Supporting Refugees with Educational Technology

UNHCR Kenya
10th December 2019
Education for refugees in Kenya

- 221,754 school-age children (4-18 years old)
  - 46% are estimated out of school

- 150,214 learners enrolled
  - Gross Enrolment Ratio 66%
  - 47% are estimated over-age

- 40 pre-primary
- 48 primary
- 16 secondary
- 2 satellite campus

- 85% refugee “incentive” teachers
  - 35% hold recognised teaching qualifications
  - 18% female teachers
  - PTR 1:75 (Primary)

- 13% refugees have access to post-secondary opportunities
  - 5,104 enrolled in accredited certificate, diploma or short courses
  - 365 enrolled in Kenyan universities

- 7 children share 1 textbook
How can technology contribute in education?

Some challenges are common across education systems: some are common to underserved populations: some are refugee specific

- **Data**
  - Digitizing existing tools such as EMIS
  - Learning data

- **Teaching and Learning Materials**
  - Ebooks
  - Simulations
  - Interactive digital content

- **Teacher Professional Development**
  - Promoting collaboration
  - Accessing training and support
  - Reduce workload

- **Supporting additional needs**
  - Adaptive devices
  - Adaptive content
  - Remedial education support
How can technology contribute in education – specifically for refugees?

- **Data**
  - Repository of information on students including certificates
  - Data for planning around inclusion into national systems

- **Teaching and Learning Materials**
  - Content covering specific gaps
  - Self-directed learning for students in congested classes

- **Teacher Professional Development**
  - Supporting low capacity or untrained teachers
  - Facilitating peer-to-peer support across contexts
  - Access to additional materials

- **Supporting additional needs**
  - Language support to get children to host national norms
  - Mental health and psychosocial support
  - Post-secondary opportunities
Instant Network Schools – Kakuma and Dadaab

- 20 schools (6 Kakuma, 14 Dadaab)
- Kitted out with a ‘digital box’ that includes a set of computer tablets, solar-powered batteries, a satellite or mobile network, and a suite of content and online learning material
- Dedicated coach supporting teacher capacity in lesson planning, content selection and classroom management
- Supports learners to access curriculum material and additional content to bridge the knowledge gap
- Supports school administration and knowledge management
Mobile Mentoring (Teachers 4 Teachers) - Kakuma

• Piloted in Kakuma between 2016 and 2018
• Teachers (mentees) are paired with a Global Mentor for two to six months through WhatsApp who provide ongoing, real time support on teaching challenges that arise on a regular basis.
• Partnership with private sector, providing phones, airtime, and data
• Scaled up in Uganda in partnership with Finn Church Aid as part of the Teachers Without Borders initiative
Borderless Higher Education for Refugees - Dadaab

• Established in 2013 to expand gender equitable teacher training programs to working, untrained “incentive” teachers who are already contributing back to the community, increasing and improving education in the camps

• Programme has since expanded to offer accredited academic programmes, both onsite and online, to international standards

• 21 refugees graduated in 2018 with a BSC Community Health Education from Moi University

• 30 refugees graduated in 2019 with a BA Educational Studies from York University; 7 graduates are now enrolled in Masters courses

• 4 refugee teachers from Dadaab were published in the Oxford University Forced Migration Review in 2019 - https://www.fmreview.org/education-displacement/duale-leomoi-aden-oyat-dagane-abikar
Note: The video in this presentation, entitled *Somali refugee pursues MEd degree from 12,000 km away*, may be seen on youtube at this link: [https://youtu.be/7EyxlMZypaw](https://youtu.be/7EyxlMZypaw)
Opportunities: quotes from teachers

“Our children here have not gone to the outside world. This is like travelling without needing visas - now they can see. It closes the gap between refugees and the rest of the world”

“When children are engaged, they are eager to learn. When their curiosity comes, they are attentive, and it is easier to manage the classroom”

“It helps us teach each and every child – I can put faster learners together and push them with new work then use that time to support the ones who are behind”

“When they see the learners are happy the teachers will also feel happy. Last week when I was teaching English using the INS, the whole class begs to have extra time in class! I see the learners laughing and they are participating in class.”

“I have really benefited because it has made my teaching really easy because I feel advanced, technologically. If I get out of here and go elsewhere to teach, I have new skills and I can easily find a new position.”