TWO SCHOOLS IN ONE: Management of high enrollment in refugee secondary schools

Windle Trust

Project locations: Kakuma & Dadaab Refugee Camps
Target Population: 14,971 refugee youth
Intervention Type: Management of high enrollment in refugee secondary schools
Date Started: 2016
Number of Beneficiaries Reached: 5,118 students

Written by Josephine Murwanjama & Phyllis Mureu
KEY FINDINGS

• Dadaab and Kakuma refugee camps in Kenya have just 12 secondary schools serving over 50 primary schools. This situation has created a gap in delivering access to secondary school for all qualifying primary school graduates which means that many refugee children miss out on secondary education.

• Due to the limited space in the camps it is difficult to further expand current secondary schools as well as establish new secondary schools that would accommodate more students. Therefore, an innovative approach is required to ensure all qualifying primary school graduates can access secondary education that considers using the school infrastructure already available in the camps more effectively.

• Time is the greatest resource and it is available to all humankind in equal amounts wherever they are. In the refugee camps, there are 12 hours of daylight. To increase the number of qualifying primary school graduates who have access to secondary school the Two Schools in One concept was developed, whereby double the number of students attend school through a morning and afternoon intake. The approach follows the guidelines provided in providing Secondary School, by the Ministry of Education which requires 5 hours of academic work (contact hours) for each school a day translating to 40 lessons per week.

• To enhance peaceful coexistence and integration among learners of diverse nationalities in the camps, it is pertinent to have peace and harmony between groups of refugees with different nationalities within schools. This means there is a need to provide slots for all the qualifying primary school graduates to access secondary education which builds coexistence, identifies main areas of conflict, enhances a better understanding on mechanisms in place to resolve conflict and bring a desired behavioral change among the different nationalities.
INTRODUCTION

The Two Schools in One concept for secondary education is aimed at achieving double enrolment with shared physical infrastructure and teaching-learning materials, including 5 hours of curriculum instruction and 2 hours of co-curricular engagement implemented alternately during every single school day. The shared physical infrastructure includes desks, chairs, lockers, classrooms, laboratories, kitchen, latrines, hand-washing facilities, library, reference books, ICT facilities, playgrounds, sports facilities and assembly grounds. The concept differs from the multi-shift system because the administrative and teaching staff changes completely from morning to afternoon. The Two Schools in One concept means that twice as many learners use the school without additional strain on school furniture, material storage and auxiliary services such as sanitation. The critical features of the system include different uniforms for the students, two sets of teachers, two sets of Head of Departments, two Deputy Principals and one overall Chief Principal. The learning in the schools is broken down into 40-minute lessons.

Dadaab Refugee Camp has 7 secondary schools and Kakuma Refugee Camp has 5 secondary schools. The introduction of the Two Schools in One concept was first piloted in three schools in 2016 namely Hagadera, Waberi, (Dadaab Refugee Camp) and Vision Secondary school (Kakuma Refugee Camp). The success of the pilot year has led to the adoption of the system by UNHCR and Windle Trust Kenya (WTK) to further scale up the Two Schools in One concept to ensure that the students in the first and second year of secondary school education get to complete the full four-year cycle of secondary education as required by the Ministry of Education in Kenya.

The current first year enrolment in both Kakuma and Dadaab under the Two Schools in One is 1,205 students and we anticipate with the same population intake the number shall be 3,615 by the time we have the first set of finalists under this approach. We currently have 1,353 students in second year of secondary education and we anticipate these numbers will increase to 2,706 by the time they are in the fourth and final year of secondary education. In 2016 and 2017 the Two Schools in One concept has enabled the doubling of the intake from 2,560 to 5,118 students.

Context

As of 31st May 2017 the total number of refugees in the Dadaab and Kakuma refugee camp is 419,456. The refugees mainly originate from 8 countries: Somalia, South Sudan, Democratic Republic of Congo, Ethiopia, Burundi, Sudan, Rwanda, and Eritrea.

Partners involved in the education of refugees lobbied for the Kenyan Government for inclusion of refugee students in the mainstream education system of the country. This ensures enrollment, retention, completion and protection of refugee children and youths in various institutions of learning. Continuous sensitization sessions in schools and institutions of higher learning help build the capacity of refugee children and youth participation in learning without discrimination.

However, enrolment and retention have been problematic in the refugee camps for many years. Some of the identified reasons are attributed to overcrowded classrooms, inadequate infrastructure and limited space to construct more physical classrooms in schools. This was captured from the experience WTK acquired from implementing the secondary school projects and in the UNHCR report, Missing Out: Refugee Education in Crisis. This results in teacher/student ratios of 1:100 that is counter to the Ministry of Education standards in Kenya, which set the teacher/student ratio standard at 1:45. The International Network on Education in Emergencies (INEE) minimum standard for education in emergencies recommends a teacher/student ratio of 1:40.

The increasing population of the school-aged refugees in the camps places a considerable strain on the already overstretched school facilities. In this regard, UNHCR supports education through provision of appropriate water, sanitation and hygiene (WASH) facilities, recruitment of new teachers and support on quality assurance through teacher trainings and provision of scholastic supplies. These interventions are aimed at increasing the access to education.
Statement of Problem

It is the right of every child to access education even in conflict affected areas or if they become internally displaced or become refugees. However, data on out-of-school secondary school children in Dadaab and Kakuma refugee camps showed that only a paltry 6% of the secondary school age children were in school. 94% were out of school with no gender differences in the percentage of girls and boys excluded from secondary school education.

One major reason for non-enrollment is the limited capacity of the schools to cater for the available number of school age children in the camp. This includes lack of sufficient classrooms, inadequate teaching and learning materials, textbooks, inadequate teachers and facilities such as laboratories.

In 2015, Hagadera Camp had 1,243 students who sat for the final primary education examination (Kenya Certificate of Primary Education). Out of that number 1,043 students qualified to join secondary school. The camp has two secondary schools which can admit a maximum of 652 students which is split as 326 students in Waberi and Hagadera Secondary School respectively. This implied that out of the qualifying students 391 of them would not have an opportunity to join secondary education as there was no capacity for them.

Overview of the Approach

Time is the greatest resource accorded to all humanity in equal measures. However, what determines an individual’s success is dependent on good time management. Reaching all children in the refugee camps with education opportunities cannot be done through school construction alone, due to lack of funds and a lack of space for construction. Therefore, there was need for a creative and an innovative approach that would incorporate the element of time amidst the diminishing demands of space to physically construct and inadequate infrastructure. There are 12 hours of daylight in the refugee camp. Using time as a great resource, it has been possible to run two separate schools within the premises and facilities meant for one.

Timetable for the Two Schools in One Approach

<table>
<thead>
<tr>
<th>School A</th>
<th>6:30am</th>
<th>Students and teachers report to school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6:40am</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>12:20pm</td>
<td>Lunch break</td>
</tr>
<tr>
<td></td>
<td>1:00 - 2:00pm</td>
<td>Co-curriculum activities/ revision/go home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School B</th>
<th>11:00am</th>
<th>Students report in school and do personal study or co-curriculum activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11:40am</td>
<td>Early lunch break</td>
</tr>
<tr>
<td></td>
<td>12:30pm</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>6:30pm</td>
<td>School ends</td>
</tr>
</tbody>
</table>

The students get a health break in between the lessons.
Implementation, Monitoring

As a result of the large numbers of refugee children unable to access secondary school in Dadaab and Kakuma refugee camps, UNHCR and WTK came together to seek the best solution to provide access to all qualifying primary school graduates. It was agreed that the concept of Two Schools in One would be most appropriate. The concept was discussed with parents, students, teachers and other stakeholders.

The Two Schools in One model follows the same academic curriculum as set by the Ministry of Education which also includes co-curriculum activities such as sports and journalism. These activities are implemented in four select secondary schools at Dadaab and Kakuma respectively and are no different from what other schools in Kenya implement.

The mechanisms involved in monitoring the approach involve; tracking the enrolment of the Two Schools in One students in an admission book, monitoring daily attendance of students using the class register. Routine checks on the school assets register is done to ensure it captures information such as numbers of classrooms, latrines, desks as well as their conditions. In addition, we keep membership records of school clubs and a list of activities taking place in school. This is tracked through the Education Management Information System (EMIS).

The schools that have implemented this approach are in the process of consolidating the performance of students versus the schools who have not implemented this approach. This will provide evidence on whether the approach apart from increasing the intake; it is also enabling the students to perform better.

Photo: Students during assembly for School A © Windle Trust
KEY MILESTONES & OUTCOMES

Increased Access

• Other secondary schools in the camps have been informed in order to enhance efficiency and effectiveness in reaching out to more qualifying primary school graduates hence opening more doors to equitable access of secondary school education.

• The introduction of Two Schools in One in the selected four secondary schools has doubled the intake from 2,558 to 5,118 students. This can be tracked in the EMIS data collected in 2016/2017 from the four select schools at both Kakuma and Dadaab, which reflects that a total of 2,411 males and 2,707 females are benefitting from the approach.

• This approach has created increased secondary school access to girls as they have a choice to attend either morning school or afternoon schools and still attend to their daily household chores.

Secondary School Completion & Beyond

• It is hoped that this approach will lead to improved prospects of more refugee students qualifying for tertiary education due to improved access to secondary education. Secondary school is a critical step in the education continuum to livelihoods and professional training and higher education options for young people, contributing to durable solutions. Successful completion of secondary education provides a competitive and eligible pool of candidates for tertiary education and scholarships, and opens access to higher-level skills training.

Cost

• This approach has cut down the cost of regular termly purchasing of bulk school supplies as the same class can use the same supplies i.e. laboratory materials, text books, library books.

Wider Societal Benefits

• Without access to secondary education, refugee adolescents are vulnerable to child labour, exploitation and the negative coping behaviors (drugs, petty crime, etc.).

• Longer-term benefits of education for individuals and communities are fully realized with completion of secondary education, especially for girls and their families. Women with a secondary education are more likely to ensure that their children go to school, and to raise healthier families. It is estimated that if all women had a secondary education, the incidence child marriage and infant and maternal mortality would be significantly reduced and preventable child disease and deaths would be halved. Secondary education also leads to higher wage earnings, a narrowing of the pay gap between men and women, and an opportunity for families to break from the cycle of poverty.

Women with a secondary education are more likely to ensure that their children go to school and raise healthier families.

Photo: Students take part in assembly for School B © Windle Trust
CHALLENGES

Management
As the schools were using the standard system where the school timetable would run from 7:30am to 3:30pm a change in the mindset of the teachers was required. As change takes time, several sessions have been held with the teachers and these provide a form for feedback on how this new system is working. The Two Schools in One concept requires that one set of teachers report for duty by 6:30am and finish teaching at 12:30pm. The next set then teaches from 1:00pm to 6:30pm.

From an administrative point of view, the increased number of teaching staff also means an increase in support for the teachers. For example, the vehicles to pick the teachers from and to school are not adequate thus; they have to make additional trips, which translate to increased expenditure. It also means there are increased costs for teacher training.

Examination Administration
The ideal situation is where all students do the same examinations at the same time. Currently the administration of the examinations is a huge challenge as there is no one facility that can accommodate all the students in one place and ensure the integrity of the examinations is maintained.

Infrastructure
Due to the increased enrolment of students, there is a need to increase the number of libraries to enable students to undertake their private studies. Furthermore, there is a need to purchase additional facilities such as computers, printers, chairs, desks and lockers for the alternate set of school.

Office Space
There is inadequate office space to accommodate the additional staff recruited especially the Deputy Principals & teachers. The installation of eight staffrooms and Deputy Principals offices will address the shortcoming.

School Supplies
The school supplies available are currently shared by the two systems. However, the supplies have not been increased to take into account the increased number of students. Additional supplies especially for practical subjects such as Chemistry and Biology are required if the students are to get enough practice before the main examinations.
PERSONAL IMPACT STORY

My name is Nimo. I completed primary school in 2016 at one of the primary schools in the Dabaab refugee camp. While in primary school, I was excited about getting some education so that I could be able to read, write and work with numbers. It was not always easy for me. I come from a large family and I am the eldest girl in the family. My mom is old and needs help doing chores to provide for the family. I would always wake up early to make food for the younger ones, wash utensils and bathe them. In most cases, I would find myself late for school. The teachers at school would always punish me or scold me for being late. They did not understand that I was not being late on purpose. They were many instances where I felt like dropping from school since I was overwhelmed with chores at home and demoralized with my dismal performance. However, my science teacher encouraged me to do my best at school and find time to recover on what I would always miss. When I got my Kenya Certificate of Primary Education results, I was happy because I had qualified to join Waberi secondary school.

My happiness was only short-lived because I knew that the rules in secondary school were stricter and I would not cope up being late every day. My friends told me that at the secondary schools near my place, they had established Two Schools in One. At first, I did not understand what that meant. When I asked around, I was told that in the form one intake for 2017, there would be two groups. One group, then morning class, would learn from 6.30 am to 11.40 am. The second group, the afternoon class, would start their classes from 11.40 am to 5.40 pm. The move was started by the schools in order to solve the problem of a high population.

The idea of Two Schools in One was an extremely good idea for me. I was thrilled when I realized that I could still attend to my domestic chores from early in the morning, finish them and go to school from 10.30 am. Nowadays, I am a relaxed big sister and a contented student. I do not have to wake up at 5.00 am like I used to when I was in primary school. I get time to do all chores that my home needs. Most importantly, I do not miss any lessons due to chores. My classes start at 11.40 am since I talked with the administration and requested them to register me for the afternoon classes. In a way, Two Schools in One has been a big boost to my opportunities to acquire a formal education. I and other girls and boys who had been facing a similar problem have now gotten a chance to balance their domestic chores and their education.

Although many people claimed that the afternoon class would be disadvantaged, it has not been the case. In fact, the afternoon class in both form one and two performed better than the morning class. I have improved my performance since am more relaxed at school and I don't miss any lessons. Two Schools in One is an excellent program that has increased enrolment in secondary schools while also allowing students to have enough time to balance their domestic chores and their academics. Personally, it has given me hope of completing my secondary education where I am confident I will score a good grade in my Kenya Certificate of Secondary Education.

Mahat is a Form 1 student in School 2 at Hagadera Secondary School. He was the best overall student in Term 1 2017 exams. He had the following to say about the success of school 2.

“Since the number of secondary schools is much less than that of primary schools at Hagadera Camp, the number of pupils transiting from primary schools has been escalating over the years and thus there was need for other secondary schools within the camp. The school 2 project solved this dilemma and has given an opportunity to so many students who otherwise would have been left out due to fewer infrastructures in Waberi and Hagadera Secondary Schools to advance their dream of education.”

Mahat further said that coming to school at noon is advantageous since some of students are able to assist with domestic chores in the morning in cases where parents are busy or need such kind of help before attending school and thus this curbs absenteeism. It also gives ample time for the students to revise and work on their assignments within the school and have consultations with teachers. This, he attributes it to his being the best overall student in Form 1 in the End of Term 1 exams.
LESSONS FOR PROMISING PRACTICE

• This case study shows how important it is for refugees to be integrated into the national education system. Refugee students should be mainstreamed, whenever possible, into the educational system offered by the country of asylum. Given the scale and duration of displacement, national systems are widely recognised as the most practical and sustainable way to enable displaced children to access accredited and certified learning opportunities that can be monitored for quality and can lead to future opportunities. The case study also highlights the role that civil society, together with UN Agencies can play in lobbying for refugee children to be included in the mainstream education system.

• The Two Schools In One concept demonstrates how access to education can be increased through a more efficient use of school infrastructure. This is particularly pertinent where funding for new infrastructure is unavailable, where teacher/student ratios are high or where space to build new school infrastructure is limited.

• There is a lot of interest in double-shifting schools to increase access to educational opportunities for refugees. This case study shows that it is possible to undertake a double-shift type concept while ensuring that quality remains high. The schools are managed in line with the guidelines and curriculum as set out by the Ministry of Education. By using a Two Schools in One approach with double the number of teaching staff, teachers are able to keep the quality of teaching high and are not overworked, as they may have been having to teach two sets of students a day.

• It is important when introducing a new approach to providing education in a community that it is discussed with students, parents and community members to ensure the benefits and challenges envisioned are well-understood, that they can provide feedback and that the community is enthusiastic about the approach. This project conducted numerous workshops with students and parents to get their input which meant that the intervention was supported by the beneficiaries from the start. Without this community engagement, it is likely that this approach would have faced multiple challenges from the community. Where multiple nationalities are living together in the same community it is important to ensure that all qualifying students can have access to secondary learning opportunities so that no groups are discriminated against.

• To scale up this approach in Dadaab and Kakuma refugee camps for all students who qualify for secondary school would require a large increase in funding to UNHCR which provides the secondary school budget in the camps. This funding would primarily be used to hire and pay more teachers. This indicates how important it is that UN education appeals are fully funded and that this includes predictable multi-year funding so that education providers can adequately plan.
REFERENCES

UNHCR (2016) Missing Out: Refugee Education in Crisis http://www.unhcr.org/57d9d01d0


Windle Trust Kenya Monthly and Annual Reports

APPENDICES

1 UNHCR (2016) Missing Out: Refugee Education in Crisis http://www.unhcr.org/57d9d01d0


3 Windle Trust Kenya Monthly and Annual Reports

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Promising Practices in Refugee Education is a joint initiative of Save the Children, the world’s largest independent children’s rights organisation, UNHCR, the UN refugee agency, and Pearson, the world’s learning company.

Launched in March 2017, the initiative set out to identify, document and promote innovative ways to effectively reach refugee children and young people with quality educational opportunities.

This case study is one of more than twenty promising practices that were selected as part of the initiative.

The practices have been grouped under one or more of six themes:

- Equity
- Access
- Learning
- Wellbeing
- Technology
- System Strengthening

The practices and the experience of implementing partners have been used to identify ten recommendations, grouped under three overarching pillars, aimed at improving refugee education policy and practice. They are:

**Approaching the immediate crisis with a long-term perspective:**
1. Strengthen inclusive national systems
2. Commit to predictable multi-year funding for education in refugee responses
3. Improve collaboration and develop innovative partnerships

**Understanding different contexts and meeting distinct needs**
4. Adopt user-centred design and empowering approaches
5. Establish diverse pathways that meet distinct needs
6. Use space and infrastructure creatively

**Improving outcomes for all**
7. Support teachers to help ensure quality
8. Prioritise both learning and well-being
9. Use technology as an enabling tool in pursuit of education outcomes
10. Build a robust evidence base

Our reflections on all of the promising practices that we identified and documented and their implications for policy and practice are available in a separate Synthesis Report.

More information including case studies, the Synthesis Report and a series of articles from thought leaders in the field can be found at

www.promisingpractices.online