|  |  |
| --- | --- |
| **C:\WORD\DOC\UNESCO.TIF** | **United Nations Educational, Scientific and Cultural Organization**  **Organisation des Nations Unies pour l'éducation, la science et la culture** |

**PBF/LBR/A-2 (MDTF1 : 00066676)**

**Project Final Report**

**Project Title: Peace Human Right and Citizenship Education**

**Project Code: 235LIR1000**

**Reporting Period: November 2008 – September** **2010**

1. **Summary and Background**

The Peace Human Right and Citizenship Education Project (PEHCED for short), is a project under the Peace Building funds that speaks to the need of the Liberian society as movement towards greater respect for the rights of citizens and a new way of handling tensions and disputes with the view to preventing conflict escalation into organized violence. The youth have been identified as the major factor that must be addressed in order to prevent conflict resurgence in Liberia as has the relationship between the state and its citizens. This project partially addressed both of these conflict factors by imbuing long-lasting attitudinal and behavioral change in school-going children and youth that had been accustomed to using violent approaches to resolving their problems.

One aspect of the threat to peace posed by Liberian youth is a pervasive emphasis on violence as part of young people’s interactions with each other and society at large. During the war, the children and youth were exposed to extreme violence, including sexual and gender-based violence, sexual exploitation, separation from families, etc. This has led to extremely high levels of violence among young people in the country. Many young people were abused, and denied the most stable interactional environment and processes necessary for normal and effective growth, psychological development and maturation into responsible young adults throughout the period of the conflict. Many of them, through sustained reinforcements, have become conditioned to behave in ways that are dysfunctional and maladaptive. While young peoples’ violent behavior is generally understood as a direct consequence of bringing them up in an environment full of conflict, even with the end of widespread armed conflict, there continues to be violent tendencies among young people. Manifestations of a “culture of violence” among Liberian youth include:

* Violent resolution of disputes
* Violence in schools
* Violence as an expression of dissent and lack of self-control
* Disregard for the basic rights of others and rule of law
* Frequent physical confrontation
* Sexual and gender-based violence

The Peace, Human Rights, and Citizenship Education project implemented through a strategically designed pattern from training of master trainers to training of teachers and subsequently teaching students through class lectures by teachers in their various schools served as an institutionalized mechanism by which students were taught the importance of non-violent conflict resolution, basic human rights and their associated responsibilities, as well as the importance of national unity. Any education on these subjects that the students received was only on a pilot basis, as it has now been integrated into the national curriculum of the Ministry of Education to be taught in all public schools nationwide. The project was coordinated by the Ministry of Education through its focal point named “National Coordinator for Peace, Human Rights and Citizenship Education”. The project was administered by UNESCO under the direct supervision of the Monrovia Antenna Office.

The implementation of the project also included a two-week training of trainers workshops in ***“Liberian Indigenous Textiles”*** which combined instructions in their cultural purposes as well as techniques of production***.***. The focus was the training of 36 master trainers who would introduce and work with young people in the three pilot counties of Grand Gedeh, Nimba and Lofa counties, to acquire vocational skills in the development of cultural textile items as one of the major means of disabusing their minds of violence, and engaging them meaningfully in recognizing and perpetuating their own Liberian cultural textile heritage and providing them with useful skills for developing livelihoods from cotton farming, production of cotton threads for the weaving of Liberia’s cultural textile, the country cloth; dyeing threads and cloths from locally produced natural dyes, quilting, and utilizing the abundance of raffia fibers produced from the palm trees in utilitarian products. These occupations rely on sustainable and renewable natural resources which are eco-friendly. About one third of the trainers had returned to Liberia as refugees, from Guinea, Cote d’Ivoire, and Sierra Leone. The skills training activities will be integrated into the TVET curriculum and taught at vocational training centers beginning at the Liberian Opportunities and Industrial Center ):LOIC) located in Monrovia and the Zwedru Multilateral High School in Grand Gedeh County.

The main Outcome of this project can be aligned with the peace building needs described in the government’s poverty reduction strategy (PRS), and responds to the priority interventions in Pillar 1 (peace and security) and pillar 3 (Governance and Rule of Law). In its plan to acquire quality education, the Government recognizes the need to build the capacity of teachers through organized trainings and equipping them with resources to facilitate teaching and learning activities in school.

Major outcomes of the project are as follow:

* Its contribution to previously identified national priorities. The MoE identified peace education as an important component of consolidating peace in Liberia after the Comprehensive Peace Agreement was signed in Accra, Ghana in 2003, thereby establishing it as a national priority.
* It addresses a number of the factors listed in the Poverty Reduction Strategy as necessary to take into consideration in policy formulation.
* It attempted to facilitate the transition and inclusion of refugee children returning to Liberia and their integration into their new communities by teaching their peers to accept and welcome them.
* Child ex-combatants enrolled in school learned how to control their anger and express dissent non-violently.
* It taught studentshow to live together peacefully and increase social capital amongst this age group by rebuilding trust and social ties within communities, especially through teaching respect for human rights and non-violent conflict resolution.
* In addition, the project contributed to the stated goals of the Education for All National Action Plan by improving the overall quality of basic education through training teachers in participatory methodology, teaching life skills and eliminating gender disparity by making the classroom a more peaceful environment.
* The training of Liberian indigenous textiles is to be institutionally instructed at a TVET center, and can benefit from longer training periods, more advanced techniques, standards and certification.
* LOIC’s tie and dye programme has benefited from classes on synthetic and natural dyeing, and batiks. They have enlarged their portfolio of patterns, colors, mixing colors and creating batiks employing Liberian environmental images and renewable resources.
* Trainees from Grand Gedeh will be incorporated into the vocational school in Zwedru.
* It was a consensus that local leaders will be provided historical and cultural information on the uses of textiles in their areas to help them identify their local market for customers, exploration and for cultural knowledge.
* Trainers were keen to learn and acknowledge the many common threads found in the cultural uses of textiles, methods of developing natural dyes, uses of various types of raffia and treatments of materials. In those counties, e.g. Grand Gedeh and Nimba, where no quilting is made, trainers were enthusiastic to learn the quilting techniques. When the myths were removed from some of the uses of the cloths, locations of raw materials, and irrelevant taboos surrounding the production of some cloths, young trainers saw the potential for income generation for marketing their products to other areas within the country.
* Young trainers in tie and dye are themselves encouraged to work with natural dyes, as the training provided information on the health hazards of using synthetic dyes, proper uses of safety equipment and older female trainers who had used synthetic dyes exclusively shared their experiences of problematic and lost pregnancies, breathing problems and skin diseases. As a result, young trainers of child bearing ages found more favor with the training classes in natural dyes, and became keen on the development and discoveries of more locally produced natural dyes.
* The adult literacy classes provided that peace building link of respect for the views of others, respect for the speakers, working in groups, learning from others and encouraging one another in group projects. These skills will assist the trainers in the management of the training classes they will develop.

**Resources Developed and used for the project**

1) The Human Rights Education Manual - developed by the Ministry of Education with some contributions from other NGOs in Liberia and technical and financial assistance from UN agencies.

2) The “Inter-agency Peace Education Programme” - developed and endorsed by UNESCO, UNHCR, UNICEF and the Inter-Agency Network for Education in Emergencies (INEE).

3) The Citizenship Manual - written by the Ministry of Education with support from

an international consultant, Ms. Pamela Baxter, who has worked as the Peace

Coordinator for UNHCR and also helped to develop the INEE manuals. The

Citizenship Manual emphasizes national unity and living together constructively.

It teaches respect for the human rights and dignity of all individuals, regardless of

ethnicity.

4) 41 teachers have been trained to teach traditional textile techniques, including their cultural contexts, in cotton farming and production, yarn production, yarn dyeing, tie and dye using both synthetic and natural dyes, batiks, quilting, weaving on scaffold and tripod looms, a d weaving raffia on the upright loom,

5) Training modules for the teaching the techniques of indigenous textile production and other related topics, e.g. ***Entrepreneurship,*** ***How to Work with Designers***, ***Textiles developed for*** ***the Tourist Market***, and ***Textiles Used for Cultural Purposes*** have been developed. It is recommended that standards be developed, however, for certification.

All three components of the PEHCED curriculum respond to both the need to teach young people non-violent means of expression and the threat of ethnic hatred and tension.

1. **Description of project activities undertaken during the reporting period:**

Administrative and logistic support

* Project Officer, consultant and Driver recruited
* MOU on the implementation aspect between UNESCO & MOE finalized.
* Steering committee organized
* Project vehicle procured
* Contracts for staff and individual vendors prepared and signed.
* Stationery items, computers, office equipment and furniture procured locally, through a competitive bidding process.

1. Key achievements during the project period

* Development of required resources by experts and partners
* Revision and validation of developed resources
* Training of 40 Peace Education master trainers and 41 trainers of indigenous textile
* Mapping up of participating schools and teachers from all the districts in the three counties.
* Training of 1,069 teachers from the three counties
* Distribution of training materials to teachers
* Project evaluation
* Submission of activity report, quarterly report, and annual report
* Photographs of traditional textile training classes
* Design of implementation plan as seen below

1. **Strategies for the implementation of PEHCED**

The trainings were scheduled according to geographic location. To ensure quality implementation that would subsequently lead to achieving the desire goals, a maximum of **30** trainees per trainer, and a maximum of **160** persons per scheduled workshop was agreed for the purpose of adequate monitoring. Out of the total population of teachers **(10,826)** within the three counties, only **1300** teachers (which represent **12%** of said population) were targeted in this pilot phase.

**Below is the 12% of the total number of teachers per county**

|  |  |  |  |
| --- | --- | --- | --- |
| **NO.** | **County** | **Total Population** | **12%** |
| 1 | Grand Gedeh | 1341 | 160.9 |
| 2 | Lofa | 2535 | 304.2 |
| 3 | Nimba | 6950 | 834 |
|  | **TOTAL** | **10826** | **1,300** |

**Breakdown of number of trainees, trainer and workshop per county**

|  |  |  |  |
| --- | --- | --- | --- |
| **COUNTY** | **NO. of trainee** | **NO. of trainer (30/1)** | **NO. of workshop (150/1)** |
| Grand Gedeh | 160 | 5 | 1 |
| Lofa | 304 | 10 | 2 |
| Nimba | 834 | 28 | 5 |
| **TOTAL** | **1300** | **52 (tentatively)** | **8** |

Indigenous Textile

Location No. Trainees Females Males

|  |  |  |  |
| --- | --- | --- | --- |
| Grand Gedeh | 8 | **7** | **1** |
| Lofa | 7 | 5 | 2 |
| Nimba | 10 | 6 | 4 |
| Margibi, Bong, Gr. Bassa, Gr. Cape Mount, Maryland Counties | 16 | 14 | 2 |
| **TOTAL** | **41** | **32** | **9** |

1. **Challenges of implementation**

The main challenges encountered in the implementation of this project were of administrative nature.

* Inconsistency of operating procedures as it relates to contracts.
* Administrative challenges for logistical and other support, as well as delay in transfer and release of funds for implementation
* Coordination and cooperation between UNESCO and implementing Government Ministry experienced undue challenges.
* Field visits for monitoring, follow-ups and support to teachers in the active classroom work were not conducted.
* The vehicle transporting trainers and trainees from Lofa was involved in a fatal accident in which the wife of Mohammad Sheriff, Mawata Tulay was killed.
* The outdoor space proved to be too small for the amount of activity involved in weaving on three types of loom at one side, and dyeing at the other.
* As some of the originally recruited trainees could not be located for the new workshop dates, we permitted “observers”.

**Project activities results during the reporting period**

|  |  |  |  |
| --- | --- | --- | --- |
| **Outputs** | **Activity** | **Timeline** | **Status** |
| Baseline on violence among students and teachers established in Schools in three counties. | Conduct of Baseline survey in the three counti*es of implementation* | At the beginning of the project | Not implemented |
| Teachers are trained and equipped with the skills to teach | Training 40 master trainers– 10 day workshop | First quarter of project implementation | Completed |
| Conduct training for 160 teachers in Grand Gedeh, 304 teachers in Lofa, and 834 teachers in Nimba totaling 1300 teachers | Throughout the project period according to work plan | Completed training for 1069 teachers. |
| Refresher trainings – led by master trainers, clustering districts according to geographic region | After teachers training and during implementation in schools | Not implemented |
| Printing and distribution of training manuals  Development of training and didactic materials | Ongoing during implementation | Completed |
| School children instructed in the curriculum for three hours each week (as specified in the curriculum) | 1. Teachers will teach PEHCED for 3 hours a week in schools using PEHCED Curriculum, and Teaching manuals | Ongoing | Ongoing |
| Monitoring & Evaluation | Conduct of monitoring and evaluation by international consultant | Close to project end time | Completed |

1. **Lessons learned and sustainability**

* The relevance of PEHCED through the educational sector cannot be overemphasized. As teachers and students migrate, even those that were not fortunate to be a part will benefit through these teachers and students.
* Collaboration and involvement of the Ministry of Education is the essential to ensuring sustainability
* The rainy season is particularly perilous for bringing trainers and trainees to Monrovia.
* Long delays between recruitment of trainers/trainees and actual workshop start dates result in substitution of recruited persons, withdrawal from training programs
* Future workshop periods will be more beneficial and effective if they are longer than two weeks.

**Recommendations**

If this project would have another stage, the following recommendation should be considered:

* Improvement in the administrative procedures in respect of disbursement of funds for timely project implementation.
* Follow up on trainers’ activities once they return to their teaching areas
* Increase length of workshops

1. **Visibility: describe any visibility action implemented during the reporting period**

* The project vehicle conspicuously carries the logo of UNESCO.
* Boxes bearing procured items and equipment from the local vendors are marked with the name of UNESCO.
* Project equipment and furniture carry bar code of UNESCO.
* Learning materials produced and printed bear UNESCO Logo.
* TV, radio and newspaper coverage of **Indigenous Textiles Training**
* UNESCO name appears as sponsor of LOIC TVET Center where Indigenous Textiles Training took place

ANNEX

Names of Facilitators for the PEHCED workshops

|  |  |  |
| --- | --- | --- |
| NO. | Name | Contact # |
|  | S. Joshua Dorbor | 06453758 |
|  | Stephen G. Collins | 06959510 |
|  | Jeyonneh Warjolo | 06739540 |
|  | Theodore Walker | 06601734 |
|  | Christian Tarplah |  |
|  | Roosevelt J. Kouviakoe | 077986178 |
|  | Wilfred Dahn | 077078506 |
|  | Rudolph Marsh Sr. | 06516070 |
|  | Mohammed Sheriff |  |
|  | Gregory Wollor | 06592862 |
|  | S. Pee Vulleleh | 06590716 /06563306 |
|  | B. Dio Harris | 06625236 /06528781 |
|  | David W. Menjay | 06569988 /077058125 |
|  | S. Nagbe Jarteh |  |
|  | Joseph Kamara |  |
|  | Thomas Fahawu |  |
|  | Moses D. Worjoloh | 06422932 |

**Training of Trainers in Liberian Indigenous Textile Training**

|  |  |
| --- | --- |
| 1. Course | Resource Persons |
| 2. Adult literacy | Steven Korvah Jr. & Worzie |
| 3. Cloth and the Liberian Culture | Miata Fahnbulleh |
| 4. Textiles used for cultural purposes | Boima Momo Kamara |
| 5. Textiles and the tourist market | Scholastica Doe |
| 6. Textiles for fashion and home décor | Christian Collins |
| 7. Entrepreneurship | Dolly Barnes |
| 8. Selling | Nellie Cooper |
| 9. Synthetic dye | Fatu Koker |
| 10. Cotton production | Annie Woheel |
| 11. Spinning cotton | Musa Jenneh, Ma Gorpus |
| 12. Quilting | Alice Bracewell/Maude Davis |
| 13. Dyeing threads before weaving/ /Natural  threads | Tewah Bundoo |
| 14. Weaving demonstrations using Liberian,  regional and western threads on  scaffold looms | Tewah Bundoo |
| 15. Weaving demonstrations using store  bought threads on tripod looms | John Loboe |
| 16. Raffia dyeing and mat weaving | Moses Kokulo |
| 17. Natural Dyeing | Mohammed Bah |
| 1. Batiking | Amos Boyce |