



UNHCR EDUCATION PROGRESS REPORT DADAAB REFUGEE CAMPS

INSTANT NETWORK SCHOOLS

13 Instant Network Schools in Dadaab Refugee
Camps, Kenya (ICT-Enabled Mobile Learning
Centres)

OCTOBER 2014

BACKGROUND INFORMATION

The education sector in Dadaab refugee camps includes pre-school, primary, secondary, adult literacy, special education, vocational training and scholarships for tertiary education. The schools follow the Kenyan curriculum. In the five camps (Dagahaley, Ifo, Ifo 2, Hagadera and Kambioos), there are 34 primary schools, 7 secondary schools, 4 vocational learning centres commonly known as Youth Education Packs (one of them in Dadaab town for refugees and youth from the host community), 3 adult literacy centres, and three libraries. Among the learning centres, 13 have been selected by UNHCR as ICT learning centres known as instant network schools. The centres are installed with ICT teaching and learning tools including internet-enabled tablets for students.

- Around 179,702 children in Dadaab refugee camps are of school going age (3-17 years), constituting half of the population. 92,561 of these children are enrolled in school, leaving 51% without access.
- Of that in school, by far the majority are in primary and pre-primary facilities, which have an average enrolment rate of 60%.
- There is a marked difference between enrolment levels of girls and boys even at this level, with 73% of primary age boys attending school, compared to 50% of girls. At secondary, both enrolment and gender parity have reduced. Just 3,979 children

are enrolled at secondary level, representing 17% of boys and 6% of girls across the camp.

- At primary and pre-primary levels, 1173 additional teachers are needed to bring the schools up to required standards and reduce overcrowding. The number of teachers stands at approximately half of what is needed.
- Just 5 teachers at pre-primary level are qualified. For primary, there are 77 qualified teachers, 6% of the total number. This number rises at secondary level, to 48% of the existing 177 teachers.
- Community participation in Education has improved significantly. More parents are now visiting schools to monitor the progress of their children and participate in governance and other general school development issues.

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Plans for 2014/2015

- Build the capacity of untrained teachers by sending them for in-service teachers colleges.
- Establishment of ICT centres and inclusion of ICT in primary and secondary school learning programs.
- Construction/rehabilitation of dilapidated classrooms. This will ease overcrowding in classrooms.
- Support girl child education by providing Scholarships and other incentives like sanitary wear/towels and dignity kits.
- Conduct enrolment campaigns in camps to encourage school enrolment and retention of learners in schools.
- Holding of monthly discussions with education partners, parents, teachers and camp leadership on how to improve the quality of education in camps and school attendance.
- Sourcing and distribution of more learning materials particularly textbooks.
- Procure and distribute school uniforms for girls in camps as a way to encourage them to be enrolled in schools.



THE INSTANT NETWORK SCHOOLS CONCEPT

In September 2013, Vodafone Foundation initiated a discussion with UNHCR and its implementing partners in Dadaab Refugee Camps on the possibility of supporting Education using mobile technology. The Vodafone Foundation then visited Dadaab to do a needs assessment. As a result, creation of 13 Instant Network Schools within the learning centres already in Dadaab was agreed upon by education partners.

An Instant Network School is a solar powered centre with tablets – and in some cases, with computers, where children and teachers access digital educational content and the internet with Safaricom's mobile network. The centres are managed by trained teachers and are located within 13 Dadaab schools. Among the centres, 6 are in primary schools, 3 in secondary schools and 4 in vocational training centres.

PARTNERS IN THIS PROJECT

Vodafone Foundation is providing funding, technical support and training to Dadaab IT Team.

Huawei is providing tablets. So far it has supported the program with 235 10-inch computer tablets.

UNHCR will have overall leadership and responsibility for this project.

Safaricom is providing Internet connectivity through 3 dedicated 2Mbps links shared among the 13 Instant Network Schools.

Number of Instant Network Schools run by each education partner:

- LWF (2), IRK (3), CARE (1) for primary schools.
- Windle Trust (3) for secondary schools.
- NRC (4) for vocational training centres.

All Instant Network Schools will build on existing ICT projects to create synergies and avoid overlapping. A particular focus will be given to local community involvement at all stages of the project from concept and planning to implementation and daily management of activities in the centres.

“We are happy with this partnership, which brings technology to our education system. Education is central to the lives of refugees since it is the most important thing they can carry home. We are committed to ensuring the success of the project.”

UNHCR Representative in Kenya, Raouf Mazou

BREAKDOWN OF BENEFICIARIES PER SCHOOL

School	Name	Pupils	Teachers
Primary	Horseed	3492	60
	Hormud	2700	43
	Mwangaza	3424	31
	Hilal	2925	41
	Central Primary	2714	58
	Jubba	1840	41
	Total	15255	233
Secondary	Nasib	373	16
	Tawakal	373	26
	Waberi	1028	34
	Total	1774	76
Youth Vocational Centres	Dadaab	126	9
	Dagahaley	205	18
	Hagadera	326	17
	Ifo	327	25
	Total	984	69
	TOTAL	18013	378

Source: UNHCR Dadaab

OBJECTIVES OF THE INSTANT NETWORK SCHOOLS PROJECT

IMMEDIATE BENEFITS

Enhanced access to resources, information and knowledge.

Improvement in quality of learning through educational programme broadcasting, including language skills.

Access to **tailored curriculum** based on language and prior educational background of refugee children.

Increased student motivation.

Improved teacher training, teaching quality and capacity development.

Better understanding of the effective use of technology by refugee children.

Help refugee children to **develop social contacts** with school children in other countries and contexts.

LONG-TERM BENEFITS

Increased access to job opportunities.

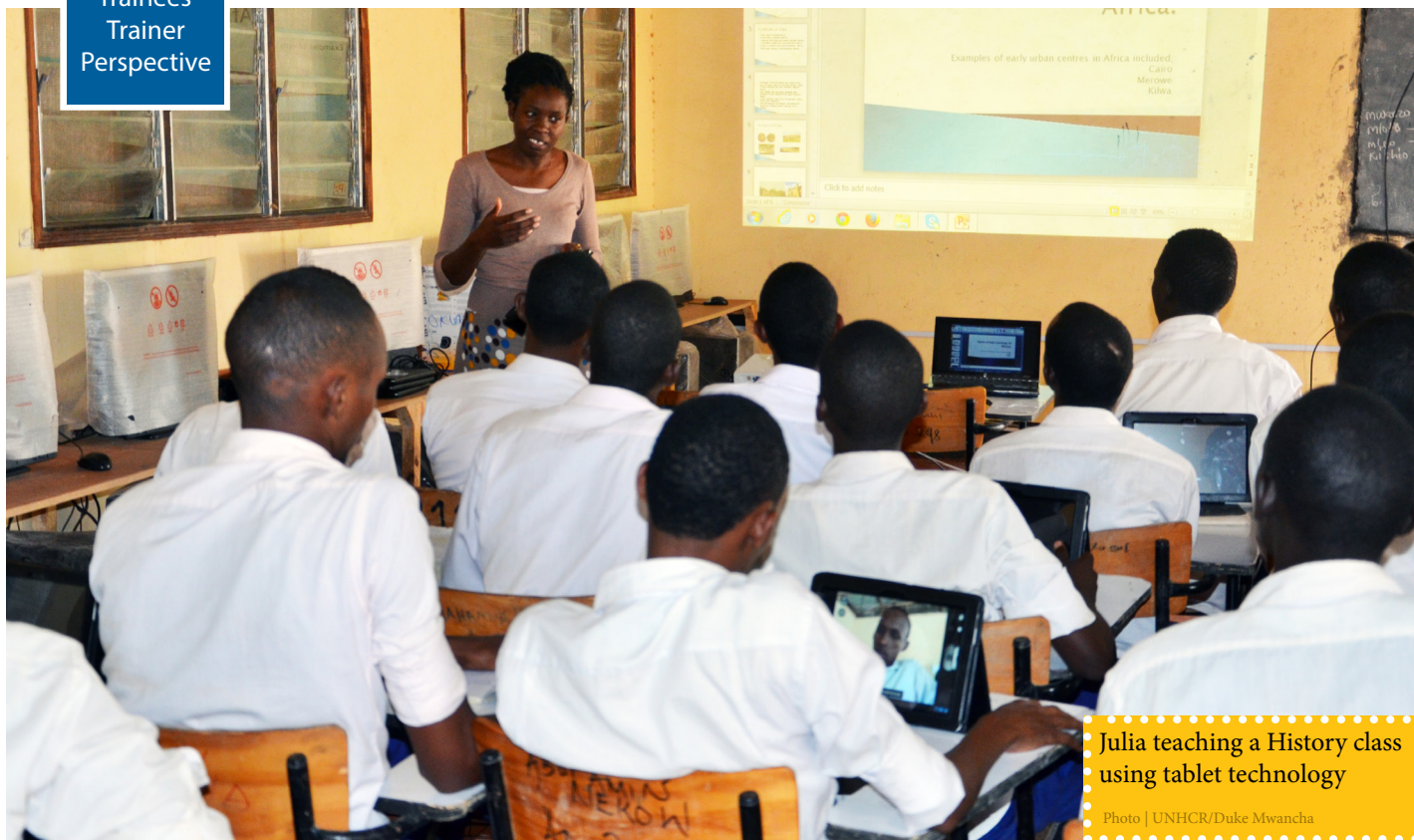
Better integration in the host country, Kenya.

Increased capacity for learners to rebuild their lives upon return to native countries.

Critical for grooming future leaders - for peace and stability of conflict-sensitive areas.



A Huawei Tablet



Julia teaching a History class using tablet technology

Photo | UNHCR/Duke Mwacha

Julia Mugogwa Shirwato is an English and history teacher at Nasib Secondary School in the refugee settlement in Dadaab. She was born and raised in Nairobi. She attended Ngara Girls' School, where an inspirational history teacher encouraged her to study history at Kenyatta University. Following a partnership with the United Nations Refugee Agency (UNHCR) and the Vodafone Foundation to bring tablet-based education programmes to schools in refugee camps in Dadaab, Julia now lives in the refugee settlement and provides tablet-based learning to her classes of 50 students per class. She also trains other teachers at Dadaab's schools in running lessons using tablet-based learning programmes.

My history teacher at secondary school would tell the class to think of the subject as a sequence of stories. She encouraged the class to listen keenly and imagine the events unfolding. She would begin class with, "Once upon a time...". She turned every significant event in history into a story – tales she would tell with passion and energy. The class was always engaged and never bored.

It was this teacher who encouraged and inspired me to study history at Kenyatta University and, a few years later, I became a teacher myself. Now I'm taking my own lessons, I use the same technique of story-telling. However, the children in my class have the additional benefit of technology. Tech-

nology has enabled me to show my students the stories as well as tell them – bringing them to life with pictures and videos.

When I arrived at my teaching post in Dadaab in 2012, the only technology we had in the classroom was my own mobile phone. There are not many books in the schools in refugee camps, so I would use the phone to download pictures of historical scenes. I would walk around the classroom showing the pictures to the children.

Later on, some computers arrived. However, there were hundreds of children in the school and only a few computers. These were used more for me to find visuals and information to share with the class.

I'd spend time using the computer to research for resources, so my classes had a chance to see some of the places we were talking about. This was certainly better than sharing pictures on a small handset with a class of more than 40.

However, recently, access to technology has improved. We've been given 25 tablets installed with learning materials and myself and fellow teachers have been trained to teach tablet-based learning programmes. It takes time to get used to this new approach. While children do adapt quickly to this new way of learning, it can be challenging to teach a class in such a completely different way – particularly as the nature of learning on tablets means they spend most of

their time looking downwards!

Since the Vodafone Foundation Instant Network classroom was brought to Nasib Secondary School, I've been able to help the children use technology to discover things for themselves. When we need resources, such as videos and photos, to benefit the class, the children can find them. It has made the class so lively - and they respond really well. Although there has been some confusion. There was the time I was teaching one class about Fort Jesus and, when I took them to the classroom to use the tablets, they asked, "How can you learn history with technology?" But when we got started, they were so excited. I had their full attention - and they would not even leave to take their lunch break. They asked me to keep the projector on and to show the video again - and they all stayed in the class, spellbound.

I would love to use the tablets more to link my class with other teachers and classes across Kenya

- and perhaps even further afield. With technology, anything is possible. You are able to share more knowledge and help students and the community find out more for themselves.

For the community, the majority are interested in using mobile technology to contact their family and friends, and to access people outside of the camp. However, more recently, the wider community - particularly parents - are seeing the benefits of the specially-designed tablet-based learning programmes.

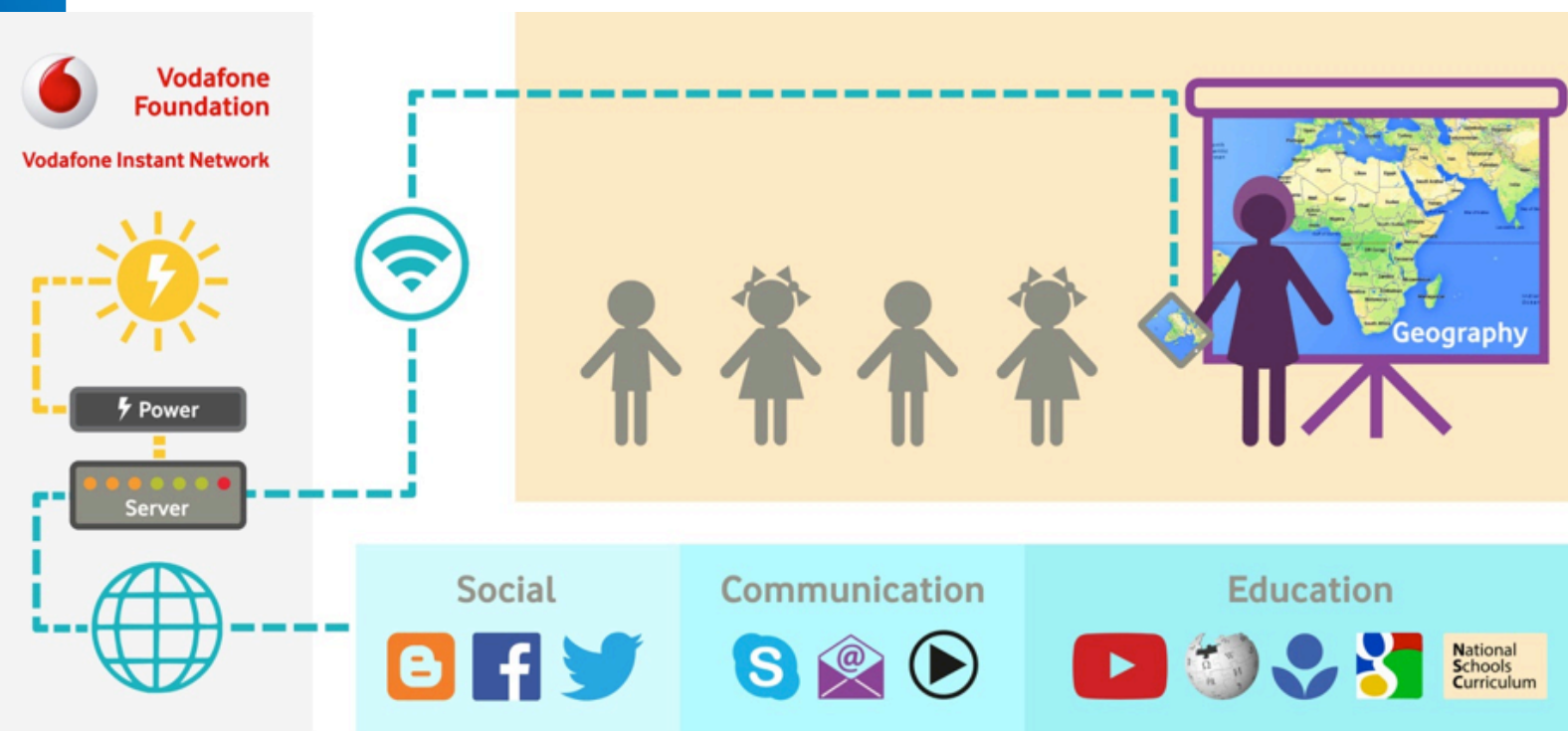
Nasib School has a very active Parent Teacher Association, and they have also been inspired to take part. One member of the PTA asked to join a class - and he ended up staying in it all of the way through. At the end, he asked if he could get involved, and he successfully taught a short class.

Living and working in the camp has made me closer to the community, which is not just Somali

but includes diverse populations from South Sudan and Uganda. I encourage my students to embrace this diversity, as well as be confident and respectful when we talk about difficult issues like religion. I tell the students that we can all learn from each other. We are all free to speak about our religions, but we all listen to the other and try to gain some knowledge and grow together.

Access to technology is increasing the students' knowledge of the diversity outside of the camps. Children, especially those born in the refugee camps in Dadaab, suffer from isolation, and a lack of connectedness. The link to the outside world helps them to know that the world is not at a standstill, and that there are options and opportunities for them. It helps them begin to make the changes that they will need to prepare themselves for life outside of school - and maybe outside of the camp. And, most importantly, it has raised their aspirations.

INSIDE AN INSTANT NETWORK CLASSROOM



The story of Michael Mutinda, an Instant Network Schools-trained teacher, now teaching at Mwanga-za Primary School in Dadaab's Ifo 2 Camp

Michael Mutinda Timothy comes from Kitui, Kenya, 300km away from Dadaab. After graduating high school, his sister, a teacher, encouraged the young Michael to consider a similar path. From 2006-2008, he attended the St Marks Teacher Training Centre in Embu, where he discovered his calling.

After completing his qualifications, friends told Michael about the teaching opportunities in the Dadaab refugee camp. He had only seen refugee camps on the news, with details of fighting, water shortages and hardship but he decided to take the post.

There are many challenges in the classroom. Michael said: "Language is definitely a challenge in the camp and classes are so large that it is impossible to give the children individual attention, especially those who are struggling. There is a lack of resources, and the children have their own problems - often having to leave school and miss out on an education".

Since his arrival to Dadaab, Michael has witnessed numerous changes in the camp. One change he has

been part of has been the introduction of the Vodafone Foundation Instant Network Schools programme, for which Michael has become a coach.

The tablets have helped him with his classes, providing access to much-needed resources for teaching Swahili, maths and science. There have been a lot of changes since the introduction of the programme.

Children who were born in Dadaab and have lived in the camp for all their lives have never seen a river, or the ocean. But they can use the internet to experience these things and to broaden their knowledge and horizons. These aspects have made Michael's classes much more interactive. "Instead of having to just watch the teacher, they can find things out for themselves and they can take their own journey, to explore," said Michael.

In addition, absenteeism has reduced, because the children are excited and motivated. "They have started to really keep time", added Michael. "New children are coming every week to enrol in the school."

Michael has high hopes for the future – for himself and for the children of Dadaab. "This technology improves all our work. In the future, these children will have a much broader view of the world. They will know so much more than just the refugee camp, or even just Somalia and Kenya. Their view will be wide because they will have seen so many things."

Michael Mutinda, a teacher at Mwanga-za Primary School in Ifo 2 camp showing his pupils how a tablet computer works.

Photo | UNHCR/Duke Mwancha





This new school named Bidii Primary School in Hagadera refugee camp was officially inaugurated and opened for use in September 2014. The school is one of the three multi-storey schools in Dadaab Refugee Camps. It is expected to decongest the 6 old primary schools in Hagadera that accommodate up to 15,800 children. With 22 classrooms, an administration block as well as water and sanitary facilities, the school has a capacity to hold 1,200 learners at a classroom ratio of 1:50.

Education Partners in Dadaab Refugee Camps



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