

Kenya - Dadaab

Project Duration

18 months
Jan 2019 – June 2020

Funding



Funded by
European Union
Civil Protection and
Humanitarian Aid

Areas of Intervention

- Ifo Camp
- Dagahaley Camp
- Hagadera Camp

Partners

- Save the Children
- Norwegian Refugee Council

Contacts:

Humanity and Inclusion

Tanzania- Uganda- Kenya (TUK)

Africa Re. Building 3rd Floor,
Hospital rd, Upper Hill, Nairobi,
Kenya

Tel: +254 20 271 6500/ 273 5291/2

Office Mobile: +254 722 207 027/

+254 714 606 997

reception-nairobi@kenya.hi.org

Twitter: [@Hi_Tusk](https://twitter.com/Hi_Tusk)

Website: www.hi.org



Inclusive Education Project – Dadaab

Context

Kenya continues to host more than 468,000 refugees, mainly from Somalia and South Sudan; 45% of this population is located in Dadaab Refugee Camps. Children and adolescents account for 58% of Dadaab population, 40% of whom are school-aged children between 5 and 17 years (UNHCR, October 2018). According to UNHCR as of November there were over 11,000 profiled undocumented asylum seekers (including returning refugees). The growing number of unregistered asylum seekers and undocumented refugees has heightened the risks of abuse and exploitation faced by vulnerable children, particularly girls and children with disabilities (CWDs) who are out of school (OOSC).

Access to school, retention and transition remains low in Dadaab, and indicators related to education are persistently poor. UNICEF's Education Management Information System (EMIS) statistics (2018) have reported that 38% of school-aged children in Dadaab are currently out of school, this is approximately 40,354 OOSC. The current enrolment of CWDs in Dadaab is extremely low in comparison to the actual prevalence rate, only 3% of the school population is comprised of CWDs, which does not reflect the estimated 11.4% rate within the population. Nationally, over 90% of CWDs are either out of school or are enrolled in regular schools with minimal or no specialized assistance that meets their special education needs (Joint Education Strategy). Children are out of school for various reasons, including low quality delivery of curriculum, limited learning facilities and structures, access barriers and exclusion of CWDs (children with disabilities). Other barriers that keep CWDs from accessing schools include gender bias, low expectations around educational attainment, lack of transport for CWDs, lack of inclusive education teaching skills and knowledge and lack of infrastructure such as ramps and accessible toilets.

Principal Objective

HI is currently working in a consortium with Save the Children (SCI) and Norwegian Refugee Council (NRC) to ensure that the most vulnerable children and adolescents are safe, protected and learning.

Specific Objective

Improve accessibility and quality of learning opportunities relevant to the humanitarian setting.

Expected Results

1. Children affected by humanitarian crises have access to and learn in safe, quality and accredited non formal education centres.
2. Children affected by humanitarian crises learn life-saving and life-sustaining skills, are protected and have increased personal resilience.

Beneficiaries

Currently in Dadaab, there are 14 non formal education centres that enroll OOSC in Ifo, Dagahaley and Hagadera. There are 9 Accelerated Basic Education (ABE) centres with 21 classrooms managed by SCI and 5 Accelerated Education Program (AEP) centres with 18 classrooms managed by NRC. The ABE centres enroll learners from 5-17 years old for catch up class 1 and catch up class 2 while the AEP centres enroll learners from 10-17 years old for level 1, level 2 and level 3.

The project targets 6,145 children, 600 of whom are CWDs in the ABE and AEP centres. This includes vulnerable and high-risk groups, such as undocumented asylum seekers (including returnees), unaccompanied minors and separated children, child headed households, orphans, and young mothers', majority of whom are in the OOSC cohort.

Key activities

Result 1:

- Conduct assessment of barriers for children with disabilities at the ABE and AEP centres.
- Adaptation of the latrines, classrooms and play grounds at the ABE and AEP centres.
- Adaptation of competency test in easy read versions.
- Referral for protection, rehabilitation, psychosocial support and assistive devices.
- Provision of inclusive learning and play materials.
- Provision of transport assistance for CWDs.

Result 2:

- Provision of basic rehabilitation services for CWDs at the education centres.
- Teacher training on inclusive teaching methodologies.
- Provision of psychosocial support to parents of CWDs.
- Creating adaptable sport activities for children with and without disabilities.
- Provide technical support to ensure implementation of the project is inclusive for children with disabilities.
- Support disaggregated data collection using Washington group of questions and Child functioning module.

Inclusive Education (IE)
Humanity and Inclusion – Kakuma 2019

All our inclusive education projects operate on the principle that children with disabilities have the right to access a quality, inclusive education. We believe that learning environments must respond to the physical, social, intellectual and emotional needs and personal aspirations of individual children and young people. Education policy and practice must also reflect and respect the diversity of all learners, especially children with disabilities.

Our policies are underpinned by international frameworks and goals, namely goal 4 of the sustainable development goals (SDGs), the 2030 Framework for Action (the successor to the Education for All goals) and article 24 of the Convention on the Rights of Persons with Disabilities (CRPD). Our work on inclusion in education focuses on direct support to children with disabilities and their families, improvement of services (education, social, health/ rehabilitation), support to local inclusive community development with a focus on education and inclusive education policy development at national level. This includes a long term aim to focus on developing IE modules within all pre-service teacher training colleges.

Provision of adapted materials, Learning materials and assistive devices

All our projects have a focus on the provision of inclusive and accessible teaching and learning materials. This include a range of approaches from training teachers to develop their own resources using local materials, to working with local Disabled Persons organizations (DPOs) and procuring specialized equipment such as braille embossers or printers, screen reading software or sign language dictionaries.



For example, in our Kakuma and Daadab projects, we have set up disability resource room within mainstream model school which have been very successful. We also work with rehabilitation services so that children who need specific assistive devices are assessed and provided with appropriate therapy, equipment and devices, in order to access education.

Inclusive Education Project in Kakuma

HI's wish and commitment in Kakuma

“Structured and constructive coordination with all the other actors to achieve the joint Inclusive Education ambition”



Our understanding:

Inclusive education is a system characterized by

- Children empowerment and protection and their ability to get access to education services.
- A learning environment that responds to physical, social intellectual and emotional needs of individual children.
- Education policies and practices that reflect and respect the diversity of learners especially children with disabilities.

Project Scope:

HI is implementing Inclusive Education pilot project in Kakuma 4 and Kalobeyei settlement. The project serves a population of 23,580 Refugees with a total number of 19,730 primary school going children. The goal of the project is to demonstrate Inclusive Education and enhance the Social Emotional Learning outcomes of all children including children with disabilities. The lessons learned and the successes will then be used to inform the current system of education in Kenya as well as be replicated in other contexts of displacement.

To achieve the goal, HI worked with 6 primary schools and converted Kalobeyei primary school into a model Inclusive Education School with inclusive pedagogy, and promoted role of communities and multispectral involvement in making Inclusive Education a reality.

In parallel, HI conducted an accessibility audit for the 6 primary schools namely: Future Primary, Hope Primary, Peace Primary, Elliyes Primary and Kakuma Mix Primary .The audit identified barriers that were hindering learners with disability from accessing learning. HI used the audit report to modify and adapt Kalobeyei Primary school as the inclusive model school. For the other five schools, the barriers have been analysed with the school authorities; concrete actions have been identified but most of them are correlated to the availability of funding.

The trained Community Outreach Workers identified and contributed to enrolment of learners with



disabilities.

To address stigma, discrimination and bullying in schools, HI supported Inclusive Right clubs in the 6 schools to sensitize learners on issues of disabilities, the rights of children with disabilities and their capabilities.

HI engaged the Ministry of Education through KISE and the Kenya Institute of curriculum development in teacher training, quality assurance support and uses the model school to showcase the principles of Inclusion.