1. Sub-project objective/overview
The Afar region is the most underdeveloped of Ethiopia’s regions. The estimated literacy rate in Region II is less than 2%. The few schools that existed before the TEP had Amharic as the medium of instruction and primarily benefited migrant highland populations rather than the indigenous Afar. There were only two secondary schools in the region.

There was scarcity of well-educated and well-trained teaching staff not to mention the absence of an adequate system of paying teachers. No curriculum existed for the schools in the Afar region.

The Afar Teacher Emergency package had as its aim to provide basic educational opportunities to the Afar refugees in Eastern Ethiopia.

The Teacher Emergency Package is a self-sufficient kit containing school supplies for 80 children. These are slates, exercise books, HB pencils, erasers, chalk, cloth dusters and an attendance register. A for the teacher contains black paint for a blackboard, a paint brush, a blackboard duster, four ball-point pens, four black fine markers, 20 HB pencils, five pencil sharpeners, a note book, a box of white chalk, a box of coloured chalk, three printed cloth charts of the alphabet, numbers and multiplication tables, 10 scrabble sets in cloth drawstring bags and a teacher guide in the language which will be used in teaching, in this case, the Afar language.

Because of the specific instrument with its particular methodology of the TEP, a two-day training workshop is necessary for the teacher.

The main objectives of the TEP are:
- To provide a rapid response to education and also provide a certain stability to the child in an unstable environment.
- To provide a culturally adapted educational instrument in the mother-tongue of the Afar people, a routine programme which is also a stable framework for primary school education especially literacy and numeracy.

2. Description of beneficiaries
For the first phase of the project, the beneficiaries were about 3,000 school aged children of the Afar refugees in Eastern Ethiopia. The majority of the beneficiaries are nomadic pastoralists. The teaching materials were expected to benefit the adult population as well but this, in the second phase of the project.
The third phase focused on the Afar population of the Republic of Djibouti which includes the urban displaced Afar in Djibouti ville and Afar returnees from Ethiopia and Eritrea.

3. Implementation procedures
The TEP training for the Afar people took place from 1st April to 5th April but, due to the lack of qualification of the participants and the use of a translator, the programme had to be
adapted during the training with the subsequent omission of some parts. The training was organised by Mr. Ismaeil Ali Garde, Literacy Programme Coordinator-ARA, and Ms. Valerie Browning-ARA, Andabba.

Those selected to undertake the training seemed to be a mixed group of teachers and health workers. They all spoke Afar. Out of the group, only 18 were meant to become teachers. Only two persons had some prior teaching experience.

The qualifications and capacities of the participants were so low that at the end of the training, only three persons were able to teach and use the TEP. Four other participants had the potential to become TEP teachers after some additional training.

4. Related Inputs/Projects
UNHCR was very supportive and provided transport to Bure and Addis Ababa whenever needed. Mission Enfance funded five Afar TEPs. It participated partly in the TEP training held in Bure. The agreement between Mission Enfance and UNESCO-PEER concerning the TEP was amended to indicate that Mission Enfance would meet the transport and food costs for the TEP training in Bure. This was satisfactorily done.

5. Description of assistance
The programme was made possible through the designing and production of a kit to teach Afar literacy and numeracy. This was undertaken by UNESCO-PEER through a workshop involving Afar literists in September 1995. UNESCO-PEER then donated 40 Teacher Emergency Packages. UNESCO-PEER also provided a trainer who trained a group of 45 on the use of the TEPs.