Topic 3 Teaching and Learning

Section 1: Content

Key Learning Points

1.1. Appropriate Curricula
In many countries, the education system and the curriculum are heavily centralised. Any disruption in communication whether due to a natural disaster or a conflict will disrupt the implementation of education. In this situation the implementation of the curriculum may be very fragile.

Keeping in mind that historically, in situations of emergency, many of the decisions about education programmes are made by default, good planning and preparation in emergency education should include responding to issues of curriculum. In situations of emergency children and youth need the formal curriculum of literacy, numeracy and other traditional subjects, they are also likely to need subject areas that respond to the new needs that may have emerged (for example, trauma recovery, specific knowledge and skills linked to the disaster, specific health messages).

In situations of natural disasters, the national curriculum is probably going to still be valid. The issue of curricula in this situation is whether there should be additions to the curriculum to respond to the specific needs and if so how does this integrate with the curricula in unaffected areas of the country. The pragmatic difficulties then are issues of timetabling and ensuring that the teachers that are available are suitable for teaching
In refugee and IDP situations there are additional issues which need a thoughtful and rights-based response.

- Which curriculum should be used – the home country or area (favoured because it helps repatriation) or host country (favoured when the home country curricula is unacceptable for political reasons or inaccessible). There is a possibility (usually when there is no home country curriculum that is acceptable and differences of language preclude the host country curriculum that a third country curricula is used. The important point here is that the choice of curricula should ensure access and inclusion of all children.

- What is the language of instruction? If it is different to the language previously used what structures will be put into place so that students can learn the new language?

- Should additional subjects or topic areas be included according to need; if so what will be added? How will it be included? What measures will be put into place to ensure that this subject or topic can be integrated into the formal curriculum in the future.

- What teaching and learning materials will be used? Where will the textbooks come from? What permission needs to be gained and what numbers will be required?

- Where will the teachers come from? Do they know the curriculum that will be used? Are they trained?

- How will the studies be recognised? Will the ministry of education that ‘owns’ the curriculum in use be willing to examine and certify the students? What alternatives need to be considered?

- If additions or modifications are made to the curriculum will the teachers be trained appropriately? Will these subjects or topics be included in certification?

Some of these issues belong in the management of education programmes but if they are not thought through and planned for the default decisions may undermine the effectiveness of the education programme.
1.2 Should topics or subjects be omitted?
There are some subjects that in a refugee or post-conflict situation add to the conflict or have the potential to do so. Sometimes social science or the specific subjects within it (history, geography, civics education, moral or religious education) are better left untaught until the areas of dispute are clarified. Apparently simple things like the names of rivers, state or regional borders, through to the more complex such as systems of government, the history of various ethnic groups, migration patterns – all of these can be very biased and can contribute to future cycles of conflict.

1.3. What else should be taught?
In almost all resources developed for education in emergencies there are suggestions as to what could or should be included. There are however principles for deciding what and how these inclusions should be made.

Subjects or topics that have been included in emergency education responses include:

- Specific health education according to need (for example in the earthquake affected areas in Pakistan special health issues included using only safe drinking water)
- Sexual and reproductive health
- HIV/AIDS education
- Landmine awareness and UXO education
- Peace and Human Rights education (sometimes called Conflict Resolution or Reconciliation)

Other subject areas may include:

- Language instruction (for refugees in a country with a different official language)
- Vocational and technical education for ready employment in another country
- Cultural sensitivity (of the host country if refugee)

Non-formal education should also be part of an education response and it is often considered within the context of these extra subjects. After-school activities
(now often called extra-curricula or co-curricula) are essentially a non-formal approach, even if they take place in the context of the school building and are taught by the same teachers who teach the formal curriculum.

Non-formal programmes generally are:
- Non-compulsory
- Open to all (although the groups may be restricted to help the ‘teacher’)
- Non-examinable; although often certificates are presented to certify attendance or participation
- Held outside formal school hours
- May use untrained or specifically trained personnel as teachers

The curricula used may be developed specifically for the situation or it may be modified from other sources. It is unusual for the curriculum to be the same as the formal school curriculum (this is generally labelled alternative education).

**Peace Education and Human Rights Education**
UNHCR originally developed what is now the **INEE Peace Education Programme: skills for constructive living**. This has been the most widely used peace education programme in situations of emergency and reconstruction. It promotes the development of constructive skills and behaviours that promote peaceful behaviour including problem solving and reconciliation.

It has both formal and a non-formal education sections; the formal curriculum goes from the first grade of schooling until the tenth grade. The non-formal or community programme is conducted as a series of 3-hour sessions forming a workshop. The workshops are open to all. There is also a teacher training component as the methodology for teaching the course is rights-based and without specific teaching skills the programme will not be successful.

**Environmental Education**
Environmental awareness and education is particularly important in an emergency situation. The destruction of the environment and environs in both post-conflict and natural disaster situations requires both curative and preventive measures to support the environment. Environmental education is one way to support this. UNHCR developed a model of environmental education together with UNESCO PEER that was aimed specifically at refugee communities because of the devastation often caused by moving large numbers of people into previously uninhabited or lightly inhabited areas. There are issues of damage
limitation and regeneration that must be addressed. Typically a programme
designed to develop awareness about environmental issues would cover some
or all of the following:
- energy conservation;
- sustainable use of land;
- conservation of trees and other vegetation;
- soil conservation;
- water conservation;
- environmental health;
- recycling and the use of “eco-friendly” materials
- sustainable shelter

**Education for Child and Adolescent Health**
Health and sanitation are generally included in all formal curriculum. However,
while it may add to the feeling of normalcy and security to use an established
curriculum, often the health messages contained are close to irrelevant. For
example; telling children to wash their hands after using the toilet and before
eating assumes a ready water supply, soap and a situation that allows the
children to maintain a general level of cleanliness. In emergency situations one
of the key features is often an extreme lack of clean water. In refugee situations
where the water is rationed; in the aftermath of a natural disaster where water
supplies have been disrupted through broken pipes or water courses have
changed (springs dried up and so on), clean water is at a premium and the
messages of sanitation become merely academic.

Health education must be in step with the sanitation facilities that are being
provided. This is one of the points of cross-reference between school
management and curricula. While no school should be built/renovated without
water and latrines, often schooling takes place in buildings that do not have these
facilities.

Health education is one area where it is particularly useful to encourage and
support teachers and community groups to design their own programme, so that
the programme responds to the real needs in the community and a real sense of
ownership develops.

**Education for Reproductive and Sexual Health (including HIV/AIDS)**
In an emergency situation one of the first things to be destroyed or severely
damaged is the social fabric of the society. Authority figures have been deposed,
survival becomes the top priority and values and behaviours can become very
skewed. The vulnerable of the society, become more vulnerable and there may
be new groups who have power. Often this translates into behaviour towards the
especially vulnerable especially the violence of rape and sexual exploitation
becomes normal. Education about HIV/AIDS and other sexually transmitted
diseases is particularly important in disrupted communities and must be designed
to reach girls and women as well as men. Similarly, it is important that awareness
is raised about early pregnancy and family planning in general. Early pregnancy is a major reason for girls not completing secondary education in some countries.

Any education intervention which is related to the sexual health of young people requires very sensitive handling, especially if societies prohibit or discourage family planning or in societies that regard such provision to unmarried youth as an encouragement to promiscuity. Health education and promotion in schools needs to be accompanied by a similar campaign in the community, to reach out-of-school children and youth as well as to re-enforce the message received by children who attend school.

It is necessary to provide people with factual information about sexual and reproductive health including contraception in a language that they fully understand. So many programmes have had very limited success because the message has been ‘sanitised’ by giving it in a formal international language.

In Britain, a study was undertaken on relationships between adults and children. The children said that the adults that they could not relate to:
- Did not listen;
- did not give them responsibility;
- did not think acknowledge what children know and understand;
- were out of touch;
- did not understand them;
- refused to give up any power and did not trust them to handle money.

These points need to be kept in mind when curricula are being established. The first point – that of listening is generally overlooked by educators and education managers with relation to those who are at the centre of the education process.

Adults generally believe that children are not mature enough to understand many issues - and this belief then limits what is thought suitable to teach them. A dramatic example of this occurred in the Morrumbala district in Mozambique, where Save the Children supported district education officers to rebuild schools after a long period of conflict. Sixty per cent of the population are returnees from refugee camps in Malawi, where there are high levels of HIV, and it is not uncommon for girls of ten and above to have been used as sexual partners by adult men. Mozambican staff began to raise the question of HIV/AIDS awareness education as part of the school curriculum. Local adults reacted by denial - the education officials said they knew nothing about AIDS and doubted whether it existed. Some of the teachers and parents said they knew there was a danger, but denied that children knew anything about sex. By contrast, the children were realistic - they had seen people in the camps die with AIDS-related illnesses and they knew that transmission was sexual. Their drawings made it clear that adult sexuality was far from an unknown area. The children’s knowledge and directness came as a surprise to adults in their own community, who now support the training of teachers on HIV information.

This topic has been covered comprehensively in the ARC Resource Pack on Sexual and Reproductive Health.

Substance Abuse Education
Substance abuse seems to proliferate in conflict and post-conflict situations. There is ample evidence of drugs being used to coerce children associated with armed forces (CAAFAG) and in situations of extreme stress drug consumption seems like a solution. The breakdown of the traditional constraints exacerbates the problem. If schools are seen as a possible market, then there is a problem of dealers and the education system is exposing the children to danger rather than protecting them.

Section 2: Methodology
Key learning points

In post-disaster situations teachers along with other segments of the population, may be traumatised or extremely stressed. If, in addition to this, the teachers are under-trained, under-resourced and over-crowded, generally the only form of control that teachers can use is a didactic methodology which includes corporal punishment.

Learner-centred Methodology
Given that new subjects are necessary to respond to the needs of the learners, an appropriate methodology should be used if these subjects are to be effective. To maximise the effectiveness of the learning, the methodology should reflect a learner-centred approach and the principles of human rights.

A learner-centred methodology
requires that teachers:
Teacher training in this pedagogy should be a requirement of every education programme established in an emergency situation. Very often, organisations require the elimination of corporal punishment but do not provide the teacher with the necessary classroom management skills to substitute. As corporal punishment is often referred to as caning, other forms of punishment including quite severe psychological punishment are substituted for caning because the teachers simply do not know how to constructively manage a class.

**Characteristics of a rights-based, child friendly school**

In summary, a rights-based, learner-centred education programme ensures that every element of the education system reflects and endorses the principles of human rights. Thus a rights-based education approach:

- is inclusive and pro-actively ensures access to education
- responds to the needs and strengths of all learners
- reflects and realises the rights of every child in the community;
- is learner-centred;
- is gender sensitive and girl-friendly;
- promotes quality learning outcomes;
- provides education based on the reality of children's lives and is community based;
- is flexible and responds to diversity;
- promotes mental, emotional and physical health;
- enhances teacher capacity, morale, commitment and status;
- provides education that is affordable and accessible
Section 3 Learning Materials

Key learning points

In situations of emergency, learning materials are often unavailable or in very limited supply. To respond to this, UNESCO, UNICEF, NRC and others have developed emergency response teaching/learning materials in kit form that can be pre-positioned. UNICEF has also produced a recreation kit for the very early phases of an educational response.

Generally, the kits contain consumable materials for one class (exercise books, pens and pencils) as well as support materials for teachers (chalk, blackboard geometric instruments, and teaching aids such as charts). These kits are generally designed to last for a maximum of three months although they are often used for much longer. During this phase it is not usual for textbooks to be available or in use. The curriculum taught during this kit phase is generic literacy and numeracy and whatever the trained teachers can recall of the pre-disaster curriculum. If the planning has been exceptionally good, teachers may also be able to teach some of the supplementary subjects that may be
necessary. Depending on the choice of curriculum and the language of instruction, permission to use the textbooks will need to be acquired from the government ministry. This is often a long drawn out process especially for refugee communities: if they use their home country curriculum, it requires an outside agency to request or buy the required textbooks and teacher guides. If the host country curriculum is used then permission needs to be gained from the host country government and then the books need to be bought. The number of textbooks required is often under-estimated by inexperienced staff of agencies. As it tends to be an expensive item in the education budget (although one that should be stated as lasting for several years) it is often summarily cut down without understanding the ramifications.

All textbooks need to be checked to ensure that they do not contradict any of the decisions that have been made about the curriculum. If certain subjects are considered to be inflammatory and will not be taught then those textbooks need not be ordered. But the more subtle messages that infiltrate textbooks are not so easily removed. No textbooks will ever be produced in an emergency context (although there have historically been some attempts to do so: Burundi textbooks in Tanzania; South Sudan curriculum in Kenya; “IRC” curriculum in the Mano River region), but textbooks with messages of hate or discrimination need to be discussed with teachers so that these biases (if the textbooks are used) are not reflected in the teaching.

A textbook order needs to take into account: The number of children in a particular grade. This is generally divided by the number of children sharing a text book (according to the INEE Minimum Standards and most policies it is recommended that no more than three children share a textbook).

Thus the formula would be 1/3 the number of children X the number of subjects X the number of grades. In many countries Teachers Guides are also produced and so one full set of Teachers’ Guides per teacher (according to grade level and subject) need to be added.

For example if a primary school has 45 children to a class (the recommended maximum) multiplied by 7 grades of primary schooling multiplied by 9 subjects (a conservative estimate), then the formula would be:

45 divided by 3 = 15
15 x 7 x 9 = 945 textbooks per school
If the authorities do not want to give permission for the use of the textbooks, they will sometimes release only one full set of textbooks – these are then used by the teacher.

Another issue which is common is the distribution and use of textbooks. Good planning demands that when the textbooks are purchased, so too are storage facilities for them. One of the points in favour of the emergency 'kits', is that the boxes can be used for storage of books once the consumables have been used. Almost every field based education officer can tell stories about textbooks locked in a cupboard and kept safe because they are too few and too precious to be used. While the use of a textbook does not encourage research skills or critical thinking in the classroom, no textbook at all invariably means that the lesson is little more than chanting or writing the information from the textbook with the teacher as the conduit through which the textbook reaches the learner. This is, educationally, neither teaching nor learning.

Section 4: Types and levels of education

Key learning points

- Education can be both formal and non-formal: informal education is usually done by family and friends
- Education does not have to involve regular chronological progression with a set beginning and end.
- Different types of education are appropriate in different situations.

4.1. Early Childhood Development and Pre-school Education

Good early childhood education programmes are in many countries considered the most significant education programme that can be provided for learners. In a post-disaster situation they have been shown to have a positive effect on achievement in school and in later life. In situations where gender equity is not the norm they are a major entry point for female education. In situations where the community has been fragmented, early childhood because it is often non-formal in its context and approach is a useful way of involving and educating parents in the wider community in childhood development issues.

Early childhood education also has a critical role to play in helping children to recover from conflict, upheaval and disturbing events. In a crowded refugee
camp, or a displaced settlement, or in a situation where there is no space or time for interaction with young children, it is particularly important to provide young children with stimulation through organised activities. These activities can range from play-groups for younger children to more structured nursery schools or kindergartens.

Play groups may be established for 1 – 4 year olds. These children (and their parents) come together in small groups and the children have free play to increase their socialization. This is not common in an emergency situation, but it does sometimes occur in conjunction with programmes such as adult literacy classes, or MCH centres.

The most common early childhood programme is a pre-school centre for children aged 3-6 run by professionals or para-professionals. Such programmes can both involve and support parents and carers in educating their children but also provide some respite from continuous child care responsibilities. “Centres” do not have to be purpose built as long as the chosen environment is safe.

In one local community in Mozambique, children meet in groups for two to three hours in different places from under a tree to the local mosque, depending on the weather and the type of activity planned. The children draw in the sand, use leaves and sticks and play traditional games. They observe local artisans at work making boats and fishing nets. Trained animators chosen by the local community lead the groups and receive a small incentive, sometimes money or food or clothes. Parents help decide on suitable educational and social activities and pay what they can afford. The project is run by the Association of Friends of Ilha de Mozambique with the support of the Bernard Van Leer Foundation.

(Source: The Bernard van Leer Foundation)

Whatever label is used for early childhood pre-formal education, there are several principles that should be in place.

It needs to be remembered that one of the key functions of early childhood education is that of socialization. If the community is fragmented due to conflict within it – early childhood is the best place to start teaching inclusion and respect for others. This is basic socialisation.
4.2. Basic Education

The term basic education was introduced by the 1990 World Conference on Education for All (Jomtien) and has influenced the subsequent international and domestic strategies and statistical categories. Basic education consists of a combination of knowledge, values and skills that serves as the foundation for an individual's life-long learning. Although there will be differences in what constitutes "basic education" from society to society, there are a number of fundamentals that are common across cultural, social and political boundaries, namely, literacy and numeracy (or the learning skills) and competency and essential knowledge (the life skills) that enable one to function in one's physical and social environment. The life skills include essential knowledge and skills of basic science, health and nutrition, socialization and communication, critical thinking, problem-solving and analysis, the content of which will vary according to the particular context. Basic education meets the fundamental learning needs of children, youth and adults, going beyond the confines of formal primary education. This expanded vision of basic education encompasses all ages and all modalities, focuses on learning and acquiring specific competencies rather than on institutional forms, and promotes a unified basic education system with mutually supportive and complementary components. Some or all of the following may be integrated into the literacy component of basic education or taught separately:

- health and hygiene;
- tradition and culture;
- religious and moral education;
- life skills;
- the wider world.

Some basic education programmes include vocational or pre-vocational skills. A number of countries have developed alternative systems for basic education which aim to provide a complete education for life, although they also enable the learner to join a later class in the formal education system. A well-known example is the Bangladesh Rural Advancement Committee Programme (BRAC) which supports two types of school in Bangladesh:

- three year Non-formal Primary Education schools for 8-10 year olds who have never been to school;
- two year Kishori-Kishori (KK) schools for 11-16 year olds who have dropped out of primary school and are unlikely to ever return.
Many countries now have their own less formal systems of education focusing on particular groups of learners such as girls, drop-outs or people who need to earn an income.

4.3. Primary Education

Primary education for children is the most important component of basic education. The formal primary school is the principal vehicle for primary education and the establishment and implementation of education through primary schools should keep in mind all the issues previously dealt with – appropriate curriculum, rights-based methodology, trained teachers and good administration.

However, other complementary non-formal and flexible approaches are needed to make primary education universal. Programmes which support progress towards that goal include "second chance" primary education for youth and adults, adult education and literacy, early childhood programmes and parents' education. The absence of primary education of an acceptable quality remains a serious problem in most parts of the developing world. UNICEF, therefore, concentrates on universal primary education as the priority for its EFA efforts, with girls and women as a special target population. Early childhood development (ECD) and adult basic education serve as supporting efforts. The relative emphasis and mix of activities will vary from country to country. If the end of primary is likely to be the end of formal schooling, then it is important for learners to acquire some skills which will help them to earn a living after they leave. The focus among international donors on primary education is relatively recent and represents a major shift away from earlier policies supporting technical and higher education.

4.4. Post-Primary Education

Post primary education includes secondary education, vocational or skills training and specialist courses. The CRC requires states to:

a) Make primary education compulsory and available free to all;
b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
c) Make higher education accessible to all on the basis of capacity by every appropriate means;
Agencies and organisations working in lieu of the states have the same obligations. Post-primary education is often seen as a luxury and one that few can afford in developing countries – even those that have not suffered a disaster. There are few secondary education programmes for refugees, especially in Africa. For 600,000 Mozambican refugees in Malawi there was no secondary school. In Sudan one secondary school in Kassala served a population of nearly 500,000 refugees. UNHCR Guidelines and other policy documents say that refugee and IDP provisions should be on par with the local population and in many cases, secondary provision for local people is often very poor (no better than the figures quoted above) and extremely costly for the families.

Provision of secondary education for refugees without equivalent facilities for the local population is divisive and discriminatory. Where possible, secondary level refugees should be integrated into existing national schools and these schools supported through development of the national secondary school system. UNHCR does offer a very small number of scholarships for both secondary and tertiary students but against the need and demand this should not be seen as a sustainable solution.

However, it is important in the context of durable solutions to promote continued access to study opportunities for those refugee students who have reached the upper levels of the schooling pyramid, as well as the larger numbers in the lower grades. This is to ensure that there will be a cadre of middle level opinion leaders, administrators, and technicians to promote the future social and economic development of the community. It should also be noted that secondary education, quite apart from the educational value, also promotes stability in a group that is particularly vulnerable to manipulation with regard to violence.

4.5. Vocational Training
Vocational training in a post-disaster situation (whether it is post-conflict or natural disaster) have several key questions:
- Is there a market for the skill in the numbers that are likely to be produced?
- Are students willing to be trained and work in the area of training?
- Will the raw materials or the tools necessary to do the work be available and affordable?
In refugee situations where vocational training is of particular importance because it encourages self-reliance and
independence, there is a further question that must be answered if the self-reliance argument is to be true.

- Is the skill marketable in the refugee situation or only upon repatriation or local integration?

Many vocational training programmes waste resources because these key questions are not asked or not appropriately answered. Too often, especially in a refugee context, vocational training programmes are linked to micro-enterprise programmes which are actually occupational therapy – production of items that are entirely dependent on the raw materials from outside sources (NGOs) and for which there is no or very limited market. These are usually craft items: weaving, carving, tie-dying and so on. At the other extreme there are schools for computer literacy in refugee camps where there are no computers (or power to run them) on which to practise and the refugees will return to a community where the resources are not available and there is no market for their skill (if the skill is still there after the time gap).

The traditional model is based on special training courses in special centres, but this formal approach has been criticised for a number of reasons, including the following:

- many trainees are isolated from the local labour market because courses are based on capital intensive, modern productive processes, very different from the labour intensive operations typical of most informal economies;
- many entry requirements are too high, particularly for child soldiers and other learners whose education has been disrupted;
- many programmes are set up without first carrying out market research to establish demand for labour and products.

What should a good vocational training programme include?

- The market demand for the skills
- Designed to respond to the actual and future needs of both the students and the wider community
- Gender balance in terms of student numbers and skills developed. This can be done through consultation with women's groups to understand the cultural and socio-economic situation of girls and women.
- Basic literacy, numeracy and life skills to reinforce and develop self-esteem and small business skills
- Provision of materials and tools of good quality that can be purchased or 'earned' by graduating students
- Opportunity to practise the skills to ensure retention
Case Study: Vocational Training in Guatemala.
We did, however, come across one extremely good model of vocational training which, with the assistance of a UNHCR Quick Impact Project, was being adapted and targeted specifically towards returnee young people and an equal number of young people from neighbouring communities. The Chamelco Vocational Training Centre near Coban had developed a programme of rural vocational training in a wide variety of skills which had the specific objective of enabling young people to acquire skills which were relevant and marketable within their own specific community context. Close links with the communities and follow-up work with young people, together with a pattern of training involving a series of 2-month blocks interspersed with work within the home community all help to ensure that this objective is met. The vocational training is provided in conjunction with functional education: literacy skills are not required prior to admission. Young people have the option of continuing with their general education, at whatever level, concurrently with vocational training. In many cases, young people are being trained in skills which may supplement rather than replace agricultural work, and there is an emphasis on the development of appropriate skills for girls. Tools (and where appropriate, livestock) are provided at the completion of training by a credit scheme. This is an excellent model which, if replicated in other returnee areas, would provide a highly appropriate range of realistic options for young people while at the same time facilitating economic development within the village communities.
Source: David Tolfree 1998.

4.6. Distance Education
Open learning, or distance education, uses a variety of media, including print and radio, to provide education to a large number of students. It can be used for any level of education but in difficult situations it is often used for secondary schooling and teacher training (traditionally difficult areas to respond to in an emergency situation). One benefit of distance education is that it does not require constructing schools or employing as many full time or highly skilled teachers. Moreover, sets of teaching materials can often be produced locally and replace the need for expensive text books. Students can enrol any time and study at their own pace.

The challenge with this approach is the potential for drop-outs. The programmes do not provide the daily structure and the contact with teachers that help to encourage and motivate students in more formal schooling. Wherever possible, the agency or organisation providing or promoting distance education should also provide for study groups and a facilitator who can answer questions and provide a focus for discussion groups. Moreover programmes must be carefully designed to match the expressed needs of students; efforts to make courses relevant to the local cultures and daily life are beneficial.
It should be noted that education systems that have had a long experience with distance education have certain elements in common:

- Daily contact with somebody who can answer questions and guide learning
- Extremely structured written materials
- A variety of methods for completing written work (i.e. not all multiple choice or ‘filling in the missing word’)
- A fast turn-around of completed materials in marking and allowing students to move on
- Intensive face-to-face programmes which brings students and teachers together at least once per academic year.

It should also be noted that these countries rarely offer secondary education or teacher training as distance education because of the level of interactive learning required. With computer assisted learning this is becoming more possible.

A distance education programme targeting refugees between the ages of fourteen and thirty-seven was set up in Sudan in the 1980s. Assistance from the International Extension College in Britain helped to establish a unit in Khartoum that produced all the materials. Full lower secondary courses were made available in English, math, biology, physics and chemistry comprising thirty self-study units of up to 150 pages each. A primary health care course was also available for health care trainers. Students could meet with tutors and study together at regional study centres.

Source: Annie Foster AED in “From Emergency To Empowerment”.

4.7. Tertiary Education

Tertiary education (the third level) includes further technical and higher education at universities and colleges and through open and distance learning. It is generally very expensive and donors are very cautious about the kind of course they are willing to finance. Only a few donors provide significant support for tertiary education. UNHCR manages a programme on behalf of the German Government known as the Albert Einstein Academic Scholarship Programme for Refugees (DAFI), to provide tertiary education scholarships to the most deserving refugees in their countries of asylum. The Organisation for African Unity (OAU) has a similar fund that annually provides about $1 million in university scholarships to African refugees.
Exercise 4.2: Importance

- In your group discuss reasons why the level and type of education you have been assigned should be supported and implemented.
- List your reasons and justifications on flip chart paper
- You have 20 minutes for this part of the exercise