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

Date: 18th May 2016
Hosted by: INEE; BMZ/GIZ; UNHCR

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?

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)
Leveraging Technology for Education of Refugees and Internally Displaced Persons

Module Series

1. Understanding the Context for ICT4E with Refugees/IDPs
2. Mapping the Challenges
3. Designing Effective ICT4E Programs with Refugee Populations

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
Landscape Review of Technology for Refugee and IDP Education

Creative Associates
scope and scale.
Nearly 60 million people are displaced worldwide. Over 50% (30 million) are children.

- **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

- **Amal**
  Somali refugee, born in Kenya
  Dadaab Camp, Kenya

- **Mairam**
  Afghan refugee, born in Pakistan
  Peshawar, Pakistan

- **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.
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**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

**PRIORITY decisions by students & families**
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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*

<table>
<thead>
<tr>
<th>Country</th>
<th>Out of School</th>
<th>In School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lebanon</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Iraq</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>Turkey</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Egypt</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Jordan</td>
<td>45%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Yaseen should be in 6th grade.
Language often inhibits adjusting to and/or continuing education in national systems

--- Primary --- Secondary --- University ---

**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**

- Little political will to revise
- Education policy choices of the host government
- Few resources for host gov.

**LONG-TERM OUTPUTS**

- Less overall spending
- Little tax revenue captured
- No tax revenue captured

**SHORT-TERM OUTPUTS**

- Lower annual income
- Fewer opportunities for formal employment

**Result = negative reinforcing cycle**

Mohammed would like to study engineering.
Overcrowded schools and stress-related conflict-induced trauma cause tensions among learners.

CHALLENGE 4

- Basic literacy, numeracy, and subject materials
- Managing large classrooms
- Psychological support for students
- Conflict-sensitive education

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

<table>
<thead>
<tr>
<th>ICT4E</th>
<th>Support Mechanism Needed</th>
</tr>
</thead>
</table>
| 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.
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

**PROGRAM decisions of implementing entity**
- Teaching and learning materials
- Student-to-teacher ratio
- Teacher training
- Quality of teaching force
- Distance to and safety of learning space

**PRIORITY decisions by students & families**
- Basic needs met (food, water, shelter, clothing)
- Economic stability (need to earn additional income)
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- Psychosocial trauma and ongoing conflict

In school and learning?
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**

- Standardized language of instruction
- Demands of curriculum (grade placement)
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- Accreditation

**Prioritize decisions by students & families**

- Basic needs met (food, water, shelter, clothing)
- Flexible schedule; can study during odd hours
- Personal devices at home; eliminate need to commute
- Access psychosocial services, peer groups. Promote resilience

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In school and learning?
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**POLICY decisions of the host government**
- Language learning tools
- Accelerated learning programs
- Online or blended vocational training
- Third-party accreditation

**PROGRAM decisions of implementing orgs.**
- Digital teaching & learning materials
- Personalized lessons for diverse learners
- Virtual teacher training
- Access quality teaching
- Learning not linked to physical space

**Students in schools and learning**

**PRIORITY decisions by students & families**
- Basic needs met (food, water, shelter, clothing)
- Flexible schedule; can study during odd hours
- Personal devices at home; eliminate need to commute
- Access psychosocial services, peer groups. Promote resilience
**APPRAOCH:** 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
**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.
To learn more:
https://creativeu.com/en/ict4e-for-refugees

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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.
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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
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
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.
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.
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).
Lessons Learned: M-Mentoring Prototype

**KEY TAKEAWAYS**

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
Lessons Learned: M-Mentoring Prototype

**KEY TAKEAWAYS (CONT)**

Opportunity for teachers to apply theory to practice on the spot

Obtain real-time data from teachers
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
A Teacher’s Reflections on M-Mentoring

PETER MADING ANGONG, PRIMARY SCHOOL TEACHER, KAKUMA
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.
For more information

**PRESENTERS**

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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
ASANTE SANA!
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](http://www.ineesite.org/task-teams/technology)*
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THANK YOU!

[Image of a group of children in front of a teacher using a tablet]

[Logos of various organizations: giz, ALL CHILDREN READING, USAID, World Vision, Australian Aid, TEACHERS COLLEGE, CCREATIVE, UNHCR, INEE]