Sierra Leone

Building a Rapid Educational Response
A preliminary description

Joint UNESCO Institute for Education - PLAN International Project
March 2000
Mutilated People: Drawing by class 2 child in IDP Camp School, Freetown

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March 2000

Check Point: Drawing by a seven year old, Displaced Camp School, National Football Stadium, Freetown

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1.) Building the RapidEd

Sierra Leone's war began in 1991, when a small group of Liberian fighters entered Sierra Leone, declaring their opposition to corruption and support for democracy while raiding villages. In the following years, the rise of the rebel group Revolutionary United Front (RUF) has imposed the greatest threat to the stability of the nation. Although only made up of a few thousand, the RUF forces have used surprise-raids designed to spread terror, loot property and capture young people. The captive children and adolescents then have been turned into fighters, laborers and concubines. The rebel group is also infamous for dismemberment and mutilation. According to UNICEF, more than twenty percent of the population, largely children and youth, has been disabled by the war. (UNICEF, 1999)
The recent RapidEd Programme pretest, assessing the traumatic reactions of children in displaced camps, shows that "the majority of the participants are experiencing intrusive recollections associated with the events they witnessed". The report shows that 99.7% of the children interviewed were exposed to violence, 43.7% lost one or both parents and 20.6% lost brothers or sisters. Of the sample, 54.2% saw family members being killed and 89.2 saw someone killed by guns, 74.5% by machetes. And 68.1% saw someone burned alive to death. In other words, an important number if not most of the children and young adults living under displaced conditions in Sierra Leone have been victims or forced perpetrators of the most extreme violent acts and human rights abuses. (Gupta, 2000).

On November 30, 1996, the President Ahmad Tejan Kabbaj of Sierra Leone and Foday Sankoh, the leader of the Revolutionary United Front (RUF), signed a peace accord. Since then, hundreds of thousands of Sierra Leoneans displaced by the war started to return to their homes. In order to protect themselves from rebels, communities hired Kamajors. While the reconstruction was taking place, the war continued.

In May 1997, the Sierra Leone's democratically elected government was overthrown by a military coup. Following that, the RUF troops advanced into Freetown and turned the capital city and the Western province into a battlefield. Since then, the situation in the country has deteriorated dramatically. Recent agreements for peace and reconciliation under the sponsorship of U.N. are considered by many, unsatisfactory, given that the issues concerning flagrant violations of human rights are not being addressed.

Human Rights Watch has condemned the United Nations for acting as moral guarantor of a peace agreement that includes a blanket amnesty for atrocities committed in Sierra Leone's civil war. The United Nations facilitated the peace talks, which were held in Lome, Togo and an U.N. spokesman said yesterday that the Secretary-General's Special Representative would sign the agreement. The spokesman also said the U.N. would add a note to the agreement that it would not recognize the amnesty for gross violations of human rights. But the note will not be binding on the warring parties. "Everyone wants this terrible civil war to end," said Peter Takirambudde, executive director of the Africa division of Human Rights Watch. "But the peace deal can't simply ignore eight years of atrocities. The U.N. should know that any peace built on impunity is unlikely to last – and may well serve as an invitation to more atrocities in the future." Takirambudde noted that Human Rights Watch has documented atrocities committed by the rebel forces as recently as two weeks ago, despite a cease fire in effect since May 24. The Revolutionary United Front (RUF) has systematically targeted civilians for murder, rape, amputation, and torture, among other war crimes. According to international law, amnesties cannot be granted for crimes of such gravity. (Human Rights Watch, 1999)
(i) Torn by this nearly nine-year-long war, Sierra Leone is facing one of the worst humanitarian crises in history. There are now over half a million people displaced within the country and a further 450,000 or so in neighbouring countries. The war also left thousands dead and amputated. Given the above situation the country has become the least developed country in the world.

(ii) According to the Human Development Index of UNDP, life expectancy at birth in 1995 was 34.7 years. This figure is expected to have worsened after the recent years of conflict; as well as other indicators such as the adult literacy rate of 31.4% and a combined gross enrolment ratio of 30%. Even before the May 1997 coup, primary education school enrolment reached only 45% and drop out rates were high given parents' inability to bear school costs. The coup effectively caused the loss of one to three school years depending on the region. More than 300 schools were destroyed or damaged. In general, the educational scenario of Sierra Leone is devastating. Less than 45 out of every 100 schoolage children enter primary school; 9 out of the 45 enter secondary education; only 1 out of the nine enter tertiary education. The children and youth of Sierra Leone –traumatized by years of armed conflict, sexual abuse and forced recruitment as soldiers are in dire need of a learning environment to normalize their lives. An emergency response is required to create a provision that will contribute to building safe spaces from organized violence, psychological trauma and economic hardship. (UNDP, 1998)

(iii) In 1998 UNICEF and the MOEYS launched an innovative effort of non-formal education in order to reach the children of rural communities, especially girls, within a longer period of time in relation to the formal system. However, given the confrontation and civil war this programme has not been fully implemented. The pilot programme developed by Plan International and UNESCO Institute of Education has taken stock of this project with regards to curricula design for basic skills and literacy. As pointed out by a recent report, there is a pressing need to assess the high number and level of need of children and youth who have had to endure the harsh conditions of bush camp life for prolonged periods. Some education officials remarked that the children's psychological problems might only require short-term approaches, as the children's ability to rapidly recover from traumatic conditions in the forests may be high. This report recommended that the psychological problems that bush camp life may have produced be assessed swiftly and monitored carefully. The trials that "bush camp" children and youth have endured, which could certainly be described as "especially difficult," should also be recognized and addressed as part of a systematic emergency strategy. (Sommers, 1997)

(iv) According to the latest UN figures from the field, UNICEF has been the leading agency in the country to address the new challenges, which resulted from the attack on Freetown in January 1999. These included the rape of large numbers of young girls, large-scale abductions of children (over 3,000), and the subjecting psychosocial needs of displaced children to severe trauma in January, including injury, amputation and the death of family members. UNICEF and partners have documented about 70% of the unaccompanied children. However, the primary objective of re-uniting and re-integrating UACs with their families remains problematic, as many parts of the country are still insecure for tracing and reunification activities. Also, with the continuation of fighting during the first half of the year, virtually all children associated with the fighting forces (child soldiers) are yet to be demobilized.

The Child Rights Secretariat has reported over 500 cases of gross child rights violations in the country. About 90% of these cases were documented in Freetown after the attacks in January this year. These are primarily composed of cases of abduction, rape, amputation, torture, killing and gun shot wounds. The Secretariat is identifying other network partners to work in the provinces to document incidents of gross child rights violations, which remain under-reported. If the ongoing peace talks in Lome are successful, thousands of abductees and children associated with war will be released. The strengthened network is well prepared to deal with this eventuality, especially in Freetown. There is however a serious lack of expertise in dealing with the victims of mass rape and associated trauma.
Building a Rapid Ed. Strategy

Several actions were taken by the joint UIE-Plan International mission (30 May-12 June). Field visits to few of the normalized schools in Freetown that have not been touched by the combats during January 1999. Visits were also made to communities that had been devastated by war and to internally displaced persons (IDP) camps. (The communities of Kisy, Hastings and IDP camps in the Football stadium with nearly 10,000, and Waterloo with an IDP camp of more than 25,000 persons.) In a working session with the Minister of Education Youth and Sports (MOEYS), Dr. A.T. Wurie, and his cabinet, it was agreed that Plan International and the UNESCO Institute of Education will proceed with the development of a Rapid Educational Strategy (RapidEd) based on the ideas that were discussed and the past African experiences. The Minister was already conversant with the concepts and programmes that had been developed in Somalia, Rwanda and elsewhere. (Aguilar and Retamal, 1998)

(v) The following Plan of Action was discussed and agreed upon by MOEYS, Plan International, UIE and FAWE. (Federation of African Women Educators)

Rapid Education Response: Pilot Project

Objectives of the Project

After the completion of the project, Plan International Sierra Leone, has implemented four pilot projects of rapid educational response and has covered the needs of about 3,200 children and young adults in four selected communities in Sierra Leone. A team of trainers, able to provide support and the continuity to the project at national level, have been trained by UIE and a structure of logistical backing to the project has been constituted.

Activities

The following schedule of activities was proposed: Table No.1 Rapid Ed Schedule of Activities

<table>
<thead>
<tr>
<th>Description of Activity</th>
<th>Logistics, instruments &amp; materials</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Definition of a train the trainers strategy.</td>
<td>5-8 local specialists from MOEYS, FAWE, UNICEF and UNESCO/IE, will select, adapt and prepare during a workshop of tree days the basic instruments, teacher guides and a plan of action for the implementation of a Rapid Educational (RapidEd) pilot project.</td>
<td>7/6/99-10/6/99</td>
</tr>
<tr>
<td>(2) The team of Plan International will locally procure, prepare and stockpile the Rapid Ed kits as defined by the local team of specialists and UIE expertise.</td>
<td>Local or international procurement, preparation and stockpile of 40&quot; School in the box' and &quot;Recreate&quot; kits including the reproduction of 80 teachers guides on language math, recreation/expression and education for peace.</td>
<td>14/6/99-10/7/99</td>
</tr>
<tr>
<td>(3) The team of specialists will prepare, adapt and produce teacher guides and additional training material for the RapidEd programme.</td>
<td>Designing, writing and producing teacher’s guides and additional training and teaching aids for the RapidEd programme. Keep permanent contact and revision of material produced through the internet with UIE specialist. Plan International S L will provide secretarial and graphic design support for the production of the teacher’s guides and supplementary training aids.</td>
<td>14/6/99-10/7/99</td>
</tr>
<tr>
<td>(4) Plan International will identify, four communities of urban, rural displaced camps and demobilized child and young adult soldiers.</td>
<td>Identify in four communities teachers that will be trained and will become responsible for the direct implementation of the programme covering about 3,200 children and youth.</td>
<td>14/6/99-10/7/99</td>
</tr>
<tr>
<td>(5) Train the trainer’s workshop.</td>
<td>The team of specialists and Plan International will identify a team of 4 local trainers and will train them in the use of the material developed for the Rapid Ed programme under the technical assistance of UIE expertise.</td>
<td>26/7/99-30/7/99</td>
</tr>
<tr>
<td>(6) Community based teacher training and implementation.</td>
<td>The Plan International Training team initiated a programme of training to the teachers identified in the pilot communities, and the logistic team of Plan insured the adequate distribution of kits during that process. A UIE specialist is supervising the overall process of implementation and will evaluate the final</td>
<td>August - September - November 1999</td>
</tr>
</tbody>
</table>
These activities were developed according schedule. Six specialists from the Curriculum Development Department of the MOEYS, one specialist from the FAWE and one support person from PLAN International were assigned to the task of preparing a strategic plan and the teacher/instructors guides that will accompany the Rapid Ed intervention in 4 selected pilot communities. (National Stadium, Waterloo, Grafton and Trade Centre IDP Camps)

The following are the members of the Rapid Ed working group:

Akie Wilson. Assistant Director National Curriculum Centre.
Margaret C. Dabor. Curriculum Development Officer (CDO) Language Arts.
Ama A. Davies. Deputy Director Physical Health Education.
Bintu G. Magana. Assistant Director Guidance and Counselling Unit.
Easterline Palmer. Education Manager - Federation of African Women Educators (FAWE S L)
Gonzalo Retamal. Senior Research Specialist UIE.

Activity one was developed as planned. A four day workshop to review existing material and the basic skills in the Sierra Leonan curriculum, was conducted under the UIE specialist. Also additional materials and programme information were downloaded from the GINIE/UIE web site (http://ginie.sched.pitt.edu/rapidedu/index.html) to enrich the discussion and perspective of the MOEYS/PLAN/FAWE/UIE working group. Materials related to Liberian and Somali experiences on education for peace (Kukatonon and "Drop the Gun Build the Nation") as well as Guidelines for dealing with children of war by Mona Macksoud (Macksoud, 1993) and other useful instruments were also downloaded for the use of the team. Also a video showing the experience of "School in the Box" in Rwanda was presented and discussed. The following objectives and activities were proposed and discussed by the working group, and it was agreed that the team will also provide support as a train the trainers unit in the future process of implementation: The team for the rapid response curriculum meet in order to review the existent information and experiences in S.L. Comparisons were made with experiences in Rwanda and elsewhere it was agreed that the basic principles of developing a Rapid Ed response were adaptable to the conditions of the country. However, more clear objectives needed

**General Objectives**
To provide children with basic literacy, numeracy and trauma-healing skills pending restoration of normal schooling.

**Specific Objectives**
To provide children with basic materials in order to acquire or reinforce basic literacy and numeracy skills. Provide traumatised children with basic recreation and expression materials in order to assist in their healing process. Assist teachers with basic teaching instruments and training. Train teachers with basic peace building skills in order to promote reconciliation and peace among the affected populations of children and youth.
The following scheme for implementation of the process was agreed upon by the team:

**Suggested Process for implementation**

1. **Consider Specific Objectives**

2. **Create 2 working groups**
   - Literacy/Numeracy
   - Emotional Healing/Reconstruction

3. **Review and select sequence of basic skills in literacy & numeracy**
   - Considering SL harmonized syllabus & nonformal UNICEF proposal

4. **Select instruments for the support of emotional healing & Edpeace activities and prepare a teacher guide**

5. **Integrate Teachers Guides To Rapid Kit**

6. **Initiate TRAIN-THE-TRAINERS**

The two working groups were able to summarize an emergency curriculum in both areas of concern:

**Working Group 1: Literacy and Numeracy**

The group agreed that two tracks were to be considered in order to cover the needs of out-of-school learners and those who had some previous experience of schooling. The proposed basic literacy and numeracy skills were design to cover activities directed to children and young adults internally displaced and affected by the war situation. These skills will be part of the "school in the box" strategy and will be accredited by the MOEYS when a normalized school and adult education programme can be accessed by the affected populations. The workgroup also advised on the pedagogical support materials that should be included in the "school in the box".

**Literacy – Beginners**

At the end of the Beginners Phase, learners should be able to:

- identify, recognize and discriminate between sounds and simple combination of sounds;
- match sounds of letters, words and sentences with pictures;
- understand and respond to simple statements, questions and instructions;
- make simple requests and statements; ask and answer simple questions in English;
- build a picture dictionary;
- read simple words and sentences;
- recite and dramatize simple rhymes and stories
- read and interpret simple instructions, statements, notices, signs and pictures;
- listen to simple stories;
- write letters of the alphabets, simple words, phrases and sentences.
**Literacy - Non-Beginners**

At the end of the Non-Beginners Phase, learners should be able to:

- understand and carry out instructions and commands in English;
- listen to and understand simple stories; recite, mime and dramatize poems;
- tell and dramatize short stories;
- engage in short simple conversations on a variety of topics;
- identify, recognize and discriminate between English sounds and letters;
- read simple words, statements and instructions;
- describe pictures using simple sentences;
- read short simple personal letters;
- write words, phrases, sentences and short stories, which include capitals, full stop and question mark.

**Numeracy Beginners**

At the end of the Beginners Phase, learners should be able to:

- Numbers 0-100 add
- Subtract numbers up to 100, multiply and divide single digits by single digits
- Apply the practical ideas:
  1. Fractions.
  2. Combination of fractions
  3. Measurement of weight, length, capacity and time
  4. Shapes (geometric)
- have a basic idea of the national currency.

**Numeracy - Non-Beginners**

At the end of the Non-Beginners Phase, learners should be able to:

- numbers up to 10,000
- add and subtract whole numbers up to 4 digit numbers
- multiply and divide two-digit numbers by 10
- multiply and divide whole numbers by 10
- add and subtract fractions with the same denominations
- show relationship between local units and standard units for measuring capacities
- use standard units of length to measure distances, weight and to compare weights of objects
- tell the time
- solve problems involving adding and subtracting money
- identify solid shapes
Working Group 2: Creating a therapeutic environment for children and youth victims of war

The working group made a review of the existing material developed on the subject in S L and elsewhere. The following working points were proposed for the development of a RapidEd curriculum in the concerned area:

- **FAWE module on education for peace and reconciliation** was considered as a valid, locally adapted instrument for teacher training within the specific objectives agreed for the project (see specific objective 4).
- It was agreed that the Unit 2 of the module concerning trauma, grief and stress management should be enriched with specifications on the use of **expression and play** techniques as a fundamental set of activities geared to the provision of healing children victims of organized violence. Tasks in this direction were agreed with the MOEYS specialist on counseling in order to enrich this aspect of the training module. Thus the module will provide the teachers with basic elements to identify traumatic situations among children and understand the value of play and expression as a therapeutic vehicle.
- The need to prepare a sequence of physical, artistic, musical and oral expression through sports, games, recreation, traditional dance, music and story telling/drama activities was agreed upon. This educational/therapeutical sequence will be planned for a period of 5-6 months and will emphasize a subtle introduction of themes related to peace and reconciliation. The programme will concentrate the first stages of the activities to free expression of the child through the different media put at the disposition of the teacher in the "recreational kit". This will provide children and young adults with a wide range of activities that will enable them to express their grief, loss and traumatic experiences. The specialist of MOEYS on Physical Education and the FAWE specialist will prepare a sequence of activities that will make operational the above programme goals.
- The team advised the Plan International S.L. focal point on the content of the proposed "recreational "kit. Coordination for the production and shipment of the kits from Nairobi was timely achieved.

The final session of the workshop established the format of the non-formal programme that will be developed in four pilot communities. It was agreed that three tracks will be developed in those communities and that the teachers will be trained accordingly. (See Format of Programme p.10)

- Track one will be catering in basic literacy and a high component on trauma healing, for out of school children that never had access.
- Track two is designed to provide basic skills, trauma healing and education for peace to displaced children that had some experience of primary schooling.
- Track three is specially orientated to young adults that are part of the IDP community or are dwelling in a demobilization camp (i.e. Grafton and CAW Camp). It will offer basic literacy, sports and recreation and an important component on peace and reconciliation.

The team will also explore the possibility of integrating to the kit, existent modules on Cholera and HIV awareness, developed by the Ministry of Health.

The second part of this report provides a step-by-step description of the problems encountered during implementation. The first part of this report is a preparation stage, and should be considered as an enriched model of intervention that takes stock from several worldwide experiences in this area. It integrates three main components, that in the experiences of Central America, Pakistan, Somalia, Tanzania, Rwanda and Angola were implemented as separated projects:

1.) Literacy packages, like TEP (TeacherEmergencyPackage) on “School in a Box”
2.) Recreation/Expression Kits
3.) Psychosocial intervention modules and Education for Peace units
RapidEd Methodology

The basic methodological conception that was build up by the team of educators in Sierra Leone, was that the RapidEd programme should attempt to be a grassroots pedagogical intervention, where teachers could continue to play an improved role as facilitators and healers. Thus the need to provide the basic instruments and tools for the adapted curriculum. Provision of a basic set of materials for effectively implementing and monitoring learning and healing activities should be at the center of the methodology. Observation of haphazard attempts at dealing with the problem of traumatic stress in an isolated fashion, without the provision of meaningful and planned recreation, expression and learning activities, was believed in the experience of Sierra Leone to be creating more harm than good.

- Non-systematic interventions and "talking -seminars" given to teachers in the field were creating high expectations and falsely empowering these teachers - probably themselves victims of violence-to become counselors and or "field -psychologists". It was then considered that the role of technical intervention and psychological assessment should be limited to a supervisory/training team that was trained and upgraded accordingly by Dr. Gupta.

The application of the trauma baseline assessment tools had to be implemented and analyzed by a specialist in order to insure reliability and adequate interpretation. Cognitive evaluation tools will facilitate the role of teachers to monitor progress and helping to bridge the Rapid Ed curricula to the "normal" curriculum, once the conditions for normal schooling occurred.

- Traditional rote learning and "chalk and talk" teaching -wherever there was blackboard and chalk available- as being observed in the displaced camps, was believed to be a distressing experience for children and a frustrating enterprise for teachers. They were trying to teach a "normal curriculum" in a totally distressful environment.

- Both strategies needed to be integrated and improved in terms of quality. The provision of basic active learning of literacy and numeracy and the underlining of verbal/visual, musical and corporal expression. These activities were matched and adapted in the RapidEd curriculum in a rational and integrated manner. In this way the double objective of offering cognitive and healing activities, were accompanied with the provision of pre selected basic and portable materials. (Adapted versions in English, of "school in a box" and "recreate")

- Finally the accent was made in the need to integrate cognitive and psychosocial instruments in order to monitor progress of both, psychological and learning impacts of the RapidEd intervention.

The requirement of developing a package of teaching, expression and evaluation materials was only an obvious logistical decision, given the difficult conditions of dwelling and insecurity confronted by the teachers. They needed to become responsible for their own teaching and working materials under extremely difficult physical and social circumstances. This has proved a positive experience after the resettlement of near 2500 teachers and pupils from the National Stadium IDP camp to Grafton camp outside Freetown. Similar transfers are expected in other displaced camps.
Much of the experience of Sierra Leone was a continuity of lessons learned from Rwanda, Somalia and other similar humanitarian crisis. The view put forward by Aguilar and Richmond as the result of their experience in Rwanda is also valid for the Sierra Leone ongoing experience:

"The technical impact of education as a tool for changing behaviours and attitudes of an illiterate and semi-illiterate population affected by cholera or the land-mine threat, and in general by the trauma of war, needs to be further assessed. This requires a specific technical knowledge where educational strategies can partially be the result of standardized logistic responses (i.e. School supplies) but also require specific cultural and linguistic adaptations that can only be developed as a rapid response by joint technical teams of local and international educators (i.e. curriculum and educational programme development). In other words, institutional capacity for rapid logistic response beyond the medical-relief model needs to be evaluated. Changing behaviours, creating new skills for survival, among populations that have been victims of organized violence is not a task to be resolved following a standardized emergency procedure such as vaccination or provision of clean water and sanitation, it requires adding to this process the cultural complexity of the messages that can establish a dialogue for the survival of these human beings. (Aguilar, P, Richmond, M. 1998)

Format of Programme
(time: 24 weeks)

1 week

Phase 1

"de-traumatization" Phase

2 weeks

4 weeks

Beginners Track
Expr. Literac.

50% 50%

Non Beginners
Expr. Literac

50% 50%

Youth Track

Emphasis on Peace & Reconciliation

16 weeks

17 weeks

Beginners Track
Expr. Literac.

50% 50%

Non Beginners
Expr. Literac

30% 70%

11 weeks

24 weeks
The Rapid Ed Programme implementation is being developed according to schedule (please see table no.3 Programme Implementation Objectives).

The programme is in stages, the first of which has already been accomplished, the planning/preparatory stage (April-July, 1999). The final part of this preparatory stage was the recruitment of the Rapid Ed trainers/supervisors in the last week of July. This team and the Coordinator received pre-service training on task analysis from the designers/developers of the Teachers' Guide. The Coordinator was seconded from the UNESCO National Commission at the MOYES. A basic aspect of the preparatory phase was the design, production and transport to Sierra Leone of the Rapid Ed kits, "School in a box" and "Recreate". These materials were produced in Kenya, given that previous experience existed there for the massive production and preparation of the kits for Somalia, Tanzania, Ethiopia and Rwanda. An improved version of the previous kits was developed, produced and delivered in a period of one month in Sierra Leone.

The second stage (implementation) started from the day the programme was launched by the Director of Non-Formal Education, Mr. Gabriel Sellu on behalf of the Minister of Education.

The RapidEd Programme

The Rapid Ed Teacher's Guide was developed and produced by the UNESCO/UIE Specialist and the team of six experts from the National Curriculum Development and Research Centre - Ministry of Youth, Education and Sports (MOYES). The Guide considers that the target group of the program requires a cognitive differentiated approach in relation to literacy and numeracy training, thus the following categories were developed:

Beginners: A child 6 or more years who has not been to school and pupils who have gone up to class 2 in the formal school but could not continue since the rebel war.
Non-beginners: Pupils who have reached classes 3 and 4 level but pupils in classes 5 and 6 who have lapsed on account of the rebel war may find it as a suitable remedial course. Because of the diverse nature of non-beginners, the teachers can extend the procedure used in the lessons to introduce learners to more difficult problems and concepts. The lessons emphasize play and expression as a means of psychosocial healing while assisting them to learn. Hence lessons are activity-oriented and related to the instruments and tools available in the RapidEd kits. The Teacher Guide is divided in two domains that are developed in a parallel process and integrated on a weekly basis. These domains are:

- A Basic Core of Literacy and Numeracy and
- An integrated domain of Expression, Trauma Healing and Education for Peace.

For the first domain the integration of Literacy and Numeracy activities is defined in a sequence of 36 weeks of teaching Units and Topics which follow the Sierra Leone Curriculum. The Integration of the second domain is defined in a chart that maps the activities of the six units of this domain:

- Trauma healing sessions.
- Physical education and corporal expression.
- Art.
- Music.
- Drama.
- Peace Education.

In the second domain the use of the local language was considered to be important, especially in relation to activities requiring the expression of emotions and personal feelings. It was suggested that the first weeks of the second domain on Expression and Trauma Healing are conducted in the local languages.

Piloting the first interventions

The first draft of the instrument was used in the training of the 5 RapidEd supervisors and served as a basis for implementation of the training of teachers in the first two IDP camps, National Football Stadium and Waterloo. Several aspects of the programme were reviewed as the result of these first experimental steps of the Pilot implementation. During the demonstration and train the trainers stage, a number of points were raised by the supervisors and the UNESCO/UIE specialist in relation to the Rapid Ed Teacher Guide.

- Unit One: Trauma Healing in the Second Domain, proved to be not user friendly for supervisors and teachers. Thus, it needed to be reviewed and integrated to the format of the other units in the Guide.
- As requested by the Minister of Education, Mr. Wuri, the Teacher Guide needed to be extended to 36 weeks so the Rapid Ed programme could follow the same period of classroom attendance as the formal system.
- The need to develop instruments for evaluating the impact of both Domains of the RapidEd Programme were also considered. The UIE specialist prepared TORs for the development of such instruments, for the Psychosocial domain and for the Cognitive, literacy and numeracy activities.
- The need to add basic reading material to the RapidEd programme, so students in the IDP camps can have access to reading.
An international consultant was brought into the Plan/UIE team to develop and strengthen the psychosocial aspects of the programme. Dr. Leila Gupta, a specialist in this field, worked in Sierra Leone between the 3rd-24th of October in order to help in the development of these components of the programme. An instrument was prepared for a base line assessment of 220 children from the Trade Centre and Grafton IDP camps. Local research assistants were selected and trained to conduct the interviews. The questionnaires, based on Ruanda and Afghanistan experiences, were adapted and validity and reliability checked and made culturally appropriated. The pre-test questionnaire provides quantitative and qualitative information on

- 1. demographic questions
- 2. exposure to traumatic events
- 3. traumatic stress reactions and
- 4. future oriented, world-view questions.

A post-test will help to assess the impact on reduction of traumatic stress symptom levels as the result of the Rapid-Ed Trauma Healing intervention (Unit 1, 2nd domain). During this period and in collaboration with the supervisors, specialists made a review of the Trauma Healing Module, Unit 1. Thus, this Unit was reduced to a three-week module instead of four, addressing the children's traumatic memories more effectively. The module, by combining systematic activities, takes care of the major traumatic stress symptoms through a detailed lesson-plan of free expression activities structured during this period. As shown in Table No.2:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>1st Session (classroom)</th>
<th>2nd Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon &amp; Thurs</td>
<td>Structured Trauma Activity (Unit 1-page 69; Activities 1-2)</td>
<td>Jump/Rope throwing Balls</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>Model with clay (page 72)</td>
<td>throwing &amp; catching balls</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>Songs and Music (page 72)</td>
<td>Athletics</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Drama &amp; Role playing (page 72)</td>
<td>volleyball</td>
</tr>
<tr>
<td>2</td>
<td>Mon &amp; Thurs</td>
<td>Structured Trauma Activity (Unit 1- page 70, Activity 3)</td>
<td>Jump/Rope throwing Balls</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>Play local games (page 72)</td>
<td>throwing &amp; catching balls</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>Cultural Dance (page 72)</td>
<td>Athletics</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Drama &amp; Role playing (page 72)</td>
<td>football</td>
</tr>
<tr>
<td>3</td>
<td>Mon &amp; Thurs</td>
<td>Structured Trauma Activity (Unit 2- page 70-71; Activities 1-2)</td>
<td>Jumping &amp; skipping rope</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>Model with clay (page 72)</td>
<td>throwing &amp; catching balls</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>Songs and Music (page 72)</td>
<td>Athletics</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Drama &amp; Role playing (page 72)</td>
<td>volleyball</td>
</tr>
<tr>
<td>4</td>
<td>Mon &amp; Thurs</td>
<td>Structured Trauma Activity (Unit 2- page 70-71; Activities 3-4)</td>
<td>Jump/Rope throwing Balls</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>Play local games (page 72)</td>
<td>throwing &amp; catching balls</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>Cultural Dance (page 72)</td>
<td>Athletics</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>Drama &amp; Role playing (page 72)</td>
<td>football</td>
</tr>
</tbody>
</table>
Finally, the psychosocial consultant conducted a four-day training of trainers, which represented 20 participants from various agencies, including the Rapid-Ed supervisors and the team-coordinator and 12 RapidEd teachers from Stadium, Waterloo, Trade Center and Grafton IDP camps. The training content consisted of basic child development, separation, loss and grief theory, general stress and psychological trauma theory, culturally appropriate methods of intervention for assisting children with their traumatic stress and grief reactions etc.

Additionally, the programme is using popular theatre to mobilize the displaced community around the RapidEd intervention. The play "Forgiveness", written and produced by one of the Rapid Ed supervisors, was staged in all four camps. The play depicts forgiveness extended to an aunt who had treated her nephew with cruelty. The boy, later qualified as a doctor, comes back during a cholera epidemic, cures and forgives his aunt. The end of the play invites all children and adults to sing and dance with the theatre group, expressing the desire for peace and forgiveness in their communities. The play was well received by teachers, pupils and parents in the camps and it helped to organize them around the management and coordination of the community based activities of the programme. A second "show" dealing with issues related to water-borne diseases and its prevention will be produced and staged in the 4 camps between January and February 2000.

---

Table No.3: Programme Implementation Objectives

<table>
<thead>
<tr>
<th>PO Title</th>
<th>Output/Activities</th>
<th>Implementation/ Period</th>
<th>Implementation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Formal Temporary School Construction</td>
<td>Construction of 2 tent schools for 2 separate schools at Grafton</td>
<td>August 1999 to October, 1999</td>
<td>September 1999 to November, 99</td>
<td>Both have been completed</td>
</tr>
<tr>
<td>Non-Formal Furniture and Equipment</td>
<td>Provision of 250 sets of furniture for 679 chn in stadium school and 35 sets of furniture for teachers.</td>
<td>November, 1999</td>
<td>November, 1999</td>
<td>Provision of furniture was not part of the Rapid Ed methodology but the need is there in actual fact due to areas of location of schools.</td>
</tr>
</tbody>
</table>
The pre and post assessment of the psychosocial aspect of the programme demonstrated that providing an opportunity for war-affected children to express their bad memories and painful feelings to a trained adult in a safe environment like the RapidEd programme, can reduce the prevalence of traumatic stress symptoms, while restoring a sense of hopefulness about the future. (Gupta, 2000)

Table No. 4 shows the results of the RapidEd intervention and the valuable impact of the RapidEd adapted curriculum and the integrated psychosocial approach.

Table No. 4 SUBJECTIVE ASSESSMENT OF TRAUMA HEALING INTERVENTION

<table>
<thead>
<tr>
<th>Posttest Variable (N=306)*</th>
<th>Much Better</th>
<th>Better</th>
<th>Same</th>
<th>Worse</th>
<th>Much Worse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do you feel after sharing your bad memories from the war?</td>
<td>22.3</td>
<td>73.4</td>
<td>3.3</td>
<td>1.0</td>
<td>---</td>
</tr>
<tr>
<td>2. How is your concentration now after sharing your bad memories?</td>
<td>23.2</td>
<td>73.2</td>
<td>2.9</td>
<td>.3</td>
<td>.3</td>
</tr>
<tr>
<td>3. How are the pictures now after sharing your bad memories?</td>
<td>39.2</td>
<td>57.5</td>
<td>3.3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. How are your bad dreams now after sharing your experience?</td>
<td>35.6</td>
<td>60.5</td>
<td>3.9</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5. How do feel about the future after sharing your experiences?</td>
<td>20.6</td>
<td>76.1</td>
<td>3.3</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

6. What were you feeling while you were drawing pictures, talking or writing about your bad memories/painful feelings from the recent fighting?

<table>
<thead>
<tr>
<th>Worry</th>
<th>Fear</th>
<th>Sadness</th>
<th>Anger</th>
<th>Relief</th>
<th>Mixed Feelings</th>
<th>No Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>.3%</td>
<td>5.2%</td>
<td>36.4%</td>
<td>---</td>
<td>51.5%</td>
<td>5.9%</td>
<td>.7%</td>
</tr>
</tbody>
</table>

* Children's responses 1-8 weeks after participating in PLAN's RapidEd Trauma Healing intervention