



The Permanent Centre
for Education

The Experience of the Permanent Centre for Education

P.M.M., 1st-2nd February 2012



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The Origin

A question that was born from an
encounter





The development

- The first trainings on “The Risk of Education”, were held in Uganda starting from 2002.
- The training course was, at the beginning, addressed to teachers and educators but it is soon clear that it can address different working realities like parents, social workers, medial personnel, prison wardens
- The manual on the Risk of education has been translated in different languages and the same educational experience has been proposed in very many countries all around the world: Kenya, Nigeria, Brazil, Argentina, Kazakhstan, Angola, Rwanda, Burundi, Thailand, Palestine, South Sudan...
- It has been also an opportunity for meeting new realities, apart from AVSI, like Universities, Episcopal Conferences, Ngos...



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THE PERMANENT CENTRE FOR EDUCATION



since 2002

355 training courses done

Number of Participants:

7,671 Teachers

179 Prison Wardens

1,831 Social Workers

3,838 Parents

5,653 Students

118 Medical Personnel

TOTAL 19,290 participants



The heart of man as factor of development

- The heart of man is universal
- Our proposal deals with the origin of the human being and his constitutional factors
- The proposal communicates perfectly with the different cultures or environments because it doesn't focus on peculiar cultural or social characteristics but interacts with the nucleus of each human being
- This allows us to overtake the linguistic, religious and cultural barriers (see trainings in Kenya, Thailand, Palestine, Rwanda, Nigeria, Burundi or South Sudan...)



The heart of man as factor of development

- Only if the proposal reaches the heart of the human being can we expect development. If we do not do this, we will cause some improvements, or changes, but we are not educating. We are not forming a person that is free and, as a consequence, responsible for his own life and the life of his dear ones (e.g. Northern Uganda MP)
- The heart gets moved, so the person starts moving: either our job becomes an opportunity for an 'encounter' at this level or we shall never generate a real change.
- If we are not moved, we cannot expect to generate any movement in the others. It is not mechanical



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“Our hope is that through our efforts, as small as they can be, educators may understand they have a vocation, a call to help people to grow and let them understand that it is possible to be happy. Without happiness, whatever we do, in a way, is a waste of time...” D. Kahyana, Executive Director PCE





Our Educational Proposal

- The Risk of Education (Education as Introduction to Total Reality, Educate While Teaching)
- Education at Work.
- The Educative Role of the Parents.
- The Value of the Person and Psychosocial.
- The Family as the Locus of Education of the Young.
- Medical Work and the Person.
- Youth Education and HIV Prevention.
- Peace and Reconciliation.
- The meaning of work and the code of conduct.
- Educative Companionships in JFFLS.
- Introduction to Innovational Entrepreneurship and Group Dynamics.
- Vocational Skills Educative Companionship.



Countries where we are intervening

- South Sudan
- Congo Brazzaville
- Kenya
- Nigeria
- Burundi
- Rwanda
- Palestine
- Thailand
- Germany





Some witnesses

“The workshops (The Risk of Education and Educate while Teaching) saved my marriage. The first AVSI workshop came at a time when it had become impossible to stay with my husband because he had become a burden. I had decided to divorce him. In the workshop, a certain statement touched me: “What matters is not challenge you are through but how you face the challenge in an engaging way.” On reflecting upon this statement, I translated it thus to my situation: “What matters is not your husband’s odious behaviour but how you engage him so that he may realize the mistakes he is making.” ... *(Rose, a teacher)*

“Before the workshop, I was a harsh and strict disciplinarian who used to beat the students every time they made a mistake, without even asking why they did what they did. When I watched the film (Sister Act II), I was touched by Sr. Mary Clarence’s approach to the indisciplined students who glued her to the chair. I resolved to change my approach. These days, I am patient with learners and I try as much as I can to help them realize their mistakes without resorting to the cane.” *(Musoga, a teacher)*



More witnesses

“You don’t know how much you have helped me to understand the meaning of my work. When I finished my medical course, I thought I was going to get very rich and buy a fancy car. But on reaching hospital, I discovered that my salary was not big enough to buy a car in the short run. I also discovered that being a doctor was so demanding: every night at 3am in the morning I was always woken up to rush to the ward to help somebody in a serious condition. Many times, I refused to heed the nurses’ call until the medical superintendent had to come to my house herself to ‘pull me’, so to say, to the wards. This workshop has helped me realize that what I do as a doctor (like helping a woman deliver a baby at 3am in the morning) is not done for the patient: first and foremost it is done for myself. In saving a life, there lies the possibility for my happiness and the happiness of the other person.” *(Simon, a young doctor)*

“It was a privilege to have received this workshop. At first, I wondered what teachers of Literature (Danson) and Geography (Alfred) had to tell doctors and nurses about medicine. But on listening to them, I was fascinated to discover that all they were saying were the real issues at hand in every medical worker’s life – the search for beauty, love, justice, truth, happiness and the Infinite. If the human heart is not at the centre of my work, I become a dispenser of medicines, not an authoritative companion to the patient in his/her recovery or even in his/her last days on earth (in situations of chronic illnesses like cancer).” *(Dr. Nabulaku, medical superintendent)*



Dadaab





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- The first camp opened in 1991 (**90.000** people)
- Now there are 5 camps (**460.000** people: Somalis 98%, Sudanese, Ugandan, Ethiopian, Burundian, Eritrean, Congolese and Tanzanians).
- Every day 1.300 new arrivals (from January to June 2011, 61.000 Somalis)



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Every person (family) registered receives a piece of land, some materials to build a hut, plus water and food



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AVSI Intervention

AVSI Kenya started the collaboration with UNHCR in Dadaab in 2009 through a project founded by the Italian Ministry of Foreign Affairs

The main objective of this intervention was the improvement of the quality of education in the camps through construction/renovation of new schools and requalification of teachers



Up to date, renovation of:

- 226 classrooms
- 3 laboratories;

And construction of:

- New primary school in Dagahaley,
- 3 public libraries
- 24 classrooms



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Thanks to the collaboration with the
Mount Kenya University (MKU) of
Nairobi, 381 primary school teachers
were supported and requalified

180 more teachers are undergoing
professional training



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Dadaab Experience

“Mwalimu (teacher) the salary is little, but I prepare to give the best lesson for my pupils. They are our future and they will mould our future; so I cannot spoil their future only because I am being given low wages”. (*Muhamed, Dadaab teacher*)

“I wanted to match out looking at the sub-themes of the workshop you presented because I had learnt them from my teachers’ training, but instead I have realized that you teach about the same things but deep from the roots and everything has a different and interesting meaning”. (*Jamal, Dadaab teacher*)

“I have a new look at everything surrounding me after the workshop, the workshop has given me a new gaze. I think that tonight I will look at my husband in a different way.” (*Jane, Mount Kenya University*)





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Thailand



Burundi

