Facilitating Effective Learning

The power of the learning environment to influence and promote learning is significant and the learning spaces and learning resources provide important opportunities for students to explore ideas and knowledge, collaborate, solve problems and develop knowledge and skills.

The EERCK program in the month of May supported Dadaab refugee and its surrounding host communities with Textbooks and Teaching and learning Materials to ensure that refugee girls’ education and performance is improved in addition to enhancing transition of girls to secondary and postsecondary education is increased.

On 21st May 2016, learning/teaching materials were distributed in all the three remedial centers and also in the seven secondary schools in Dadaab including the two in one schools in Waberi and Hagadera on 28th May 2016

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\begin{array}{|c|c|c|c|c|c|c|c|c|c|c|}
\hline
\text{BOOKS} & \text{WABERI} & \text{HAGADERA} & \text{IFO} & \text{TOWFIQ} & \text{NASIB} & \text{DAGAHALEY} & \text{TAWAKAL} & \text{TWO IN ONE (WABERI)} & \text{TWO IN ONE (HAGADERA)} & \text{TOT.} \\
\hline
\text{SPOTLIGHT MATHS (1&2)} & 4 & 4 & 3 & 3 & 3 & 3 & 3 & 3 & 4 & 4 \\
\text{SPOTLIGHT MATHS (3&4)} & 5 & 5 & 4 & 4 & 4 & 4 & 4 & 0 & 0 & 0 \\
\text{SPOTLIGHT CHEMISTRY (1&2)} & 4 & 4 & 3 & 3 & 3 & 3 & 3 & 4 & 3 & 3 \\
\text{SPOTLIGHT CHEMISTRY (3&4)} & 5 & 5 & 4 & 4 & 4 & 4 & 0 & 0 & 0 & 0 \\
\text{SPOTLIGHT BIOLOGY (1&2)} & 4 & 4 & 3 & 3 & 3 & 3 & 3 & 4 & 3 & 3 \\
\text{SPOTLIGHT BIOLOGY (3&4)} & 5 & 5 & 4 & 4 & 4 & 4 & 0 & 0 & 0 & 0 \\
\text{SPOTLIGHT PHYSICS (1&2)} & 5 & 5 & 5 & 5 & 0 & 0 & 0 & 5 & 5 & 5 \\
\text{SPOTLIGHT PHYSICS (3&4)} & 8 & 8 & 7 & 6 & 0 & 0 & 1 & 0 & 0 & 0 \\
\text{TOTAL} & 40 & 40 & 33 & 32 & 21 & 21 & 22 & 15 & 15 & 2 \\
\hline
\end{array}
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School Based Counseling Work with Teachers

Teachers increasingly face many challenges in a wide range of areas, mainly in those related to their students’ behavioral problems and psychological well-being. Evidence shows that teachers can effectively assist students at risk or with difficulties, when they are adequately guided and supported by well-trained Educational counselors. The KEEP project in the month of May, trained teachers both at Kakuma and Dadaab to be lay counselors so as to be in a position to address the psychological issues of students at schools. A total number of 56 teachers both at Dadaab and Kakuma were trained.

The teachers are trained on the following themes; Introduction to Lay counseling, Framework of Counseling, Understanding adolescents, Stress Management, Basic Counseling Skills and Interventions.

Advocacy Interventions in Effective Teaching

Teaching quality has a significant impact on academic access, retention and performance. Yet many teachers in sub-Saharan Africa, conditioned by male-dominated values in their communities, employ teaching methods that do not provide equal opportunity to participation for girls and boys. Neither do these methods take into account the individual needs of learners, especially girls.

It’s on this notion that Kenya Equity in Education Project, endeavors to propagate and train teachers to be efficient and effective in their teaching by taking them through Gender Responsive Pedagogies Training at least in every quarter. A total of 70 teachers drawn from both Host and Refugee communities were trained at Dadaab thus 40 from Refugee and 30 from Host communities. The training sought to address the following;

- Gender Based learning needs girl’s and Boy’s, Use of Instructional and Classroom Management Strategy to reach and teach them

### FAST FACTS

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<th>Region</th>
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<th>Total</th>
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<td>Host primary teachers</td>
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<tr>
<td>Host secondary teachers</td>
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<td>2</td>
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<td>Refugee school primary teachers</td>
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<tr>
<td>Education officer</td>
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<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>70</td>
</tr>
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Making Refugee Education a Top Priority

For millions of student refugees, opportunity for higher education and a better life is only a dream. An estimated 15 million people are uprooted from their homes and forced to live in UNHCR refugee camps. It’s only supposed to be a temporary situation, but many end up living there for decades with limited access to mobility, work and education. Refugees, who complete secondary and post-secondary education, become valuable contributors to their community and country. Yet access to higher education continues to be limited and uneven across all regions in the Eastern and Horn of Africa. It is with this basis that WTK and WUSC, through the Student’s Refugee Programme, sponsor students to go and study in Canada. This Scholarship Programme comes with a resettlement plan for the successful students.

In preparation for the journey at Canada, eligible students were on the month of May subjected to pre-TOEFL examinations which would then culminate to Oral Interviews conducted by Project Staff and Independent observers from UNHCR and other partners. At Dadaab out of the 54 who sat for the pre – TOEFL 32 qualified for the oral interviews. It took the selection team four days to finish up the whole activity. While at Kakuma, out of the 86 candidates who sat the Pre-Toefl exam, 41 candidates qualified for the oral interviews based on Merit. The Interviews ran from Monday 23rd May to Friday 27th May.

Inset: Candidates sitting for their Pre-TOEFL at Dadaab

Co- Curricular Activities at Nasib

Students social life is as important as their academic pursuits and it improves when students join secondary school clubs and society as this provide opportunity to meet new people outside their class and to pursue various interests. Nasib secondary school clubs are run by students, for students and usually there is a wide variety of club and societies to choose from.

Much appreciations to the KEEP Project by conducting club patrons training to our teachers who have in turn organised a TOT training to their fellow teachers in the school.

Through the assistance of trained teachers on clubs and societies, Nasib secondary school provides each student with opportunity to participate in one club each term. The registration is always free and voluntary for each student, in line with this, the registered active clubs include; Debating Club, Writer’s Club, Environmental Club, Drama Club and Mentorship Programmes.

Inset: Miss Phoebe Aluoch after girl to girl talk session with the girls at Nasib Secondary
The Basic Education Act, 2013 stipulates clearly the operations of the BOMs in basic education institutions. BOMs are established under section 55 of The Basic Education Act and given mandate to manage institutions.

Hagadera secondary as a pilot School the parents were invited for the general parents meeting with the main objective of forming the board. The representatives to constitute the board were selected and the meeting was a success amidst fears of members’ receptiveness in the abrupt change in the school management.