UNESCO Regional Programme of Education for Emergencies, Communication & Culture of Peace
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The year 1999 was another crisis year in the Horn of Africa and the Great Lakes Region. UNESCO PEER was called upon to continue within its mandate of education for emergencies, communication and culture of peace to pursue its action for addressing root causes of conflict, providing educational facilities in different circumstances for war affected populations, IDPs and refugees, rebuild educational systems and help to reform and transform educational policies, introduce civic education, peace education and education for the protection of the environment as well as provision of support to the independent media and promote the freedom of the press, human rights and the culture of peace in the community through formal and informal education, advocacy and networking NGOs and Civil Society groups at the community and grassroots levels.

The crises in the Horn of Africa and the Great Lakes Region can be seen in two perspectives. The Somali situation mirrors the failure of governance, where the process of social integration, which has been going on for centuries is suddenly disrupted. The situation in Sudan, the DRC, to mention but those two countries, shows social integration as failing largely because of historical, social, cultural, political and economic reasons, with bad governance aggravating the situation. The population is multi-ethnic, multi-lingual and multi-cultural.

Causes of conflict in society are, however, multifarious. It is dangerous to make sweeping generalisations and administer the same solutions for different conflicts.

Traditionally, UNESCO's role did not involve conflict resolution or peace building. The farthest it could go was to provide emergency education that was in itself seen as a far cry from the conventional UNESCO activities in education, science, culture and communication. These activities were meant to operate in "normal" circumstances, without interference in the socio-political set-ups of member states. As new challenges emerged, UNESCO was called upon to take a fresh look at and interpret its mandate to create the 'defences of peace' in the minds of men.

This new perspective gave UNESCO a more dynamic mandate that changed its perception at the local, national, and international levels.

In the Great Lakes region and the Horn of Africa, UNESCO's role started to change. In 1993, the UNESCO PEER project was established in Somalia to provide emergency education. In 1994 - 1995, the project was extended to Rwanda, Ethiopia, Djibouti, Tanzania, DRC and Kenya.

Houses of culture and peace were opened in Burundi and Rwanda for peace building through education, culture and communication. Two Press Houses (Maisons de la Presse) were opened in Kigali (1996) and Bujumbura (1997) to support the independent media in those countries.

In 1998, UNESCO's Director General decided to strengthen the PEER Programme by adding a new mandate for peace-building and conflict resolution. The Programme came to be known as the "UNESCO Regional Programme for Emergency Education, Communication and Culture of Peace". One of the main tasks of the rejuvenated regional programme was the operationalisation of the culture of peace concept which was seen by many as being too theoretical or even too utopian.

The new mandate enabled the Programme to embrace conflict management and peace building, giving a new meaning to its emergency education project. The Programme is now able to analyse ways in which educational systems can enlighten different sections of society on their role in peace building and resolution of crises.

In Burundi and Rwanda, it was obvious that the "rationing" of education was contributing to the socio-political crisis. No long-term solution to the conflict in the two countries is possible without appropriate ways and means of making education accessible to everyone.

Education is also one of the major stakes in the civil war in Southern Sudan. There, also, equal opportunities should be guaranteed. However, other factors, such as the question of the language of instruction, the cultural and religious content and the inclusiveness of the curriculum must be examined in order to ensure that education does not continue to be one of the factors of contention in Sudan.

On the other hand, concern remains as to how the peace education curriculum should be designed, the way it should be taught and who should be targeted. We should not create a "ghetto" within the curriculum for peace education. Peace education should be mainstreamed within the curriculum and the life of the community. Peace education should be infused within the different subjects, including science and mathematics.

Non-formal education can be a wonderful instrument for the dissemination of peace education. It offers a unique opportunity for the illustration of the message of peace through examples from everyday life. The media, especially the radio, are extremely useful vehicles for the transmission of the message of peace.
Civic education is closely related to peace education. The denial or misinterpretation of civic and human rights can lead to conflict in society. Lack of civic education might result in a state of total confusion where nobody knows their responsibility and where even day-to-day contacts can become a source of permanent conflict. The Somalia Civic Education Project endeavours to create a new consciousness within the Somali society.

One source of conflict in many societies is the interpretation of history. Sometimes, there are as many interpretations as there are communities or ethnic groups. This is the case in many countries of the Great Lakes region and the Horn of Africa. UNESCO-PEER gives priority to the writing of the history of the countries of the region. A process has been started for the writing of the history of Burundi and we are hoping that once done, the General History of Burundi, edited by UNESCO-PEER, will offer a sound basis for the construction of the future of that war-torn country. We hope that the writing of the history of Burundi will generate similar projects for other countries of the two regions.

UNESCO-PEER has increasingly realised that in order to serve better the countries of the region, it is essential that it facilitates a better understanding of the problems and the root causes of conflicts at the local, national and regional levels. The regional approach to the resolution of conflicts is viable due to the fact that conflicts are increasingly acquiring a regional dimension. The war in the Democratic Republic of the Congo, the chaos in Somalia, the war between Ethiopia and Eritrea and the war in Southern Sudan and Northern Uganda, the conflicts in Burundi and Rwanda, are all symptoms of a crisis, which spills over national borders, affecting the whole region.

Within this framework, UNESCO-PEER is developing a regional approach to conflict resolution based on a three-pronged process:

• active contacts with decision makers at one level;
• constitution of a regional forum or think tank of intellectuals and persons who can provide advice as to how conflicts can be addressed at the second level, and;
• a network of NGOs, grassroots and civil society institutions and associations deeply involved in the process of mediation, facilitation and resolution of conflicts at the local, national and regional levels.

Consequently, PEER facilitated the setting up of the Great Lakes Forum and the Culture of Peace Network (CPN), which are now operational and, if further developed, can play a major role in the establishment of a culture of peace in the Great Lakes and the Horn of Africa regions.

IMPACT ASSESSMENT

We can safely say that UNESCO PEER's action is making a positive impact in many ways:

**Education for Emergencies and Reconstruction**

Coordination: The Education Sectoral Committee (ESC) is one of the better-organised and more active sectoral committees of the Somalia Aid Coordination Body (SACB). It usually records an average attendance of 30+ educators. Some of its working groups have significant achievements to report during the year under review. At the field-level, ESC in Puntland is very active with every promise of other regions following suit.

The Assessment and Certification plan that has been set in motion by PEER and its partners will have a major impact insofar as it will cover all formal education including technical and vocational education and teacher training and will cater to the assessment and certification needs of not only Somalia but of the sub-region as a whole.

In addition to being a success in inter-agency collaboration, PEER's involvement in the EFA (Education for All) exercise has resulted in two important documents: *Somalia Year 2000 Assessment Report* and *The Thematic Study on Education in Situations of Crisis*.

As we are entering the International Year for the Culture of Peace (Year 2000) and the International Decade for a Culture of Peace and Non-violence for the Children of the World (Year 2001 to 2010), the importance of PEER's involvement in "Education for Peace" as well as "Peace Education" cannot be overestimated.

The creation of an all new Non-Formal Education Package for Burundi has been a major achievement. It serves as a model for other NFE packages to be produced in the region.

Textbook printing and distribution: A total of 15,000 NFE student textbooks were printed for Burundi together with 2,000 copies of the teacher guide and 2,000 copies each of 24 posters. A total of 51,210 copies of assorted lower primary textbooks were distributed in Somalia. In Somalia, the emphasis in 1999 was not so much in the distribution of textbooks as in the preparation of the new lower primary textbooks as part of a DANIDA-funded and UNICEF-
implemented project. All the PEER Somalia professional staff were involved in this work and they headed most of
the subject panels.

The Djibouti project serves as a field laboratory to test the concept of "Education for Repatriation" and the Nugal
project experiments with the "Community Ownership of Schools" and "Quality Education for All" concepts. Field
testing of these concepts is very timely and important for the development of education in the region.

Donor mobilization has yielded results and the actual and prospective funding of the programme for the biennium
looks good.

Environmental Education (EE)

The environmental education projects that the Refugee and Returnee Environmental Education Programme (RREEP)
have designed are based on two underlying principles i.e. the creation of environmental awareness and capacity
building.

Creating greater environmental awareness

Project activities raise the profile of the environment in the lives of refugees – whether this is in schools, adult
literacy, or in the wider community.

Impacts of EE projects include the following:

- enable refugees to establish a causal link between their behaviour and the environment;
- enable refugees to understand how a degraded environment can impact directly on their lives;
- inculcate a feeling of stewardship and responsibility towards the environment;
- motivate refugees to act positively towards the environment.

Capacity building

It should be acknowledged that EE and awareness raising is often the genesis of refugee action in effecting
environmental improvements. As a result of EE projects (and other environmentally related projects), refugee
communities have established community environmental groups, school environment clubs, in addition to
establishing committees dealing with environmental management.

In the case of formal EE projects, it can be observed that in addition to the provision of environmental awareness, the
materials that are developed enrich the learning experience by increasing the variety of materials available to the
teacher. In addition, all projects feature in-service teacher training that focuses on the use of innovative pedagogical
approaches. As a result of the projects, the capacity of the teachers is strengthened, thus improving their ability to
teach all aspects of the curriculum.

Civic Education

- The awareness of the local people towards private media has increased and many Somali business people have
  started private radio stations.
- Some of the ex-militia who are members of Civic Education community groups have been trained and are now
gainfully employed by the private media in Somalia.
- Many grassroots level training of trainers programmes are now going on in Somalia.
- A stronger network of communication has been established among community groups in the different regions of
  Somalia.
- Some of the community groups collaborating with the project have started with a very simple technology—an
  antenna wire, a record player and an FM signal that reaches an area of 1000 sq. metres where people can listen to
  civic education radio programmes and sometimes music. This is a very good step towards establishment of low
cost FM stations.
- Women's representation in the project activities is more than 55%.
- The project has given voice to the voiceless—the common people have been given an opportunity to express their
  views.

Culture of peace

UNESCO PEER's action in the two sub regions in contributing positively to the raising of awareness and networking
for peace and stability at the level of decision makers, intellectuals and the grassroots community groups.
THE WAY AHEAD

PEER would like to develop a methodology for action adapted to the needs of each community with which it is working and to enhance the capacity of the population to own the educational process; to develop indigenous ways and means for the management, resolution and transformation of conflict.

It would also like to pursue its efforts within the international community to better co-ordinate and streamline co-operation between internal and external actors in a given situation. In Somalia and around the Great Lakes and the Horn of Africa, efforts are being made to improve the quality of this co-operation and to rebuild confidence, which in many cases has been shattered by the experiences of the past.

Only then can the concerned forces, regional or external, pick up the pieces of a shattered reality to build the future on a more solid basis. We are confident that the year 2000, proclaimed as the International Year for the Culture of Peace, will be a turning point in that respect.

The foreword will be incomplete without expressing our thanks and appreciation for all our partners in the SACB, the UN agencies, the NGOs, both local and international, the donor community, government departments, UNESCO National Commissions, community groups and all those who gave us their support in many ways throughout the year 1999.

We do not forget departments at UNESCO Headquarters and UNESCO offices in the Great Lakes Region and the Horn of Africa for their unfailing support.

Nairobi
Kenya
March 2000

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EDUCATION FOR EMERGENCIES AND RECONSTRUCTION

UNESCO

PEER
EDUCATION PROGRAMME HIGHLIGHTS

INTRODUCTION

This report presents only some highlights of the PEER education programme in Somalia. The Nugal Education Rehabilitation Programme and the Education Project in the Somali Refugee Camps in Djibouti are covered separately.

SACB (SOMALIA AID COORDINATION BODY)
EDUCATION SECTORAL COMMITTEE

UNESCO PEER continued to serve as the SACB-ESC Secretariat and its Director continued to be its Chairperson and as such represented the Sector in the SACB Steering Committee and other fora.

During 1999, SACB ESC partners (UN agencies / NGOs / local authorities / communities) providing education in Somalia strengthened their co-ordination and networking at the national / zonal / regional / district levels for improved and efficient delivery of education programmes. In the field of primary education, quality improvement initiatives were given the highest priority resulting in renewal and development of the curriculum / syllabus / textbooks, provision of improved teacher / head teacher training, provision of textbooks and educational supplies for pupils and teachers, improvement of the school environment, introduction of peace education in schools, establishment of learner assessment / certification systems as well as conduct of school survey and establishment of an EMIS (Education Management Information System). In addition, a number of schools were constructed / rehabilitated in various zones, and action was taken to establish a multipurpose supervisory cadre and to build the capacity of the zonal / regional / district level authorities and communities towards enhanced and more efficient educational management and ownership. Fully equipped and staffed Education / Curriculum Development Centres came into existence both in NW and NE Somalia.

Although the access of children to primary education actually did not record a significant change (with a gross enrolment ratio at the primary level of less than 10%), the solid foundations laid in 1999 are expected to lead to improved enrolment and retention in 2000. While it has been ensured that the materials and processes developed in 1999 are intended to increase enrolment and ensure retention of girls in the school system, an actual improvement in these areas still needs to be seriously addressed in the coming years.

In the field of secondary education, a breakthrough was achieved in nine secondary schools. Promotion of higher education in Amoud University (NW Somalia) was done through advocacy activities in SACB Consultative Committee and with the donor community in Nairobi and through linkages with the University of California at Fresno and other universities has also been undertaken. The out-of-school youth have been reached through a holistic youth programme incorporating recreation/cultural activities and non-formal education. A review of vocational/technical education for youth revealed several initiatives undertaken by UN and Non-Governmental Organisations particularly in North Somalia and three UN agencies—UNDP, UNESCO and UNICEF—are proposing to launch the IDEAS project (Institutional Development for Educating Adolescents in Somalia) in 2000.

Significant donor mobilisation has taken place in 1999 assuring consolidation and limited expansion of educational activities in 2000.
A working group of SACB-ESC and regional partners have been exchanging views on the issue of assessment and certification in difficult circumstances. Their dialogue on the issue culminated in a workshop that was held at Jadini Beach Hotel, Mombasa between November 29 to December 1, 1999. Three themes were explored:

1. Assessment and certification of education in areas where there are no internationally recognised government authorities and legally constituted examining boards.

2. Assessment and certification of education for refugees in the Region.

3. The requirements for setting up an assessment and certification unit that would cater for those studying in difficult circumstances.

The participants of the workshop agreed that:

1. An assessment unit known as Centre for Educational Assessment Services (CEAS) be established in Nairobi under the auspices of UNESCO - PEER which would serve as a secretariat for the time being.

2. A Steering Committee made up of the agencies and organisations which were represented at the workshop be constituted to do the groundwork.

3. A special office within PEER be established to:
   - carry out day-to-day work of the centre
   - develop an organisational structure for the centre
   - handle legal and administrative issues related to the establishment and function of the centre.
   - develop linkages and operational network in the region

4. Preparation of a project proposal for funding.
1. Some attention is being given to Early Childhood Development, but it is inadequate.

2. The estimated 1998/99 primary education GER of 9% (female 6%) and the high dropout rate indicates the magnitude of the expansion needed if EFA is to be attained early in the 21st century. Koranic schools have the potential to play an enhanced role in expanding primary education.

3. While efforts are being made to establish a locally-based cost and financing infrastructure that should be sustainable in the long run, there is the threat of placing too heavy a burden on households in financing education as the proportion of external funding is reduced. This could result in increased inequity in the provision.

4. The efficiency and effectiveness of the primary school system could be improved through a thorough scrutiny and readjustment of the PTR (Pupils per Teacher Ratio), PCR (Pupils per Class Ratio) and TCR (Teachers per Class Ratio). More thought is needed with regard to the financing of teacher salaries.

5. With regard to quality and relevant education the issues to be addressed are:
   - The low proportion of women teachers
   - Inappropriate teaching-learning approaches
   - Lack of teacher monitoring and guidance
   - Need for evolution of a truly Somali national primary school curriculum
   - Need for provision of adequate physical facilities and instructional materials
   - Need for assessment and certification

6. Need for a comprehensive adult education programme targeting youth to be equipped with skills, values and attitudes for leading socially productive lives.

7. In educational policy-making, planning and implementation the needed key strategic stances are:
   - Cultivation of ownership and active participation by the Somali people in educational development effort.
   - Actualisation of an effective EMIS (Education Management Information System).
   - Emphasis on systematic information as the most successful basis of individual and societal development.
   - Establishing relationships between basic education and second and third levels of education and between education and the economy as a whole.

8. The international community ought to do more to advance EFA goals in a war torn society like Somalia.
EDUCATION FOR ALL (EFA) 2000

PEER was involved in two important EFA exercises during the reporting period. As there is no central government in Somalia the EFA partners on the ground (UNDP, UNICEF, UNFPA and UNESCO) under the SACB ESC umbrella assumed responsibility for the Year 2000 EFA Assessment for Somalia. The Assessment was one of the first to be released in the region (See box for General Conclusions and Recommendations).

Education in Situations of Emergency and Crisis was one of a series of thematic studies prepared as part of the Education For All (EFA) Assessment for the Year 2000, co-ordinated by the EFA Forum. It was prepared on a cooperative basis, with inputs from leading UN, donor and non-governmental organisations active in the field of education in emergency situations. Two meetings of an advisory Technical Working Group were arranged in Paris which provided the framework for the study and a review of the draft paper. PEER was represented at both the meetings and provided substantial inputs to the thematic study. (See box for Recommendations of the Thematic Study.

The PEER Programme Coordinator for Somalia-Horn was the only person representing Somalia in the Sub-Saharan Conference on Education for All held in Johannesburg (6-10 December 1999) and the biennial meeting of the Association for the Development of Education in Africa (ADEA). On behalf of the writers and technical working group of the Education in Situations of Emergency and Crisis he presented the study at the Conference and also assumed responsibility for the diffusion of the Somalia Year 2000 Assessment.

RECOMMENDATIONS OF THE THEMATIC STUDY

Reinforcement of the protection and of the right to education of the child
- Renewal of the vision of the child's right to protection and to education in emergency situations
- Ensuring the equal rights of girls and women to education in emergencies
- Analysis, both quantitative and qualitative, of met and unmet needs for education in emergency and post-emergency situations world-wide
- Commitment to support education in emergency and post-emergency situations

Linking humanitarian action and reconstruction of educational systems
- Strategic planning from the beginning of an emergency
- Resourcing education during the transition from complex emergency to development
- Linking peace-related projects undertaken by humanitarian agencies to the UN Year and Decade for the Culture of Peace.

Development of norms and standards for education in complex emergencies
- Development of norms and procedures for early emergency response
- Developing norms and standards for education in prolonged crisis and post-crisis situations
- Development of programmes to systematise knowledge on education in complex emergencies and to institutionalise training for staff of governments, humanitarian and development agencies

Inter-agency co-operation and co-ordination
- Creating a shared inter-agency collection of educational materials, manuals and guidelines for emergency response
- Establishment of a Working Group on education in emergencies, conflict and transition
- Education in emergencies to be addressed as an issue in Dakar EFA/Forum 2000

5
PEPS was introduced to schools in Nugal Region and the Somali refugee camp in Aden, Yemen. Two workshops were held—one at Garowe (July 11th to 16th) and another in Aden from December 29, 1999 to January 4, 2000.

In both of these places, the workshop was well appreciated as a positive initiative of UNESCO-PEER. The participants expressed their commitment to follow up on the implementation of the peace package.

In Garowe there were twenty-nine teachers from different schools. This number included some trainers from Mogadishu. This was an added advantage to the composition of participants since the trainers had been involved in the preparation and field testing of PEPS and consequently were more active in suggesting possible ways in which the package could be improved and integrated into the education system.

In Aden there were twenty Somali refugee teachers, all from the Somali refugee school run by Radda Barnen. The teachers were very enthusiastic and innovative. They shared openly that it was the first time they were able to talk about their own conflicts, reflect on them and draw a plan of action. They acknowledged the fact that the war in Somalia, had adversely affected their lives to the extent that it would take many years and perhaps generations to change the distorted perceptions and attitudes. They identified a whole gamut of root causes to conflicts not only in Somalia but also in Africa.

On the basis of the experience gained, the following recommendations could be made:

a. PEPS training first and foremost must prepare the teacher for peace education. There is thus a need to develop materials on Conflict Transformation and Peace Building that would help the teachers realise the need to talk about their own conflicts before they could instruct the pupils. In Aden, the Peace Consultant did this with teachers for the first two days of the workshop and it worked very well.

b. The teachers in Garowe seem to need further assistance in the implementation of the package. There is a need for a second, more focussed workshop that would help them implement the package well.

c. There is a need to design an implementation process for PEPS. In Yemen the following implementation plan, in three phases, was agreed upon:

- **At the School level**, discuss Peace Education with the students, analyse conflicts between teachers-teacher, teacher-administration, teacher-student, student-student, student-administration. Establish a "Peace Building Committee."

- **At the community level** discuss skills on Peace Building and Conflict Transformation with the refugee community at different levels: with elders, religious and political leaders, different social groups etc. Teachers are to intervene in and transform some of the conflicts in the camps. There is need to establish a community "Peace Building Committee."

- **At the national level** discuss Somali conflict at
large, seek means of co-ordinating with other Somali groups abroad and within the country in order to contribute to a peaceful solution for the Somalia crisis. Radda Barnen (for Yemen) and UNESCO-PEER for the rest of Somalia-Horn could help facilitate this network by sharing their communication resources with the teachers.

d. It would be important to appoint a co-ordinator for the follow-up of the implementation of the package.

The Nugal and Yemen PEPS implementation processes are subject to revision in March 2000 (in writing), followed by a revision workshop three months later in June 2000. Plans have been finalised for the introduction of PEPS in Merka District Southern Somalia. All Water For Life schools, both primary and technical/vocational, will introduce Peace Education in 2000.

IN-SERVICE TEACHER TRAINING AND SOMOLU (SOMALI OPEN LEARNING UNIT)

In 1999, UNESCO EDCs in Somalia continued to help with the selection and in-service training of teachers in schools supported or administered by NGOs, local communities etc. The Mogadishu EDC trainers (Abdi Mohamoud Mohamed Gobbe, Hussein Tobow Farah, Ali Araye Addow, Ali Dualeh Dahir, Osman Sh. Aden Haider) were engaged in the professional upgrading of 109 teachers from seven schools supported by Concern Worldwide in Wanlewain, Afgoi Districts of Middle Shabelle and Mogadishu. This was an elaborate in-service training initiative that started in January and ended in June 1999. Hand in hand with the in-service training of teachers, the headteachers of the seven participating schools were given each month a 1-day seminar on school administration.

The SOMOLU teacher training is one of the most important training programmes offered by UNESCO-PEER, Mogadishu and Garowe. It is long-term teacher training that is intended to produce qualified and professionally well equipped teachers. Its aim is to offer to untrained teachers pedagogical and administrative training, spread over 4 units (40 assignments). At the end of all the four units, the teacher trainees are expected to sit a final examination for the award of a Primary School Teacher Diploma.

Though in the beginning SOMOLU experienced rapid expansion and spread through many regions, such as Bay, Bakol, Gedo, Lower Shabelle, and Banadir, many of these SOMOLU centres have ceased to function due to deteriorating security situation. However, despite the difficulties 40 teachers have successfully completed the course and are ready to be evaluated and be provided with a UNESCO teaching diploma; 150 teachers of schools supported by Water For Life (WFL) in Merka District completed Units A and B of SOMOLU. It is expected that SOMOLU and the English/Somali versions of the (BABT) Be a Better Teacher will be widely used in 2000, 2001 and 2002.

TEXTBOOK DISTRIBUTION

Figure 1 and 2 illustrate the textbook distribution undertaken during the reporting period in Somalia by UNESCO-UNICEF; a total of 51, 210 books were distributed to the NGOs working in the education field in Somalia as well as to the local education authorities and communities in the different Somali regions. Both Mogadishu and Garowe EDC staff were actively involved in the distribution with their UNICEF counterparts.
Figure 1: Textbook Distribution by Agencies and Regions

Note: The number of books distributed = 51,210 copies.
All UNESCO professional staff from Mogadishu, the Garowe EDC Coordinator and a few of his colleagues were involved in the curriculum development and Lower Primary textbook writing project implemented by UNICEF Somalia. They headed most of the panels for the writing of the Somalia edition of textbooks.

In November 1998 a series of meetings took place in Hargeisa, Garowe and Merka regarding the harmonisation that needs to be achieved in the writing of textbooks. The idea was to go for two editions—one for Somaliland and the other for the rest of Somalia. About 90% to 95% of the content will be the same in both editions permitting easy transferability of children anywhere within the country. The consensus in NE, Central and Southern regions was that they should work together from beginning to end. However, in practice, UNICEF and UNESCO encountered some difficulties in Mogadishu and the two agencies decided to bring Benaadir and Puntland authorities together for a meeting which took place in UNESCO EDC in Djibouti from 8 to 10 March 1999. At the end of the meeting it was unanimously decided that to a very large extent, the core curriculum, syllabus and textbooks for the whole of Somalia could be common, since all regions of Somalia have great similarities in religion, culture, language etc. However, owing to political realities, there are a few differences among regions such as the depiction of symbols such as flags logos. It was recognised that these differences were very few and must be left to the technical experts to handle creatively to the satisfaction of all regions, once the common core of curriculum / syllabus / textbooks which are expected to constitute more than 95% of the content, have been developed.

By 15th April 1999, the lists of writers for NE and the rest of Somalia were finalised and the writing started on May 19th in Galkayo and ended on 28 June, 1999 and the writers departed to their regions except UNESCO team that shifted to Garowe to refine further the materials generated and translate them into English. The panel heads met again in Nairobi from 6th August to 10th October and finalised the texts to be sent to Hargeisa to ensure the spirit and practice of collaboration.

**OTHER SERVICES PROVIDED BY THE EDQS**

Other services routinely provided by the UNESCO EDCs in Somalia include:

- Printing of examination question papers.
- Assisting networking of NGOs and others engaged in education, streamlining curricula and syllabi used in Arabic and English-medium schools facilitating transferability of children from one school to another.
- Supervision and monitoring of schools. Of the 53 schools in Mogadishu 30 are supported by NGOs assisted by Arab countries, 10 are supported by two international NGOs and the rest are locally supported; a total of 25,224 students of whom 9,288 are girls are taught in these 53 schools by 632 mostly untrained teachers employing antiquated teaching methods.

**RESOURCE MOBILISATION**

A concerted effort was made to secure donor support to education projects. Major activities included:

- The finalisation of the contracts of the CEPPES (Curriculum Development, Textbook Provision Professional Development and the Education Management Information System for Primary Education in Somalia) projects of UNESCO and UNICEF which together constitute the single biggest educational intervention in post-civil war Somalia.
- Technical Vocational Education proposal submitted to the Italian Government.
INTRODUCTION

Due to a severe drought, Phase II of the Nugal Project commenced on November 3, 1998 after a long delay in its approval, which hampered most activities of the project. The resulting financial constraint, particularly affecting the use of transportation affected work of the EDC staff of supervising schools. Despite economic stagnation, low community support to schools and poor school management at the start of Phase II, most project activities picked up well by June 1999. Several training sessions for the Community Education Committees (CECs) enhanced the school management capacity of the CECs, which in turn made the school more sustainable.

TEACHER EDUCATION

Somali Open Learning Unit (SOMOLU)

Activity of the four SOMOLU tutors was delayed at the start of Phase II of the project due to budgetary constraints and a delay in signing project agreement with the Nugal Regional Education Officer (REO). This gave the teacher trainees a slow start at the SOMOLU assignments. By the end of the year all the trainees had covered 3 assignments of Unit B of the SOMOLU coursework.

English Teachers Training

An English Teacher Training course was held between the 3rd and 10th of August 1999. The course aimed at upgrading the teaching skills of 19 English teachers who are presently teaching English in the 14 UNESCO supported schools.

The course was participatory and emphasised a pupil-centred approach. Most of the teachers attending the course were weak in written and spoken English. During the training, a special effort was made to encourage all participants to speak English.

Peace Education Workshop

In June, a Peace Education Workshop was held at the EDC, Garowe. The aim of the workshop was to train trainers in Peace Education methodology. Peace Education is not a subject on its own, but a methodology, which helps to change attitudes and to promote peace in the classroom and school. This methodology is incorporated into all subjects being taught in primary school. Fourteen teachers attended the workshop one from each UNESCO supported school, seven UNESCO field staff members and 2 REO staff members.

COMMUNITY EDUCATION COMMITTEE (CEC) MOBILISATION

Student Subsidy Payment (SSP)

In May 1999, EC and UNESCO-PEER representatives met with the officials of the Ministry of Social Affairs to discuss the timing of SSP sliding scale implementation. The Ministry officials requested a two-month delay in implementation of the SSP sliding scale on the ground that; drought had affected Nugal Region and that parents needed more time to recover economically before its implementation. Following the acceptance of the Ministry’s request, an agreement was signed between UNESCO-PEER and the REO before the Phase II project started.

Community Education Committees (CECs)

In the absence of a central government, communities have assumed more and more responsibilities for the education of their children. The SACB ESC has a Working Group on Community Mobilisation. Formation and training of Community Education Committees (CECs) is the cornerstone of the SACB ESC community mobilisation policy towards a sustainable school system. The UNESCO-PEER educational strategy in Somalia from the outset insisted on the formation of the Community Education Committees (CECs).

In the case of UNESCO-supported schools in Nugal, the communities have responded positively and each of the schools there now has a CEC. It is the CEC that hires teacher and manages its school. Community participation and
Community ownership have played a significant role in all stages of resource mobilisation, planning, management and monitoring and evaluation of the school.

The effective implementation of the Sliding Scale (see below) in student subsidy bears testimony to the effectiveness and interest of the communities. In addition to the scheduled increase in community contribution, each CEC has undertaken to raise funds on behalf of the school through Income Generating Activities (see below).

**CEC Leadership Training**

Establishing a sustainable community-supported public school system can be achieved only by systematic training and transferring of ownership to the communities at the grass-roots.

In September 1999, a CEC leadership workshop was conducted for the chairpersons, the secretaries and the treasurers of the 14 CECs representing the UNESCO PEER supported schools.

The workshop examined the role of the CECs in school management. Management of change within community groups was taught through a combination of case studies, field visit to 4 CEC groups and practical work planning for the implementation of projects. The aim of the workshop was to help the CECs to understand the implication of the sliding scale policy as a means towards sustainability of the schools.

**Sliding Scale**

As part of the overall SACB ESC strategy, an unconditional schedule for the withdrawal of donor subsidy was worked out with the CECs at the start of the Project. At the end of each month subsidies were paid at the rate of 1.8 EUR per student for a stipulated student strength of 25 per teacher. School fees were fixed at 10,000 SoSh per pupil per month.

The operation of the Sliding Scale is controlled by three variables: donor subsidy, student strength and school fees. Since October 1999, the donor subsidy has been reduced by 50% (from 1.8 EUR to .9 EUR per student). At the same time fee payment which had been at 10,000 SoSh went up to 15,000 SoSh per pupil. The Sliding Scale stipulates stabilisation of school fees around 20,000 SoSh per pupil and the student strength at 35 per teacher.

**Income Generating Activities (IGA)**

Income Generating Activities are meant to supplement the school fees charged to parents for the purpose of strengthening sustainability of the schools. It is expected that profit accruing from IGA can be used not only to develop the schools, but also to supplement teacher remuneration.

In October, a consultant in small-scale income generation projects conducted a workshop for CEC Leaders. The workshop concentrated on generating business ideas, group dynamics, planning, feasibility study, bookkeeping, and the building of accountability into a project. Each CEC group made a plan for their own income-generating project.

**REGIONAL EDUCATION OFFICE AND EDUCATION DEVELOPMENT CENTRE**

**The EDC Production Centre**

The production centre at the EDC is responsible for the design and production of a variety of educational materials that support the educational sector in Nugal Region. Items produced at the centre include school year calendars, registers, student transfer forms, mid-year and final exam result sheets, CEC contracts, teacher and head teacher contracts and both teacher and pupil certificates. The centre also produces teacher guides and a variety of educational materials for other agencies and the Puntland Government offices.

**Construction of REO/EDC offices**

Since June 1997, UNESCO PEER office-cum-residence was in a private house in Garowe. On June 10 1999 a contract was signed between UNESCO PEER and an engineer to build a new REO/EDC complex. The construction work that started on July 18, 1999 ended in late November 1999.

The REO/EDC complex was formally inaugurated and dedicated to the nation on December 14, 1999 at a ceremony attended by over one hundred guests with his Excellency, the President of the Puntland State of Somalia, Mr. Abdullahi Yusuf, performing the official opening.
In his speech during the ceremony, President Abdullahi Yussuf, stressed the critical role played by education in the rehabilitation of the people of Somalia after the trauma of the civil war. He pledged his Government’s support for all those involved in the rehabilitation of education in Puntland and particularly commended the role of the EC and UNESCO-PEER in this process.

*HE Abdullahi Yusuf (President of the Puntland State of Somalia) officially opening the REO/EDC in Garowe*

*Graph Showing Pupils Attendance in the months of June and December*
The survey aimed at gathering data on the present physical state of each of the primary schools with an aim to determine the minimum improvements that each school required. The data collected included classroom size and number, condition of the buildings, and available furniture and equipment within the schools.

### MONITORING AND SUPERVISION

During June 1999, an extensive supervisory trip took place under the leadership of the Sustainability Promoter and Supervisor of schools. During this trip administrative educational support materials were distributed which included 790 record sheets, 418 files, school year calendars and tabulation forms for examination results. During such school visits, school supervision was also carried out which included checking on the use of school records, lesson notes and plans.

**Examinations and assessment**

End of year examinations for Grades 1 to 7 were carried out in all the 14 UNESCO-supported schools in July 1999. The examinations were set and supervised by the subject teachers. The final school results were compiled and recorded on special record sheets by the head teachers before handing in copies to the REO.

Standard 8 exams held in August 1999, were organised by the REO's Office with technical assistance from UNESCO-PEER staff.

### CONCLUSION

During this reporting period much rebuilding has taken place:

- Considerable increase in the pupil: teacher ratio region-wide from 1: 20 to 1: 27. Pupil attendance increased from 1,483 in June 1999 to 2,065 in October 1999.

- Starting up of two school support income generation projects by Burtinle and Dangaroyo CECs. Ten other CEC groups have planned to begin income generation projects.

- Reformation and strengthening of CECs; Functioning of 13 effective CECs.

- Capacity building and improved collaboration with the education authority in the region. Regular planning meetings with the REO, joint school support activities put in place.
• Vice-Minister of Social Affairs makes his own SACB ESC position and proposes that community ownership of education be an accepted policy for Puntland schools; the motion is passed.

• Improved co-ordination with the other partners in education. Zonal Education Co-ordination meetings established under Puntland Education Sectoral Committee (PESC).

• Effective implementation of the Sliding Scale step 2; reduction of donor contribution and increased community contribution implemented.

• Capacity building of the CECs and Community leadership and management training up to date; mid and end term exam results properly documented.

• Appointment of an Education Adviser to the project.

• Completion and inauguration of the new REO/EDC building.

• The EDC has twice been used for curriculum development and textbook writing for the whole of Somalia.

As indicated in this report the project has achieved most of its objectives for the period reported. For the remaining period of the project UNESCO will pay special attention to the formation of the Regional and District Educational Boards, greater empowerment of the CECs, completion of teacher training and certification and building cost-effective and sustainable community schools.
INTRODUCTION

This report covers the period of January 1, 1999 to December 31, 1999, which spans across two academic years (1998-99 and 1999-2000).

UNESCO-PEER is the implementing partner of the education sub-project in the refugee camps in Djibouti and is currently running schools in Holl Holl and Ali Adde on behalf of the Djibouti Government (ONARS) and UNHCR. The two camp schools have kindergarten, primary and literacy classes. The student statistics are presented in Figure 1. There are 33 teachers. The schools use a 2-week cycle of alternating shifts. The schools use the same syllabus and books as in Somalia/Somaliland. Somali is used up to Grade 6 as the medium of instruction while English is the medium of instruction in the Bridge class.

TEACHER TRAINING

UNESCO PEER recruited six new teachers to replace some teachers who left the teaching profession this year. Although these new teachers were examined and interviewed, most of them were untrained secondary school leavers. To introduce them and four others to the teaching profession, a two-day workshop was given on General Methodology including:

Classroom management
Use of the blackboard
Lesson preparation
Teaching methods
Testing

The teachers in the camp schools have widely varying qualifications. They do a hard job by teaching two shifts, and the work they do and their personal life are greatly exposed to community and organisational criticism. It is always difficult to be a good, competent teacher. Although PEER provided various seminars with attendance certificates, it is important that teachers see that they have a personal future if they decide to stay on as teachers.

Thus, after assessing the impact of previous seminars, it seemed that teachers in the camp schools needed to get more sustained and substantial in-service training and so UNESCO-PEER started to provide teachers with a distance learning teaching course based on SOMOLU (Somali Open learning Unit) and BABT (Be a Better Teacher) open learning modules, on completion of which, a standardised examination will be provided that will lead them to earn their first diploma in teaching.

SECONDARY EDUCATION

Students in the two camp schools take the Bridge Course in preparation for moving on to the Secondary level. The 88 who successfully completed the Bridge Course in 1997-98 could not gain admission in the secondary schools in Somaliland, as these schools were already overcrowded. Hence, at a joint meeting held in Hargeisa on October 25, 1998 it was decided that UNHCR would build a secondary school in Zeila. Unfortunately, owing to certain organisational and other difficulties in Hargeisa, the work on the school building did not start until April 1999. On April 22, the Programme Coordinator of PEER (Somalia Horn), visited the camp schools. The main purpose of this visit was to meet parents of the Bridge Class students and inform them that a new secondary school would be built in Zeila before the new school year.

On May 6, Messrs. Rashid, OIC, UNESCO-PEER Hargeisa and Hussein Ilmi Warsame, MOEYS, Hargeisa together with Mr. Jama Idris from ONARS, Omer Haji Mohamoud, Somaliland Liaison Officer in Djibouti and Said Daoud, UNESCO PEER, Djibouti, visited the refugee camps in Holl Holl and Ali Adde, met the elders, Bridge Class students and their parents and discussed with them the repatriation programme and secondary education.
On May 9, the same team, which visited the camps with Mr. Ahmed Samirreh, Executive Secretary, ONARS, visited Zeila and identified the area in which the secondary school should be built. Despite these efforts, the building work did not get started as planned. UNHCR, Hargeisa, stated that it was committed to building a secondary school in Zeila but wanted the secondary children to move first into the primary school building where there were a few empty classrooms. This was unacceptable to the students and parents, whose position was that at first a secondary school must be built before repatriation could take place. The rationale for this position is that (unlike at the primary level) buildings are absolutely necessary for education at the secondary school. This problem still awaits a solution.

THE BRIDGE CLASS

Bridge students worked hard in anticipation of the forthcoming examinations, since success in them would permit joining secondary schools in NW Somalia. Each student received a mathematical set before the examination started. This year, PEER formed nine groups from each Bridge class according to their sections in the camps. Each group selected a team leader that could facilitate the discussions among the students. In this way, students studied together not only in the classroom but also in their homes.

They reported that they benefited from this method much more than individual study. Students prepared for the essay competitions in English and in Somali and drawings on the theme, Twenty-first Century. The lower classes took part in a drawing competition.

ENVIRONMENTAL EDUCATION

On October 25th-27th, 1999, Chris Taylor and Valerie Nyirahabimana were in Djibouti. The main objectives of the mission were to meet with PEER's partners to discuss and define specific terms of reference for PEER in the Environmental Education agreement signed between UNESCO PEER, ISERST and UNHCR, in addition to facilitating the EE component of a UNHCR organised workshop. During the workshop, Valerie Nyirahabimana, outlined the rationale, principles and methodology for EE. Group work was later organised around a case study leading to a discussion about the non-formal approach in EE.

SKILLS TRAINING IN THE CAMPS

On April 20, 1999, Dr. Herbert Bikutuka started Skills training in the school camps. He first revised what the students in Bridge classes were given in poultry and animal husbandry so far, and devoted the short time that he had for an introduction to goat keeping and rearing of camels. He decided to do this, because goats and camels are among those animals encountered by the refugee students.

On June 21, Mr. George Kolath came to Djibouti for a Skills Evaluation in the refugee schools in Holl Holl and Ali Adde.

SOCIAL STUDIES AND HEALTH EDUCATION

At the beginning of the new academic year 1999-2000, UNESCO-PEER stopped giving skills training such as Tailoring, Masonry and Poultry in the camp schools owing to a budget cut. These subjects were replaced with other courses such as health education and social studies (geography and history).

A health education course was designed for the Bridge Class. Having covered the contents of the course, students are expected to have a general KAP (Knowledge, Attitude and Practice) of primary health care. Mr. Ali Nour Ahmed, Community Health and Training Programme Officer, ONARS, provided the course voluntarily. UNESCO PEER provided the literature and materials needed for the course.

MISSIONS

On February 16, Ms Maricela Daniel and Ms Alemtschai of UNHCR visited the two camp schools. After inspecting the classrooms, they met all the teachers in the school who raised the issues of milk, healthcare and uniforms for children, in-service teacher training and the education of girls. Concluding her mission, Ms Daniel stated that the schools in Ali Adde and Holl Holl camps were lucky because UNESCO was running them. She added that these
were the best primary schools in refugee camps that she had ever seen. Hence, she encouraged all to keep up the good work.

On March 8, Messrs R. Vogric, M. Devadoss, A. Lokisso, visited both the primary schools in the camps. Having seen all the classrooms they talked to some of the students in the school about their education. At the end of the mission, the following conclusions were arrived at:

*Universal primary education in the camps:* UNESCO PEER will conduct an investigation in the camps and identify eligible and willing children who are outside the formal education system. Based on the findings, UNESCO-PEER will specify the number of semi-permanent classrooms to be constructed and teachers to be hired. This initiative will be submitted to UNHCR for funding and if necessary UNESCO will partially finance this project.

*School supplies and teacher training:* To make up for the budgetary cuts of this year, UNESCO will provide funds for same limited teacher training and supplies immediately and, on the basis of requirements specified by Said Daoud, try and arrange for a shipment of school supplies for the camp schools.

**CELEBRATIONS**

The Africa Refugee Day is celebrated every year on June 20 in the refugee camps. As in the past, in 1999, this event and the school closing ceremony were organised by UNESCO-PEER, assisted by UNHCR and ONARS. It was a joint celebration for both camps. Pupils, parents school teachers and the refugee community attended the celebration. Songs, traditional dances, acrobatics and poems were performed by students and the refugee community.

At the end of the show, prizes were awarded to the three best students in each grade and to the first three students to win the competition in drawing, and essay writing in Somali and English. Various activities were conducted to make the day a very special one for the refugees in Holl Holl and Ali Adde camps.

*Bridge skills students pose during an exhibition showing clothes that they sewed.*
In February 1999, UNESCO-PEER received from UNHCR 1294 pairs of trousers and 1,250 sweaters for each camp school and distributed them to students.

UNESCO PEER received from Book Aid International (BAI) a shipment of 608 relevant books. These books serve as supplementary reading to the refugee students and teachers in Ali Adde and Holl Holl camp schools. English is the medium of instruction in the Bridge Class (a one-year programme covering Grades 7 & 8); the BAI textbooks covered such important subjects as English, Maths and Science. After PEER distributed the books at the beginning of October, students were very happy and stated that the books had improved their reading and facilitated their study. Moreover, they enjoyed reading the simple retold novels and other books, which they could easily understand. In addition, teachers love the books and use them as reference materials and for improving their knowledge of their own subjects. Since there are no libraries in the camps, PEER distributes the books in a two-week cycle; the books already read are collected and new books are distributed. Efforts are underway to put up reading rooms in both the camps.

As mentioned above, English is not used as the medium of instruction until the Bridge Course. Therefore, there is still need for more books for beginners, particularly, retold stories etc. and textbooks on English language teaching, teacher training in general, vocational education etc.

STATISTICS

School statistics as on December 31, 1999 are attached to this report.

Figure 1: Attendance by School and Gender

Note: The December total attendance was 2415 (Boys: 1486 Girls: 933)
Although its activities have been highly significant and made a positive contribution to the education sector in Burundi, PEER has experienced difficulties in raising the necessary funds for its education services. Recent months have seen a dramatic intensification of Burundi’s six-year-long civil war and the government’s response against rebel strikes has typically been the displacement of people into “regroupement” camps. This is objected to by the international community as a whole with the result that donors are readily approving new projects for Burundi. PEER still keeps trying to raise the necessary resources and resume operations in Burundi.

ACHIEVEMENTS

In the course of the year 1999, UNESCO-PEER Burundi has devoted its energies to the project 91 – 112 III PRA, which concerns non-formal Education.

The year began with the distribution of 3 books of reading and writing and 42 accompanying posters. These were reprints and 1,660 copies of each were printed and distributed; 1,860 copies of the Maths book were reprinted and distributed.

A course on Andragogy was developed and distributed to all the institutions dealing with the education of adults. A dozen copies of the same were set aside for the Secretary General of the National office of Catholic Education which takes care of the centres of alphabétisation Yaga-Mukama and the catechetical schools that train NFE teachers. As NFE teachers were feeling trained using the reprints, new NFE materials were being prepared. These new didactic materials are the result of several stages of work:

- On the spot studies to get to know of the problems posed the aspirations of the students and finalise a set of "themes g én érateurs"
- Workshops to present the drafts of the new manuals to the PEER partners and agents with a view to incorporating their criticism and feedback. A concrete outcome of this exercise was the recommendation to integrate maths in the manual for reading and writing, thus making it concrete and related to the developed themes.
- Field testing of the new manuals and posters in a dozen different centres of alphabétisation with a view to correcting errors and make improvements.
- The finalisation of the manuals and posters.

After the necessary corrections and improvements were made quotations were invited from four printing presses and the printing press offering the lowest cost quotation was selected. The press completed the printing and on December 3, 1999 PEER delivered to the Ministry of Education 15,000 student books for reading, writing and arithmetic and 2,000 copies of the Teacher Guide and 2,000 copies each of 24 posters.

204 NFE teachers (of whom a third were women) were trained in the 6 different regions. The training sessions attracted many volunteers and several NFE teachers came uninvited clearly indicating that the training was indeed a keenly felt need.

After having established that ignorance and poverty constitute the principal factors which hold back the development of the Burundese women, UNESCO-PEER decided to fight this ignorance by "formation" as well as "information", and help eradicate poverty by financing related revenue generating activities. In conformity with
the conditions of this financial assistance, the task of evaluation of activities of these groups of women was done from 10 to 13 August 1999. The evaluation team made up of the UNESCO-PEER Consultant and two representatives from the Ministry of Social Action and for the Promotion of Women, met the members of the groups at the locations of their projects. The latter presented a report of activities accomplished with the funding received. The meeting was followed by an on the spot visit where some tips were given for improving performance. This meeting was concluded with a courtesy visit to the local administration with a view to soliciting their support for the project.

Alongside activities of project 91 -112 III PRA, UNESCO-PEER has collaborated with the Norwegian Refugee Council in the implementation of a non-formal Education Programme.

The programme consisted of the following elements:

- The development of an accelerated programme of apprenticeship in reading, writing, maths, hygiene, family budget, civics, culture and environment.
- The translation and adaptation of the teacher guide, the original of which was in English.
- The production of teaching learning materials on the spot.
- The distribution of metal box containing teaching learning materials as a self-contained classroom.
- The training of 5 trainers and 50 NFE teachers.
- NFE offered to 2,000 young people and adults.
CIVIC EDUCATION

UNESCO

PEER
INTRODUCTION

The Civic Education Project for Peace and Good Governance continues to feature activities supporting the creation of a favourable public opinion and participation necessary for the development of a culture of peace, democracy and justice.

MAJOR ACHIEVEMENTS OF THE PROJECT

RADIO PROGRAMMES PRODUCTION

As shown in figure 1, the number of radio programmes produced has significantly increased over time. This significant increase of radio programmes was achieved due to the Somali radio team gaining a lot of skill and relevant experience. Also the project staff has demonstrated outstanding motivation and hard work. It should be acknowledged that the programmes have not only increased in quantity but the quality is also substantially improved. Feedback from the collaborating community groups and the broadcasting radio stations revealed that a noticeable improvement in the
quality of the radio programmes was recorded. During the reporting period, three production cycles were organised and 108 radio programmes of 54 soap opera and 54-radio magazine were produced.

QUARTERLY WORKSHOPS

During the reporting period, three quarterly workshops were conducted in Merka on 22-31 January 1999, in Bossaso on 23-30 May 1999 and in Hargeisa on 14-23 September 1999. These workshops aimed at strengthening, enhancing and facilitating the promotion of culture of peace, good governance, democracy and interaction among Somali communities. The quarterly workshop had three components, namely, a review of previous quarter's activities, planning for the coming quarter and a training component.

COMMUNITY GROUPS TRAINING WORKSHOPS

The Peace Resource Centres conducted community training workshops in two stages. During the reporting period, 18 stage one training workshops were conducted in the various PRCs, while over 360 stage two workshops were conducted by collaborating community groups' training of trainers. The training of community groups covers the themes of project principles, culture of peace, human rights, community and resource mobilisation, community participation, community information system, SWOT (Strengthen Weaknesses Opportunities and Threats) analysis, PRA (Participatory Action Research) tools, community radio and media pluralism, networking for development, data collection and interview techniques.

As shown in Figure 2, the beneficiaries of community groups training workshops have progressively increased overtime.

Figure 2: Community Groups training beneficiaries
HAAMA-DHAWR MAGAZINE

Nine Haama-dhawr magazine issues were produced in 1998 and distributed through the collaborating community groups.

Figure 3: Production and Distribution of Haama-dhawr Magazine
EXTERNAL EVALUATION OF PHASE ONE OF THE PROJECT

Two consultants carried out an external evaluation of the project. From visits to project areas in Somalia, and discussions with its various stakeholders, they found that the project has attained significant results in certain key areas:

- It has established broad geographical coverage of the country with Six Peace resource centres.
- It has a broad representation of a cross section of the Somali communities who move freely all over Somalia as peace promoters on the project staff.
- Community groups from all the regions participate in the periodic workshops organised by the project.
- The Somalis have taken ownership of the project, internalised its values and willingly contribute to its further penetration into communities, at their grassroots level.
- Gender equity is reflected in project personnel, community groups, volunteer peace promoters and participation in training programmes at a minimum level of 50%, which is an unusual phenomenon in Somali society.
- As a communications endeavour, the project has demonstrated its ability to bridge the gap between the mass media and the community.
- As a tool for social mobilisation, it has established rapport with the community and enabled constructive interaction among different levels and groupings of Somali society.
- As a tool for peace building, it has initiated the popularisation of a bottom-up approach and created an environment for the empowerment of women and other marginalised groups in Somali society. It has also enabled them to speak out boldly and make an impact on social issues such as the consumption of Khat and female genital mutilation.

PARTNERSHIPS

The project has attracted some more partners for future collaboration. Towards the end of 1999, EC Somalia Unit signed a six-month funding arrangement. Similarly, WFP has signed a partnership agreement with the project and provided a token funding contribution. Other donors and international agencies that have shown keen interest in collaborating with the project include the Italian Government, UNICEF Somalia, WHO and others.

As far as the visibility of the project is concerned, Africa Journal (Reuters) aired on KTN television a comprehensive coverage of the project. Similarly, SABC (South African Broadcasting Corporation) television aired a short feature story about the project. Again the BBC Somali Service and World Service broadcast at different occasions information about the project activities.

NETWORK OF BROADCASTERS

During 1999, the Civic Education project succeeded in bringing one more broadcasting station (Radio Djibouti) into the existing network of broadcasters. Presently therefore, the project's radio programmes are aired on four regional and local broadcasting stations, namely, KBC (Kenya Broadcasting Corporation), Radio Djibouti, Radio Hargeisa and Radio Galkaio. In addition, efforts have been made to interest other stronger signal radio stations such as the BBC Somali Service, Radio Voice of Peace and World Space. Negotiations are in progress.

RECOMMENDATIONS

- The network of community groups needs to be expanded and new PRCs established.
- Provide more training to the staff of the project as well as collaborating community groups.
- Expand and strengthen the network of partners.
ENVIRONMENTAL EDUCATION
ENVIRONMENTAL EDUCATION

INTRODUCTION

Since 1996, UNESCO PEER and UNHCR have collaborated in the establishment of a project focusing on Refugee and Returnee Environmental Education. It was created in response to the growing realisation that education should be an integral component of all environmentally oriented projects involving refugees.

In acknowledgement of the success of the project, it has now developed into a programme. The Refugee and Returnee Environmental Education Programme (RREEP) is currently involved in Environmental Education (EE) in refugee affected areas in countries including Kenya, Tanzania, Ethiopia, Sudan and Djibouti.

This year has witnessed the continued development of EE projects (in collaboration with UNHCR) in the countries of Kenya, Tanzania and Ethiopia. The projects have focused on both formal EE (at the school and adult literacy levels) and community awareness raising. In addition, the RREEP has developed projects that are to be implemented in Sudan and Djibouti in the coming year.

RREEP PROJECTS AT THE COUNTRY LEVEL

Following the successful implementation of the initial phase of the Kenya EE project (started in 1997), the project has now been strengthened and modified.

The year's activities saw the completion of the final editions of the education materials developed for primary schools (pupil books and teacher guides). The final editions were developed and modified as a result of the feedback from a one year trial period. The books are now available in English and Somali.

The delivery of the new materials was supported by a comprehensive training programme for teachers. A total of 90 teachers have been trained in the use of the materials. Over 8,000 pupil books and 600 teacher guides are now being used in both Kakuma and Dadaab refugee camps. It is envisaged that the number of books will be significantly increased next year. UNESCO PEER will continue to support the project, through the appointment of an EE focal point, who will be responsible for monitoring the project, and providing continuing support to the implementing agencies and staff.

Figure 1 Resource optimisation: A primary school in Dadaab (Kenya) using waste water for irrigation of the school garden

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This project began in 1998. The project focuses on the provision of EE in primary school teaching. The project developed pupil books and teacher guides that were designed specifically for the Ethiopian context. The design of the materials was the result of a collaborative effort between UNHCR, Ethiopian educational / refugee agencies, and UNESCO PEER.

During 1999, the materials were completed, and printed in Ethiopia. The materials are currently being used by both Sudanese and Somali refugees. They have been printed in both English and Somali. It is remarkable that this project has printed sufficient pupil books to allow each child to own one. It is expected that the messages contained in the materials will therefore extend beyond the confines of the school, to families, and the community.

UNESCO PEER will continue to support the development of the project by providing technical assistance and training.

An agreement was signed this year to reproduce the materials developed in Ethiopia for the Somali refugee children in Djibouti. This will be accompanied by training and additional technical support.

Following further discussions with UNHCR, it is possible that additional funding may be available to allow UNESCO PEER to translate the teacher guides (accompanying the pupil books) into Somali. This would greatly augment the project. It is envisaged that a decision regarding this matter will be reached early next year.

In addition, UNESCO PEER is likely to be involved in the development of an environmental awareness raising project in Djibouti in 2000.

Figure 2 Raising public awareness on water care and storage is essential for maintaining health in refugee communities
UNESCO PEER has been involved in a model environmental programme in Hawata (an UNHCR initiative), Sudan, for over a year. This involvement has now developed into a formal agreement between UNESCO PEER and UNHCR to develop an EE project that will focus on environmental awareness raising at the community level. The project is expected to be one of the largest projects for the coming year.

The project will involve the development of community awareness raising materials that will be utilised by community mobilisers and teachers. In maintaining UNESCO PEER's commitment to participatory development, the materials will be designed by a specifically established environmental task force (comprising of community mobilisers, teachers, government officials and representatives from relevant agencies).

It is envisaged that the materials developed during this project will serve as a blueprint for the development of awareness raising projects in other countries in the region.

Figure 3 The drastic effects of gully erosion can not only reduce land availability for cultivation, but also threaten settlements. This process can be improved through education.

This project began in 1998. It focused upon formal education and adult literacy. By 1999, some of the EE materials has been delivered and the relevant training had taken place. In 1999, UNESCO PEER continued to support the project through the provision of additional materials, training and technical support.

A comprehensive evaluation of the project is planned for early 2000, with the expectation that UNESCO PEER and UNHCR will develop a second agreement, facilitating the development of additional EE activities in the country.
GLOBE PROGRAMME

In 1996, an agreement was signed by the US government GLOBE Programme and UNHCR for the GLOBE programme to be introduced into refugee schools in Africa. The GLOBE programme focuses upon the provision of learning opportunities, relating to the environment, through practical, experimental activities. The collected data is entered into the GLOBE international database, where the pupils are able to share their discoveries with every school involved in the GLOBE programme world wide.

UNESCO PEER is the implementing partner for GLOBE in Kenya. During this year, UNESCO PEER has continued to develop the GLOBE programme, through the provision of monitoring equipment and training.

The programme was evaluated (externally) by UNESCO PEER in December. The findings of the evaluation report were encouraging, and it is envisaged that UNESCO PEER will act upon the findings, in order to improve and strengthen the programme in the future.

MONITORING AND EVALUATING EE PROJECTS

The RREEP is collaborating with UNHCR, Geneva to develop a comprehensive system of project monitoring and evaluation. The framework is intended to facilitate the monitoring of EE programmes for UNHCR Branch Offices worldwide.

The system will be developed using the Sudan EE project as a model. The effectiveness of the system will be assessed, and then piloted in EE projects in other countries.

A CRITICAL OVERVIEW OF THE ACTIVITIES OF RREEP

EE is intended to be a life-long process - As such, it is evident that the financial commitment to EE projects should reflect this. There is a need to incorporate EE into all environmental projects, and ensure that it is sufficiently resourced.

Environmental education projects should be pro-active - Environmental education should be included in the environmental management programmes of all refugee affected areas. In this manner, the provision of environmental awareness at the beginning of the establishment of a refugee camp facilitates environmental protection and the sustainable use of natural resources (thus having many positive socio-economic implications).

At present, environmental education is characteristically prioritised when refugee affected areas have become severely environmentally degraded, and the themes of the project are therefore reactive. Significant costs and hardship could be prevented if environmental education is considered an integral component of an environmental management programme.

The provision of sufficient materials is essential - As with any education, the availability of learning materials in the classroom is fundamental to the effectiveness of the project. Ideally, all pupils / participants should have access to learning materials.

EE projects require continued technical support - It is essential that a focal point is established to support an EE project at the field level. Experience suggests that projects experience limited success where such support is absent.

Regional programmes would be more cost-effective - Refugee camps in the region are often composed of peoples of the same nationality. Somali refugees, for instance, are located in Kenya and Ethiopia (among others). In such instances, the development of a regional programme would increase the effectiveness of all activities, since the beneficiaries share the same nationality and culture. The programme could then focus on refugees of a given nationality, and be applied to a number of host countries in the region.
COMMUNICATION

INTRODUCTION

In early 1999, it was decided that UNESCO PEER activities include a communication for Peace and Human Rights component. This was done due to the recognition that communication plays a critical role in the exacerbation of conflict in the Great Lakes Region (the most striking example is "Radio Mille Colline" in Rwanda) as it can equally play a vital role in the resolution of conflicts and the creation of a culture of peace. Consequently, as understanding was reached between CII Sector at UNESCO Headquarters and UNESCO PEER for the latter to play a back-up role for the media for peace and human rights activities in the Great Lakes Region, more particularly, in Burundi and Rwanda, with possible extension to other countries such as the DRC and Sudan.

In March 1999, a Programme Co-ordinator was recruited in order to provide back-up in terms of technical advisory assistance to the UNESCO offices in Bujumbura and Kigali in terms of consolidating on going projects, such as the "Maison de la Presse" in both capitals and the inauguration of new activities.

The following is an account of activities undertaken during the year 1999.

BURUNDI - TOWARDS A HIGHER DEGREE OF PROFESSIONALISM IN THE MEDIA

In 1999, UNESCO-PEER carried out for the Government of Burundi a study on "The Starting of a School of Journalism and Audio-Visual Communication". This project, which became feasible thanks to financial support from the UNDP in Burundi, is intended to help reinforce human resources in the country's communication sector.

A Profession that needs Strengthening

A number of factors have increased the need for media human resources in the country, for example, Burundi's engagement in the peace and democratization process, the role of the press in the development of the country and the growing impact of communication in the world. All this call for capacity building as far as human resources at the national level.

Professional Training

The priority of the Ministry of Communication and the tendency inside the University is to provide more autonomy to specialised professional training. This means that a faculty institute is to be established. To start with, this institute will be attached to the University, but later, as it becomes more autonomous, it will integrate all the departments that constitute it.

It is within the framework of the follow-up of this decision that an Inter-Ministerial Commission was set up on January 6, 1999, to run the future institute. This commission is presided over by the Dean of the Faculty of Arts and Humanities at the University of Burundi. Its Vice-President is the Chief of Cabinet of the Minister of Communication.

The above mentioned commission and the government have clearly seen the need (a) for profiting from the experiences of other universities having a structure for the training of journalists, communicators and artistic and technical personnel through contact or study visits and exchange of information, experience and skills and (b) for conducting a feasibility study for the starting of a school of Journalism and Audio-Visual Communication in Burundi University.

RWANDA: THE MEMBERS OF PARLIAMENT COMMUNICATE

In 1999, UNESCO-PEER assisted the Rwandan National Assembly in strengthening its capacity towards promoting good governance and democracy. This project was financed by UNDP/Rwanda.

The Transitional National Assembly of Rwanda was established just after the genocide in 1994. It draws its origins from the Arusha Peace Accords signed in August 1993.

The Assembly presently consists of 70 MPs representing 8 different political parties. The MPs are elected for a period of 5 years. These MPs again elect the members of the National Assembly's Commission, who have to represent three different political parties according to the Arusha Peace Accords.
In addition to having completed a quantitative and qualitative survey of the relevant centres and assessed the public need for information emanating from the National Assembly, UNESCO-PEER has produced several practical documents for the Rwandan MPs:

1. A communication strategy between the MPs and the public
2. An activity plan for communication for the MPs
3. Communication mechanisms with the public, definition of messages and periodicity of interventions in the field (i.e., in the National Assembly)
4. Quality improvement of the monthly journal of the Assembly, and a quality assurance of the contents of Rwandan radio and TV programmes covering the activities of the National Assembly.
5. Conception of the message content of speeches, interviews and public meetings.

The training of both the bureau of the Parliament and the communication staff of this institution has been successfully undertaken.

STEPS TAKEN TO EMPOWER THE CITIZENS WITH PARTICIPATION AND DECISION MAKING ABILITIES

The recommendations presented to the Bureau of the National Assembly to facilitate the communication with the public have the following features:

1. Training of MPs in certain modules of communication, such as negotiation, the public meetings, political communication etc.
2. Reorganisation and restructuring of communication department at the National Assembly.
3. Training of staff of the communication department in the creation, animation and administration of a press organ.
4. Training of the staff of the communication department of radio and TV programme production.

THE PRESS HOUSES

PEER continues to assist the Press Houses in Rwanda and Burundi.
CULTURE OF PEACE
One of the major mandates and objectives of UNESCO PEER is the operationalisation of the culture of peace concept. As a matter of fact, Culture of Peace has often been criticised for its inability to move from concept to the concretisation of the concept and to palpable and concrete actions. Hence the importance of the role played by PEER in adopting the Culture of Peace concepts to the Great Lakes and the Horn of Africa. The whole gamut of activities presented in this report: Education for Emergencies, Civic Education, Peace Education, Environmental Education, and Communication for Peace have been conceived and attuned to the objective of the creation of culture of peace in the societies and countries of the region affected by war, social and political conflict and genocide.

In addition to some country specific actions in Burundi, Somalia, Rwanda and Sudan, PEER promoted actively during 1998 and 1999 the regional approach to the resolution of conflicts in the Great Lakes Region and the Horn of Africa. This approach has been proven to be the only valid approach bearing in mind that all conflicts in the region are intertwined: from the Congo DRC, to Burundi, to Uganda, to Southern Sudan, to Somalia, to Ethiopia and Eritrea- all these conflicts are interconnected in one way or another.

Another important point is that UNESCO's role is being increasingly recognised in the resolution of conflicts, more specifically in the promotion of a better understanding of the root causes of conflicts and in confidence-building, in addition to the fact that the ethical or religious aspects of most of the conflicts make it essential for UNESCO to intervene in order to address some of the most complex human, historical and psychological factors of conflict and to seek to address them through the organisation of dialogue around them, and consequently, the conception and implementation of projects and initiatives which address these factors and seek to eradicate the root causes of conflict in the medium and long terms.

Thus during the year 1999 PEER implemented a number of initiatives on the regional approach to conflict resolution in the Great Lakes Region and in the Horn of Africa; the constitution of the Culture of Peace Network (CPN) in Kenya and at the Regional level; the history of Burundi; Education and culture of peace in the Sudan; Sudan in the new millennium.

PEER also continued to monitor the conflict situation in the two regions and to co-ordinate with the office of the special representation of the UN secretary General for the Great Lakes, OCHA Regional Office of the Great Lakes and the office of the UN Secretary General for Somalia, as well as with the Government of Djibouti in relation to the resolution of the conflict in Somalia and the preparation of the Regional Festival of music for Culture of Peace in the Horn of Africa dedicated for Somalia (FESTHORN).

PEER also continued to represent UNESCO at the Arusha Burundi peace talks, and in the meetings of the IGAD partners’ forum and IGAD standing committee for Somalia.
CULTURE OF PEACE

THE SITUATION IN THE HORN OF AFRICA AND IN THE GREAT LAKES REGION

Since 1990, the political situation has gradually deteriorated in the Great Lakes Region, especially in Rwanda and Burundi. The conflicts can only be solved through a change of mentalities. As UNESCO’s Constitutional Charter puts it: “Wars begin in the minds of men and it is in the minds of men the defences of peace must be built.”

The UN has declared the year 2000 the International Year of the Culture of Peace and the first Decade of 21st Century has been declared the Decade of the Culture of Peace.

A NETWORK OF CULTURE OF PEACE IN EAST AND CENTRAL AFRICA

The beginning of 1999 saw the launching of a Culture of Peace Network under the auspices of UNESCO PEER. Nearly 80 organisations working with problems of conflict resolution through peaceful dialogue were invited and others are still joining the Network. The CPN members meet every two months in the UNESCO Conference Room, Gigiri, Nairobi, to share their aspirations, to exchange ideas and to join hands in their common endeavours.

THE STRUCTURE OF THE CPN

During 1999, in addition to the already mentioned Plenary meetings, PEER has organised Consultative meetings in order to arrive at a common vision of the member organisations regarding the network and the specific action plans of each organisation.

The member organisations were invited to constitute themselves into basic working groups. There are now four such groups in operation, representing themes such as Diversity, Peace and Reconstruction, Youth, Sustainable Peace and Development.

The network is also aware of the necessity to create a permanent secretariat in which the members should be directly involved. This office of Secretariat is held on a rotational basis for a proposed period of 3 to 6 months each. The organisation, which takes on the responsibility, works in close collaboration and with the necessary support from UNESCO-PEER.

In order to help the Secretariat adopt a more dynamic and efficient way of working, five taskforces have been formed and will be meeting regularly. They will focus attention on Capacity Building, Resource Mobilisation, Information, Research and Dissemination.

Activities for the year 2000

Publication of a newsletter is among the activities planned for 2000.

Future Perspectives

The CPN would like to be a flexible organisation supporting the members’ activities. Its structure is still evolving, being in its initial phase. The future lines of action will gradually become clearer, especially with the establishment of a permanent secretariat at a more accessible location than the present UNESCO office complex in Gigiri.

The financing plan for the CPN activities in the Horn of Africa and the Great Lakes Region is based on a common presentation of three projects directed at:

- Reinforcing the work capacity of its members
- Establishing a similar network in the other countries of the region
- Realising certain projects in common

A study of the attendance at various activities reveals that more than 30 member organisations are actually involved in CPN activities. This active nucleus will certainly be fruitful in action considering the activities already undertaken and planned for 2000.
GREAT LAKES: FROM REFLECTION TO ACTION

Within the framework of its regional mandate of Peace Culture, UNESCO-PEER and the Nyerere Foundation organised a conference on the fundamental reasons for conflicts in the Great Lakes Region, and possible ways and means of their resolution.

This conference 'A Regional Approach to the Management and Transformation of the Conflicts in the GLR' took place at the UN Complex in Nairobi on April 29 and 30, 1999.

The themes discussed at the conference included the following:

   Under this theme, the debate dealt with issues such as the root causes of conflict in the region. This included the historical, socio-cultural, political, economic factors as well as issues pertaining to ethnic minorities, refugees, the region's economic resources and traditional migrations across borders.

2. "Towards New Forms of Security for All", presented by Professor Elikia M'bokolo. The countries, individually and collectively, need security, in many ways, especially when it comes to sovereignty, their borders or the protection from rebel attacks across these borders. But this should not contradict "human security".
   As far as the populations are concerned, they have the right to enjoy freedom, basic human rights, citizenship (from which stems their participation in political life) equal distribution of resources, access to the labour market, education, health services, etc.

3. "Towards Regional Co-operation and Integration", presented by Dr Joseph Batiku.
   The regional solution being the corollary of national initiatives, the theme touched on the issues of regional integration conceived on a basis of mutual agreement and on benefits shared without constraint or coercion.
   The participants discussed topics as varied as political, economic and socio-cultural co-operation. Moreover, the groups came up with ideas on the free movement of goods and people, common initiatives from the business community or from the grassroots.

The Great Lakes Forum: The participants agreed unanimously to establish a think-tank with the following objectives:

1. Promote new ideas and a new approach in order to reach a resolution of the problems.
2. Establish a consensus among the intellectuals, researchers, university personnel, media professionals, as well as creating the basis for a common attitude and understanding among them.
3. Advise the authorities of the region on ways and means to address the most urgent issues.
4. Establish an intellectual basis in order to promote the Culture of Peace in the region.
5. Open up to other people/organisations interested in the issues of the GLR.

MECHANISMS

- Put in place a regional network of NGOs and communities at grassroots level.
- Establish relations between existing networks and institutions, especially university networks in the region.

MODALITIES

Conduct operational research on specific topics such as:

- advocacy
- documentation, information, dissemination
- advisory services
- co-ordination
- formulation of projects
- mobilisation of resources
HORN OF AFRICA FORUM

A document on "a Regional Approach to conflict Resolution in the Horn of Africa" was written by Professor Hizkias Assefa upon request by PEER. The document was shared by the member states of IGAD Secretariat and a think-tank was set up from some of the IGAD countries ambassadors in Nairobi, UN agencies and intellectuals from the region. The document and the process underlined that the regional approach is the only usable one for the medium term and long term resolution of conflict in the Horn of Africa Region.

IGAD Secretariat expressed the wish to work with UNESCO PEER on this project and the discussions are on-going in order to identify modalities of cooperation.

HISTORY OF BURUNDI

"Mobilise the academic community of historians through UNESCO in order to assist the Burundians in writing the history of their country."


"It is not a question of deciding who was right or who was wrong. It is now a question for the Burundians to collectively came to terms with their past in order to achieve durable peace and reconciliation. It is with this idea in mind that the history of Burundi should be written."

(Nureldin Satti. UNESCO-PEER)

From June 21 to 22, 1999 a conference was convened at Gigiri, Nairobi, by UNESCO-PEER, with the participation of a number of historians and researchers from Burundi and other countries. Present were also facilitators from the inter-Burundian talks in Arusha and ambassadors from Switzerland, Poland and Kenya. The title of the conference was: The History of Burundi: Research, Pedagogy and Dissemination.

In order to arrive at a coherent methodology when writing the history of Burundi, the following three themes were presented:

1. The present level of knowledge for the writing of the history of Burundi
2. Perspectives and ways for further research
3. Methodology and dissemination

ACTION PLAN 1999-2002: FOR PRODUCING A BOOK ON THE GENERAL HISTORY OF BURUNDI AS WELL AS HISTORY TEXTBOOKS INTENDED FOR PRIMARY AND SECONDARY EDUCATION

The action plan involves the following:

- An appeal to the participants at the conference "Building the Future of Burundi" organised by UNESCO 26-28/9 1997 to write the History of Burundi with the view to promoting peace in the country.
- The appeal launched by the participants to provide adequate learning material in History for primary and secondary education.
- Take into account the need to improve people's knowledge of the history of their country through the distribution of textbooks and other books intended for schools and the Burundian people in general.
- Assess the general quality of Burundian history books and to identify the gaps which would necessitate research in more depth.

The recommendations by the conference of experts on "The History of Burundi, Research, Pedagogy and Diffusion" convened at Gigiri, Nairobi, from June 21-22, 1999 under the aegis of UNESCO Nairobi, were as follows:

- the adoption of an action plan to write the History of Burundi and books intended for primary and secondary education.
- The books should also serve as reference books for the general public.
• The French version of these books should constitute the basis for adaptations to other languages according to the needs, especially Kirundi, Kiswahili and English.
• Considering the complexity of the history of Burundi and the issues that it raises, it seems to be necessary to structure the implementation of the action plan into various phases:

**PHASE 1** (1999-2001) Collection of as much documentation and information on the general history of Burundi as possible, especially related to periods and issues that tend to arouse controversy or have not been considered at all. This collection of information will comprise the translation of material from various sources, which implies travelling inside the country as well as outside.

This information will allow for the establishment of pedagogical dossiers that shall provide material for the authors of these books. A week of 'initiation' will be arranged for the teachers in secondary education in order to train them for the task ahead and an 'Association of History Teachers' will be set up.

At the same time, a survey will be undertaken to assess the knowledge and perceptions of students in primary, and secondary regarding the history of their country.

**PHASE 1** will end with an evaluation meeting at which the teachers in primary and secondary will participate, together with the researchers involved in the project.

**PHASE 2** is for compiling and drafting the books, and translation and adaptations.

In order to implement the action plan, the Conference established a scientific committee, composed of the following experts:
- Carbone Carlo
- Chretien Jean-Pierre
- Gahama Joseph
- M'Bokolo Emile
- Ngarambe Paul
- Nsabimana Tharcisse
- Nsanze Augustin
- Ntamobwa Antoine
- Thibon Christian
- Trouwborst Albert
- Wagner Michele

Other experts may later join the committee.

The scientific committee's main mission will be:

The conception, co-ordination and distribution of tasks and the follow-up of the action plan.

The scientific committee will be appointed to assist the teams of professional historians.

The committee will work in close co-operation with the universities and the research centres of the Great Lakes Region.

The participants have appealed to UNESCO to see to it that it keeps its contact with the universities, the research centres and the donors in order to mobilise the necessary human, technical and financial resources so that the plan of action can be carried out.
SUDAN: SHARING THE EXPERIENCE OF PEACE BUILDING

Under the chairmanship of his Excellency Hamid Mohammed Ali Torain, Minister of General Education and Chairman of the UNESCO National Commission for Sudan, delegates from Burundi, the Central African Republic, Chad, the Democratic Republic of Congo, Djibouti, Kenya, Somalia, Sudan and Uganda assisted the Sudanese National Commission for UNESCO during the Regional Seminar on 'THE ROLE OF THE CULTURE OF PEACE IN POST-CONFLICT REHABILITATION' which took place in Khartoum in September 5 to 7, 1999, with the view to paving the way for peace in Africa through the following:

a. To develop public awareness to internalise the importance of culture of peace
b. To promote the concepts of the advantages of cultural, ethnic, linguistic and religious diversity, which is a vital source of a nation's unity and strength and an asset to the development of its civilisation.
c. To mobilise partners at national, regional and international levels towards a better and more co-ordinated effort in spreading the message of culture and peace and develop more efficient ways of handling armed conflicts and civil wars.
d. To share information and develop an understanding of current research as well as exchanging experiences in the field of culture of peace and conflict resolution among participating countries and agencies working in this field.
e. To contribute to promoting favourable conditions conducive to sustained peace building through effective implementation of programmes and activities at various levels.
f. To develop appropriate education systems and the provision for adequate and relevant training in human rights, tolerance, democracy and co-existence.

Various topics were covered on the following themes:

- RELIGION
- COMMUNICATION
- EDUCATION
- RELIEF
- GENDER
- DIVERSITY GOVERNANCE
- CONFLICT RESOLUTION AT THE REGIONAL LEVEL.

SUDAN IN THE NEW MILLENIUM

A number of intellectuals from the Sudan, North and South, were contacted by PEER in order to organise brainstorming sessions on the theme of "Sudan in the new millennium". The result was a project document drafted by PEER and adopted by the group of intellectuals. The main feature of the document is a vision for Sudan in the new millennium and the practical modalities of making this vision come true. The next step will be the mobilisation of resources and support to the initiative from the civil society groups inside and outside Sudan.
FESTHORN

FESTHORN is a regional festival for Culture of Peace in the Horn of Africa. It will bring together artistes and singers from the IGAD member states of Djibouti, Ethiopia, Eritrea, Kenya, Uganda, Somalia, Sudan and one other country belonging to the Red Sea region culturally—Yemen. Artistes representing these countries will be musicians and singers who are famous and popular in their respective countries and, if possible, in the region at large, and who are committed to the promotion of the culture of peace. For financial and organisational reasons, the number of artistes from each country is limited to 10 plus two accompanying persons.

As this Festival is dedicated to Somalia, this country will be represented by a bigger “artistic delegation”. This delegation should reflect not only the artistic diversity of Somalia but also the diversity of its population. This concern for equity of representation is essential for cohesion purposes and for credibility and success of the Festival.

The Festival will provide an opportunity to the artistes and singers of the region to express their solidarity with the peoples of the region in general and the Somali people in particular. This Festival will be the first real mobilisation, following the "Band-Aid" formula, by the artistes and singers of the region in favour of one of the countries of the region.

The festival is expected to realise the following:

• Provide the opportunity and a forum to the artistes of the sub-region to express their solidarity with and support for their Somali brothers, and to launch an appeal in favour of peace and reconciliation in Somalia.
• Provide a forum for exchange of views, dialogue and cooperation between artistes and producers in the Horn of Africa.
• Mobilise the artistes of the sub-region and the public in the struggle against the root causes of war (prejudice, intolerance, exclusion, injustice, etc) and endeavour for the creation of a culture of peace in the region.
• Bring together and mobilise Somali artistes with a view to an effective and more organized participation in the process of reconciliation and return of peace to their country.
• Sensitise the people of the sub-region on their socio cultural affinities, their common destiny and the necessity of peace for their development and future integration. This will be done through the dissemination of audio-visual material on the Festival.

There will be a forum that will perform the following activities:

a. a workshop on the possibilities of mobilising Somali artistes and intellectuals and to identify their potential role in the process of reconciliation
b. a seminar on the experience of Somali women in peace building and their role in the process of national reconciliation
c. A congress of the Somali section of the Pen-Club which will bring together Somali writers and the theme of which will be the role of literature and intellectual production in peace building and national reconciliation. This activity may be incorporated into activity (a).

UNESCO PEER has been following this initiative with the Djibouti Government since early 1998 and the following are the contributions made:

• Djibouti Government approached UNESCO PEER for funding and the latter shared the request with its partners
• UNESCO assisted Djibouti Government in preparing a project document and submitted to the Italian Government which pledged USD 200,000 towards the festival.
• UNESCO PEER will contribute US$ 25,000 to the project and give technical support.
• Officials from UNESCO PEER have undertaken a number of missions to Djibouti and provided the preparatory committee with suggestions on technical, practical and financial aspects of FESTHORN implementation.

The latest budget figure submitted by the organizing committee indicates that the cost of the festival will be around $410,000 and a rough estimate of the costs of the forum is around $450,000. This makes the global budget of both the festival and the forum approximately around $850,000.

The festival is planned tentatively to take place in May 2000.
PROGRAMME ADMINISTRATION AND PERSONNEL

In September 1999, the Administrative Officer of UNESCO PEER, (AO/PEER) undertook a mission to UNESCO Headquarters in Paris for the Field Office AO's initial briefing with the various departments. This proved to be very useful and greatly helped in reinforcing the contact between PEER and the Headquarters. In the last year PEER has enjoyed tremendous support from Headquarters.

During the past year, PEER witnessed some changes in its staffing.

Welcome to PEER

- Mr. Chris Taylor joined UNESCO PEER from the UK to be the Programme Coordinator of the Refugee and Returnee Environmental Education Programme (RREEP).
- Mr. George Kolathuchira John joined PEER to work on its education projects.
- Ms. Leena Darlington joined the Civic Education project as Administrative Assistant in July 1999.
- Mr. Terje Hope, seconded by the Norwegian Refugee Council joined PEER to coordinate the Great Lakes and Horn of Africa Peace Initiatives, and work on the Culture of Peace Programme.
- Mr. Henry Ndede joined PEER as the Education Adviser in Garowe.

Goodbye from PEER

- Ms. Kerstin Holst, Programme Officer left PEER for UNESCO Liaison Office in Geneva.
- Ms. Taslima Siddiqua, former UNV attached to PEER, joined UNCHS in Nairobi.
- Ms. Nina Maung, a Consultant hired to coordinate the environment and peace education activities returned to New York in July 1999.
- Mr. John Ekaju, who worked on the education programme, left to pursue his Masters at the University of Glasgow.

Despite the changes, PEER has remained focused on its goals and objectives and has managed to reach a number of these goals in terms of projects completed and approved by respective donors.

In the 1998-1999 Biennium, PEER raised over $3 million from donors, such as the European Commission, UNDP Somalia, Norwegian Refugee Council, and UNHCR, and submitted a number of proposals for additional projects to various donors.

Four on-going projects were extended beyond 1999, namely, the Civic Education project, the Rehabilitation of Education Sector in Nugal, the Djibouti Refugee Education project and the Refugee and Returnee Environmental Education Programme.

In the last two years PEER's projects have been successfully implemented in their own fields and have in most cases strengthened ties with the beneficiaries of the projects, and other UN agencies and NGOs.

In the new Biennium of 2000-2001, PEER has already raised over $3 million for extra-budgetary projects and is actively involved in mobilising additional funds, increasing its activities within UNESCO's mandate, more specifically in the areas of education, development and the culture of peace.
PEER TEAM BY DUTY STATION

NAIROBI REGIONAL PROGRAMME CENTRE

SATTI, Nureldin
DEVADOSS, Mudiappasamy
HOLST, Kerstin
MPONDO-EPO, Bruno
BHANANDARI, Archan
ABUKAR, Nasra Aweis
ADEN, Farah Roble
BUYU, Valerie
DARLINGTON, Leena
EKAJU, John
GACHIE, Jean
HERSI, Said Warsame
INGLIS, Liesl
KAGUAI, Janice
KIPRUTO, Frederick
KOLATHUCIRA George John
MONARI, Frederick
MUDEY, Muktar Bashir
MUNGASI, Jefferson
MUSEMBI, Samuel
MUTISYA, Jane
NYIRAHABIMANA, Valerie
ODHIAAMBO, Enok
TAYLOR, Chris
UDOGWU, Ada

BELETWEYNE
HUNDUBEY, Mohamed Ahmed

BOSASSO
DAHIR, Burhan Ahmed
OSMAN, Deko Abdi

BUJUMBURA
ATHANASE Ngaruko
BAZUBWABO Louis
EUGENE Ndayamaze
HAKIZIMANA Telephore
LOUIS Bazubwabo
NDAYAZAME Eugenie
NGARUKO Athanase
TELEPHORE Hakizimana

DJIBOUTI
ABDOURAHMAN Dayib
DAOUD, Said M.
MOHAMED, Fatuma
SALAH Dhihad

MOGADISHU
ABDULAIHI, Hussein Mohamed
ADOW, Ali Araye
AMIN, Abdi Mohamed
DAHIR, Ali Du'ale
DIRIE, Abdullahi Hussein
FARAH, Hussein Toho
GA'AL, Abdullahi Mohamed
HAI DAR, Osman Sheikh
HUS SEIN, Said Ahmed
IBRAHIM, Abdullahi Abdirahman
ISAK, Abdisalam Yasin
JEYLANI, Ibrahim SABRIYE, Hawa
KULMIYE, Mulubo Yusuf
MOHAMED, Abdi Mohammad
MOHAMED, Mohamoud Sido
ROBLE, Mohamed Abdi
SHEEGOW, Abdullahi Mohamed
WEHLIYE, Amina Muuse

GAROWE
ADAN, Mohamoud Haji
ALI, Hasan Hashi
ELMI, Mohamoud Dirie
FARAH, Abdirahman Mohamed
HAWA Jama Abshir
HERSI, Aidrous Haji
HERSI, Bashir Jama
HUSSEIN, Khadra Mohamed
ISMAIL, Mariam Ali
JAMA, Abdullahi Hersi
MCCAFFREY, Francis
MO'ALLIN, Adan Mohamed
MOHAMED, Abdiweli Nor
MOHMoud, Abdisatala Mursal
NDEDE, Henry O.
ODAY, Mohamed Ahmed
WAIS, Abdullahi Osman

HARGEISA
AHMED, Suleiman daoud
ELMI, Mustafe Suleiman
HASSAN, Leyla Mohamed
HUSSEIN, Rashid I.
HUSSEIN, Faiza Ali
ISMAIL, Fosia Mohammed
JAMA, Abdi Ibrahim
KHALIF, Yahye Aideed
ROBLE, Hussein Jama

Note: This includes fixed-term staff and short-term as well as long-term SSA contractors.
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<td>UNHCR - Tanzania</td>
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<td>UNHCR - Geneva</td>
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<td>539 SOM 13</td>
<td>Rehabilitation of Education Sector in Nugal Region</td>
<td>EC Somalia</td>
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<td><strong>TOTAL EXTRA-BUDGETARY PROJECTS</strong></td>
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<td><strong>TOTAL REGULAR PROGRAMME FUNDS</strong></td>
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<td><strong>GRAND TOTAL</strong></td>
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PEER PUBLICATIONS AND REPORTS

PUBLICATIONS

Grades 1 to 4 textbooks and teacher guides in print (48 titles)
Somali language, Maths, Science, Health Education, Arabic language and Islamic Studies

Grade 5: Textbooks in print (5 titles)
Somali language, Arabic language, Science, Maths and Islamic Studies

Grade 5: Teacher guides ready to print (5 titles):
Somali language, Arabic language, Science, Maths and Islamic Studies


English language
Books 1 and 2 (for Somalia; 2 titles in print)

• Peace Education
  Peace Education Package for Somalia (PEPES in Somali with songs, stories, activities, games etc.) English and Arabic versions available.

• Environmental Education (formal)
  Grades 5 to 8: Environmental Education textbooks and teacher guides ready to print (8 titles) 1980s CDC material recovered and completed. PEER is now generating the following as part of a PEER-UNHCR regional project:

  1. Pupil booklets and teachers guides - Primary grades 1-8 (24 titles - English and Somali versions of books developed for Ethiopia). Further translations planned.
  2. Pupil booklets and teachers guides - Primary grades 1-6 (16 titles - English and Somali versions of books developed for Kenya)
  3. Pupil booklets - Primary grades 1-5 (10 titles - Kirundi and French) and Teacher guides (5 titles - French only)
  4. Teacher-training- manual (technical information) for Tanzania (in French)

• Environmental Education (non-formal)
  UDHR (Universal Declaration of Human Rights): Ten posters relating UDHR to 10 different environmental messages in English.

Kirundi non-formal booklets (adult literacy) developed for Tanzania

Adult literacy materials in Somali
Seven booklets and two teacher guides

Adult literacy materials in Kirundi
Kwiga Ni Uguhozako (Teacher Guide)
Kwiga Ni Uguhozako (Pupil book)
Non formal education Posters in Kirundi (24)

Booklets and other materials in Somali

1. SOMOLU (Somali Open Learning Unit) in-service teacher training, Units A, B, C & D (Each unit consists of ten lessons/assignments)
2. Be a Better Teacher (BAbT) in-service teacher training. Four Books A, B, C and D (a total of 40 Units). The English original and Somali translation of this work are available.
3. Mine Awareness kit
4. Mine Awareness low-cost video
5. Peace campaign low-cost video
6. Health Education Series
Booklets

Cholera Awareness
A World Without Polio
HIV/AIDS and Other Sexually Transmitted Diseases

Charts

Sexually Transmitted Diseases
Acute Respiratory Infections
Diarrhoea

REPORTS AND PROPOSALS

Reports:

1. A report of the Learner Assessment and Certification (LAC) Workshop, Mombasa
2. Assessment and Certification for People in Difficult Circumstances (the position paper)
3. Narrative report on the Rehabilitation of Education Sector, Nugal Region, Somalia
4. A baseline survey conducted on the existing Technical and Vocational training centres in Somalia
5. Quarterly report of RREEP (I)
6. Quarterly report of RREEP (II)
7. Ethiopia formal EE project final report
8. Quarterly report of RREEP (III)
9. Annual report of RREEP
10. Tanzania formal and non-formal EE project final report
11. Kenya formal EE (phase II) final report

Concept Papers

1. Regional Approach to the Management and Transformation of Conflict in the Great Lakes Region
2. Forum de la Région des Grands Lacs: De la Paix des Etats à la Paix des Communautés
3. Approche Régionale à la Gestion et à la Transformation des Conflicts dans la Région des Grands Lacs
4. UNESCO Great Lakes Region Culture of Peace Initiative

Proposals:

1. Support to Non-Formal Education in Burundi
2. Institutional Development for Educating Adolescents in Somalia (IDEAS)
3. Technical and Vocational Education for Somalia
4. Regional Conference on Education for Emergencies in Eastern and Central Africa and the Horn of Africa
5. Djibouti formal EE project
6. Sudan environmental awareness raising project