Webinar: Education and forced displacement – How can technology make a difference?

Date: 18th May 2016
Hosted by: INEE; BMZ/GIZ; UNHCR
Partners: World Vision International, All Children Reading: A Grand Challenge for Development (USAID, World Vision, and the Australian Government), Creative Associates International; Columbia University Teachers College
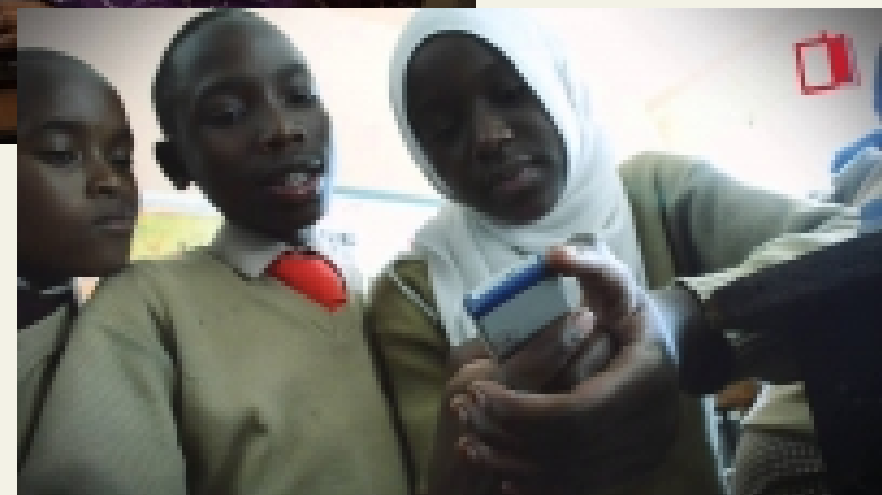
Moderator: Laura Davison, INEE
Presenters: Laura Stankiewicz, Creative Associates International;
Dr. Negin Dahya, University of Washington Information School;
Dr. Mary Mendenhall, Columbia University Teachers College;
Peter Mading Angong, Primary School Teacher, Kakuma Refugee Camp.

Landscape Review -
Education in Conflict and Crisis: How can Technology make a Difference?

Education in Conflict and Crisis:
How Can Technology Make a Difference?

A Landscape Review

Commissioned by:
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ)

In collaboration with:
- All Children Reading: A Grand Challenge for Development (USAID, World Vision and the Australian Government)
- World Vision International
- Creative Associates International
- Inter-Agency Network for Education in Emergencies (INEE)

Landscape Review -
The Leveraging of Technology for Refugee and Internally Displaced Persons

A joint initiative of:
- Creative Associates International
- All Children Reading: A Grand Challenge for Development (USAID, World Vision and the Australian Government)
- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
- Mobiles for Education Alliance

scope and scale.

Nearly 60 million people are displaced worldwide.
Over 50% (30 million) are children.

54.95 million persons of concern
globally - end of 2014

🔴 **Number of refugees:** 14.38 million

🟢 **Number of IDPs:** 32.27 million

⚪ **Stateless persons:** 3.29 million

Others: 2.9 million

Average conflict in low-income countries: 12 years

Average stay in refugee camp: 17 years

Largest Camp: Dadaab, Kenya (496,130 in 2014)

Displaced children experience a range of contexts – all of which affect the access and quality of their education

Yaseen

Syrian refugee

Za'atari Camp, Jordan

Mairam

Afghan refugee, born in Pakistan

Peshawar Providence, Pakistan

Amal

Somali refugee, born in Kenya

Dadaab Camp, Kenya

Santino

South Sudanese IDP

Born in Juba, fled to Jonglei state

challenges.

Refugee/IDP learners' motivation to attend school is the result of a complex matrix of factors and decisions

Learners' motivation to attend school

Refugee/IDP learners' motivation to attend school is the result of a complex matrix of factors and decisions

PRIORITY decisions by students & families

Basic needs met (food, water, shelter, clothing)

Economic stability (need to earn additional income)

Personal security (crime, harassment, military conscription, early marriage)

Psychosocial trauma and ongoing conflict

Learners' motivation to attend school

Refugee/IDP learners' motivation to attend school is the result of a complex matrix of factors and decisions

POLICY decisions of the host government

Standardized language of instruction

Demands of curriculum (grade placement)

Relevance of curriculum (practical skills)

Accreditation

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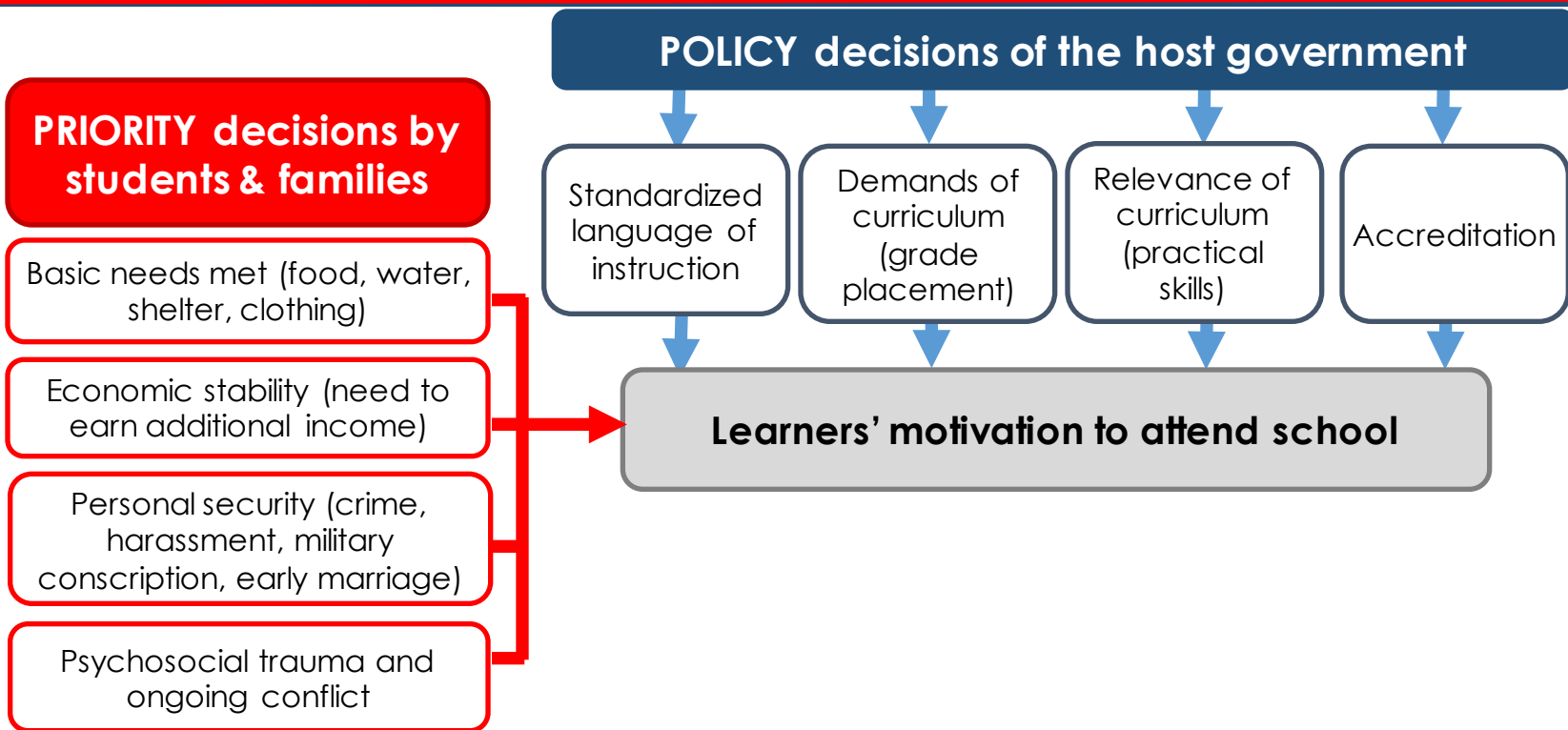Economic stability (need to earn additional income)

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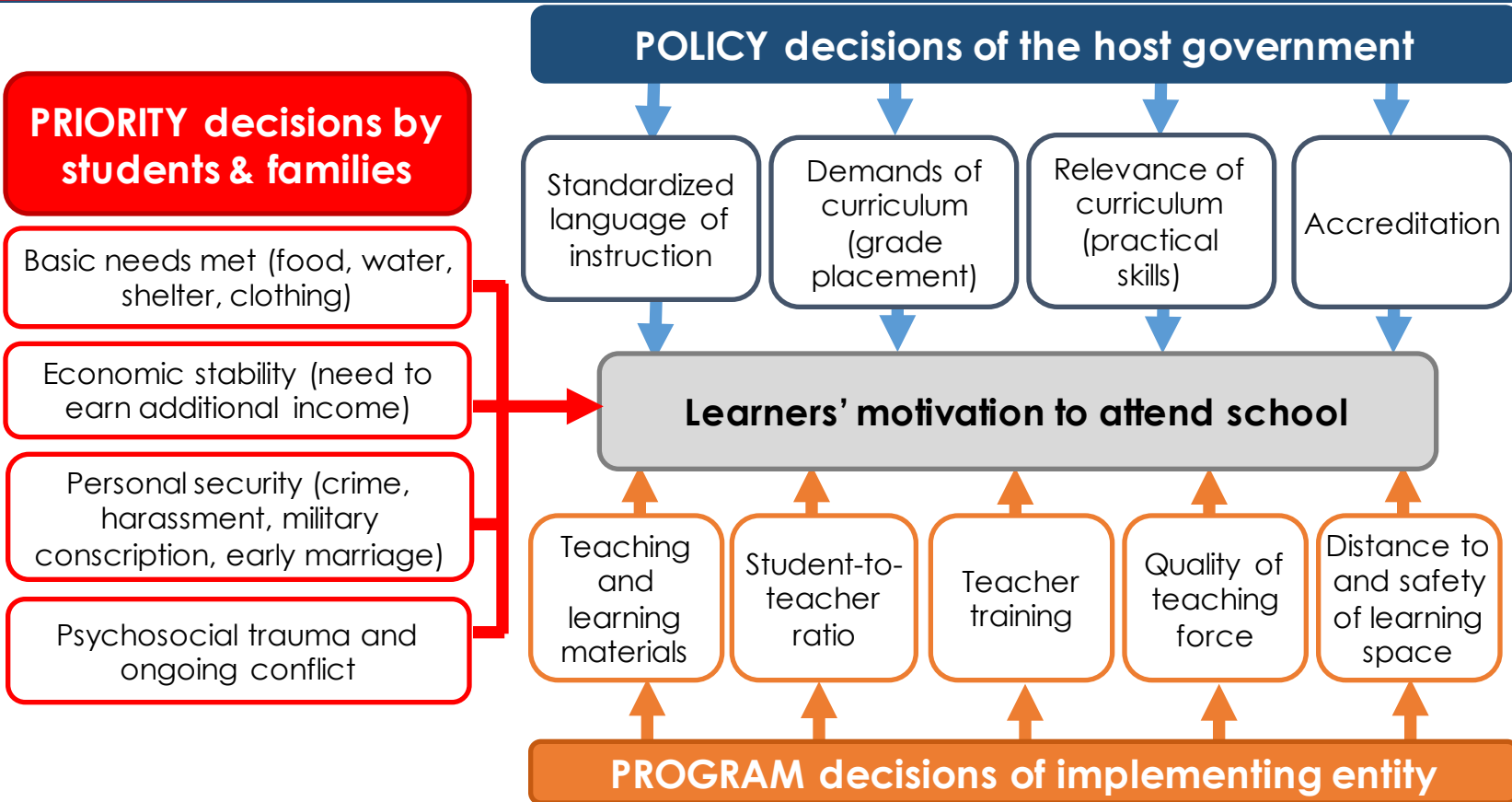
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Teaching and learning materials

Student-to-teacher ratio

Teacher training

Quality of teaching force

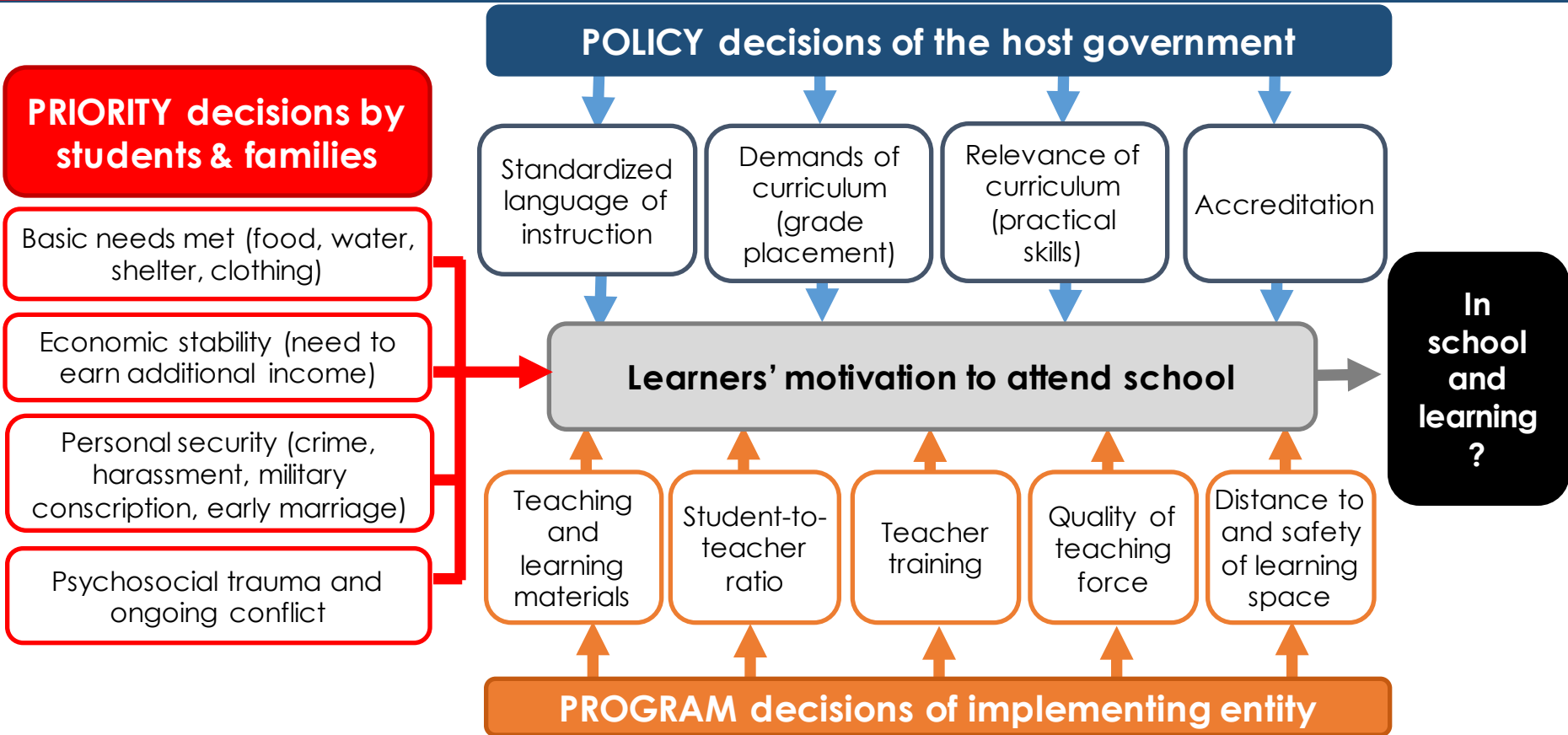Distance to and safety of learning space

PROGRAM decisions of implementing entity

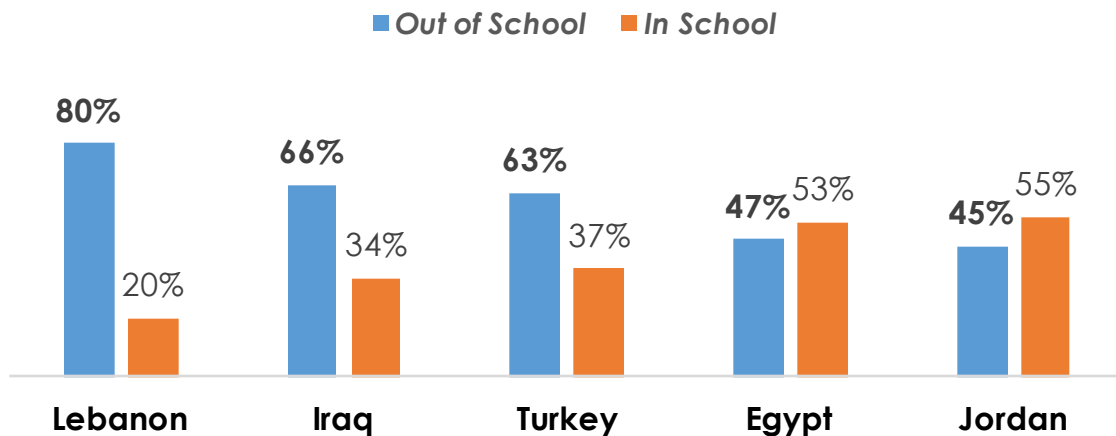# Refugee/IDP learners' motivation to attend school is the result of a complex matrix of factors and decisions

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There are a large number of out-of-school and overage children

Syrian refugee children (ages 5-17) in and out of school by country
Human Rights Watch, Nov 2015

■ *Out of School*   ■ *In School*

Country	Out of School	In School
Lebanon	80%	20%
Iraq	66%	34%
Turkey	63%	37%
Egypt	47%	53%
Jordan	45%	55%

© UNICEF/Jordan-2013/Noorani

Yaseen should be in 6th grade

Language often inhibits adjusting to and/or continuing education in national systems

I--------------- **Primary**--------------- I I-------------**Secondary**----------- I I-----------**University**---------I

Pakistani system: Urdu (until grade 3), then English

Afghan refugee system: Pashto and Dari

Mairam would have to learn two new languages to enter formal Pakistan schooling, or continue to university

Lack of relevant or practical skills lowers motivation and inhibits ability to find meaningful work in and around camps

INPUTS   **SHORT-TERM OUTPUTS**   **LONG-TERM OUTPUTS**

Little political will to revise

Few resources for host gov.

Education policy choices of the host government

Lack of relevant curriculum and/or practical skills

GRADUATE, BUT UNDERQUALIFIED

LESS MOTIVATED, DROP-OUT

Lower annual income

Fewer opportunities for formal employment

Less overall spending

Little tax revenue captured
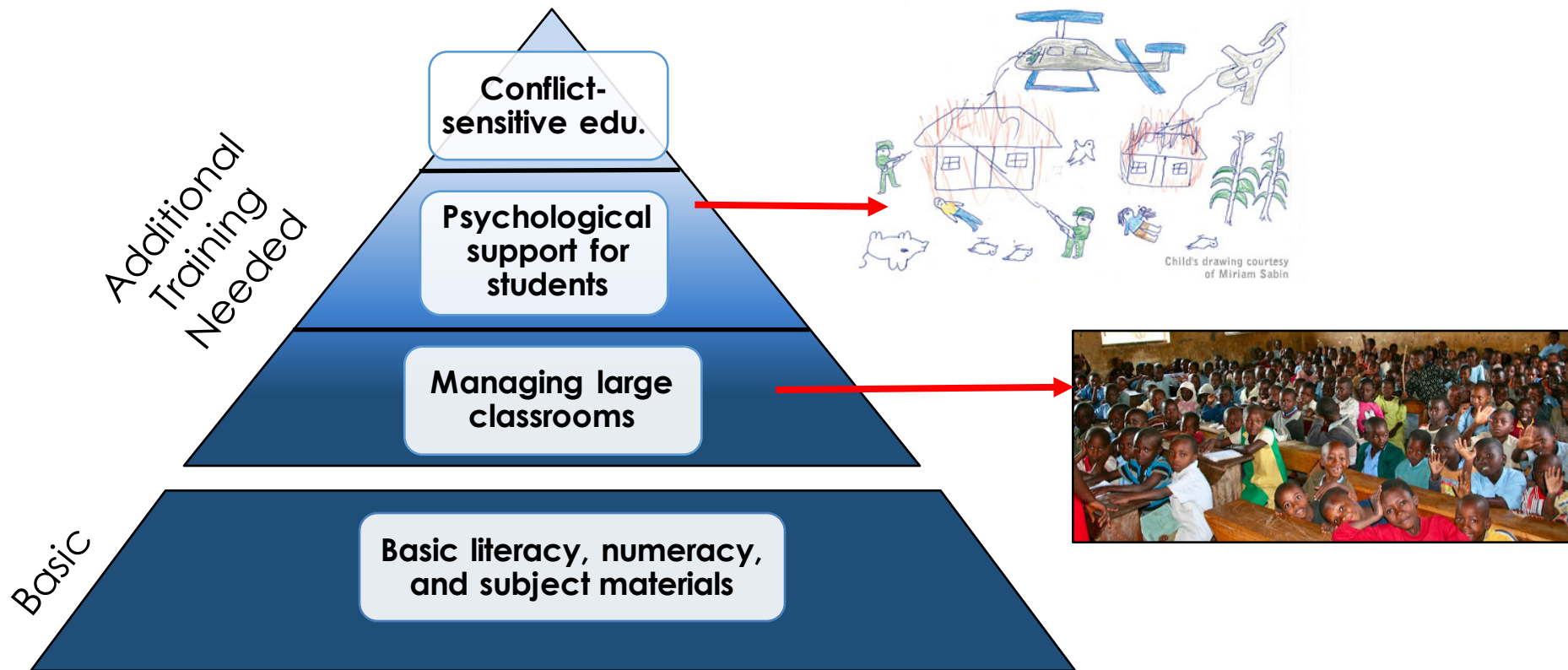
No tax revenue captured

Weak economy

Mohammed would like to study engineering

Result = negative reinforcing cycle

Overcrowded schools and stress-related conflict-induced trauma cause tensions among learners

Conflict-sensitive edu.

Psychological support for students

Managing large classrooms

Basic literacy, numeracy, and subject materials

Additional Training Needed

Basic

Child's drawing courtesy of Miriam Sabin

ICT4E can help address limited access and quality, but works best with in-person training and support

ICT4E

Support Mechanism Needed

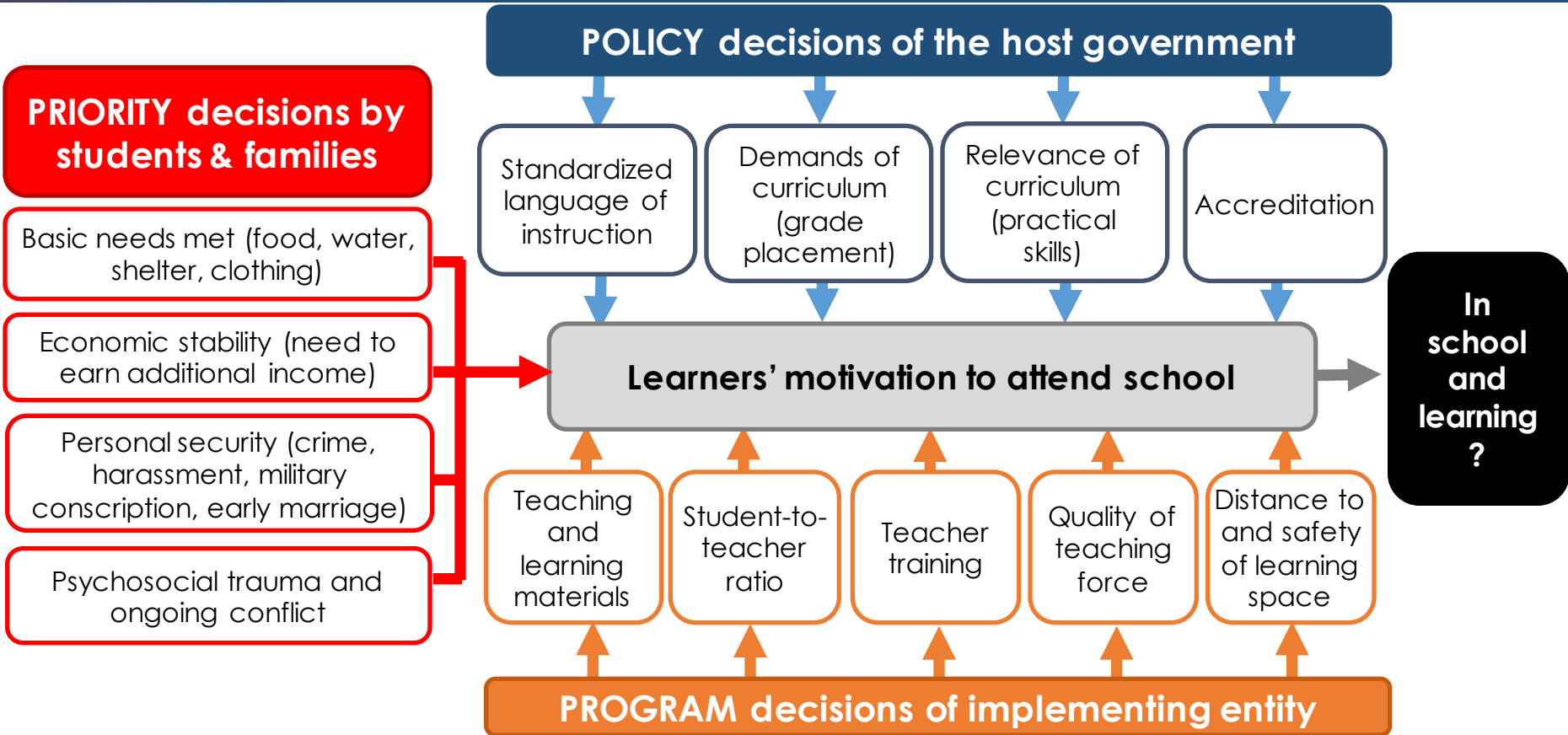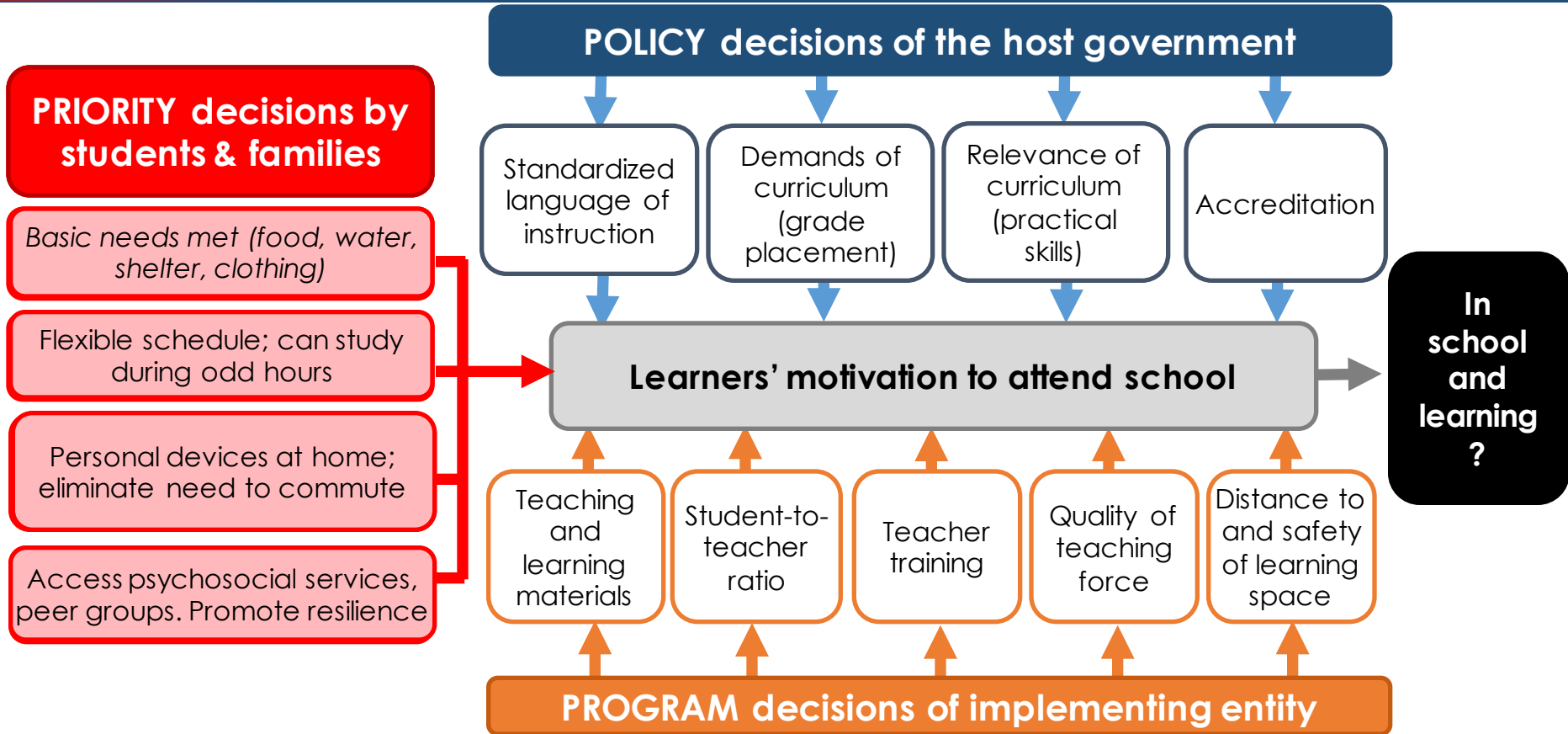| ICT4E	Support Mechanism Needed
Digital Teaching & Learning Materials	• Classroom Integration • Web Navigation Training
Tablets, eReaders, & Devices	• Technology Usage Training • Maintenance Training
Personalized Learning Software	• Classroom Integration • Mentorship
MOOCs and higher education	• Tutors (virtual or in-person) • Peer Accountability Structures • Vocational Practicum
Data Management	• Usage & Maintenance Training • Analytic Interpretation • Implementation Planning

Amal enjoys tinkering with technology, but needs guidance for deeper learning
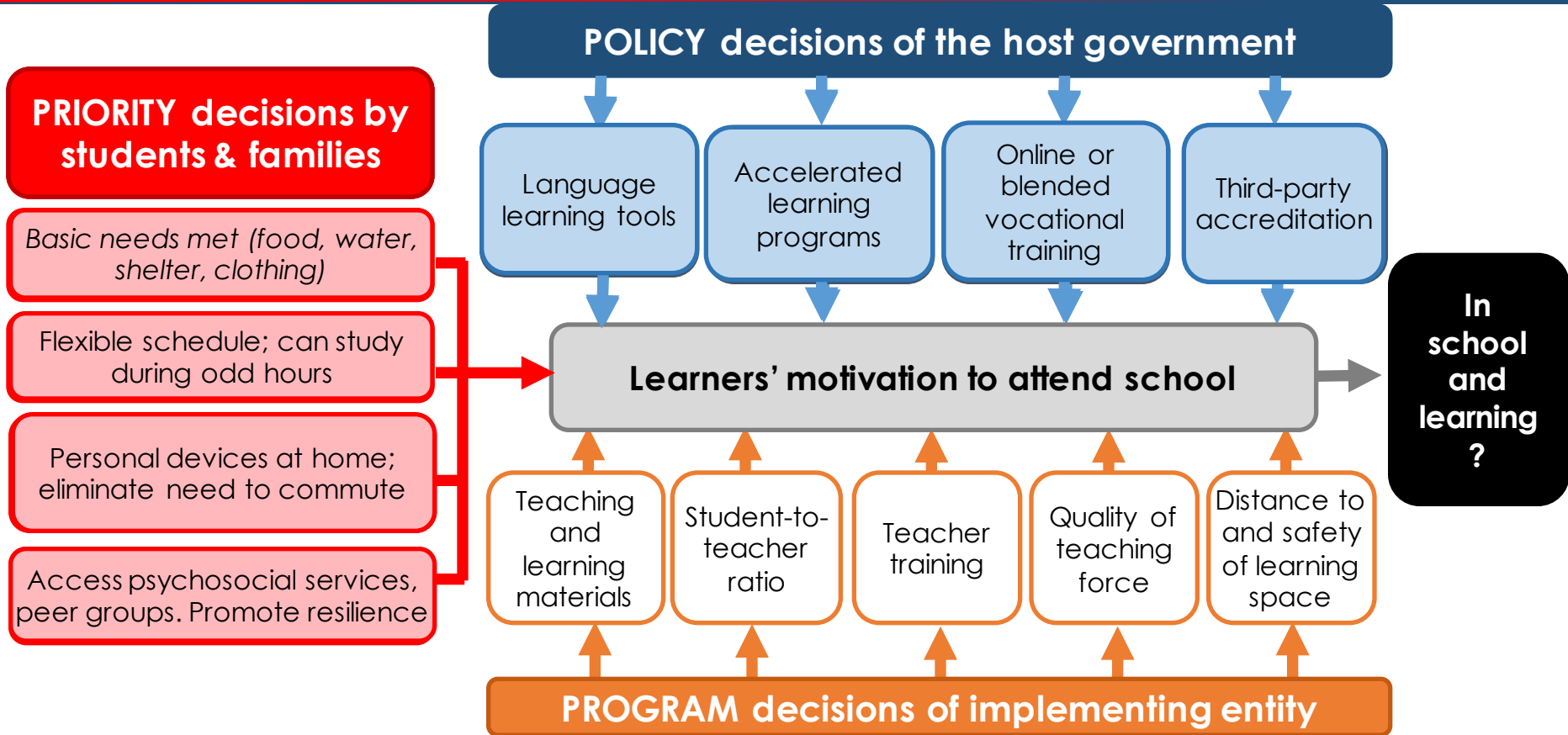
opportunities.

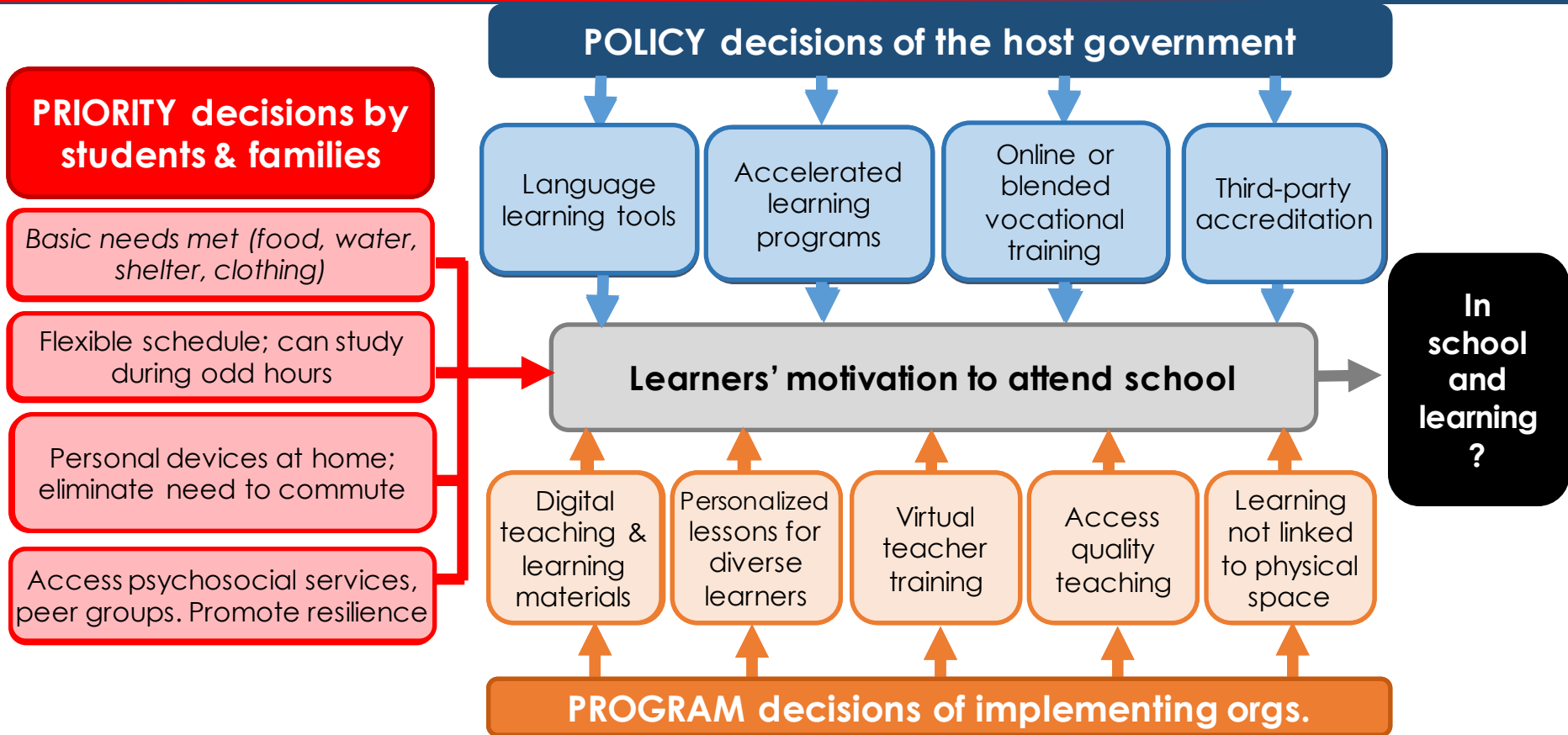# Refugee/IDP learners' motivation to attend school is the result of a complex matrix of factors and decisions

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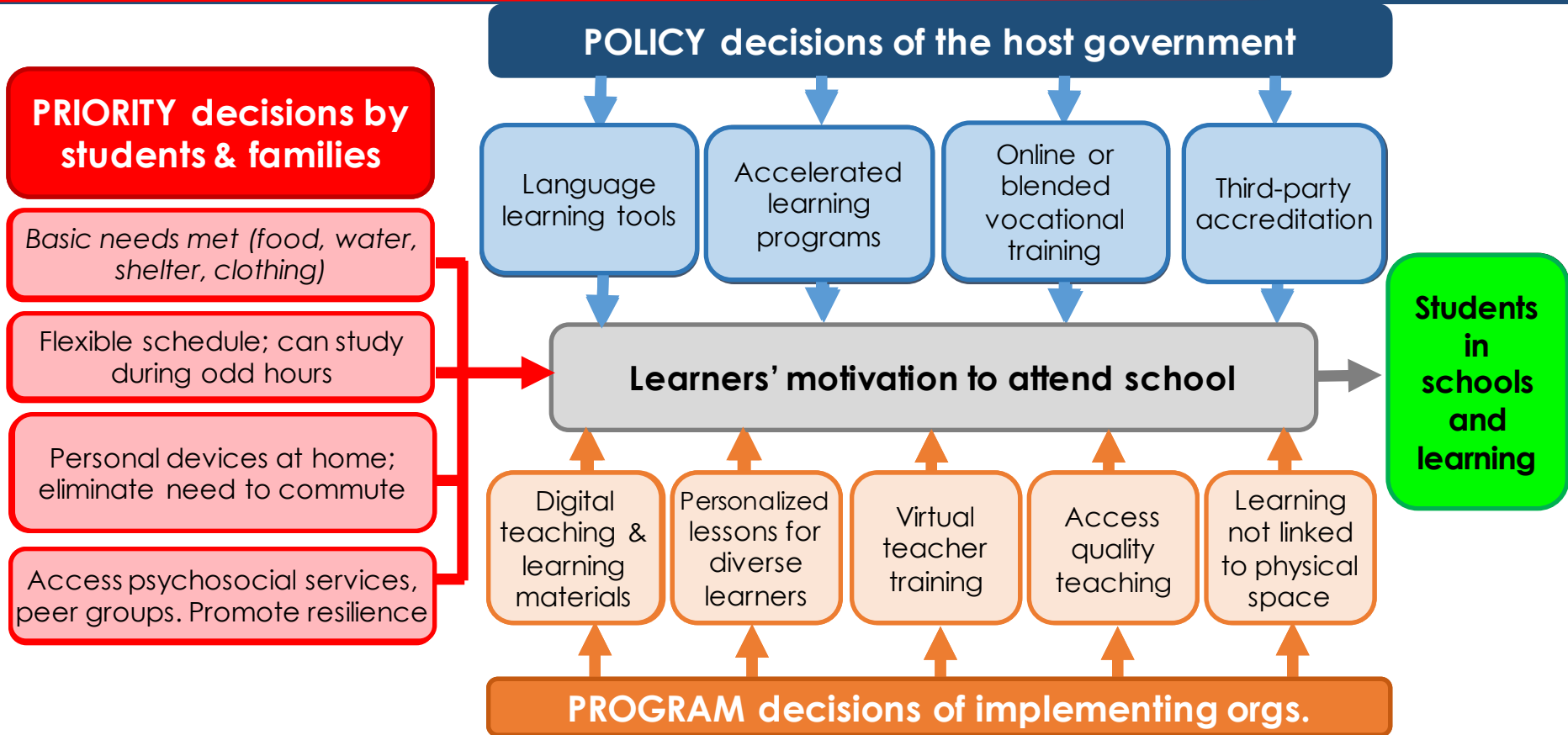**POLICY decisions of the host government**

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Personal devices at home; eliminate need to commute

Access psychosocial services, peer groups. Promote resilience

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Language learning tools

Accelerated learning programs

Online or blended vocational training

Third-party accreditation

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Digital teaching & learning materials	Personalized lessons for diverse learners	Virtual teacher training	Access quality teaching	Learning not linked to physical space

PROGRAM decisions of implementing orgs.

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Virtual teacher training

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PROGRAM decisions of implementing orgs.

War Child Holland's *eLearning Sudan* (eLS)

APPROACH: Tablet-based, fully accredited accelerated learning program for out-of-school primary students in grades 1-8. Uses applied-gaming instruction method.

Photo Credit: War Child Holland

APPROACH: Open source web-based application that facilitates the collection of school, student and staff data on a regular basis

Source: OpenEMIS Refugees

Higher Education, JC:HEM's *Online Diploma for Refugees*

APPROACH: Blended on-site and on-line courses for accredited tertiary Diploma in Liberal Studies. Students select field of study - Business and Community Development, Teaching, or Psycho-social Support

Photo Credit: JC:HEM

Photo Credit: JC:HEM

To learn more:
https://creativeu.com/en/ict4e-for-refugees

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Primary Researcher
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Education in Conflict and Crisis:
How Can Technology Make a Difference?

Dr. Negin Dahya

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'Mobility' conveys a standpoint on learning as something that is fluid and flexible, broadcast through radio waves, over mobile networks and across the vast webs of the Internet – even when infrastructures collapse or people's physical mobility is stifled.
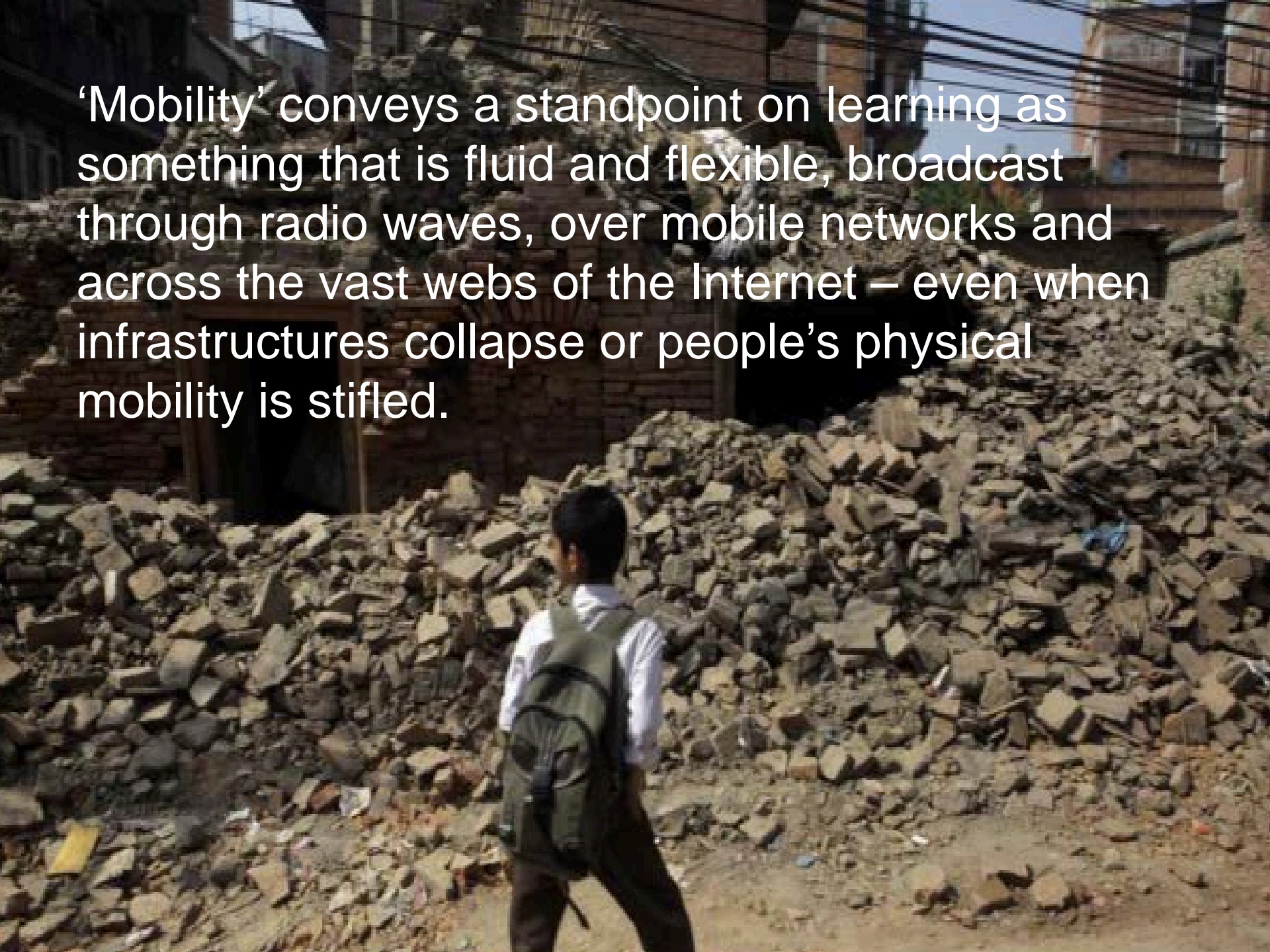
Trends

- Growing interest in using ICTs for system strengthening

- Programmatic areas of focus are mainly in post-conflict and protracted settings (teacher training and student learning)

- Blended learning + human resources

- Learner-centered pedagogies and community-based practices

- Open Educational Resources

- Informal initiatives including digital video and social media

Souktel + UNESCO: "Safe Schools"

- Communicate with parents and students about attacks on or around schools in Gaza

- Mass SMS distribution

- Trusted networks of communication created with and within school-community
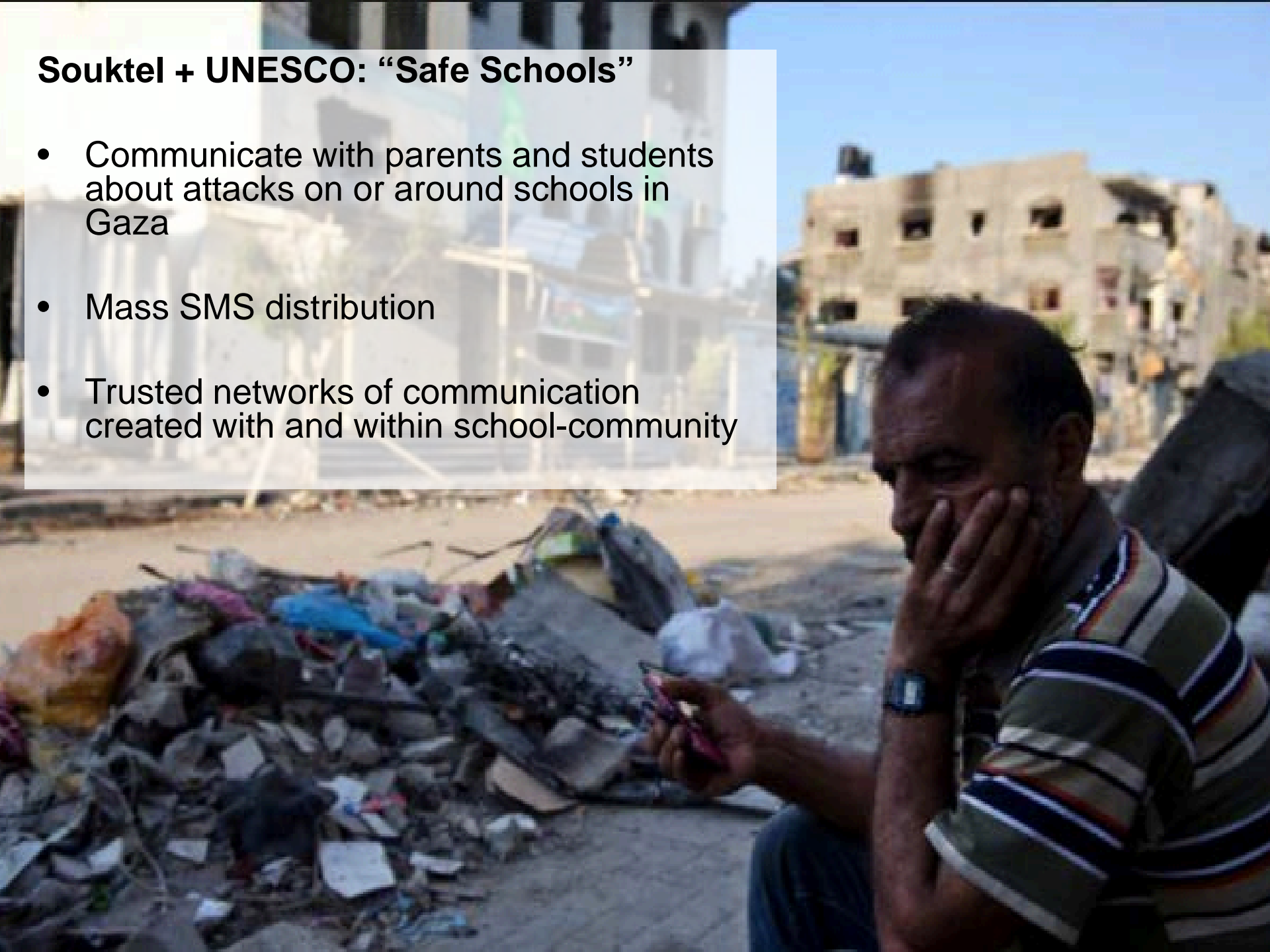
Interactive Radio Instruction

- Following school closures in Sierra Leone radio lessons were provided to engage young people in daily guided lessons and interactive activities

- Radio is free and widely available, allowing lessons to be distributed to reach a wide scope of children and young people who could not congregate in schools and community centers

Mobile phone support for literacy and numeracy

Curricular support modules using recorded, interactive audio and SMS

Subject specific quizzes and mini-lessons aligned with Kenyan curriculum

Challenges + Recommendations

Challenge: Evaluating the effectiveness of ICT initiatives in educational contexts is difficult under controlled and well-resourced conditions – a problem that is hyperbolized in more volatile contexts.
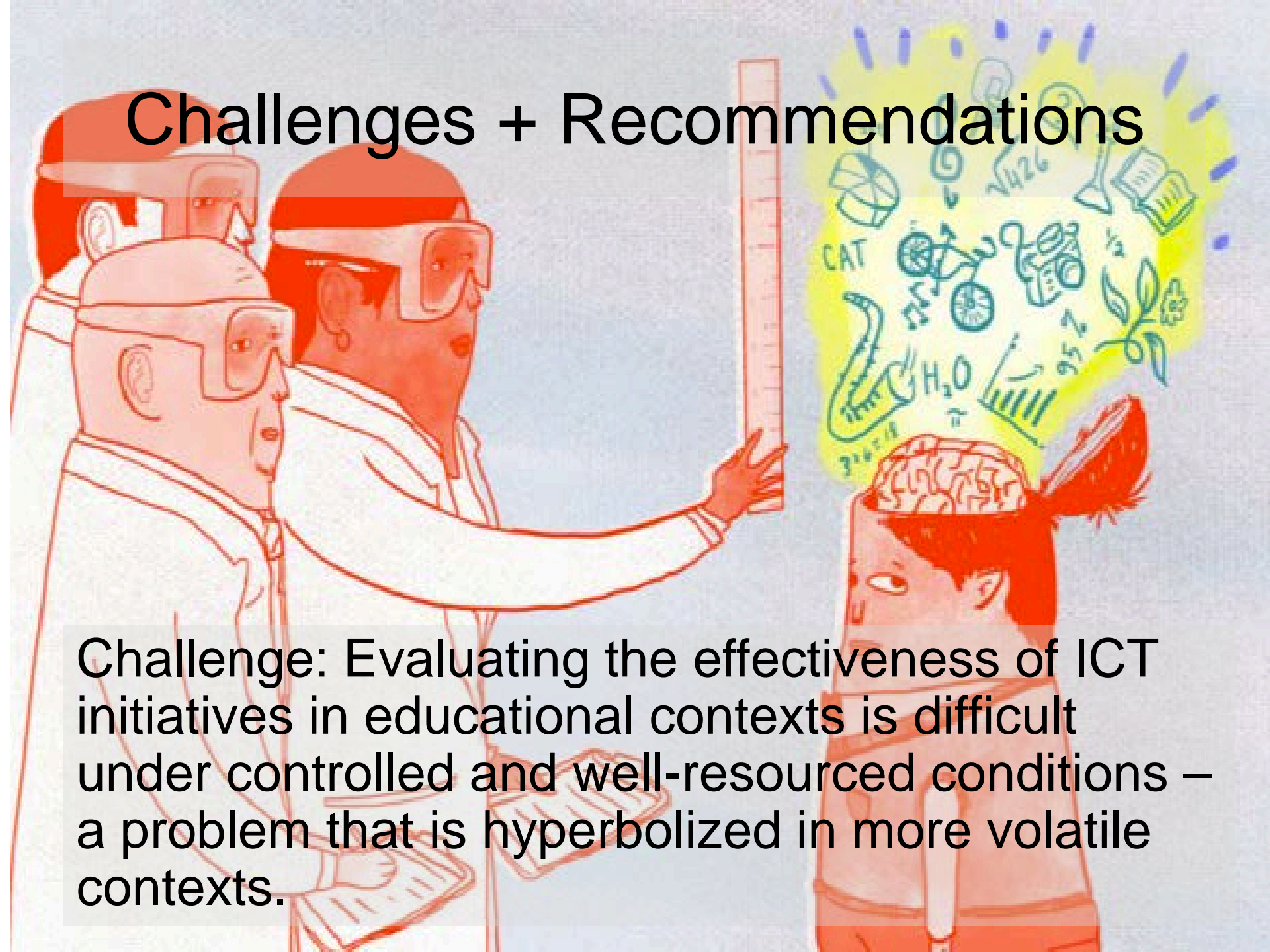
Recommendation: Acknowledge the 'claims v. evidence' gap, compile resources, and explore qualitative and participatory research methods to better understand the impact of ICT for education in the contexts of conflict and crisis.

Challenge: Conflict and crisis settings can exacerbate inequity and exclusion, particularly for girls and women and young people with disabilities.

Recommendation: Carefully attend to issues of privacy, security and ownership of digital data with any ICT for education initiative. Consider political implications of ICT usage and engage with local communities to understand the needs and impacts of ICT initiatives for the most marginalized. This includes attention to host community needs.

Challenge: Mechanisms for accreditation and certification using digital technologies could be a stronger focus in the ICT for education in conflict and crisis landscape.

Recommendation: Identify digitally mediated accreditation and certification mechanisms and databases.

Challenge: Digital and social media are widespread and in use worldwide. Secure and trusted networks of communication and human resources to mobilize and mediate communication are needed.

Recommendation: Explore and better understand the role of digital and social media networks for teaching and learning in conflict and crisis.

Dr. Negin Dahya

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TEACHERS FOR TEACHERS

A professional development initiative for educators working in extraordinary circumstances.

May 18th, 2016

Today's Presentation

Brief overview of initiative

Training, coaching, m-mentoring

Lessons learned to date about m-mentoring

A teacher's reflections

Next steps

TEACHERS for TEACHERS

Training
Coaching
Mentoring

A vast majority of children in refugee camps lack access to quality education.

Kakuma Refugee Camp, Kenya

- **21 primary schools** serving **58,279** students (23,257 girls)
- Primary school enrollment **73%**
- Secondary school enrollment **2%**

- 562 teachers - 483 of whom are refugees
  - **over 150** leave teaching each year
  - **Only 31%** are trained

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To improve refugee education, we have to start with teachers.
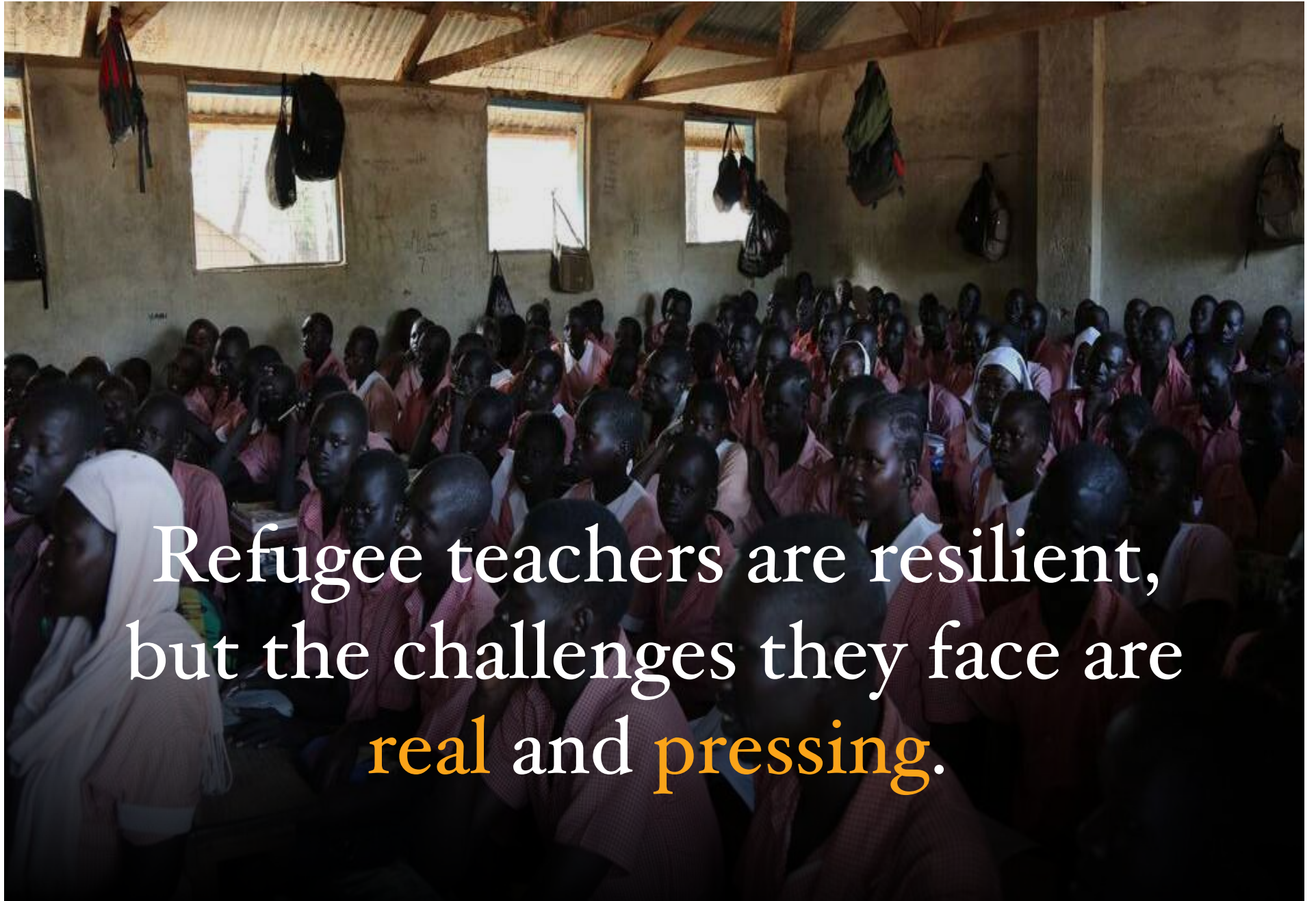
Refugee teachers are resilient, but the challenges they face are real and pressing.

**Background: Teachers for Teachers Initiative**

In 2015, Teachers College, Columbia University and Finn Church Aid partnered to develop and test an integrated professional development opportunity that would help to improve the quality of education in areas of crisis.

The following initiative has been designed uniquely for refugee teachers in Kakuma, Kenya with an eye towards providing sustained support to teachers here and possibly in other settings.

A professional development
initiative for educators
working in extraordinary
circumstances.

The Initiative

Teachers for Teachers brings together a variety of self-development opportunities for refugee teachers to provide on-site and online tailored, supportive and integrated learning.
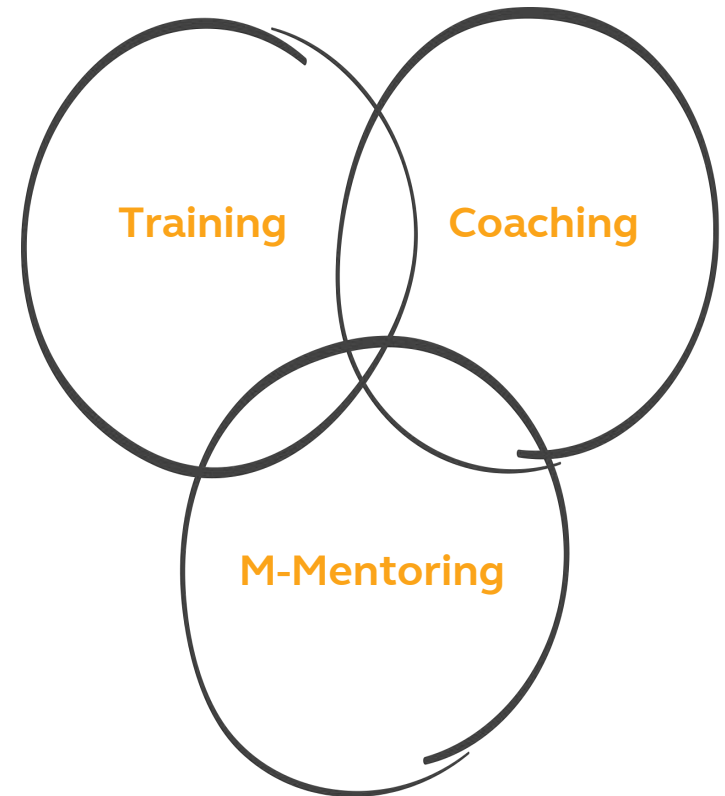
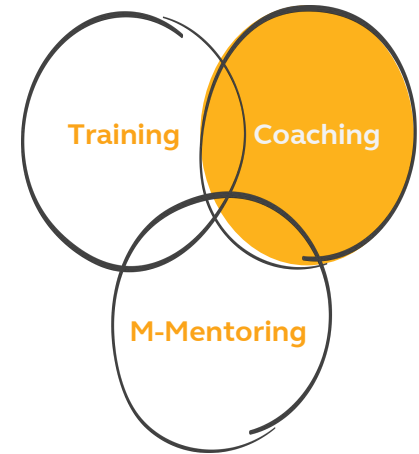## The Initiative

TRAINING

Training teams of international and local staff lead in-person training sessions with 25 to 40-person teacher cohorts. During this time, teachers learn new techniques and methodologies—crafted particularly for emergency contexts—that they can immediately begin putting into practice.

Training

Coaching

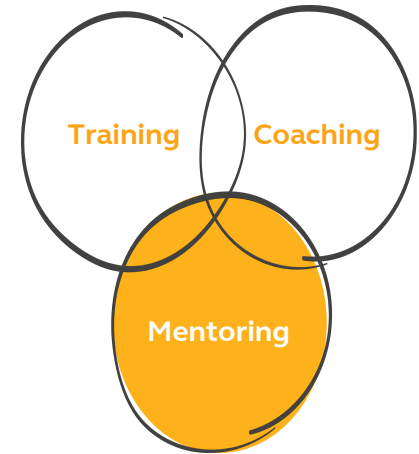M-Mentoring
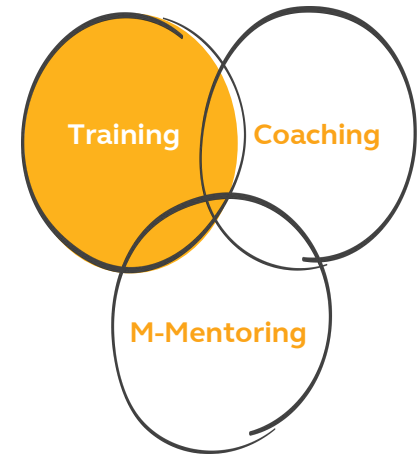
The Initiative

COACHING

While practicing learnings from the training sessions, teachers get the opportunity to raise questions and get one-to-one support from local experienced teachers, or coaches. These sessions are great for working on challenges together.

Training

Coaching

M-Mentoring

The Initiative

MENTORING

Throughout the program, teachers benefit from having access to external resources. This is a great opportunity to troubleshoot together and build on the learning process in a virtual cohort through a secret Facebook group and appropriate texting app (Facebook Messenger, WhatsApp, SMS).

Training

Coaching

Mentoring

Lessons Learned: M-Mentoring Prototype

Leverages existing technology available among teachers

High interest and enthusiasm in mobile mentoring

Ability and interest in connecting with people/resources both inside and outside of camp

TEACHERS for TEACHERS

Training
Coaching
Mentoring

13

Lessons Learned: M-Mentoring Prototype

Opportunity for teachers to apply theory to practice on the spot

Obtain real-time data from teachers

TEACHERS for
TEACHERS

Training
Coaching
Mentoring

Lessons Learned: M-Mentoring Prototype

KEY TAKEAWAYS (CONT)

Time intensive endeavor to manage content and communications

Potential challenges for sustainability of mobile mentoring over the long-term

M-mentoring must stay connected to in-person support

TEACHERS for TEACHERS

Training
Coaching
Mentoring

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A Teacher's Reflections on M-Mentoring

PETER MADING ANGONG, PRIMARY SCHOOL TEACHER, KAKUMA

Training
Coaching
Mentoring

Next steps

TRAINING

Roll out both long-term and short-term training approaches.

COACHING

Pilot-test newly developed coaching materials and recruit peer coaches to support fellow teachers.

M-MENTORING

Recruit experienced teachers outside of Kakuma refugee camp to lend personalized support to teachers.

TEACHERS for **TEACHERS**

Training
Coaching
Mentoring

For more information

PRESENTERS

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Peter Mading Angong (petersonmading@yahoo.com)
Primary School Teacher, Kakuma Refugee Camp

AVAILABLE TRAINING MATERIALS

Access open-source **Training for Primary School Teachers in Crisis Contexts** materials here: www.ineesite.org/tpd

INEE Technology and Education in Crises Task Team (TecTT)

- The TecTT is a **multidisciplinary team of professionals** involved in researching, funding, developing, implementing, and evaluating technology solutions to education challenges in crisis contexts.

- **TecTT objectives**:
  - Develop a global community of practice
  - Identify and promote "good practice"
  - Advocate for effective use of education technology in crisis contexts

Find out more at www.ineesite.org/task-teams/technology

INEE

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THANK YOU!