment and positive outcomes

To what extent are the following adhered to by teachers in the refugee schools of BEFARe project?

- assessments should feed back into learning- formative assessment is the job of the teacher but not carried out systematically always/ teacher should use assessment for adjustments in TL rather than use it only for competitive grading,
- active involvement of all students in assessment exercises is essential,
- attention to motivation and self-esteem of pupils should be provided,
- encouraging that they can learn is vital to increase self-confidence,
- time allowed for self-assessment by students/ discussion/dialogue between students / teachers should be satisfactory.

**Table 3: Assessment Method – formative type ( to be used by key trainers)**

Assessments method	Characteristic	Mode of reflection
self-assessment schedules		
long term/criterion referenced		
Conferencing		
Weekly reviews		
Help-slips		
rapid peer testing/quiz		
pupil teacher task		
informal self-monitoring pupil		

#### 5. Positive features of formative assessment/relevance to refugee children

- Formative Assessment (FA) should be planned otherwise it becomes superficial,
- helps teachers to targets for pupil achievement,
- FA encourages active involvement of students,
- provides opportunities for the teacher to give constructive encouragement to the student,
- FA minimizes misunderstandings of what the child has learnt,
- sharpen the focus of teaching aims,
- self assessment should be child specific,
- FA promotes child reflection on TL.

#### 6. Using Descriptive Praise (DP) – relevance for refugee children

What is meant by DP? Is it not over praising or its complete absence.

- DP is non-negative thinking–which describes rather than judge,
- DP allows pupils to credit themselves,
- DP does not ignore errors,
- Helps teachers and students to see the positives side in what they do,
- DP is honest.

## Group work

Based on the contents provided in this chapter Senior Trainers (MTS) could develop group activities using the following questions. The objective would be to allow the participants to use their experience more focused on this theme namely positive and negative learning.

1. Based on the experiences what negative approaches have you observed in refugee schools?
2. What are the implications of such negative teacher behavior on students?
3. What are the causes and what methods do you recommend in the light of the discussion?
4. Why do you think praise is important for refugee children, give reason with example.

Following the presentation of the materials related to the theme by the facilitator, the MTs were given group tasks based on the above. Based on these the following four key questions were raised. These were used for group work.

1. Why do you think praise is important for refugee children, refugee teachers and refugee HTs?
2. How would you develop positive behavior among the following – teachers, HT, and students in relation to (a) academic aspects (b) non-academic matters and (c) others?
3. Based on your experiences what negative approaches have you observed in -  
(a) refugee children (b) teachers in refugee schools and (c) HTs in relation to the above mentioned areas?
4. What are the implications of such negative behavior on students, teachers and HTs in relation to the same areas?

Two groups were formed to look into the positive and negative aspects of the issues raised in the above questions. The objective of this exercise was to make the MT aware of the significance of motivation, methods of appreciation, and how it should be done. The teacher and the school are places of solace to the child. Hence, the significance of positivism in all manner of interactions with child who comes from a refugee background/deprived background.

The following pages provide the responses of these MTs/Senior supervisors responsible for training of field personnel and the teachers.

## Reports of the groups

### a) Why praise is necessary -

#### Refugee children

- mental and material development,
- promoting innovative practices,
- recognition of good work helps students to perform better work, improve attendance, follow rules, be disciplined,
- encourage in participation in games, field work, practical activities,
- praising of handicapped children is important for their ego and motivation.

**Teachers**

- mental development,
- increase in participation,
- enhance the ego – development of ego helps in promotions,
- develop innovative teaching aids,
- improve sense of good service.

**Head teachers**

- monitoring discipline in the school,
- keeping proper records,
- control of students, teachers,
- increasing attendance and participation,
- impress upon on higher authorities,
- bringing resources to the school,
- contacting community,
- use of parents as resources in the supply of needs to the school.

**b) Development of positive behavior amongst teachers****Academic aspects**

- planning by the teacher/HT,
- bringing discipline in learning,
- regular attendance of teachers,
- emphasizing ethics of students,
- focusing on cleanliness of students,
- understanding the child by the teachers,
- proper use of teaching materials by teachers,
- proper planning of work- yearly, monthly and daily,
- preventing absenteeism amongst students,
- developing suitable teaching aids,
- analyzing results of students and use of the same for improvement,
- proper structuring of the test papers,
- organization of the classroom,
- ways of assisting students and engaging them in proper learning/educational activities,
- implementing .

**Non-academic aspects**

- maintaining good relationships with students,
- developing self-reliance amongst students,
- developing sense of responsibility amongst students related to tasks,
- developing self discipline,
- developing contacts with other educational institutes.

## **Students**

### **Academic aspects**

- encouraging discussions ,
- regular monitoring,
- group work using better achievers as leaders,
- use of children in organizing learning activities,
- encouragement of practical work,
- provision of materials as rewards for good work,
- provision of work in relation to the capacity of individual students,
- provision of games and stories as part of learning.

### **Non-academic aspects**

- engages students for school development activities,
- developing ethics of students-respect for elders,
- motivation for games/participation in national events.

## **Head teachers**

### **Non-academic aspects**

- HTs contacts with community for school development activities use of resources of NGOs for improvement of the needs of the school-health, water problems,
- HT popularity to be used positively for school development,
- healthy rapport with parents and members of the community.

## **c) Negative aspects that should be avoided in order to motivate/develop teaching towards positive learning**

### **Academic areas**

#### **Teachers**

- non-preparation of lesson plans,
- improper use of teaching aids ,
- marking absent students as present,
- not checking home work,
- non-observing of individual differences in students,
- discouraging students attending school,
- non-professional approaches of teachers.

#### **Students**

- regular late comers to school,
- chronic absenteeism,
- lack of attention of parents towards learning of the child,
- do not complete home work,
- do not pay attention to lessons in school,
- lack of interest,
- disturbing other students ,

### **Head teachers**

- HT perception of the school as his personal property,
- provocation of students against teachers, Field Education Supervisors and MTs,
- choosing of easy subjects by HTs to teach- art, sport,
- HTs do not attend duties on time and regularly,
- recognition of unsuitable and irresponsible teachers and irresponsible students by the HT.

## **Non-academic areas**

### **Teachers**

- beating and dishonoring students,
- use and exploiting of students for personal purposes,
- irritating of other teachers,
- playing student against another on political, ethnic, religious and tribal issues,
- some teachers addicted to snuff,
- some teach in two schools at the same time for extra pay/to earn more hence neglecting their duties.

### **Students**

- presence of some un-cleanliness, unhygienic and unhealthy students,
- family problems of some students,
- low values of some families due to poverty,
- parents scolding /discouraging children attending school preferring them to earn than attend school,
- lack of interest in extra curricular activities,
- lack of healthy relationships of some students with their parents,
- students loaded with work more than they can bear.

### **Head teacher**

- use of the school property for personal needs,
- HT reluctance to contact/develop relations with NGOs,
- HTs attend to their personal needs and neglect their duties,
- some HTs are camp leaders,
- poor relations with the community.

## **d) Impact of negative behavior/approaches**

### **Teachers**

- disrespect to the school,
- teaching regarded as no job or low job,
- does not perform duties honestly,
- adverse effects of his behavior causes negative attitudes amongst colleagues and students,
- disrespect from the community,
- low level of education leads to lower levels of behavior,
- low level income affects his morals and work.



**Students**

- im-polite/heedless in behavior,
- does not consider home work as important,
- no regard paid to achievements,
- does not encourage /support competitions amongst peers,
- focus on negative tasks,
- students follow negative behavior of parents/community rather than on school authorities.

**Head teachers**

- results in the decline of the school,
- brings about adverse effects on the staff,
- loses contact with the community,
- causes problems, negative reactions amongst the student high expectations from the project (BEFARe) unmet causes frustrations, leads to disorder in the school misuse his authority,
- low income affects his morals and work.

**Sources and Readings**

1. Rob Barnes, *Positive Teaching: Positive Learning*, Routledge, New York, 1999
2. *Materials from the workshop for MTs*, BEFARe project, Pakistan, 2002.



# Chapter VII Use of Different Skills in Teaching Learning Process: Direct Instruction Model (DIM)

## Part I

**1.0** The objective of this theme is to demonstrate that a positive learning environment could be developed through well planned lessons. In this the teacher should take care to follow an analytical approach in teaching even under difficult conditions such as limited space and resources. DIM is an attempt to achieve the best in difficult circumstances. **Direct Instructional Model ( DIM) / active teaching model / mastery teaching model** are different ways of explaining the same.

DIM refers to procedural knowledge needed to perform skills. Under DIM teaching is conducted in a step by step manner – like knowing the rule as against the skill of using the rule. DIM is of the latter type i.e. using the rule, as against declarative knowledge about something like knowing the rule i.e more action.

DIM explains how TL could be made positive to children coming from refugee backgrounds / disadvantaged environments.

DIM follows behavioral modeling theory. It is teacher directed but in a positive manner and follows systems analysis approach.

## 2.0 Five phases and teacher behavior in the DIM –

1. **provides objectives** , prepares the students to learn providing background information and explaining why the lesson is important.



2. **demonstrate knowledge and skills** the teacher demonstrates relevant skills and presents information step- by- step.

- i. **guides practices**, teacher clearly provides guidance at the initial phase,
- ii. **check for understanding and provide feed back**, teacher oversees the work of the students and provides information about the progress,
- iii. **provides extended practices for further improvement and understanding**, teacher guides students for further complex situations.

### **3.0 Managing DIM –role of the teacher**

- careful structuring,
- every skill/ concept carefully defined,
- ensure student engagement-watch, listen,
- lesson should proceed briskly,
- well organized learning environment,
- adoption of task oriented approaches.

## **Part II**

### **1.0 Planning / conducting DIM lessons**

More suitable to teach social subjects than teach creativity or social skills.

#### **Prepare objectives**

Should be student based, specify the testing procedure and identify the expected performance.

#### **Perform task analysis**

Defining the exact nature of a particular skill/ knowledge.

Steps- divide the skill/concept into sub concepts/ skills, put them in a logical order, design strategies to teach each sub concepts/ skill, show the combination of the these sub concepts at the end.

Examples of task analysis- it could be a flow chart

### **2.0 Interactive tasks**

(as given above Part I -2.0)

Critical point for teachers is to how to provide feed back

- provide feed back as soon as possible,
- make feed back specific,
- concentrate on behaviors and not intent,
- feed back appropriate to the development stage of the learner,
- emphasis praise and feed back on correct performance,
- when giving negative feed back show how to perform correctly,
- help students to focus on process not outcomes,
- teach students how to provide feedback to themselves and how to judge their own performances.

As in others this theme can be introduced using guidelines and notes. The main objective of this theme was to provide the participants that (a) it is the most common approach to teaching learning specially in the refugee contexts (b) this approach can be used under any condition with the least amount of

facilities/resources (c) the approach to the lesson will bring activity in the teaching learning process (d) preparation/planning of the lesson is vital.

DIM is a way of making TL very effective by approaching the lesson through a systematic manner. It is adhering to the processes of teaching, a systems approach, breaking the main concepts/contents into smaller units and getting the children to understand the smaller units enabling them the understanding of the major concept.

### **3.0 Field work**

The presentation and the discussions were followed by field work where the participants observed in small groups, 6 types of lessons, in different subjects and both sexes. All classes were from the Kachchagari refugee camps schools, Peshawar, Pakistan, located 2 km away from the workshop center. Although this was summer holidays, we were glad at the response from the HTs, teachers and specially students who flocked to the schools to give us the opportunity to provide the necessary feed back to the MTs. The observations/findings indicated below were discussed at the plenary. Since the observations were based on 6 types of different lessons by different groups one would note contradictions/overlappings in the observations:-

#### **Positive**

1. positive praising,
2. child centered,
3. leadership encouraged,
4. good way of commencing the lesson,
5. good participation, students worked on the exercises,
6. used students experiences for explanations,
7. keen to see that all children achieved the objectives of the lesson,
8. silent reading encouraged,
9. home work provided,
10. motivating at the beginning of the lesson,
11. referred to the previous lesson.

#### **Negative**

1. poor participation,
2. lecture methods adopted,
3. chorus answers,
4. teacher speaking too often, speaking quickly, writing fast, speaking unclear, mis-pronouncing words,
5. paying attention to students close to the teacher,
6. lack of positive praising,
7. opportunities not given to all students equally,
8. inability to understand words, differentiate alphabet with words,
9. explanations not given as to how to write letters,
10. mannerisms indicating discouragement of students,
11. mismanagement of class,

12. poor guidance in group work.

Some formats were developed by the MTs. In addition, they were provided with standard formats to be suitably adjusted to the refugee context. Examples of such formats for observation of teachers are indicated below:-

**1. Observing teaching learning strategies in a classroom**

Instructions – follow a teacher for at least few periods

Make a check on what you observe.

Discuss the findings with the teacher and HT.

**Table 4A: Observation of TL Strategies**

Learning strategy observed	Time	Comments
1		
2		
3		

Learning strategies adopted to be written down. These may not necessarily follow textbook pattern and may vary with the situation yet these will contain standard practices.

**Table 4B: Observing Direct Instruction**

As you observe the lesson check the category and mark the performance.

Teacher behavior	Level of performance			
	excellent	acceptable	needs improvement	not needed
planning				
execution				
overall planning				
lesson execution				
what could be improved				
type of practice/ assignment				
students behavior				
analysis and reflection				
teacher behavior/student behavior				

**Sources and readings**

1. Arends Richard I, *Learning to Teach*, Mc Graw Hill education series, New York, 1998
2. Crucikshank D.R et al, *The act of teaching*, MC Graw Hill, New York, 1995





# Chapter VIII. Rational Approach to Teaching Learning Under Stress – Concept vs Content

## Part I

### 1.0 What is teaching?

Since this was a new concept altogether to the BEFARe educational personnel, slow steps in explanations were adopted. Practical work was also introduced in the same manner. Though the term 'concept' is used in the TL processes this was the first time that concept approach was introduced formally as a method of instruction in the BEFARe project . Hence the cascading approach

Definitions – Teaching is a transactional activity between teachers and the taught. It has social interaction elements. Psychologists refer to this as **stimuli response bond**- well known as SR Bond. Psychologists like Skinner, Flanders, Gagne have been proponents of this theory.

Methods of teaching-Traditional and Modern

Methods of teaching are the results of application of many findings from different disciplines such as philosophical, psychological and sociological theories to teaching learning situations.

### 2.0 Recent innovation- Models of teaching

It is a comprehensive approach to teaching related to theory of education, encompasses what students should learn and how they learn.

Models stress instructional functions and require teachers to be trained.

But no model is universally appropriate- teaching consists of experience and experimental evidence.

Methods of teaching are the results of application of the findings of many disciplines to teaching learning situations.

Different methods

- teacher centered and pupil centered,
- traditional - narration of the teacher/listening by the student,
- formalized - teacher key position, pupil acquired knowledge, no opportunity to develop understanding etc.

### 3.0 Theory of Instruction (TI)

TI refers to a set of rules which helps the most effective way in achieving knowledge or skills (Bruner). It also means providing a yardstick for criticizing a lesson.

TI aims at achieving ends, not a way of what has happened, but something normative. It is the relationship between knowledge and conditions to which the learner is exposed.

Four variables related to TI

- a pupil variable - factors related to the child's pre entry situation to school hence stress / trauma of refugee children etc.,
- b pupil task variable - structuring of knowledge what the child should learn and how much of it. (importance in refugee/deprived contexts),
- c teacher variable - the sequence of the material to be presented, the order of thing/ content/ exercises. How much of what,
- d teacher task variables - nature and pacing of rewards and punishments and success and failures of the child.

Thus TI has four problems - pre-dispositions (a) , structures (b) , sequences (c) and consequences (d)

**TI depends on conceptual components. Hence conceptual understanding becomes essential in Theory of Learning**

#### **4.0 Overview of concept teaching**

##### **Theoretical and empirical support**

- human development and concept learning influences age and intellectual development on abilities of children to learn concepts,
- research has shown that children learn concepts at early stages through sorting/classifying – for example children classifying things brought from the market by parents,
- early concept learning facilitates later learning influenced by learner's age, language development, intellectual Development,
- (Piaget/Bruner) -Piaget's Stages of Development.

#### **5.0 Meaning of a concept**

- mental representation of some object/experience,
- basic limit of information that represents a category/ individual,
- individual's organized information on one or more things/events/object/ideas,
- information that helps to discriminate a particular thing from another (man from animal/chair from desk),
- a concept is different from a fact, principle and generalization act of grouping a response,
- **it is label of a set of things that has something common as against ones which are not identical.**

#### **6.0 Elements of a concept**

Name/label given to a category - apple, goat, angle, square, circle, listening, reading and writing.

Attributes - essential attributes : a concept has key characteristics which distinguish one concept from another which are known as essential attributes -non–essential attributes.

- Examples - one which has all the attributes of a concept,
- Definition - a correct rule/ definition - circle, listening, reading, writing,
- Attributes - essential attributes.

- non-essential attributes

Attributes/ distinguishes can be of two types , between negative and positive attributes.

Concept formation and attainment

Concept learning is a form of classification which includes concept formation and concept attainment,

Concept formation- process of sorting observations into meaningful classes,

Concept attainment- process of defining attributes of a given class (Bruner),

Concept formation is the basic step towards concept attainment, when teaching concepts related to concrete situations are better understood than abstract ideas.

Once a concept is formed by the learner clearly and adequately he is in a strong position to incorporate new ideas into it with ease.

## **Part II**

### **Concept Teaching**

#### **How teachers can help students attain/develop basic concepts**

guidelines for concept teaching – 7 steps

- clear definition of the concept,
- definition and critical attributes,
- presentations/ expository and interrogative,
- provide best examples,
- students taught the critical attributes,
- opportunity for examples and non-examples,
- use of visuals / aid the understanding of the concepts concretely.

Concept is a statement, specializing in the attributes/ distinguishes between negative and positive attributes.

#### **1. Advantages of concept formation**

- student competency becomes intense and sound,
  - shifts his strategies to better ones where goals can be achieved easily,
  - should know the suitable strategies to code his data/ information,
  - concepts are building blocks for thinking,
  - concepts allows individuals to classify objects and ideas,
  - helps to derive rules and principles,
  - helps mutual understanding among people/basis for verbal interaction,
- Process of concept formation begins at early stage and continues throughout life.

## 2. Assessment and evaluation

- students should be able to discriminate between critical attributes from others,
- the learner should be able to define the concept,
- know the critical attributes,
- recognize examples and non-example,
- evaluate non-examples and examples in terms of their critical attributes eg. Island and things that are not islands such as boys, continents etc.

## 3. Process of conducting concept lessons

- planning tasks,
- selecting concepts/concept mapping (for all lessons and grades),
- deciding on the approach,
- direct presentation vs concept attainment approach,
- approach depends on students, goals and concept to be taught,
- defining concepts,
- analyzing concepts,
- conceptual mapping,
- interactive tasks,
- analyzing thinking and integrating learning,
- assessment and evaluation.

## 4. Why relevant in refugee contexts?

This theme was new to the participants. Although they have been using the term, the use of it or the practice of it was new. Hence the need for clarification as to the principles and its application in the context of refugee situation. Since **refugee children are under stress all the time they are unable to comprehend large chunks of content matter. When these are broken down in small units understanding becomes clear and easy.** It is like building blocks keeping one on to another cemented to form one wall. Understanding concepts is also similar where the child is presented with small units, which are sub-concepts later to form the larger block of the concept and the related knowledge and skills. The nature of most of refugee children, specially the girl child, is such that the smaller the quantum of learning provided at one time the better the understanding and greater the motivation of the child in learning. Participation improves with less dropouts and learning becomes meaningful and joyful. Hence the importance of concept- approach in refugee context.

The participants were guided through intensive discussion as to its basic principles and relationship of concept TL in relation to recent theories of instruction and models of teaching. Using Bruner's theory on effective way of achieving knowledge it was pointed out that **concept based TL helps in a) understanding b) assessment c) critiquing lessons and d) remedial action.**

## 5. Practical work

After presentation of the theme, discussions ensued and followed up with practical work. The practical work included -

- a) group work amongst the MTs/ senior trainers to develop lessons on concept teaching: this included MTs using the text books, identifying concepts in different subjects, in different grades,
- b) classroom activities: firstly teaching groups of teachers on concept approach by MTs and secondly getting the same group of teachers to conduct lessons based on concept approach (after one day). In all, six lessons were developed by the MTs for the teachers, which included Science 3, Language 1, Mathematics 1, Social Studies 4. On both occasions there were mutual observations of each others teaching by both MTs and teachers of the refugee schools i.e. teachers observing lessons of MTs and vice versa. At the end of the second activity i.e. teachers lessons based on concept approach, plenary was held to discuss the lessons.

## 6. Observations of MTs

Each group of MTs (6) presented their observations on the following format:-

Topic of the lesson

1. objectives of the lesson,
2. concept of the lesson with sub-concepts,
3. steps in the introduction,
4. evaluation of students,
5. follow up work.

The relationship between concepts and evaluation was also discussed with the group. It highlighted the importance of evaluation in TL and rationale for using concepts as the basis for developing test instruments in testing. Developing teaching aids and their use according to the concepts and significance of concepts in the development of teachers guide were also discussed in detail.

## 7. Samples of concept identification

Example of identification of concepts and use of the same in planning a lesson unit

Grade	-	4
Subject	-	Social Studies
Duration	-	35 minutes
Topic	-	Invasion of Afghanistan by British
Key concept	-	Bravery of the Afghans
Sub concepts	-	Capacity to withstand foreign invasions Importance of unity to defend the nation
Objectives	-	(as you like)

Grade	-	4
Subject	-	Science
Duration	-	35 minutes
Topic	-	Plants
Key concept	-	Plants in daily life / plants breath
Sub concepts	-	methods of growing plants methods of providing nutrition
Objectives		(as you like)

### 7.1 Samples of a lesson on concept based teaching

Example of one of the 6 lessons conducted by the MTs for the benefit of the teachers to make them understand the concept approach of teaching is given below.

Grade 4, Subject- Science, Duration-35 minutes

Topic	-	Plants
Concept	-	Plant functionaries
Sub-concepts	-	various parts and functions- stems, roots, leaves, fruits
Teaching aid	-	samples of different plants

Step 1 - motivation of students/used students experience.

Step 2 - students observe/ identified parts of the plant.

Step 3 - discussed the role of each part -

students were taken outside the class for group work each group worked on each plant

Step 4

- students described the different parts in the class,
- teacher briefed the students/students took notes,
- fixed time for each step,
- explained new words,
- group competition on the functions of the plants,
- child centered throughout,
- provided an assignment,
- comments – too many flower pots brought to the class (very hot day with a temperature around 46C).

### 7.2 Exercises for the MTS

#### Exercise – 1

Provide items to measure knowledge of the definition of the concept.

Provide items to measure the ability to discriminate the critical attributers.

Provide items to measure the ability to recognize examples and non-examples.

### **Exercise – II**

Concept analysis

### **Exercise – III**

Analysis of the curriculum of text books used by BEFARe / curriculum guides for concept lessons



Keen observation of a lesson on concept of learning students and trainers, Kachchgari refugee camp school (Photo by Iqbal Khan)

### **Sources and Readings**

1. Richard Arends I, *Learning to Teach*, Mac Graw Hill, New York, 1998
2. Prabhakaram K.S., *Concept Attainment Model in Mathematics Teaching*, New Delhi, 1998
3. Ekanayake S.B. *Issue Focused Teacher Education: Guide Book for Teacher Educators in Afghanistan*, UNHCR/UNOPS, Islamabad, English, 1998, Pashto version 2001





# Chapter IX. Problem Based Instruction to Assist Teaching Learning Under Stress

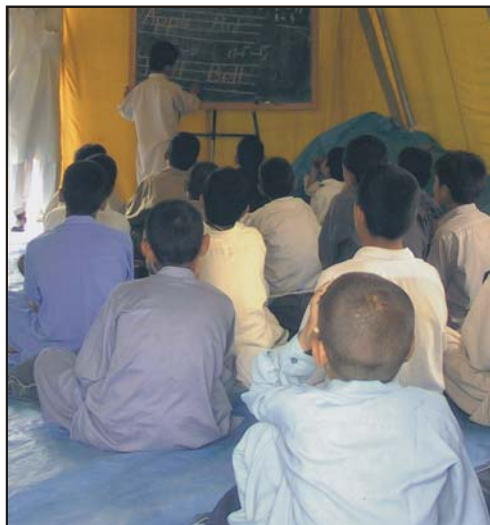
## 1.0 Introduction

Problem Based Instruction (PBI) is a process that provides a challenge to the child in finding out the answers to problems by themselves. It is a way of providing confidence to develop one's own capacity, to begin with, giving the child opportunities of a very modest nature.. One of the main gaps in the personality development of the child relates to lack of self confidence and heavy dependence on others. Hence this approach is well suited to the child in refugee situations. Dependency syndrome is a universal feature amongst the refugee populations all over the world. This is more so with the Afghans who have lived as refugees for over two decades. PBI provides confidence and helps to develop the personality of the child in a positive way. Developing teacher competencies are vital in achieving these objectives.

PBI also provides inter disciplinary approach to understanding problems. The issues of the refugee child in a camp reflect many facets of their lives. In the learning situation the key factor may relate to the subject/concept to be taught/learnt but in reality it is integrated to many other concepts. In refugee situations, as elsewhere, the reality is a composite of many factors, unlike in a subject focused TL situation. Under PBI these related aspects could be brought to light making learning more realistic and interesting to the child.

## 2.0 Background

- teacher's role in PBI is to pose problems, to ask question, facilitate investigation and dialogue,
- teacher provides supportive framework,
- encourages intellectual roots with inquiry teaching/guided teaching.



Teaching under stress – Tent School

### 3.0 Key features in the context of refugee education

- Provides and initiates driving question/ problem and not focus on a particular skill in the lesson,
- instructions around questions, problems socially important and meaningful in real life situations,
- facilitates interdisciplinary focus and life skills approach,
- although centered round a specific subject there is integration with other subjects,
- provides for authentic investigation,
- assist in analysis and definition problem, develop hypothesis, collect data, conduct experiments, draw conclusions/ methods vary with the problem,
- helps in production of artifacts and exhibits,
- encourages collaboration and cooperation.

### 3.0 Goal and outcomes of PBI

- develops thinking of a higher- order thinking/intellectual process,
- thinking is related to induction, deduction, classification, reasoning,
- thinking relates to symbolically real objects,
- thinking is the ability to analyse, criticize and reach conclusions assist in adult role modeling, how PBI helps to relate to reality i.e. refugee issues/environment.

**Table 5: Role Modeling**

School Learning	Outside learning
focus on individuals performance	focus collaboration with others
unaided thought processes	involves tools
cultivates symbolic learning for hypothetical situations	direct involvement with reality/object
focus on general skills – 3Rs and general knowledge – history, geography, science	studies situation specific issues

- PBI provides opportunity to fill the gap between formal school learning with practical activities out side the school

**Table 6: Problem Based Instruction -features**

encourages collaboration	encourages observation/ dialogue
Joint ventures	encourages self selected investigations
has elements of apprenticeship	explains the real world/ construct their own understanding

## **5.0 PBI – conducting lessons**

### **Step – 1 Planning tasks – objectives, design problem situations**

- decide on objectives,
- design appropriate problem situations ( authentic, ),
- pose a mystery, meaningful, encourage group effort,
- organize resources and plan logistics.

### **Step – 2 Interactive tasks**

- orient students to the problem/ students should be taken into confidence, discussion,
- purpose is how to investigate rather than seek new information,
- all should know that there is no absolute right answer,
- students should be encouraged to ask questions/ work with peers,
- students should openly contribute in the stage of analysis,
- organize students for the study,
- study teams,
- cooperative planning,
- assistant independent and group investigation,
- data gathering and experiments.

## **6.0 Assessment and evaluation**

- assess understanding,
- use check lists and rating scales,
- assess learning potential,
- asses adult roles and situation,
- assess group effort.

## **7.0 Exercises for MTs / Senior trainers**

1. Identifying major problems of refugee camps, environments, life styles, socio-economic problems,
2. Developing major phases and identifying teacher behavior example - develop a local history in investigation phase task teacher behaviour,
3. Develop a rating scale for field work with students.

### **Planning and execution of a PB lesson in the field**

1. MTs per group of 5 students,
2. 5-6 problems,
3. planning 2 hour,
4. field work 1 hour.

### **Tasks for the MTs/ Senior trainers**

1. use above format,
2. note reactions of students,
3. prepare materials needed,
4. analysis of the activity- plenary.

**Under this theme (PBI) the following areas were brought to the focus of MTs**

1. key features,
2. goals and outcomes,
3. filling gaps in learning,
4. relevance to refugee contexts.

**A model lesson plan was presented to the trainers but they were requested to make changes suitably.**

**Steps**

1. planning tasks,
2. lesson objectives,
3. investigation objectives,
4. problem situation,
5. composition of study teams,
6. materials needed,
7. conducting of the lesson,
8. notes for students,
9. collection of artifacts,
10. classroom discussions-post study.

It was pointed out that any lesson could be developed through PB approach. Based on the above the MTs could develop prototype lessons to be used in classrooms. They also could develop a format to evaluate PB lessons of teachers.

An example is given below:-

1. planning the lesson,
2. steps in reaching the objective,
  - was the problem identified by students or posed by the teacher?,
  - were questions offered in terms of a problem understandable to the students?,
  - were opportunities given to the students to respond to questions.
3. teaching aids,
4. group work – organization and implementation,
5. comments.

These methods could be suitably adjusted to suit any environment/locality by trainers.

**Sources and Readings**

1. Arends Richard I., *Learning to Teach*, Mc Graw Hill, New York, 1998
2. Jervis K, and Montag C., Eds. *Progressive Education for the 1990s: Transforming Practice*, Teachers College Press, New York, 1991

# Chapter X Use of Different Teaching Learning Strategies

## 1.0 Introduction

This theme summarizes the earlier methods in a way that all of the methods indicated previously can be used by a teacher depending on the environment, objectives and resources. MTs, Senior trainers using the methods discussed in the earlier chapters, developed a number of formats to evaluate the different methods of teaching practiced by the teacher. MTs were to use these formats in the training of field education supervisors, who would be more directly involved in observations of teachers and visits to the school.

It is also possible that the information gathered from the evaluations of the different methods adopted could be used in an action research project. The process involves the field personnel observing the teachers over a period of time who would then use the information along with the MTs, Senior trainers in any organisation who in turn would analyze the data . The findings of this activity would help to make changes in the styles of teaching. The significance of action research is related to refinement in the techniques of observation of the field supervisors and guiding them to develop new methods/materials to be used by the project later.

## 2.0 Significance of the use of different learning techniques

- students should be competent to learn on their own,
- enables them to gather information on their own,
- students should be able monitor their own learning,
- the stage for this should commence at the primary level.

## 3.0 Select appropriate strategies to teach

- use of PQ4Rs method i.e.– previews, questioning, 4Rs reading, reflecting reciting, review,
- adopt rehearsal , elaboration, organizational and cognition methods,
- choose an instructional approach – example, direct instruction.

## 4.0 Learning environment and management tasks

- create rich learning environments,
- emphasize the importance of self-regulated learning,
- use attention getting devices,
- manage seat work, home work and assignments (seat work-individual work in the classroom has to be well organized, clear instructions).

In all of the above, what is given should be meaningful, clear and challenging, vary the nature of tasks, pay attention to levels of easiness and difficulty and monitor progress.

## 5.0 Tasks for MTs/Senior trainers

### 1. Use a chart to observe teachers learning strategies

Teaching students how to use the following

### Table 7: Observation of Learning Strategies

Learning strategy	Observed	Time	Comment
Underlining			
note taking			
Mapping			
4r method			

Others to be added by trainers as needed/suited

## 2. Interviewing teacher about their use of learning strategies

- what strategies do you use to get students to use? Give examples.
- what strategies are more useful?
- what is your overall approach to teaching students to adopt learning strategies?

## 3. Development of formats by the trainers in group work

Examples :

- **Observation areas in the development of a format by the trainers**

Used by whom - MT in his visits to schools to observe the field supervisors

Periodicity - twice year

Whether the field supervisors,

- followed instructions of the project,
- discussed the instructions with the HT,
- monitored the teachers in the use of the guide book,
- found shortages of materials in the school,
- give instruction to the teachers in the use of teaching aids,
- discussed disciplinary measures with the HT,
- addressed solutions to the conflicts, factional strifes in the school,
- give a model lesson to the teachers,
- reported events/incidents in the school on time to the authorities,
- observed the rules and regulations of the project.

- **Observation areas in the development of a format for the HT by the supervisors**

(instruction same as above)

Whether the HT,

- discovered the reasons for absenteeism of teachers/students,
- checked the uniforms and the cleanliness of the child during the assembly,
- come on time to school,
- followed the T/L instructions provided by the FES/field supervisor,
- maintained the cleanliness of the school campus,
- conducted teachers meetings regularly, maintained school records and protected the teaching aids,
- implemented the written instructions of the project,
- contacted the community,

- encouraged /guided teachers to the focal point trainings,
- established remedial courses for teachers/students,
- prepared the teaching time table according to the professional interest/needs of the teachers,
- achieved the tasks set for the school.

- **Observation areas in the development of a format for the teachers to be used by the HT**

Whether the teacher

- worked according to the instructions given,
- developed lesson plan for non-BEFARe materials,
- encouraged intelligent students and prepared weak students,
- given importance to cleanliness and ethical aspects of the classroom,
- used child centered methods,
- prepared and used suitable teaching methods,
- participated in focal point training sessions,
- provided suitable home work for the child and checked,
- emphasized group work and given opportunities for active learning,
- participated and shows interest in student learning competitions.

Responses for all of above - yes / somewhat / no

- **Format to identify the extent to which the teacher has understood the meaning of concept**

Select a concept for analysis likely to be taught in the class.

1. name the concept
2. define the rule of the concept
3. list critical attributes of the concept
4. list non-essential elements of the concept
5. select examples to highlight the important elements of the concept.

The presentation of the concept to the students could be achieved through any of the instructional methods discussed earlier, such as through direct instruction method, problem based approach.





## Part IV – Stress Based Assessment and Management

### Chapter XI Significance of Evaluation – Stress Free Approaches

#### 1.0 Introduction

Tests play an important role in the education of children in refugee schools/disadvantaged groups. Tests diagnose the flaws of both learning and teaching. This is vital in refugee environments for the following reasons.

1. tests reveal the impact of trauma on the learning levels of the student,
2. tests help to improve participation/reduce drop outs,
3. tests help the policy makers to adopt corrective measures in relation to the development of text books, teacher guides and teacher training vis-à-vis socio-psychological issues,
4. tests help to convince the donors and the international community about the need for post primary education,
5. tests help to compare the levels of refugee learning with the non-refugee children,
6. tests help children to be accepted in the land of refuge as in Afghanistan.

Since the key aspects of classroom operations were discussed in the earlier chapters in phase III, the focus in this chapter will be on the importance of evaluation. Apart from the above, evaluation is considered important for the following reasons. (a) assess the level of students achievements (b) take remedial steps (c) analyze the test items (d) look into the teaching styles (e) identify least understood concepts by the student (f) explains the concepts poorly taught by the teacher (g) undertakes remedial teacher training programs (h) analyze the guide/text books (i) study the teaching aids/materials (j) use the results of the tests in action research.

Conclusions on research on teaching and learning processes for school effectiveness and quality indicate the following, further supporting the above .

'The appropriate use of assessment is an essential element of effective teaching and learning. This kind of continuous feed back is essential to teachers and their supervisors working to improve instructional quality. Commonly, however, classroom assessment is used simply to grade students and not to improve instruction...' 'Students assessment is effective to the extent it is regular and integrated into classroom, school system, has as its primary purpose provision of diagnostic feed back to students, teachers school leaders and is fed back to students continuously..' (Williams James H , UNHCR, 2001).

Types of evaluations and the principles of test construction form a vital part in evaluations. Here the relevance of a table of specification provides the basis for test construction. At the workshop held for the MTs these were discussed and the basic elements of these were explained. The MTs worked in groups to

develop test items, analyze developed items and identified concepts from the texts for construction of test items. They were also guided to plan out as to how tests should be developed for the whole BEFARe project.

Validity of the test instruments depends on its coverage of the concepts taught. These include the sub-concepts. Some of these could be tested at the monthly examinations conducted by BEFARe project schools while the key concepts could be left to the mid and annual examinations which are commonly developed for the whole project. Apart from the formal tests at the end of a period students can be evaluated on a daily/weekly/monthly basis, based on the teaching/activities completed during the period.

## 2.0 Definitions of assessment and evaluation concepts

- assessment – overall information about students both formal and non- formal ,
- evaluation - refers to the process of making judgments,
- evaluation is formative (before and during )and summative (after instruction).

**Table 8: Formative and Summative Evaluation**

Type of evaluation	When collected	Type of information collected	How information used
Formative	before or during instruction	information about student prior knowledge/ instructional process	assist teacher decision making
Summative	after instruction	about student/ teacher	assist making judgments about student/ teacher

## 3.0 Specifics of testing and grading

- measure all instructional objectives,
- cover all cognitive domains/concepts covered,
- use appropriate test items,
- make tests valid and reliable,
- use tests to improve learning.

## 4.0 Steps in test construction and use

- planning a test,
- table of specifications,
- making the test,
- objective tests true false, matching, multiple choice, fill in the blanks,
- essay test tendency for basis,
- administering the test,
- assessing/ marking,

- identification of areas /concepts to be developed,
- follow up work.

**5.0 Frequency of testing** – to be decided by the organization

**6.0 Methods of testing children under stress** – to be decided by the organization in collaboration with teachers and head teacher

**7.0 Table 9: Constructing a table of specification**

**Exercise - 1**

Knows / Recall					Higher Level	
topics / content	terms	Facts	principles	compre- hension	application	evaluation
1						
2						
3						
4						

**Instructions**

- select a unit from the curriculum/text books,
- select from 2-3 chapters covered from the text,
- place the major concepts / contents, unit under topics/ content,
- decide how many items to be allocated under each topic.

**Exercise - 2**

**Analyzing teacher made tests**

**Instructions**

- obtain a copy of a test paper developed by a teacher,
- using the chart below list each test item under each of the main areas,
- tick the most accurate that classifies the type.

**Table 10: Analysis of Tests**

test item	Knows/recalls			Higher level		
	Terms	Facts	principles	comprehension	application	evaluation

**Total**

- **Group activity suggested for participants in a workshop on this theme**

The group activity of the participants could be focused on the following (a) analyze items in a test paper developed by BEFARe project for their schools according to the table of specifications (b) study the concepts/items in a text book used in the BEFARe project schools and hypothetically identify the levels of testing that should be done using the table of specifications and (c) using the same concepts develop test items according to the table of specification.

**Analysis of test papers administered by BEFARe project schools earlier in their schools as part of group work conducted at the work shop is given below: -**

**Table 11: Grade 6 Mathematics –Concept Analysis**

Concept	Levels					
	Lower levels			Higher levels		
	terms	facts	principles	comprehension	application	analysis
<b>Division</b>			•	•		
<b>Fraction</b>			•	•	•	•
<b>Ratio</b>			•		•	•
<b>percentage</b>						•
Number		3	2	2	3	
Total items =10						

**Table 12: Grade 6 Science – Concept Analysis**

Concept		L	E	V	E	L
	Lower level			Higher level		
	terms	facts	principles	comprehension	application	analysis
living being	•			•		
vitamins	•			•		
germs					•	•
materials			•	•	•	•
<b>Number</b>	<b>2</b>		<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>

Total test items = 10

Analysis of the text book –

**Table 13: Analysis of Text Book / Subject – Mathematics**

**Grade - 6**

Concept	terms	facts	principle	comprehension	application	analysis
Division			•		•	
Fraction			•	•	•	
Ratio			•	•	•	
Percentage		•			•	
		<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	

**Sources and Readings**

1. Arends Richard I, *Learning to Teach*, Mc Graw Hill, New York, 1991
2. *Text books for all grades used in the BEFARe refugee schools*, Peshawar
3. *Annual test papers for all grades in all subjects administered by BEFARe in the refugee schools*, Peshawar



# Chapter XII Management Paradigm of Refugee Schools

## Introduction

The key characteristic of the management in the refugee schools relate to its stressful nature. Hence the stress factor plays an important role in the refugee structure. These stresses are connected to all stakeholders in the school. Thus the head teacher, teacher, students and members of the community face these stressful experiences in working and dealing with refugee schools.

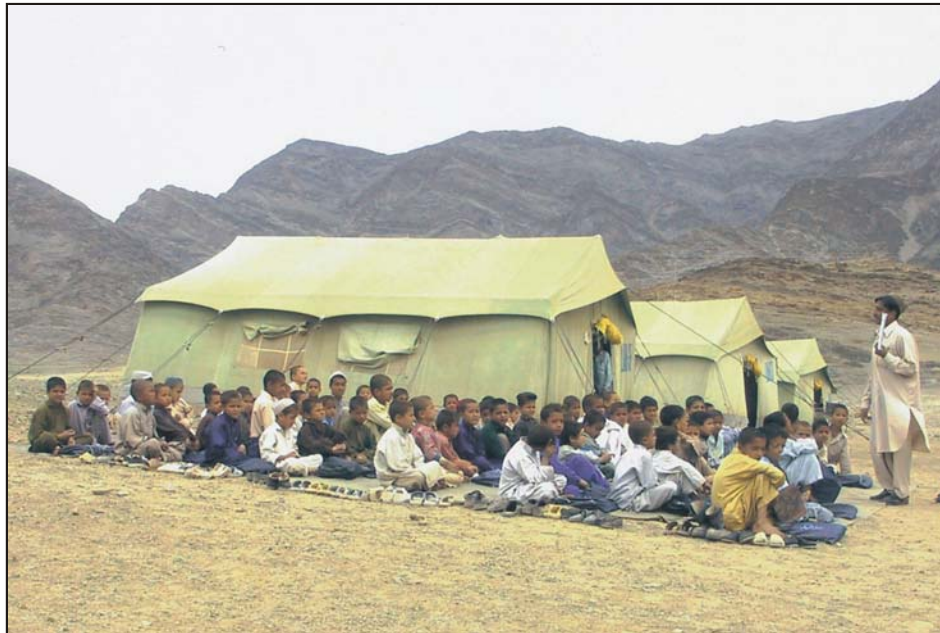
These factors were highlighted to the participants at workshop. Using their experiences, studying the resources materials provided to them they were guided to work in groups. The two key questions posed to them for analysis were (a) identifying stresses of the key players viz head teacher, teacher, students and members of the community and develop strategies to overcome each of these stresses and (b) development of a format to study management styles of the teacher in the classroom and that of the principal in the school.

## 1. Key features

### Step 1

#### Identification of issues

- types of beneficiaries ,
- nature/ types of stresses in relation to beneficiaries,
- causes of stresses,
- impact (negative / positive) of stresses,
- role of the pedagogue.



Learning under stress – Tent School

### **Operational areas of impact**

- school / role of the head teacher ,
- classroom / role of the teacher / HT,
- centre of focus – student.

### **Management under stress – key principles**

- moving beyond the behaviorist paradigm of discipline in schools/children,
- moving away from the operant condition of enforcing student compliance and passivity,
- accommodating / bringing in relevant learning, making interesting, and purposeful,
- allowing students to express their voice / enlisting them in school / classroom decision making
- focusing on the problems of the girl child.

## **Step 2**

### **Management styles – classroom**

- teaching and learning as transmission of information vs social construction knowledge,
- student roles guiding classroom management efforts in social constructivist classroom,
- teacher centered and person centered classroom management,
- teacher focused and student focused instructional methods.

### **Ready reckoner for teachers in management practices**

- is the classroom organized for TL?
- are there rules and procedures developed for routine administration?
- are students made accountable?
- how is the student behavior managed?
- how is monitoring organized?
- how is instruction organized?
- are instructions clear?
- are students behavior outcomes satisfactory?
- are students academic outcomes satisfactory?
- are any students affected by stresses / emotions?
- are any teachers in a state of emotional imbalance?
- is the support and cooperation of the community satisfactory (more areas could be added if and when needed) ?

These could be used by the HT, field supervisors in the supervisory stages or in a training program. The same could be used as a part of an action research project for both teachers and field education supervisors after 3 months of training to see whether progress has been made on the specified areas. The findings could be compared on a sector basis or used as part of a longitudinal study for later changes in training and management.



The indicators could be judged on a scale such as

1. greatly increased,
2. increased,
3. no change,
4. decreased,
5. greatly decreased.

### **Perspective on classroom management**

1. classroom management and instruction are inter-related—lesson planning, allocation of time for activities are part of management,
2. managerial and instructional functions are one and the same,
3. classroom management is the most challenging task of the beginners.

### **Guidelines for effective praise - provide hand out**

Use of culturally accepted signals and facial expressions.

### **Methodology adopted**

- **Workshop activities**

### **Part I - 3 hours**

1. Read the document ( to be prepared by the facilitator) carefully individually – 1/2 hour – (Issue focused teacher education - Pashto translation),
2. Identify the key areas of management stresses in refugee schools – group work 1 hour,
3. What additions and or changes to be brought about in the document,
  - discussion 1 hour.

### **Part II – 4 hours**

4. Development of a training package to the HTs – group work.,  
This should include formats, guidelines, and instructions in relation to
  - a) understanding stress,
  - b) managing teachers / pedagogy and administration,
  - c) managing students, discipline and quality improvement,
  - d) community relationships,
  - e) relationships with the organization example BEFARe project and refugee leadership,
  - f) environmental development.
5. Methods of improving academic relationships with the field supervisor ,
6. Strategies for cross border situations/ repatriations,
7. Developing action research orientation programs.

- **Development of work sheets by MTs/Supervisors**
  1. observation of teachers management behavior,
  2. interviewing teachers about rules and procedures ,
    - i. observation of a classroom for half a day on at least three days (FES task) keep a running account of what happens in the classroom, what the teacher says and does, what students says and do, time spent on various activities,
    - ii. analysis of the observations in relation to academic outputs, influences et.,
    - iii. discussion with the HT later (to be developed and used by the MT in their training programs of field supervisors).

## Group Work Report

**Table 14 A: Stresses Identified and Solutions Recommended by Master Trainers**

### Head Teachers

Stress	Solution
Refusal of the community to accept appointments of teachers made by the organization, example BEFARe project, with qualifications/ community seeks to appoint unqualified favorites	HT to inform the community through the school management committee the rules of the organization in the appointments of teachers
Expectation of relief goods for their Families—a common feature in the camps	Distribution of relief goods to all camps by the authorities
Economic , cultural and social and political problems	Assistance to be provided by community motivators and community assistants of BEFARe / organisation
Decrease in assistance of community support from the community to the school	Use of parents days by the HT to encourage assistance
Increase in enrollment and problems of accommodation in the schools	Afternoon shifts to be introduced / new temporary buildings to be constructed with the assistance from the community /seeking the services of voluntary teachers
Too much involvement of the HT in teaching in the school	Periods of teaching of the principal to be Reduced
Dual management of the school by different organizations such as BEFARe/organisation and CAR creates problems due to different rules adopted by the respective organizations	Both organizations to come to an agreement on the use of the premises and related rules
Lack of skills in management of the HTs	Provision of training on management
Adverse effects of other schools in the adjoining locations on the BEFARe schools/organisation and	The HTs of the two schools to confer and resolve the issues

<b>children/discipline and organization</b>	
<b>More sections in the school than teachers</b>	<b>Adopt multi-grade teaching methods failure to get additional staff</b>
<b>Too frequent visits by BEFARe/organisation personnel to the schools disturbs the TL functions of the school during sessions</b>	<b>Provide instructions to BEFARe/organisation staff to make the visits after school</b>
<b>Improper behavior of the HT with the Teachers</b>	<b>Selection of the HTs should be carefully planned</b>
<b>Weak control of the staff by the HT</b>	<b>Appointment of professionally competent persons as HTs</b>
<b>Late arrival of instructions from the head office</b>	<b>Planning at the head office to be streamlined</b>

**Table 14B: Teachers**

<b>Stress</b>	<b>Solution</b>
<b>Increase enrollment in schools /classes</b>	<b>Classes to be divided into 2 or adoption of MGT techniques or recruitment of volunteers</b>
<b>Shortage of rooms</b>	<b>Use of the community to provide additional rooms</b>
<b>Absenteeism of students</b>	<b>Use the school management committees (SMC) and the parents cooperation</b>
<b>Poverty of the families</b>	<b>Rich families and funding agencies to be Contacted to get resources</b>
<b>Lack of interest of the parents to cooperate with the teachers in dealing with stress situations</b>	<b>Use of the services of the SMC</b>
<b>Carelessness of some teachers in discharging duties</b>	<b>Meetings with FES to be held through the SMC If the response is still poor reporting Them to the sub-centre</b>
<b>Locations of schools far away from homes</b>	<b>If possible to place the teacher in a nearby school or the teacher to move to a nearby camp</b>
<b>Lack of professional skills</b>	<b>Provision of training programs</b>
<b>Teacher overloaded with teaching periods</b>	<b>Should be provided with less periods and the school should have additional teachers</b>
<b>Psychological problems of the teacher</b>	<b>Head office to provide facilities to overcome these issues</b>
<b>Lack of understanding of the nature of the child</b>	<b>Training programs for teachers on understanding of the child</b>
<b>Lack of provision of motivation from the office</b>	<b>Organization should have plans to motivate the teachers</b>

**Teaching in a foreign language (non-mother tongue)/ land of refuge**

**Teaching to be done in the mother language  
Pashto and Dari and vice versa**

**Table 14C: Students Teacher**

<b>Stress</b>	<b>Solution</b>
<b>Poverty of the learner</b>	<b>SMC to educate the parents that education can help to eliminate poverty in the long run/ funding sources to be sought for resources to help the needy</b>
<b>Lack of guardians for some students</b>	<b>Teachers should play caring role and be attachment figures</b>
<b>Admission of underage students</b>	<b>Enrollment to be according to BEFARe rules/parents to be convinced about this</b>
<b>Illiteracy of the parents</b>	<b>Families to be encouraged through mullah to send children to schools</b>
<b>Individual differences of students</b>	<b>Distribution of students</b>
<b>Unfavorable learning environments</b>	<b>Community to be contacted to bring about changes in the refugee environment</b>
<b>Misbehavior of students</b>	<b>Should make attempts to change the behavior</b>
<b>Too much home work and too much Teaching</b>	<b>Less work to be provided depending on the capacity of the students</b>
<b>Distances from schools</b>	<b>Teachers should pay specific attention to those who stay far away in a sympathetic manner to accommodate such children</b>

**Sources and Readings**

1. UNESCO, BEFARe, *Management of Primary Schools Under Stress*, Pakistan, 1996 (Pashto version)
2. Issue Focused Teacher Education: *Guide Book for Teacher Educators in Afghanistan*, UNHCR, UNOPS, 2001, Pashto version
3. Freiberg Jerome H Ed., *Beyond Behaviorism, Changing the Classroom Management Paradigm*, Allyn Bacon, Singapore, 1999

## **Part V - Planning for Quality**

### **Chapter XIII. Methods of Identifying Training Needs of Teachers in Refugee Schools**

This chapter included two sub – topics as given below.

It is known that the training needs of any group depends on a number of factors. These include a) objectives b) resources c) time framework d) persons who need the information – researcher, planner, trainer, policy maker. The discussion to identify the needs could be based on the following topics.

#### **Step 1**

1. Identify/observe the issues related to TL -
  - analyse the teaching and management methods of the teacher,
  - look for strengths and weaknesses,
  - study the teaching aids, use and quality,
2. Discuss the TL issues with the FES and the HT – field work personnel.
3. Discuss TL constraints with the teacher.

#### **Step 2**

4. Study the assessments/exercises/tests developed and administered by the teacher.
5. Identify the weaknesses of the students.
  - areas related to understanding of concepts.
6. Find out the relationships between student weakness and the skills of the teachers/ provide a same test paper for both.

#### **Step 3**

7. Develop a training package on pedagogy, academic aspects and development of teaching aids.

#### **Sub-topic I. Planning for pre and post assessment of training programs**

##### **1.0 Pre assessment**

Use a questionnaire to assess the pedagogical understanding of the teachers -

- the questionnaire could include items to be discussed in a training program or,
- based on the teaching learning activities that take place regularly in the school or ,
- issues identified by the FES, HTs and MTs.

Use the same after the training program which used the above responses in the training schedules

#### **Sub-topic II. Planning for Training of Field Education Supervisors – BEFARe**

- This is an exercise that could be given to the participants to develop a plan to train the teachers using the following guidelines -
  - a) content area to be covered based on the pre –assessment of teachers,
  - b) time available,
  - c) resources at hand,
  - d) cultural norms,
  - e) time and resources for practical work,
  - f) assessment of participants.

The plan should be very objective, target oriented and results based

# Chapter 14 Pedagogical Approach for Transformation in Refugee Education – Emergency Education Guidelines

“Schools should be used as a healing source”

“Even in the chaos of war, children are resourceful and resilient”

## 1. Emergency scenarios

Emergency environments refer to scenarios which are in a state of disorder vis-a-vis the socio-economic development levels of the community/country and level of peace and stability in the governance of the state. Emergency does not necessarily refer to instability in the social structure although it could be a cause affecting other aspects of development. An emergency may occur due to natural causes as well, in addition to man made disasters. The process of destruction due to the latter may take longer periods of time and involve social behaviours as well. Hence, solutions may be more complex taking a longer time than in the case of natural disorders. This is true of the Afghan scenario. Such emergency situations demand services that would be different from normal circumstances. Time constraints, resource limitations, complex issues, loss of human resources are some of the common elements one would observe in emergency situations. Afghanistan has experienced all these traumas for over two decades in extended and cascading emergencies, unique in the world.

## 2. Education under emergency

Under such a background it would be pertinent to examine the nature of the education programmes implemented in Afghanistan. The key institution which provided education and facilitated learning was the school and 'schooling' and 'education' were considered as one and the same. The time settings for schools were more or less the same, variations only with the seasons. The working days of the schools remained more or less similar, so was the daily routine. The evaluations and teaching and learning strategies were structured in the same manner. The number of years a child should stay in each cycle was another aspect that remained similar, a universal pattern prevailing throughout the world. Similarly it was also assumed that a longer stay in a formal school provides better outputs and improve the quality of learning. All of the above were considered as essential in the repertoire of learning and observed very religiously. These were important when mechanisms for learning were limited, the role of the teacher dominant and the formal delivery was regarded as the order of the day.

## 3. Social changes and issues

To what extent can all these assumptions be legitimate and operative under emergency situations? What are the changes that have occurred in learning technology, media and communications during the last few decades? How have these improved the lives of the people? How have these changes affected the less privileged and deprived communities throughout the world? One could see that today more avenues are available for gathering information and skills, although these opportunities are still not universal, as one would expect it to be. The changes in science and technology have revolutionised the world of learning. More opportunities are available for informal learning than ever before. Children mature more earlier than



decades ago. Although these may be limited to a section of the community, yet its impact is felt on others as well. Combination of non-formal learning with formal learning would be the best that could happen today. It would save time and resources.

#### **4. Afghan contexts**

On the other hand societies like Afghanistan face situations which are much different from the developed societies, where children are unable to devote time and energy in learning due to the pressing needs of their services at home. The rationale for staying too long in school in both societies, i.e. developed and less developed, cannot be taken for granted as profitable and rewarding as it should be, paradoxically for different reasons. One for economic reasons and the other due to availability of more opportunities. The economic reasons are clear for the deprived groups as in Afghanistan. The children are part of the family economy and the earlier they are back at home from school the better for the parents. The children assist the elders in the kitchen and in the field. The parents await eagerly the return of the child from school and if the children can permanently be at home at an earlier stage the parents would welcome. This does not mean to discourage and or de motivate children from going to school but it's the reality which has to be taken care of by the educational planners, policy makers, curriculum developers and teacher educators for appropriate solutions and strategies.

#### **5. Constraints in schooling**

Before we proceed looking for universal participation and improving the quality of learning one has to analyse the impact created by education on the poorest segments of the society. It is undoubtedly true that education improves the quality of life of the people. Its impact on the life of the community and especially women has had a great impact on their capacity to understand problems and take care of the family responsibilities more efficiently. However, those falling under the poorest and deprived groups do not benefit to the same extent as the others. They encounter inherent constraints which deprives them of achieving higher targets in comparison with those advantageously placed in society. The curriculum, methods of teaching/learning, duration of the school, the timing of the school sessions, culture of the school environment and styles of teaching are some of the other factors that make the child from the deprived groups achieve relatively less from the schools and feel more alienated than others. The years of schooling is another element which affects adversely children and members of the deprived communities. This last factor, as pointed out earlier, adds to the woes of those who have to be in a system that does not favour them or bring advantages directly as it does to others.

#### **6. Structural changes in school cycles**

In this connection a number of questions can be raised, which perhaps may be valid even for the advantageously placed, as well. Is it not possible to reduce the number of years in the primary cycle from the present 5 to 6 years to 4 to 5 years? Can the concepts in relation to key subjects like mathematics and language be completed in the reduced time period? Will it not encourage/motivate children to participate fully and complete the primary cycle in a reduced time framework? Will this reduce the drop outs commonly seen in the deprived communities? How could this affect the parents who require the services of the child at home and in the field? As for those who are better off the reduction of schooling will help to use the time for additional learning using modern technology. This alternative strategy will have implications on curriculum, teacher education and evaluation.

## **7. Mastery of concepts**

Learning involves the mastery of concepts of different subjects. Mastery means the competency in using what is learnt in day-to-day life situations, the capacity to be skilled in functions and applications. In analysing the concepts involved in the primary grades one would see that most of these concepts are often repeated between grades. Of course the objective of repetition is to fix the understanding better in the child. But if more appropriate methods are adopted the same could be achieved in a shorter time more economically. It is often found that the styles of teaching and the learning modalities of the child run counter to each other. The former adopts a non-natural way of teaching, field independent and more in keeping with the norms of the urban class. The latter group who constitute the greater majority of the population in the deprived communities and under developed countries, possess learning styles which are field dependant and more natural. These forms of learning are more close to reality but the teachers seem to shy away from these styles due to their lack of exposure/understanding and adopt methodologies alien to the child's learning styles. The teacher also lacks the capacity to combine non-formal education strategies with formal learning.

## **8. Styles of teaching**

Following the same argument one would proceed a further step that relates to, the excess/additional time used by the teacher to drive home the concepts to the more deprived children. Hence the need for changing styles of teaching for better understanding of the concepts. When this is achieved the traditional time span for the primary cycle could be reduced without affecting the understanding of the concepts. Here lies the importance of focusing on concept approaches than on content emphasis, as it is done currently.

## **9. Advantages of reduced cycles**

The advantages of a reduced primary cycle are as follows -

1. helps the child to stay less time in the school,
2. motivates parents to send their children to school without much a break,
3. helps the child to be of economic value to the family budget,
4. dropping out at the primary will be less,
5. reduces wastage in the educational resources.

It should be understood that children in the deprived groups have rarely or never seen any one from their environment succeeding through education for a better livelihood. Hence keeping children too long in the schools would be less rewarding, although education has helped to bring about a culture of learning in the society and improve the life styles. This is specially so in societies which are subject to turmoil and constant displacements such as in Afghanistan.

Since children have lost years of schooling the average age of a student in the primary cycle is around 7 to 14 years or more. This is true in both camp schools and inside Afghanistan. Hence non-traditional approaches would be more effective and appropriate to make the children stay longer and benefit from schooling. One of these would be the reduction of the time span of the school period. This also includes the reduction of the daily time schedules which should be less than usual. All these demand new approaches in teacher education and organisational styles of managing schools.

## **10. Psyche of the refugees**

One of the key issues that should be looked in the dynamics of protection relates to bringing normalcy in the psyche of the refugees. The traumatic events that had crossed the mind immediately prior to becoming a refugee are murky, myriad and complex mixed with fear and trepidation which reappear constantly in the mindset. Diagnosing these complexities and providing assurances becomes a critical issue in the processes of protection of the refugees and specially the child. This is explicitly stated by the executive committee of UNHCR (1994) which emphasized the 'urgency to identify educational requirements in the early stages of an emergency so that prompt attention may be given to such needs'.

The act of attending school/learning center is the 1<sup>st</sup> step in restoring stability and normalcy in a chaotic situation which also keeps the kids from military exploitation and sexual abuse. Thus education is not only a basic right but also a 'basic protection tool'. **Schools should be used as a healing resource where children can express themselves freely.**

## **11. Key targets**

The victims of the tragedy include people of all ages – child to the adult with the child and the adolescent forming an important category in this tragedy. Hence, the rational understanding of the psycho-social needs of the child and adolescent prior to teaching them becomes imperative in refugee situations. This is what this publication is all about. It attempts to help the teacher community to look at teaching learning from a different perspective by exposing them to new competencies required in their profession.

## **12. Recognition**

Meeting the psycho-social needs of children and adolescents through a range of activities related to education is an important humanitarian duty recognized by UNHCR and all those agencies involved in refugee development and rehabilitation (UNHCR, 1995). Children who have lost their security, valued relationships and cultural environment have to be provided with similar alternatives to survive. Provision of educational opportunities right from the beginning of the stage of being a refugee will alleviate such fears.

## **13. Who should be initiator?**

The key personnel who should be exposed to the concepts of psycho-social elements and latest trends in TL are the teachers and community developers. Refugee issues have not come within the purview of educational experts mainly due to small scale in numbers as compared to the total population in the world. However, on a micro level some UN agencies have brought in basic trauma training (UNICEF) and psycho-social factor into their teacher education programmes. This will lead to three types of domains in teacher education viz. (a) pedagogical skills, (b) trauma healing, and (c) stress management. Extra curricular activities which are more non-formal but directed to augmenting the formal and core learning in the schools too becomes a part of the package of this training.

**This is the challenge to all learning activities where education will form a core element of the protection program.**

## **14. Who should do it?**

Teachers and headmasters are the key persons who are in close contact with the children and they are likely to be the more attachment figures as well. The teachers should be exposed to the concepts of social psychology or psycho-social elements that confront children. Teachers, in their enthusiasm, may emphasise the learning aspects than attempting to understand the problems of the child and the environment due to their lack of understanding and exposure to the issues related to psycho-social issues (UNHCR, 1995). Under refugee situations children and adolescents need guidance to become normal in their behavior prior to learning. The need for concentration, love and attachment, methods to overcome the traumas encountered, absence of familiar environments, lack of basic needs for survival are factors that all refugees face daily (Graca Machel Study, 1996). The report of UNHCR on educational assistance to refugees emphasise that children as the most sensitive to these issues. Therefore, it becomes essential for the teachers to develop an understanding of the children before they commence any serious teaching with them.

## **15. What should be done?**

The traditional teacher education programs developed elsewhere in the world do not provide answers to specific issues in the developing world and specially so to the issues of TL of Afghan refugee children. Hence the need for issue specific approaches in teacher education. The current knowledge/methodologies are universal and it lacks specificity to understand the child. Therefore, these gaps have to be suitably mended and filled by local knowledge and methodologies. This publication attempts to bridge this to some extent. The suggested steps are as follows -

### **1<sup>st</sup> stage**

1. Identify/study the socio psycho-social issues that confront the Afghan refugee children in the context of their cultural background and traumas undergone,
2. Co-relate these to the existing psycho-social theories to draw relationships between the theories and realities ,
3. Adopt strategies already developed by UNICEF / UNESCO to bring about solutions to agonizing experiences of the child prior to teaching learning processes (Refer documents below),
4. Develop methods for teachers in the use of the community resources/elders to assist in the reduction of stresses and enhancement of confidence in the psychology of the child, adolescent and the teacher ,
5. Use available materials/aids to reduce tension, bring about peace through learning. Develop an emotional balance (intelligence) amongst the refugee children and youth,
6. Focus in all TL activities methods suggested focusing on competencies related to life skills.

### **2<sup>nd</sup> stage**

7. Combine all of the above to build a comprehensive package on issue focused teacher education, both short term and long term.
8. Develop guide books and a course program for teachers and teacher educators.

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Basic Education For Afghan Refugees



BEFARe Basic Education for Afghan Refugees

School Staff (Summary

December 2002.

Sub Centers	Head Teachers					Teaches					Grand Total of Teaching Staff	Chowkidar				
	Afghan		Pakistani		Total	Afghan		Pakistani		Total		Afghan		Pakistani		Total
	Male	Female	Male	Female		Male	Female	Male	Female			Male	Female	Male	Female	
Abbottabad	33	7	1	3	44	261	48	108	21	438	482	54	1	5	0	60
Bannu	40	2	0	6	48	100	6	71	19	196	244	31	0	22	0	53
Hungu (Thall)	44	7	1	2	54	197	29	106	20	352	406	63	2	1	0	66
Mardan	34	5	4	6	49	180	26	127	36	369	418	59	0	10	0	69
Peshawar	47	8	1	6	62	373	139	137	42	691	753	92	2	6	0	100
Timergara	42	11	0	3	56	196	62	93	43	394	450	67	2	4	0	73
Shalman	6	1	0	0	7	46	6	9	0	61	68	8	0	0	0	8
<b>Total</b>	<b>246</b>	<b>41</b>	<b>7</b>	<b>26</b>	<b>320</b>	<b>1353</b>	<b>316</b>	<b>651</b>	<b>181</b>	<b>2501</b>	<b>2821</b>	<b>374</b>	<b>7</b>	<b>48</b>	<b>0</b>	<b>429</b>
Female	8	40	1	24	73	65	251	26	158	500	2821	80	6	8	0	94

Sub Centers	Field education Supervisors					Gender Distribution		National Distribution		
	Afghan		Pakistani		Total	Male Head Teachers:	253	Pakistan Head Teachers	33	
	Male	Female	Male	Female			Male Teachers:	2004	Pakistani Teachers	832
Abbottabad	6	2	0	0	8	Female Head Teachers:	67	Afghan Head Teachers	287	
Bannu	9	1	0	0	10	Female Teachers:	497	Afghan Teachers:	1669	
Hungu (Thall)	8	2	0	1	11					
Mardan	8	2	0	0	10	<b>Teaching Staff</b>		<b>Auxiliary Staff Gender Distribution</b>		
Peshawar	11	7	0	0	18	Total Head Teachers:	320	Male Chowkidar	422	
Timergara	9	3	0	0	12	Total Teachers:	2501	Female Chowkidar	7	
Shalman	2	0	0	0	2	Grand Total of Teaching	2821	Total Chowkidar	429	
<b>Total</b>	<b>53</b>	<b>17</b>	<b>0</b>	<b>1</b>	<b>71</b>					
							Total School Staff:	3321		

Source -

MIS unit, BEFARe,2002