Accelerated Education Program in Kakuma Refugee Camp:
*Teachers’ Perception of Students’ Motivation and Learning*

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Kakuma Refugee Camp

Established in 1992
Hosts 166,880 refugees (from ~20 different countries)
Majority of refugees in the camp are from Somalia, South Sudan, Sudan, DRC, Ethiopia, Burundi, and Uganda

(UNHCR, 2017)
Education in Kakuma

Primary school enrollment **73%**

**21 primary schools** serving **64,884** students

Secondary school enrollment **2%**

**5 secondary schools**

Under- and un-qualified incentive teachers

**676 teachers** (86% are refugees); only 40% are “trained”;

High teacher turnover

- 16,000 out-of-school children (75% are girls);
- The statistics does not include people aged 17+ years who missed out on education
Educational Challenges

Oversized classrooms
Culturally and/or nationally diverse student body
Student and teacher psycho-social well-being

**Overage learners***

Lack of pre-service and in-service training
Limited teaching and learning resources
Language of instruction

- 36.9% of the student population in the primary school are overage (13+), outside the recommended age to join Kenyan primary education system (UNHCR, 2015)
Overage Learners
Challenges Associated with Overage Learners

• Behavioral problems (physical violence)
• Sexual harassment and assault (fellow students and teachers)
• Substance abuse
• Bullying
• Lack of foundational skills
• Language of instruction
• High dropout rates
Accelerated Education Program
Accelerated Education Program in Kakuma

- **Target**: In-school older learners (14yrs+)
- **Location**: Within formal primary schools (12 out of 21 primary schools)
- **Curriculum**: KICD-developed Non-formal Education curriculum (condensed version of primary curriculum 8 years into 4)
- **Teachers**: 10% national, 90% incentive (Two-week induction/orientation training)
- **Management**: UNHCR + implementing partner
Research Questions

• To what extent does the Accelerated Education Program in Kakuma Refugee Camp meet the educational access, quality of learning and psychosocial well-being of overage learners?

• How successful is AEP in Kakuma in integrating students into formal education (Standard 7)?

• How do AE teachers perceive the impact of AEP in promoting overage students’ academic motivation and learning?
Methodology

Qualitative, exploratory case study research

- Classroom Observations (6)
- Key stakeholder interviews
  - Semi-structured interviews with 12 teachers from 6 schools
  - Semi-structured interviews with 2 education officers
- Analysis of EMIS Data (2017-2018)
- Review of AEP against AEWG Principles
- Review of KICD-developed NFE Curriculum
Preliminary Findings
Preliminary Findings

Access & Completion

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tr>
<td>Level 1</td>
<td>628</td>
<td>591</td>
<td>1,219</td>
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<tr>
<td>Level 2</td>
<td>1,167</td>
<td>925</td>
<td>2,092</td>
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<td>Total</td>
<td>1,795</td>
<td>1,516</td>
<td>3,311</td>
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EMIS (October 2017)
Preliminary Findings

Access & Completion

Learner Profiles of AEP in Kakuma

1. Overage Learners in regular/mainstream classes
2. Out-of-school youth (especially girls/young mothers)
3. New arrivals

"Firstly, we had students who were from regular classes. But sometime after, other learners came from home [community], from other countries. They came to AEP to continue their studies. Others are those who dropped out of from schools. After hearing about this good news that there is a program that accepts them and accelerates [their learning], they came. We accepted them and all of them are learning in the same class now. (Brington, AE Teacher at Lokitaung Primary)"
Preliminary Findings

Quality

Conducive learning environment
• Decongested classrooms (Teacher-Student Ratio = 1:65)
• Strongly motivated students ("second chances")

"It is very easy to teach AEP classes more than others. These learners are somehow adults [older]. So they know what they came here to do. That's the reason why they are well-behaved. **They are motivated.** When you teach, you can see they are very interested. But in other classes, many learners don't know what they are doing. Maybe they came here because of their parents. **But AE learners are different. They are very serious about learning.**" – Kafi Tutu (AEP Teacher, Shabelle Primary)
Preliminary Findings

Quality

AE Curriculum
- Certified curriculum (support from MoE and KICD)
- Simple language, easy to catch up for students with academic difficulties (those who lack foundational skills as a result of interrupted schooling)
Preliminary Findings

Challenges – Students

- Lack sense of belonging and motivation ("feeling separated")
- Discouraged by teacher/student perception (treated “different”, “old”)
- Language barriers (L1 to L2 to Standard 7)

"One of the challenges is that there is a negative perception toward AEP and the students in the program. Even some teachers, they understand that AEP is a program for people who are old, segregated in the community, it is like a non-formal, adult program. Such negative perceptions affect the learners. They become demotivated." – Andrew (AEP Teacher, Fashoda Primary)
Preliminary Findings

Challenges – Students

- Lack sense of belonging and motivation ("feeling separated")
- Discouraged by teacher/student perception (treated “different”, “old”)
- Language barriers (L1 to L2 to Standard 7)

"You may find a learner is 18 years old, and this learner was in Class 5. He is from Congo where the language of instruction is French. Because of age, since the learner was saying that he or she was learning at home [country]. The student is automatically put into Level 2. Then the language becomes a challenge."

- Brington (AEP Teacher, Lokitaung Primary)
Preliminary Findings

Challenges - Teachers

- Lack of teacher training and support
- Lack of teacher motivation (random selection of AE teachers)
- Administrative challenges (e.g. delayed distribution of textbooks/exams)

"We were taught how to use a compressed curriculum. However, for Social Studies and CRE, we were not given textbooks. What I did, I took books from Class 5 and Class 6 and I looked at the contents and combined the topics. Yeah, this is what I did. But I wasn't taught on...[condensing the curriculum]. It was very challenging to compress the curriculum."

- Jessica (AEP Teacher, Bhar El Naam Primary)
Preliminary Findings

• Perceptual issues on the merits of AE*
• Lack of clear guidance for head teachers/teachers
  • AE student admissions (age ranges from 14 to 40)
• Teacher shortage (high turnover)

“Remember in the camp, we are using different policies - Kenyan national policy, [implementing organization’s] policy and UNHCR policy. According to UNHCR, nobody is supposed to be denied of education. So you cannot deny them since they need education. But KICD was saying ALP is supposed to be for ages 14 to 18. So I find it somehow contradicting... and when we [teachers] addressed this question, most of people fail to give us an answer. So we just decide to take learners beyond the age”

- Muya (AEP Teacher, Lokitaung Primary)
AEP Enrollment in 2017

June 2017
- Level 1: 2,283
- Level 2: 3,112
- Total: 5,464

October 2017
- Level 1: 1,219
- Level 2: 2,016
- Total: 3,311

-60% decrease from June to October
-47% decrease from Level 1 to Level 2 in June
-35% decrease from Level 1 to Level 2 in October
Conclusion

- Promising opportunity for overage & marginalized youth
  - Girls who dropped out of school (e.g. early marriage; pregnancy)

- Need to support teachers and learners
  - Clear understanding on the purpose of AE
  - Continuous teacher professional development on AE learners (especially with different learner profiles)
  - Resources and facilities
Next Steps...

• AEWG 10 Principles
• AEWG Learning Agenda
  • Equity and Gender (Q 4 and Q 6)
  • Student performance and well-being (Q 9 and Q 12)
  • Transition to formal education (Q 11)

• Mixed Methods Study
  • Student survey on motivation, satisfaction, well-being, etc.
  • Focus group discussions
    • Current AE students
    • AE graduates (who transitioned to Standard 7 and Standard 8)
  • Interviews key stakeholders (students, teachers, parents and staff)
Thank You

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