

InZone Kakuma and Kalobeyei Higher Education Needs Assessment Report



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Abstract

Using a grassroots transformative approach, this needs assessment examines the higher education needs of refugees living in Kakuma and Kalobeyei refugee camp, Kenya. The data collection was carried out between November and December 2020 and gathers the views of selected refugees, host community members and a limited number of service providers operating in the camp, on what the needs of the InZone higher education programme in the camp are. Due to Covid-19 and other restrictions on movement and interaction in Kakuma and Kalobeyei, the study sample is limited to 114 individuals who participated in a survey and 3 focus group discussion on their higher education needs. The main needs highlighted by the participants presented in this report relate to offering a wider subject area choice, longer courses, increased technical and pedagogical support and providing more appropriate facilities to enable improved learning.

Introduction and Background

Higher education programmes in refugee camps are seldom created, administered or delivered by refugees. Resource shortages, employment restrictions for refugees, capacity limitations and various other social, political, geographical and economic factors have resulted in a higher education space that is dominated by online learning imported via ICT platforms and, to a lesser extent, via western education provider's 'campus' models (Halkic and Arnold, 2019). The majority of courses which refugee learners participate in are rarely contextualised to include the particularities of refugee life, nor are they delivered through means that best reflect the pedagogical needs of refugee students (Crea, 2016).

Furthermore, relevance, meaning and resources are often evaluated post-delivery of higher education courses for refugee learners (O'Keeffe and Akkari, 2020; Carron, 2019). As academic investigation into higher education in refugee contexts (HERC) is a relatively novel academic pursuit, with a limited body of literature available (Taylor and Sidhu, 2012; Bellino, 2020), it is difficult to assess the broad impact of HERC on refugee learners. However, the emerging research that is available supports the need for greater thought and investment into higher education programmes that suit the specific needs of refugee learners, rather than importing courses that are not designed for these learners or the context in which they live. For example, a meta-analysis of research into HERC carried out by Ramsay and Baker in 2019, found that it is enriching and rewarding for refugee students and that it can meet their distinct needs when it rendered relevant and meaningful to those who participate in it.

Kakuma refugee camp, where InZone (a programme for higher education in refugee contexts at the University of Geneva) has been enabling higher education courses for the past 5 years, is a clear case of a refugee context where there is a need for more relevant and meaningful HERC. Kakuma is 'home' to nearly 200,000 refugees, representing 22 nationalities from various countries in the East Africa region and beyond (UNHCR, 2020). According to the United Nations High Commissioner for Refugees (UNHCR), just 1,503 of these people had access to higher education in 2019 (UNHCR, 2019a). This figure is considerably less than the estimated 3% of the global refugee population, and 34% of the global non-refugee population, who are

able to access higher education (UNHCR, 2019 b). The under-resourced camp has limited access and opportunities for Kakuma residents to higher education. What is available, is further degraded by a vast array of technical, social, political, economic, and other practical barriers that make studying in Kakuma a very difficult task (Carron, 2019).

In 2019, UNHCR released its Refugee Education 2030 strategy, an update of its 2012-2016 Refugee Education Strategy, which pledged to *'ensure that refugees are increasingly accounted for in education sector planning goals and action plans; that refugee and host community students are prepared equitably to succeed in national systems wherever they live; and that the particular learning needs of refugee and host community students are addressed by expanding existing programmes and partner investments in support of innovative local solutions'* (UNHCR, 2019 c). The onset of the Covid-19 pandemic in early 2020, and the continued uncertainty of its impact, has dealt a blow to strategists and implementing partners attempting to follow this strategic lead, resulting in the widescale cancelling/postponing of programmes in refugee camps and other refugee contexts.

Like elsewhere, the pandemic has impacted heavily on higher education in Kakuma. Lockdowns, social distancing requirements and other restrictions on movement into, within, around and out of the camp, have resulted in many programmes calling a halt to their operations until further notice (O'Keeffe and Carron, 2020). For those that have tried to continue through the pandemic, the rush to purely online approaches, while not the most effective education solution in the best of circumstances (Baiwa, 2016), has proved difficult in conditions where computers, internet access and electricity are the exception and not the rule (Carron, 2019).

For InZone, the impact of the pandemic on its operations in Kakuma was further exacerbated by the disbanding of its founding refugee management team in early summer 2020. While the situation was far from ideal, the Covid-19 -related slowdown afforded InZone the opportunity to evaluate its refugee-led management model approach and build a new team from the grassroots up and emanating from their grounded experience of life and education in the camp. In August 2020 this 'transition team' (comprising of 3 former InZone students who together had a wealth of higher education and programme management experience) was engaged to build a new refugee management team and to lead the way forward for the future

development of the programme. From September to December 2020, the transition team received intensive online bi-weekly education programme capacity building and academic research training from InZone academics based in Geneva. In addition, they participated in a week-long face-to-face management and research training in Nairobi in September 2020 (due to Covid-19 restrictions on non-refugees' ability to enter the camp, it was necessary for the team to travel to Nairobi to meet with the trainers), given by one of the InZone academics and InZone's executive director.

The capacity building process was grounded in transformative pedagogical principles and drew on the InZone academics' long experience of working in refugee camps and the transition team members' extensive experience of living, working and studying in Kakuma. The transformative approach combines constructivism with pedagogies to empower people to examine their own beliefs, values, and knowledge with the goal of developing a reflective knowledge base, an appreciation for multiple perspectives, and a sense of critical consciousness and agency (Ukpokudo, 2009). Over the course of the 4-month long capacity building process, the team and academics delved into the academic discourse surrounding HERC, developing and delivering operations training, carrying out research with refugees and devising a unified approach to chart the way forward for a more effective refugee-led management approach.

Central to the transition teams' capacity building training was equipping them with the knowledge and skills that they need to carry out research amongst their refugee peers in the camp. This needs assessment is their first research output as researchers and a direct output of this transformative approach, where the transition team gained the agency to carry out a needs' assessment with and for their own communities. With the guidance of the InZone academics using transformational principles, it was decided that the team, as refugees living, working and studying in Kakuma, were best placed to determine the research parameters to be employed in the needs' assessment, the aims and objectives of the needs' assessment, the generation of the research tools to be used for collecting the data, the carrying out of the data collection and participation in the reporting of findings.

The following exploration outlines the needs assessment procedure and presents its main findings and recommendations to move InZone's educational offer forward in the spirit of co-creation between refugees and higher education providers.

Procedure

During the face-to-face training session in Nairobi in September 2020, the transition team and the lead InZone academic researcher congregated in order to define the parameters, aims and objectives, tools and procedure to be used in this needs' assessment. The format used to do this was explorative and grounded in the transformative principles which guided the capacity building process. To start the process off, the academic delivered a facilitative session on needs' assessments, using the Inter-Agency Network for Education in Emergencies' Guide to Education in Emergencies Needs Assessments¹ as a framework for the session. In brief, the session explored the following topics: information needs, purposes of investigation, information gathering with different actors and reporting and simulation training in focus group facilitation. Following on from this session the team deigned it important that the procedure would be systematic and commence by generating the aims and objectives of the Needs' Assessment. A brainstorming exercise resulted in the following aims and objectives being generated.

Aims

1. The primary aim of this needs' assessment is to understand what higher education programmes are relevant, meaningful and useful for camp residents, before building and enabling programmes to satisfy these needs
2. The secondary aim of this needs' assessment is to understand what pedagogical support best meet the needs of learners in Kakuma and Kalobeyei refugee camp
3. The third and final aim is to identify what resources and processes are necessary to meet these needs

¹ INEE's Guide to Education in Emergencies Needs Assessments <https://inee.org/resources/guide-education-emergencies-needs-assessments>

Objectives

1. Identify the different social actors in Kakuma who participate in higher education, directly benefit from it and influence its developmental trajectory
2. Define relevant research questions that reveal the true educational needs of refugees in Kakuma
3. Organise and carryout research data gathering tools and procedures
4. Synthesise research findings in a needs' assessment report

Participants

The next systematic step in the procedure was to define which actors in Kakuma refugee camp could yield useful information for the higher education needs assessment. The following list of actors was generated and it was agreed that they would be recruited as participants in the research as they could provide the most meaningful informant landscape for refugee higher education in Kakuma.

1. InZone students (currently registered on InZone courses) and alumni
2. Community leaders (representing different ethnic groups in the camp)
3. Religious leaders
4. High school students
5. Parents
6. Host Community leaders
7. Representatives of service providers in the camp

It was agreed by the team that outreach would commence in October 2020 to gather participants for the research. It was initially aimed to have a pool of over 200 participants take part in an individual survey and focus groups, but due to limitations and movement restrictions in and around the camp, the total number of participants in the needs' assessment was reduced to 114 people. The limitations experienced in the research process are elaborated on at the end of this procedure section. Administratively, Kakuma Refugee Camp

comprises of Kakuma refugee camp proper and neighbouring Kalobeyei integrated settlement. Therefore, it was decided to pool participants from both Kakuma and Kalobeyei in the research. The following tables illustrate the number of participants who took part in the survey and focus groups.

Table 1. Individual Surveys

	ACTORS GROUP	KAKUMA	KALOBEYEI	TOTAL
1	Parents	16	9	25
2	Community leaders	4	3	7
3	InZone students	15	8	23
4	Religious leaders	8	6	14
5	High school students	16	9	25
6	Host community leaders	1	1	2
7	Service Providers	4		4
	TOTAL	65	35	100

Table 2. Focus Group Discussions²

	GROUP	KAKUMA	KALOBEYEI	TOTAL
1	InZone students	4	3	7
2	Parents	4	3	7
	TOTAL	8	6	14

Outreach for Participant Recruitment

It was agreed by the team that outreach for the research would take place using InZone's existing network of students and education provider contacts in the camp. InZone uses WhatsApp as its main communication tool for connecting with people in and around the camp

² Due to budget limitations, outreach and movement restrictions, it was only possible to convene 2 social groups for the focus group discussions.

as it is the main communication platform used by refugees in Kakuma and Kalobeyei. Thus connecting with potential participants who have access to phones and internet connections was relatively straightforward. To widen outreach to those who do not have access to WhatsApp, InZone's outreach manager (one of the team members in this research) also approached community groups and leaders in Kakuma and Kalobeyei in person to recruit participants to take part in the research.

Need Assessment Questions

Following the identification of the relevant actors for this study, the team set about defining what questions they wished to ask the participants. The following list of research questions was generated and formed the basis for the subsequent data gathering process.

1. What do you know about InZone?
2. What inspires you about InZone?
3. What makes you not feel well about InZone?
4. What are your expectations of InZone?
5. What is the importance of higher education to you?
6. What kind of courses do you want to learn from InZone?
7. Which kind of support do you need from InZone to make your course better?
8. What do you think about the impact of higher education in the community?
9. What are the main obstacles that you encounter during your studies?
10. Do you have something to add to make InZone better and to improve your learning experience?

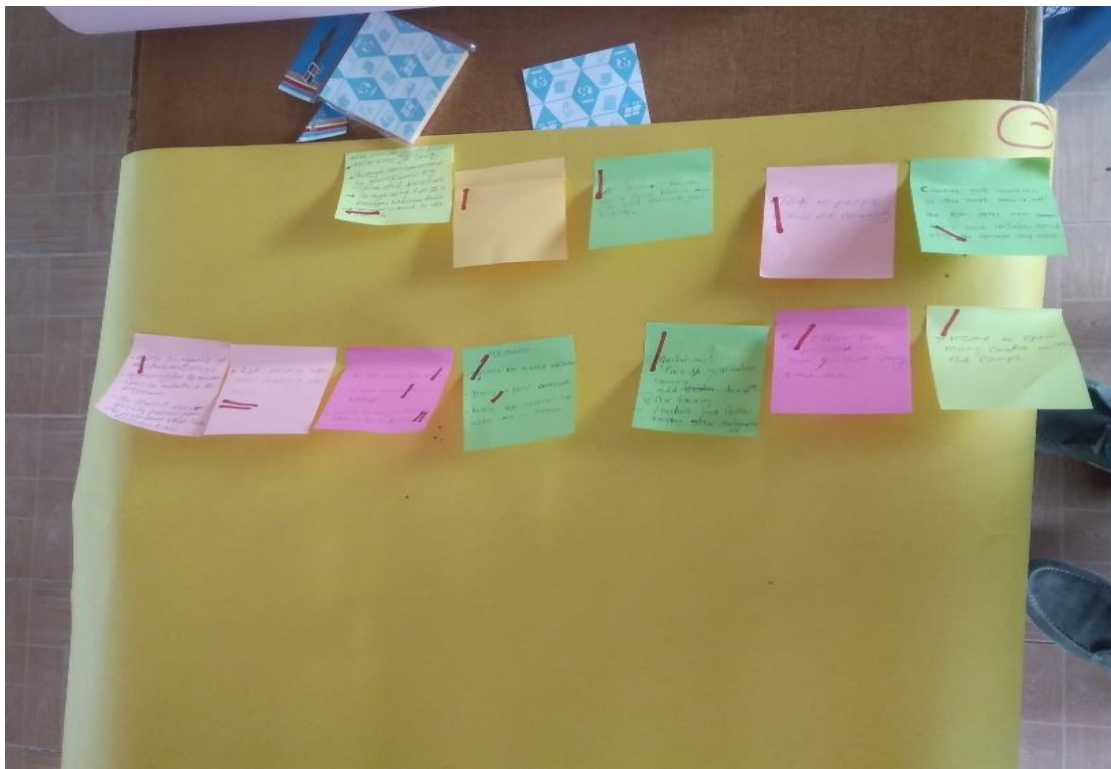
Research Tools and Process

These questions were transformed into two research tools. Firstly, a survey which asked participants each of the aforementioned questions and was disseminated via an online survey (google forms) for those who had the required technology and internet access to complete an online survey and, for those that didn't have the required technology and internet access, at

InZone’s learning facility in Kakuma using a hardcopy paper questionnaire for participants to complete. Participants who attended the learning facility to complete the questionnaire (and participate in the subsequent focus groups) received transport costs from and to their place of residence to the learning facility and light refreshments during their participation in the research.

Secondly, the research questions were used to form a script to guide the informant research focus groups. Each question was presented to the groups verbally by the researcher, who then gave their responses in detail. The focus groups were convened at InZone’s learning facility, where participants received transport costs and light refreshments for their participation. The groups were led by one of the team members, while another took notes of the participants responses. To elaborate on discussions and brainstorm ideas and strategies, the researchers used a ‘post-its’ techniques, to collect the key words and ideas enunciated by the participants and displayed in the middle of the group on a large sheet of paper (see below).

Photo 1. Collecting Opinions Using Post-it Notes



The post-it notes were collected and used as the basis for developing a conversation around each topic during the focus groups.

Limitations

- Kakuma and Kalobeyei span vast geographical areas, with many parts of the camps inaccessible and dangerous to travel to. Movement around the accessible areas is difficult and requires a motor bike taxi as there are no paved roads or public transport. As transport costs were to be reimbursed to the participants, a large sample size placed a burden on the budget and resulted in the necessity to reduce the number of participants who could participate in the focus groups and in-person survey at the learning facility. The originally planned sample size of 200 participants was thus reduced to 114 people.
- Kakuma and Kalobeyei operate under a curfew system where residents have to be in their quarters by 6 pm. Therefore reaching potential participants to travel to the learning facility was not always possible for those who work during the day or have child care or other duties to attend to.
- The research project took place during the time of Covid-19 where camp residents evidently feel cautious about meeting others and traveling around the camp. In addition to the various movement restrictions in place during the data collection period, anecdotally, fear of catching Covid-19 reduced the willingness of people to participate in the focus groups and to gather in the learning facilities to complete the survey.
- Restrictions on movement in the camp was further impacted by the Covid-19 response from the camp administrators and authorities. Heavy fines are placed on refugees who do not comply with social distancing and requirements to wear a mask when out in the camp. As many people in the camp cannot afford to buy masks, they limit their movement in case they are fined. This impacted on the willingness of people to travel to the learning hub to take part in the research.
- Kakuma and Kalobeyei has a large population of over 200,000 people. Communication technology is not freely available and many people do not speak the same languages.

Due to its vast and complicated social layout, outreach to all the different communities was not possible with limited staff and budgetary resources.

- Many organisations and service providers have reduced and removed their staff in the camp during the on-going pandemic. Reaching service providers as potential participants to take part in the research was difficult and relied solely on an email request sent out amongst InZone contacts. The response to this email request was low, with only 4 personnel from service providers in Kakuma responding positively and participating in the focus groups.

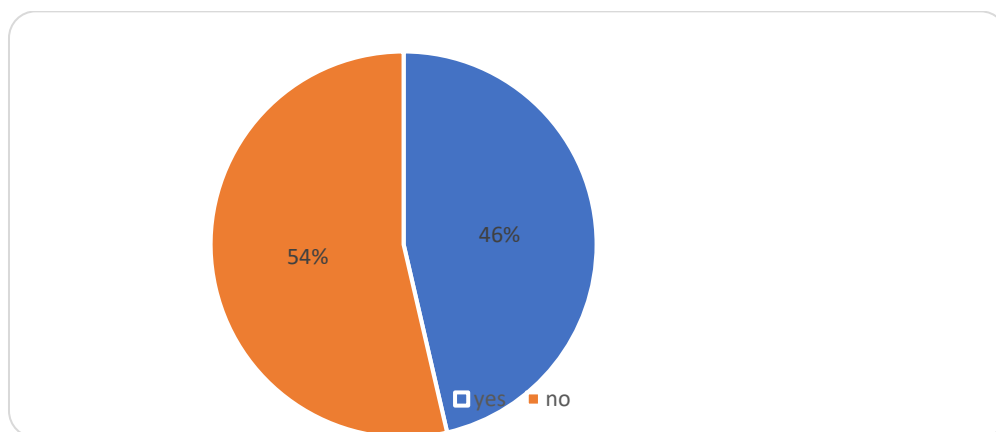
Findings and Analysis

The following findings and analysis bring together the main topics covered by the survey and further elaborated on during the focus groups: familiarity, satisfaction and dissatisfaction with InZone, the course needs of the respondents and their expectations of what InZone can offer them. The following discussion is intended to be a non-exhaustive summary of the current status of InZone as an education programme and to provide inspiration for its future direction.

Surveying Familiarity with InZone

The first level of investigation in this needs’ assessment concerned Kakuma and Kalobeyei residents’ familiarity with the InZone programme and its current education offer. The survey sought to find out this information out by expanding the participant pool out from existing students and alumni to the wider Kakuma and Kalobeyei communities, in order to gauge what they know about InZone. Communication restrictions on reaching an entirely representative sample of Kakuma and Kalobeyei, means that familiarity is only assessed through the limited scope of existing networks in the camp of those that are influential in education choices (parents, students, community leaders, host community leaders, religious leaders). Therefore, it can only be asserted that the following findings represent the views of a selected representation of refugees in Kakuma and Kalobeyei refugee camp.

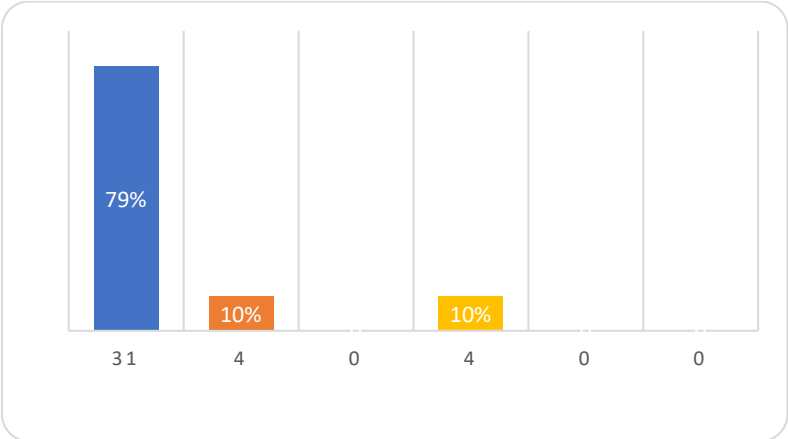
Figure 1. Familiarity with InZone



Amongst the refugee and host communities surveyed (parents, students, community leaders, host community leaders, religious leaders), 54% of the respondents reported to know of InZone. While not-representative of the entire camp (due to limitations on data collection), this figure suggests that a lot more can be done in terms of programme outreach and community engagement in order to build awareness of InZone in the camp.

Of the 54% that reported to know InZone, 79% reported that InZone functions as a higher education programme for refugees, 10% claimed that InZone provides food, while another 10% reported that InZone offers livelihood opportunities for refugees.

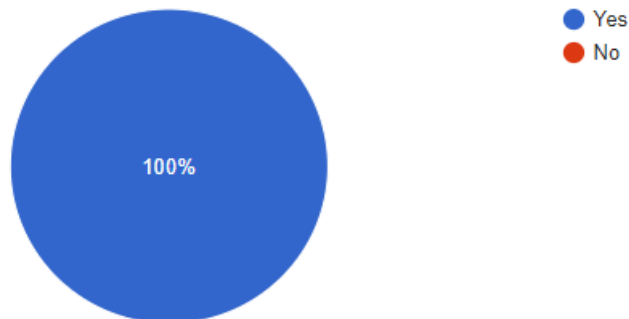
Figure2. Functions of InZone: Education, Food and Livelihoods



While it is true to say that InZone provides food to some course participants (e.g. during exam times and during research project data collection) and that it employs refugees as programme managers, course facilitators, security staff and ad-hoc contractors for various projects, InZone’s function is primarily to provide higher education courses for refugees. This finding suggests that there is scope to clarify InZone’s mission amongst the various communities’ surveyed and beyond.

All 4 service provider respondents to the survey (representatives from Humanity and Inclusion, Youth Education and Sports Kakuma, Jesuit Worldwide Learning and Vijana Twaweza) were familiar with InZone.

Figure 3. Service Providers' Familiarity with InZone

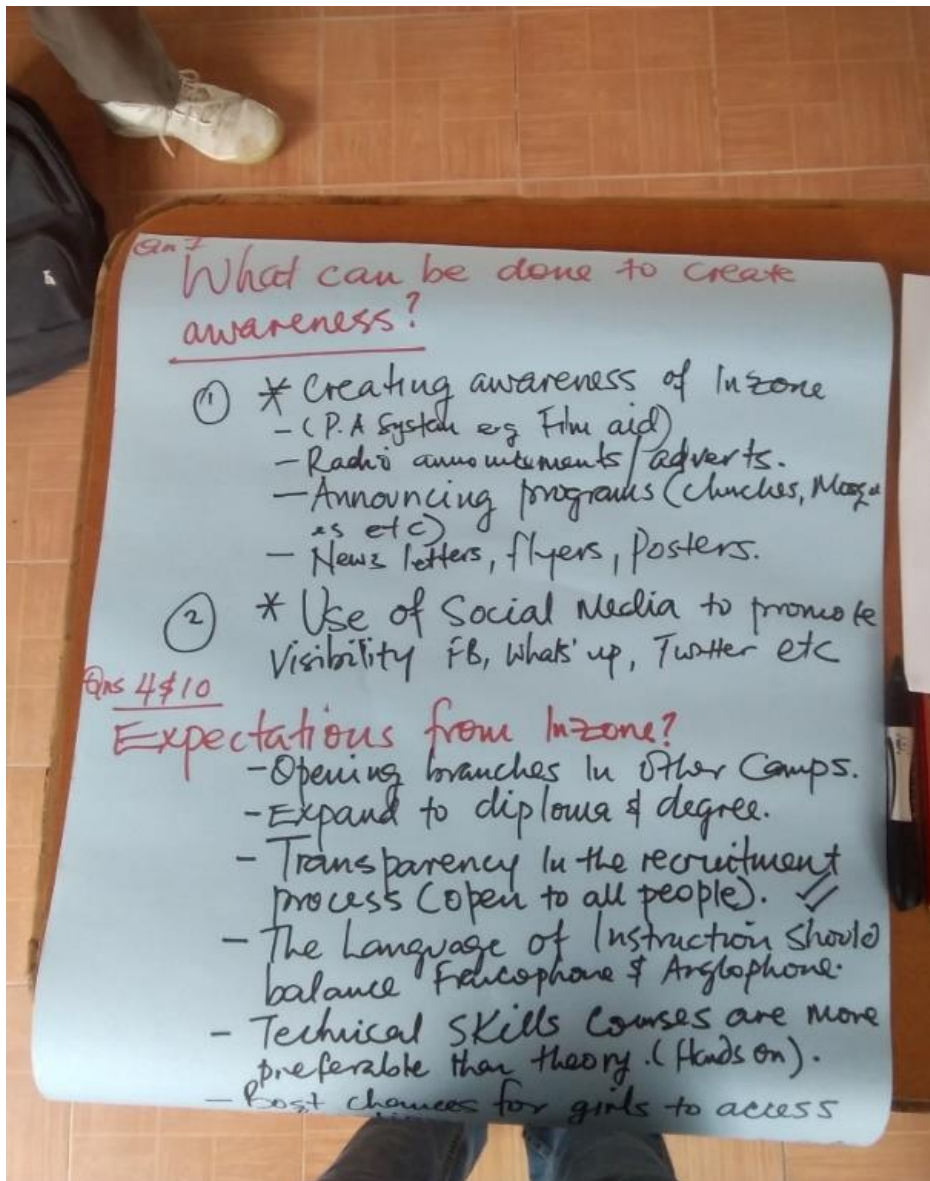


While encouraging, InZone has close ties to many service providers in the camp, so this was not unexpected. Many past and current InZone students work as Incentive Based Volunteers (IBVs) with service providers in Kakuma and Kalobeyei and those that responded to the email request to participate in the survey were all former students. As this sample size is small, it is recommended that further research be carried out with service providers to gauge their views more accurately.

Focus Group: Discussions on Familiarity

The focus groups provided an opportunity to delve deeper into why 46% of respondents were unfamiliar with InZone and what could be done to improve awareness of InZone amongst the wider communities.

Photo 2: Focus Group Awareness and Expectations of InZone

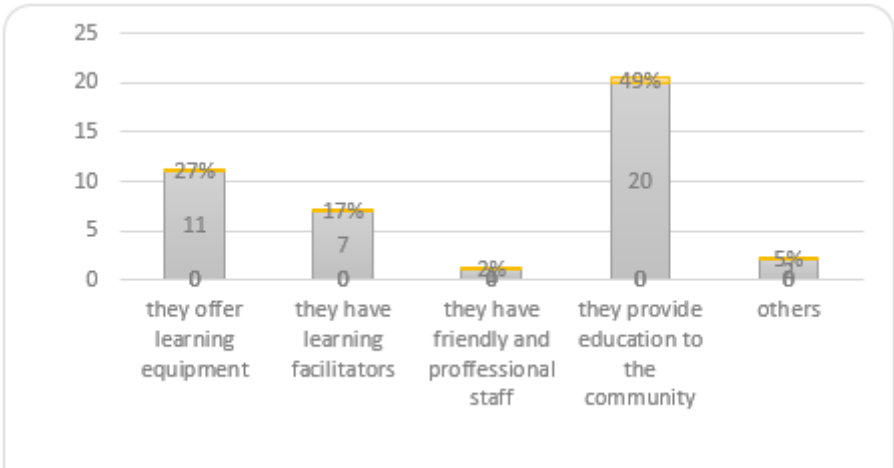


During their discussion, the focus group participants recommended that using social media and traditional communication techniques (radio, posters, flyers etc) would help to create awareness of InZone amongst the wider communities in the camps. The participants also discussed what needs to be done on managerial level to improve understanding of what InZone is – open more ‘branches’ or learning hubs, increase transparency and increase course offer. The discussions were collected and summarized on a large sheet of paper which was displayed in the middle of the focus group (see the above photograph)

Surveyed Satisfaction with InZone’s Offer

To better understand perceptions of InZone’s offer, the survey participants were asked to list what they thought was good about InZone. As InZone moves forward in its development, understanding what the positives and negatives of the current model are, could help to better chart a clearer path forward its higher education programme in the camp.

Figure 4. Perceptions of InZone



The majority of respondents (49%) felt that providing education to the community was the main attraction of InZone. InZone has long been a community of learners and over the years has built itself through a refugee-led model. Amongst a population of displaced people in a refugee camp setting, empowerment through inclusive community-based initiatives can be a big advantage for programmes offered to the wider refugee community. InZone offers a unique model, where refugees themselves help their own communities – contributing to their own empowerment and resilience.

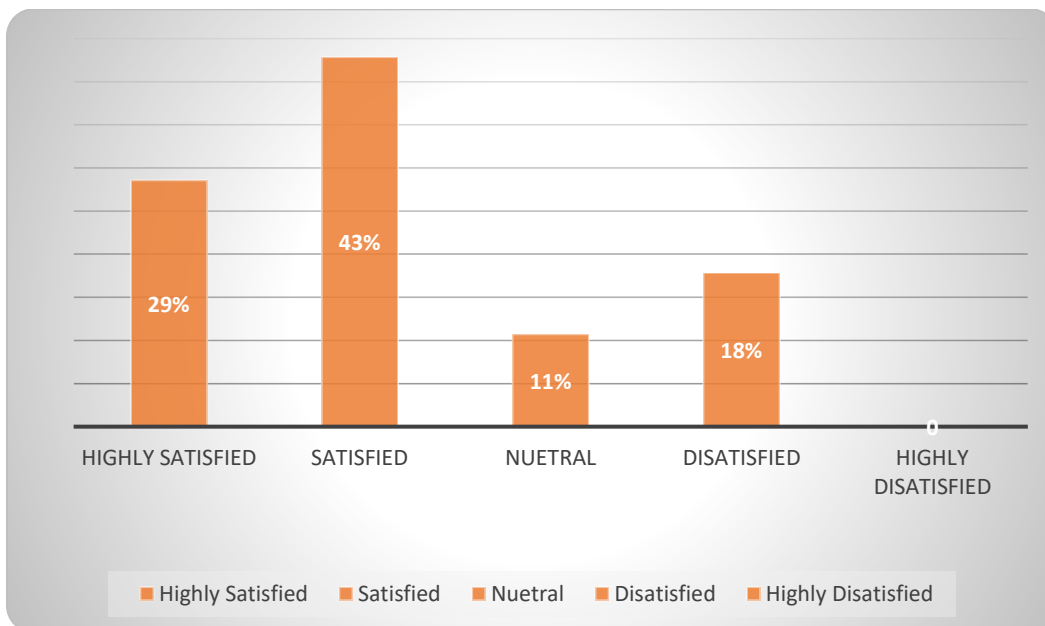
Offering learning equipment was the second most popular response (27%). In a context where technological access is limited and connections to WIFI etc are prohibitive for most people, access to technically equipped facilities is an understandable attraction.

The third most notable response related to the use of onsite facilitators in InZone’s collaborative learning ecosystem. The pedagogical inclusion of facilitators sets InZone apart from other education providers in the camp, who do not use facilitation in their pedagogical offer. Facilitation has been proven to augment learning outcomes and is a critical element of the success InZone’s offer as a learning programme in the camp.

Satisfaction of InZone Students

While it is important for InZone to understand the satisfaction of the wider community, ultimately InZone’s mission is to help its students. Therefore, the researchers deemed it pertinent to gage the satisfaction levels of InZone students (current and past) with the programme’s course offerings. It was found that 29% were highly satisfied, 43% were satisfied, 11% neutral and 18% dissatisfied.

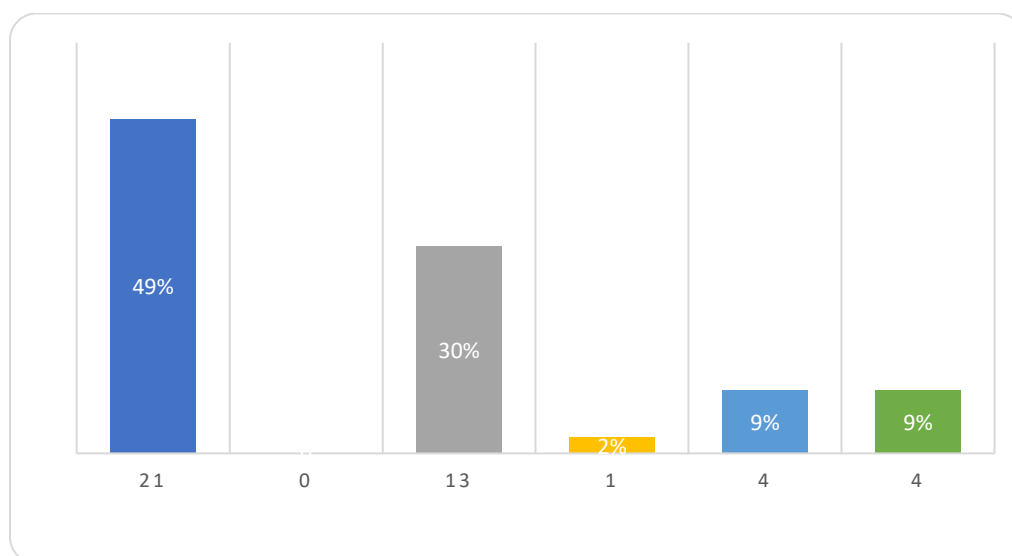
Figure 5. Student Satisfaction with Course Choice



Dissatisfaction of InZone Students

To understand how InZone can improve, the researchers sought to find out what dissatisfies the students. It was found that of the 49% of InZone were dissatisfied with InZone only offering certificate level courses, 30% reported inadequate learning facilities, 9% reported lack of support to students’ innovative ideas and 2% reported poor service delivery.

Figure 6. Dissatisfaction – Course Level, Learning Facilities, Support



In regards to dissatisfaction with certificate level courses, it is recommended that efforts be made towards establishing higher level courses and education pathways that students can use to move their academic pursuits forward. This finding also opens up the possibility of diversifying InZone’s offer beyond traditional credited courses, to other levels of course attainment, e.g. standalone certificates, full bachelor degree, pathways to further studies etc).

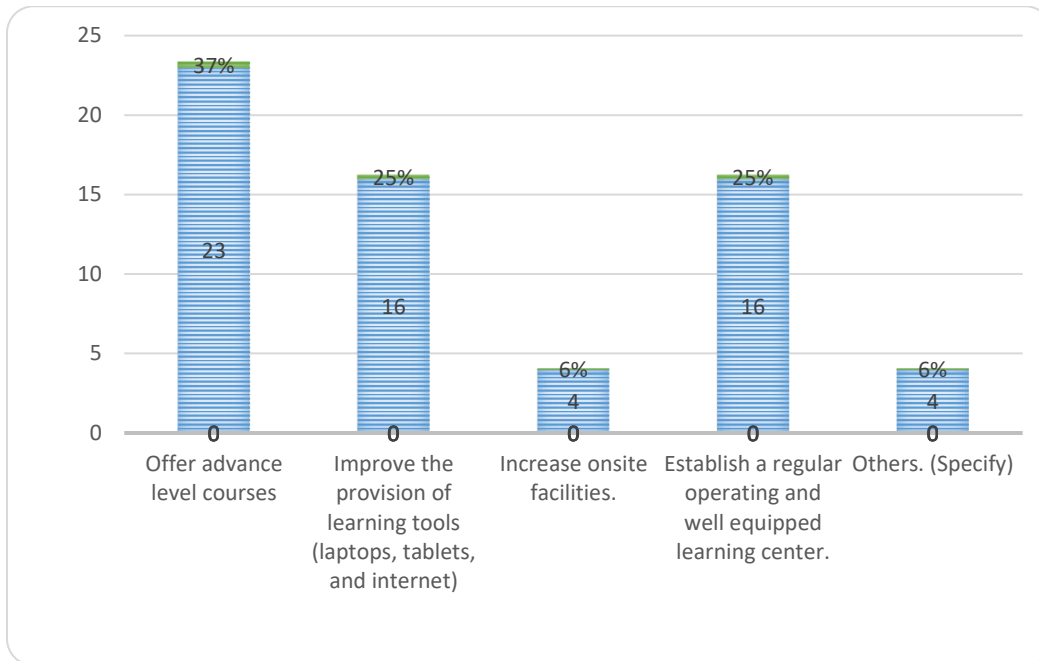
Inadequate facilities were also pointed out as a main area for concern with InZone. Providing well equipped classrooms with adequate technology should be a priority if InZone is to achieve its goal of delivering top quality higher education. Currently, available communication technology is limited to 19 tablets, 11 desktop computers, 11 Ceed Pis for in access of 200 students enrolled per annum. If InZone plans to improve and increase its higher education offer in the camp, it will need to invest in more technology for students to participate in online classes and complete their course work sufficiently.

A final notable area of dissatisfaction related to lack of support given to student project ideas. While developing student led initiatives in the camp have been muted previously (e.g. at the beginning of the Covid-19 crisis in 2020 a proposal was made to assist students in establishing student-led projects relevant to their studies), little follow up has been made on this. A few student-led projects have been realised by the students independently and have become successful (e.g. Vijana Twaweza Youth Club grows food for the wider community and delivers environmental and nutritional awareness training to young people in the camp). In addition, some courses contain simulated student projects in their curricula (e.g. the Global health course and the Basic Medical Training course) which could be integrated into student-led project development assistance. Regardless of further project development assistance plans, there is a need for clearer communication from course leaders and InZone management to students on the purpose of such projects and the role that InZone can play.

InZone Student Recommendations

The surveys sought answers to what kind of scaffolding would assist in improving the student experience. To improve InZone's offer in Kakuma, 37% of the students surveyed recommended that InZone offers advanced courses in the future, 25% recommended offering more technical equipment to assist their studies (eg. providing laptops to learners) and 16% recommended establishing a well-equipped learning centre. The survey was conducted during the Covid-19 lock down and during a time when InZone was in the process of relocating to a new facility. Therefore efforts have been made to address some of these needs, but further steps could be taken to ensure a better offer for students (most notably establishing advanced courses and providing technology to aid the learning process).

Figure 7. Student Needs



Student Focus Groups and Dissatisfaction

The focus groups explored the dissatisfaction levels with InZone’s offer and resulted in similar calls for increasing the level of courses and expanding the language of instructions (most notably to provide more courses in French). Equipment and access are perennial problems in under-resourced refugee camps, which InZone should try to address if it is to improve and increase its offer in the camp.

Photo 3. Socially Distanced Focus Group



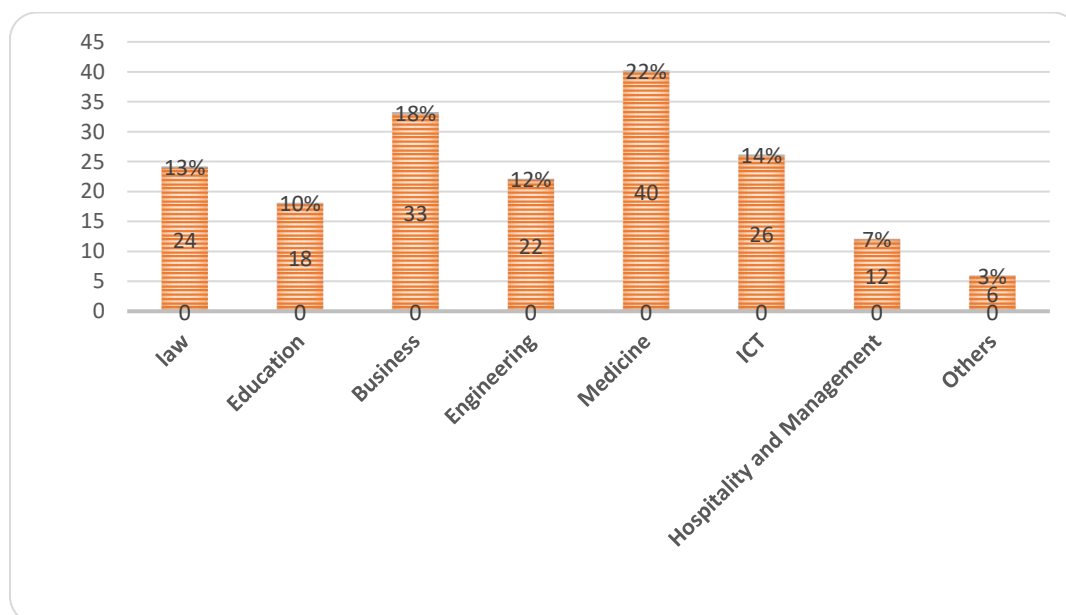
In addition to the same needs expressed by the students in the survey, the focus groups revealed that students would like InZone to offer more courses that provide technical skills. While this has been the case in the past (e.g. an engineering courses which ran from 2017-2019), it is recommended that more is done to map what other providers offer in Kakuma and understand how InZone can meet some of the technical course needs that are not currently being met in the camp.

Finally, the focus groups revealed that the students were dissatisfied with InZone's access for female students. Various factors affecting inclusion and participation are well known in refugee camps (e.g. poor hygiene and sanitation facilities, lack of inclusive pedagogies, under employment of female role models). To satisfy the need of being more inclusive and accessible for female refugees, it is recommended that InZone takes more time to better understand the specific needs of female students and develop strategies to be more accessible and inclusive.

Surveyed InZone Course Needs

InZone has previously offered courses in Medicine, Global Health Studies, Engineering, Human Rights Law, Applied Human Rights, Global Poverty, History and Ethics. As most of these courses have taken place on a rolling basis over the last 5 years, there is a level of awareness amongst the communities (in particular amongst alumni) of InZone’s portfolio of courses. As mentioned earlier, this needs assessment is an opportunity for the programme to reassess this portfolio and align InZone more with the needs of the wider Kakuma and Kalobeyei communities. The survey asked a question about what courses people wanted to study and also had an open question where respondents could suggest further ideas if they so wished. The main results relating to which field of studies people want InZone to provide are displayed in the following chart.

Figure 8. Surveyed Desired Fields of Study

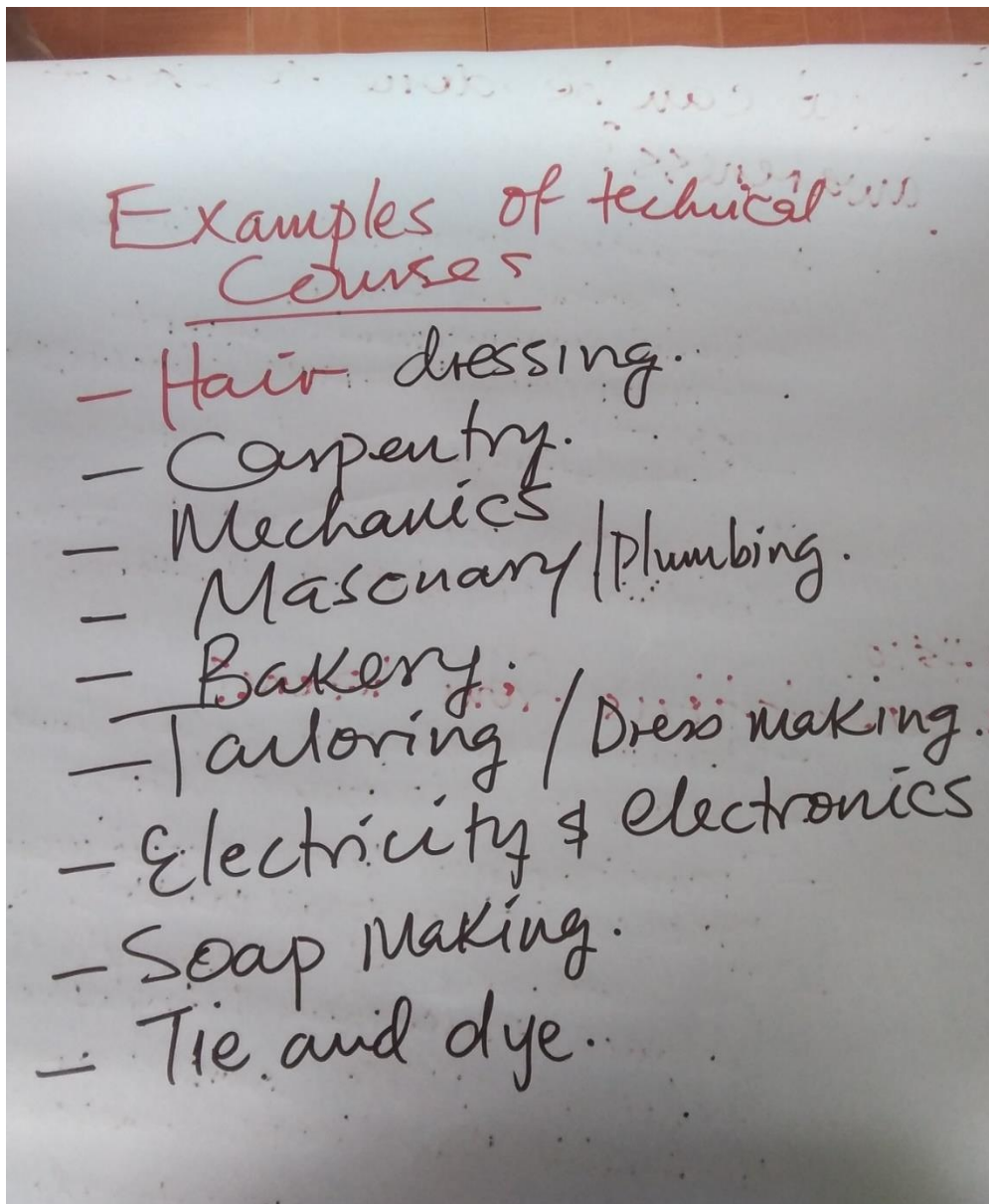


The results show that Medicine is the most popular with 22% of respondents naming it as their preferred field of studies. This is followed by Business Studies (18%), Information Communications Technology Studies (14%), Law (13%), Engineering (12%), Education (10%), Hospitality and Management (7%) and others (3%).

Focus Groups on InZone Course Needs

The focus groups offered an opportunity to dig deeper into which courses people in Kakuma and Kalobeyei would like to study. Echoing the survey, Medicine and Business Studies were the most popular choices revealed by the groups. Interestingly, the focus group discussions veered more towards the desire to have vocational and technical courses available in the camp (hairdressing, carpentry etc). This is illustrated in the following picture of the main technical courses highlighted in the focus groups.

Photo 4. Technical Course Needs

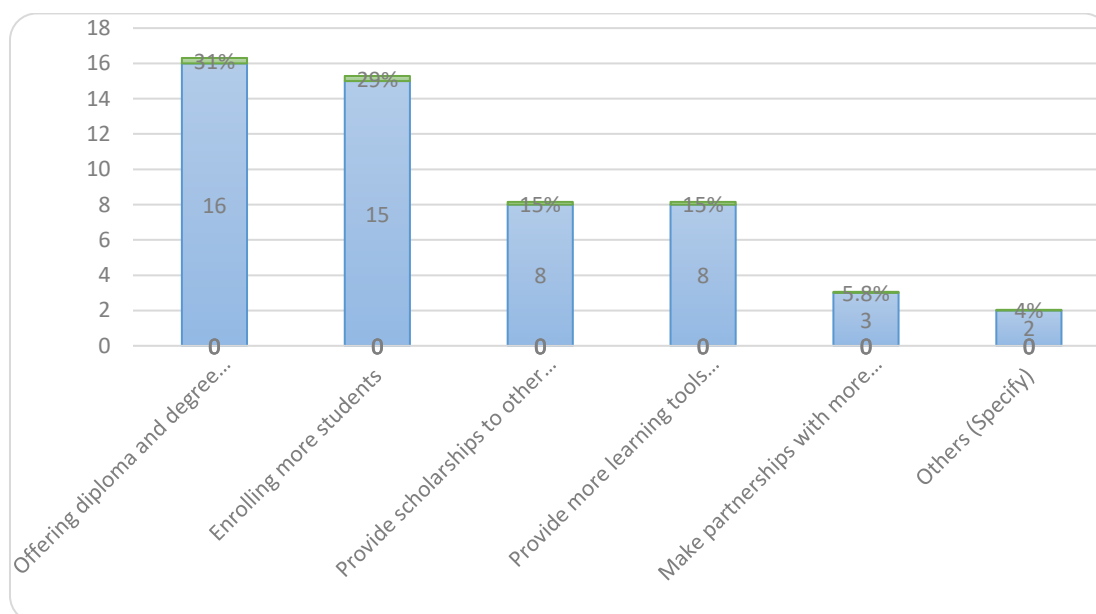


This may suggest a lack of clarity in the message as to what InZone, as a university level programme, can offer (i.e higher education provision rather than vocation training skills). However, it also points to the need for such technical courses to be made available in the camp and therefore, could open an opportunity for cooperation with other education providers who offer training rather than academic courses. Further prospects to satisfy such needs could be achieved with a planned Fablab and support for project development as mentioned in the previous section.

Expectations of InZone in the Camp

The final section of this needs' assessment looks at what the people of Kakuma and Kalobeyei expect from InZone in the future.

Figure 9. Expectations of the Future



The majority of people surveyed (31%) expect InZone to offer diploma and degree courses. This is an important finding as InZone currently does not offer more than standalone credited modules. Anecdotally, this has been a recurring theme in Kakuma, with students wishing to take their studies further and the same students enrolling on the various courses that InZone offers in recent years. While there are plans in place to consolidate courses into Certificates

of Open Studies and link InZone modules with degree courses at partner universities, there is still a need for longer term full level courses in the camp. Kakuma, like other refugee camps typifies the protracted nature of refugee contexts, where people often spend decades living and have little chance of resettlement or returning to their home countries. As refugee contexts turn from humanitarian situations into developmental situations, higher education has a role to play and, as is evident from this finding, camp residents would like to see this need met to assist them in developing their own futures.

The second most popular expectation of InZone is to enrol more students in its programme. This is reflective of the wider refugee education space where more young people are coming up through the secondary school systems (24% according to UNHCR's in 2019), and a greater emphasis on education as a development solution. As the project has established a new learning facility in the last year, InZone now has more physical space to accommodate students. If enrolment grows, then there will be a need to match this increased space size and demand with more technology that can be used by students to access online courses and collaborate with their peers and teachers.

An additional 15% of the respondents expect InZone to provide more learning tools. This is closely related to the previous expectation of increasing enrolment (for example, more computers are needed in the learning hub) and is also an important consideration as the programme seeks innovative pedagogical responses during the on-going Covid-19 pandemic. Developing the use of the Beekee box as a pedagogical tool within InZone's offer could be one example of meeting this need. The planned Fablab may also provide more learning tools if it is incorporated into course provision.

15% of the respondents expect InZone to offer more scholarships. While scholarships have not been a big part of the InZone offer to date (thus far only one has been issued for a refugee to study in Kenya and one in Geneva through the Geneva Centre of Humanitarian Studies) and budget constraints make scholarships a less feasible option than providing courses in the camp, clarifying InZone's role as an education programme in the camp appears to be of importance so that camp residents understand more clearly who InZone can and cannot offer. One possible solution to managing this expectation is to initiate a clearer communication plan

on InZone's role in the camp and to communicate this when conducting outreach in the communities.

The final notable expectation highlighted in the needs' assessment is for InZone to initiate partnerships with other organisations operating in the camp. As an education community, there is a natural expectation that InZone cooperates with other organisations in the social space. As the new management team moves forward, there have been some efforts to connect with other partners active in the camp for the implementation of various planned projects. It is recommended that these connections are strengthened further. For example, developing internship programmes for InZone graduates with partner organisations may be an opportunity to do this.

The focus group discussions elaborated on the theme of developing partnerships with organisations and reinforced the survey results. Developing partnerships with service providers in the camp is an obvious 'win-win' for students to gain work experience and organisations to gain expertise from highly educated students.

Going beyond the benefits that partnerships with organisations in the camp can bring, is the need to cultivate stronger relationships with the host community. Post-research discussions with host community members highlighted their willingness to become more involved in InZone and play an active role in its future. This has the potential to improve integration with the wider Kenyan society and for students to develop economic and social partnerships with local organisations and businesses for the future.

Conclusion

This needs' assessment has focused on the higher education needs of refugees living in Kakuma and Kalobeyei refugee camp and how InZone can best satisfy those needs. Despite the restrictions and limitations on carrying out a large-scale needs' assessment representing all of Kakuma and Kalobeyei's different communities, this report's strength lies in its grassroots reflection of what the people living in Kakuma refugee camp express as their higher education needs from InZone. The follow list summarizes those needs and highlights what InZone can do to improve its programme in the camp and ensure that its higher education mandate is fulfilled.

- There is a need for longer term courses with valid certification (e.g. diploma and degrees)
- Preserve the existing course choice and include additional courses on Education, Business Studies and Management
- Increase the number of places available to study with InZone
- Offer more technical courses
- Equip the learning facilities with additional computers and other technology to allow students to increased pedagogical access
- Continue and enhance the role of facilitators in the pedagogical model
- Develop and include innovative pedagogical approaches and technological support to enhance learning (e.g. Beekee Box and Fablabs)
- Improve access for female students at the learning facilities
- Improve outreach procedures to reach more and diverse potential students and to engage more with the different communities in the camp
- Clarify InZone's mission as a higher education programme in Kakuma and Kalobeyei
- Develop a clear communication plan and improve transparency on how InZone operates

These recommendations are non-exhaustive, but express the higher education needs of the participants during a very particular time in Kakuma refugee camp's lifetime. To further understand how higher education can better meet the needs of refugees in Kakuma, it is our final suggestion that more needs assessments are conducted to focus on particular issues such as skills gaps, employment market needs and the social and emotional needs of the people living in the camp.

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