



Case Study Report Norwegian Refugee Council, Dadaab, Kenya

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Level 1B learners in an accelerated education program classroom
NRC compound in Dagahaley Camp,
Dadaab, Kenya

Acronyms

AEP	Accelerated Education Program
AEWG	Accelerated Education Working Group
GoK	Government of Kenya
INEE	Inter-Agency Network for Education in Emergencies
KCPE	Kenya Comprehensive Primary Examination
KICD	Kenya Institute of Curriculum Development
L1/L2/L3	Levels 1, 2, and 3, respectively, in the AEP
MoEST	Ministry of Education, Science, and Technology
NFE	Non-formal Education
NRC	Norwegian Refugee Council
OOSC	Out of school children
PTA	Parent Teacher Association
RET	Refugee Education Trust International
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
YEP	Youth Education Pack

Purpose of the study

The AEWG is a working group made up of education partners working in Accelerated Education (AE). The AEWG is currently led by UNHCR with representation from UNICEF, UNESCO, USAID, NRC, Plan, IRC, Save the Children, ECCN and War Child Holland.

Based on the aim for a more standardised approach to accelerated education provision globally, the AEWG has begun to develop guidance materials based on international standards and sound practice for AE. In 2016, the AEWG developed a set of 10 principles for effective practice (i.e. “the principles” or “AE principles”), and also accompanying guidance to these principles (known as the *Guide to the AE Principles*).

The purpose of this case study was to more fully understand the relevance, usefulness and application of the AE principles and guidance within the context of the Norwegian Refugee Council's (NRC) AEP in Dadaab, Kenya. This case study sits along three others – from Kenya, Afghanistan, and Sierra Leone – all implemented by different actors and working with different populations of learners.

The research was guided by three objectives:

- 1** Describe the alignment of the NRC program with the AE Principles by speaking to a range of stakeholders and reviewing programme documentation;
- 2** Identify the current and/or perceived utility and relevance of the AE Principles and Guide to the NRC's program in Dadaab, Kenya; and
- 3** Identify potential linkages between alignment with the Principles and achievement of key AEP outcomes

It should be noted that the intent of this research is not to evaluate or compare different AE programmes against each other, nor is to specify recommendations or areas of improvement for NRC's activities. Rather, this case study illustrates the possibilities and challenges of using the principles and accompanying guidance in the development, refinement, and assessment of AE programmes in Kenya, and with populations and contexts similar to that in which NRC programs operate.

AEWG 10 Principles of good practice in AEP

Principle 1:

AEP is flexible and for older learners.

Principle 2:

AEP is a legitimate, credible education option that results in learner certification in primary education.

Principle 3:

AEP is aligned with the national education system and relevant humanitarian architecture.

Principle 4:

Curriculum, materials, and pedagogy are genuinely accelerated, AE-suitable, and use relevant language of instruction.

Principle 5:

Teachers participate in continuous professional development.

Principle 6:

Teachers are recruited, supervised, and remunerated.

Principle 7:

AE centre is effectively managed.

Principle 8:

AE learning environment is inclusive, safe, and learning-ready.

Principle 9:

Community is engaged and accountable.

Principle 10:

Goals, monitoring and funding are aligned.

Programme background and context

Description of the context

History of refugees in Dadaab, Kenya

In 1990, the Government of Kenya (GoK) and UNHCR jointly established Dadaab Refugee Camp in Garissa County to accommodate and administer to the massive influx of Somali refugees displaced by civil war. At the time of this research, the population of Dadaab was approximately 276,000; Somalis make up approximately 95% of the refugee population in Dadaab, with the remaining 5% of Burundi, Ethiopian, Rwandan, and South Sudanese origin. Over 60% of these refugees are under the age of eighteen (UNHCR, 2016).

The Refugees Act of 2006 established legal refugee status and outlined basic rights for refugees in Kenya, including the right to work. The 2013 Basic Education Act included refugees in its guarantee of the right to education for all children in Kenya. After a marked increase in both influx of Somali refugees (particularly in the aftermath of 2011 drought) and attacks within Kenya perpetrated by the Somali group Al-Shabab, in 2014 the introduction of an encampment policy formally restricted the mobility of refugees outside of the Dadaab and Kakuma camps.¹ In 2012, Kenya's Ministry of Interior banned the building of new permanent structures in Dadaab. This has particular implications for education, as current schools are overcrowded yet construction of additional facilities has been halted indefinitely.

Today, the refugees of Dadaab are accommodated across five camps (Hagadera, Dagahaley, IFO, IFO2, and Kambioos). Due to continued violent conflict in Somalia and insecure borders, the GoK has repeatedly threatened to close the camps entirely (most recently in November, 2016). However, the camps' long-term existence², as well as Somalia's continued volatility, creates significant logistical challenges to relocating residents. A 2013 tripartite agreement between the two governments and UNHCR formalized a policy of repatriation (GoK, 2013). According to UNHCR staff in Dadaab, approximately 1000 refugees are currently voluntarily repatriated to Somalia each week. From 2014-2016, approximately 34,000 Somalis returned home (UNHCR, 2016).

Refugees and non-formal education policy in Kenya

In 2009, Kenya operationalized a policy framework for "Alternative Provision of Basic Education and Training" in order to increase access to basic education for vulnerable communities. Under the Ministry of Education, Science, and Technology (MoEST), schools offering alternative options were categorized as non-formal. The Kenya Institute for Curriculum Development's (KICD) non-formal basic education syllabus and curriculum were adopted as the required, national curriculum to be utilized by these schools. The curriculum offers a recommended "condensing" of material for accelerated programs, in which formal Standards 1-4 are condensed into NFE Level 1, Standards 5-6 into NFE Level 2, and Standards 7-8 into NFE Level 3 (see Table 1, below). As indicated by the arrows in this table, entry into the formal school system can occur after each level of the AEP. This is the extent of instruction for AE included in the framework. Kenyan national examinations are based

¹ Approximately 63,000 refugees were located in urban settings in Kenya 2016. UNHCR registers and administers to this population in substantially different ways than in Dadaab and Kakuma (UNHCR, 2016).

² ~100,000 children have been born to refugee parents in Dadaab since the 1990's, with an additional ~15,000 born to parents who were themselves born there (UNHCR, 2015).



Figure 1: Somali refugees near Dagahaley Camp in Dadaab, Kenya.

on this curriculum; as such, it is the curriculum that is currently utilized by AEP’s for refugees in Dadaab and Kakuma camps³.

Table 1: Formal Education Standards Condensed for AEP

Standards 1	Standards 2	Standards 3	Standards 4	Standards 5	Standards 6	Standards 7	Standards 8	Kenya Certificate of primary education
AEP Level 1			AEP Level 2		AEP Level 3			

UNHCR described Kenyan education policy towards refugee learners as positive: “[it is] good in practice, sometimes challenging in implementation,” according to Nairobi-based education staff. Refugee students are allowed to sit for annual national examinations and are awarded official Kenyan certification in both primary and secondary education upon successful performance of exams (UNHCR, 2016). Refugee students are legally allowed to attend Kenyan public schools, but UNHCR officers noted the logistical challenges to this were largely insurmountable for those living in Dadaab and Kakuma.⁴ UNHCR funds and operates all formal primary schools in both Dadaab and Kakuma camps.

Kenyan education policy is largely decentralized to the county and sub-county levels. For UNHCR, this results in significant operational differences between Kakuma and Dadaab camps. In Turkana County (Kakuma), formal schools are technically registered, while in Garissa County (Dadaab) they are not. This affects, for example, the ability of those schools to proctor national examinations; refugee learners in Dadaab must be registered and transported (at the cost to UNHCR and NGO’s) to Kenyan schools for the exams, often many hours away.

³ Kakuma is the second largest camp in Kenya, located in the northwestern part of the country. It was established in 1992 and is also administered to by UNHCR.

⁴ UNHCR supports urban refugees in Kenya to attend public schools via facilitation of logistics, transportation, payment of school/uniform/materials fees. UNHCR successfully advocates for over-age children to be allowed into public schools. In 2016, 5500 refugee students were enrolled in urban schools (UNHCR, 2016).

Teacher remuneration in the camps differs for Kenyan citizen versus non-Kenyan refugee teachers (UNHCR, 2016). Refugee teacher pay is based on national policy of incentivized pay⁵ for non-Kenyan citizens. This rate is established by the GoK, and administered and harmonized across all NGO's by UNHCR. Additionally, organizations pay certified teachers more than those that are untrained, a distinction that frequently aligns with Kenyan/refugee status.

Education situation in Dadaab

There are currently nine NGO's that administer education programming in Dadaab; these organizations comprise the Education Working Group, which is co-chaired by UNHCR and UNICEF and meets monthly. These organizations cooperatively implement education programming in 35 primary⁶ and seven secondary formal schools; one accelerated education program for primary education (six centres) and one for secondary (three centres); and four vocational / livelihoods programs at four centres.

According to the Dadaab 2016 EMIS, 70,000 (52%) of school-aged children (age 6-17) are currently out of school (UNHCR, 2016)⁷. Additional data regarding primary and secondary education in Dadaab is included in Table 2, below.

Table 2: Dadaab Education Data, UNHCR 2016

Indicator	Primary	Secondary
# Formal Schools	35	7
# NFE Centres	6	3
Enrolment	63,000 (1765 NFE)	7000 (500 NFE)
Gross Enrolment Rate (GER)	70% (Kenya National: 88%)	23% (Kenya national: 47%)
Gender Distribution	40% girls	30% girls
Gender Parity Index (GPI)	0.75	0.42
Average pupil: classroom ratio	1:87	
Average teacher: pupil ratio	1:69	
NGOs involved	UNHCR, LWF, Islamic Relief, CARE (formal), NRC (non-formal)	Windle Trust (formal), RET (non-formal)

Children in the Dadaab schools are predominantly over age, with 41% of primary school students being over 13 years old (the national recommended age for students in the final year of primary school). UNHCR reports rising demand for educational access, but formal schools are severely congested. Due to the above-mentioned policy banning construction of new permanent structures, UNHCR is currently piloting a double-shifting strategy to increase access and relieve congestion in the formal schools of Dadaab.

Despite these challenges, refugee students in Dadaab perform well on national exams and have seen significant gains in recent years. In 2015, 86% of Dadaab students that sat for the KCPE received passing scores (highlighting substantial improvement from 2010, when the pass rate for Dadaab students was only 46%).

⁵ Per Kenyan law, refugees, as non-Kenyan citizens, cannot receive salaries. They are allowed to receive "incentives" for work, with strict limitations posed on how much they can be paid.

⁶ The primary schools include early childhood programs (Dugsis or Koranic schools), implemented by Islamic Relief Kenya.

⁷ It is worth noting that this does not include youth over 17 who may also benefit from (and have significant interest in) primary and secondary AE opportunities.

Description of the programme

NRC Accelerated Education Program in Dadaab

The Norwegian Refugee Council (NRC) program currently operates the only primary Accelerated Education Program in Dadaab. The program is supported by an education specialist based at NRC's Regional office in Nairobi and two on-site education officers in the Dadaab Main Office. Technical support is also provided by a Regional Education Advisor based in Nairobi, and a global advisor in NRC's Head Office in Norway, who is also NRC's representative to the Accelerated Education Working Group.

The AEP encompasses six centres in three camps (one in Dagahaley, three in IFO & IFO2, and two in Gadara). These centres house both the AEP and NRC's youth education programme, known as the Youth Education Pack (YEP), as well as a site-specific managerial office with centre management staff. The NRC program has been supported by two project grants: (1) two phases (2012-2015 and 2016-2018) by the EU as part of the Education Sector Development Program (ESDP II) Somalia, and (2) from 2016-2017 Support Education for Refugees in Dadaab (SERD) Project Phase II, by UNICEF. For both projects, the AEPs sit within larger initiatives that are extensive in scope, objectives, and associated sub-projects, results, and activities.

The theory of change of NRC's AEP in Dadaab is that "by supporting adolescents and youth to achieve a primary education in an accelerated time frame, more learners will continue with post primary education opportunities" (NRC, 2015). The impact of the program centres on the promotion of rights and durable solutions, with emphasis on the developmental and psychosocial rights of children. The overall objective of the program is increased access for out-of-school and overage children and youth, with targeted outcomes of (a) 1300 new students enrolled in 2016-2018 and (b) 39 teachers trained in NFE/AEP curriculum and methodologies and 30 Board of Management (BOM) members from the community trained in management of AEP. The target new enrolment for the ESDP project is 800, 50% female, while the UNICEF SERD enrolment target is an additional 500 students, 35% female. This reduced target for female enrolment is based on the UNICEF's programmatic experience and evidence related to girls enrolment in Dadaab, specifically. Additional specific targets are displayed in Table 3, below.

Table 3: Key Indicators, 2016-2017 SERD II and 2016-2018 ESDP II

Indicator	Goals 2016-18
# of students enrolled	1300
% of students scoring above 50% on annual examinations	10% increase
% of students transitioning to formal school	2% increase
# teachers hired and trained	39 (29M, 10F)
# members of AEP PTA	30 (15M, 15F)

According to NRC staff and program documentation, the main features of the AEP today include the following:

- The program targets children aged 10-17 who have either never been to school or had their education interrupted. Specific gender targets are discussed above.
- The program utilizes the Kenyan NFE national curriculum and condenses eight years of primary school curriculum into four. The Kenyan NFE curriculum suggests that Standards 1-4 are condensed into L1; this has proved challenging due to both the quantity and age-range of students in this level, and so the NRC AEP further segregates into L1A and L1B.
- Learners take annual national exams with the goal of integrating them, when ready, into the formal school system. Students can be integrated upon completion of any level, while students who are considered not age-appropriate for the grade level will continue with the AEP. Additionally, the AEP conducts internal student assessments three times a semester.

- Teachers receive specialized training in alternative education curriculum and pedagogy. The teacher force is made up of 29 teachers across six AEP centres.
- An AEP PTA engages and sensitizes the community with regards to the program.
- The AEP centre aligns with safety standards and operationalizes inclusive and conflict-sensitive practices. In its current 2016-2017 iteration, the AEP strategy was crafted to reflect incorporation of the AEWG 10 Principles into programming.

Methodology and approach to fieldwork

Research was conducted off site prior to the field visits, on site in Dadaab at both the NRC office and the Dagahaley Centre, and in Nairobi upon conclusion of the site visit. In addition to NRC-specific program staff and beneficiaries, the researcher interviewed UNHCR staff based in both Dadaab and Nairobi. Table 4, below, links the specific sources of information with the overarching research questions investigated.

Data Collection Tools

I. Program documentation

Prior to departure for the field visit, the researcher conducted a comprehensive desk review of program literature provided by NRC. This review included project proposals, a meta-evaluation, terms of reference and strategy document, monitoring and evaluation frameworks, and the completed AE Principles Checklist. At the NRC office in Dadaab, additional documents (Kenya non-formal education policy framework, Kenya NFE curriculum, Dadaab teacher guides, Dadaab accelerated learning guides) were reviewed.



Figure 2: Learners participating in the male FGD activities.

II. Workshops

Two workshops were conducted on-site in Dadaab. The first initial workshop was a half-day introductory event hosted by UNHCR and attended by all members of the Dadaab Education Working Group. This included eleven participants from eight organizations currently working in education in Dadaab. The workshop served to introduce the group to the research, the researchers, and the work of the AEWG (including the 10 Principles and the Guide). Activities were carried out that prompted reflective discussion on the role of AE in Dadaab, including challenges, successes, and support desired to better administer such programming.

III. Key informant interviews

Key informant interviews were conducted with seven individuals in Dadaab and Nairobi: (2) on-site NRC program staff, (1) NRC AEP centre manager, (1) Nairobi-based NRC education specialist, (1) Sub-County Director of Education for Dadaab, (1) Dadaab-based UNHCR education officer, and (1) Nairobi-based UNCHR education officer. All 30-90 minute interviews were conducted by the researchers, utilizing the interview protocol developed by the research team. The content of interviews were broad in scope, covering Kenyan education context and national policy, Dadaab refugee education context and cooperative action of partnering organizations, strategy/ implementation/challenges of AE programs in Dadaab, utilization and relevance of the 10 Principles, and discussion of the Guidance Document as a tool.

IV. Focus group discussions

Three (3) FGD's were conducted at the NRC AEP Centre in Dagahaley Camp: with teachers (n=7, 2 females), students (n=16, 4 females), and parent-teacher association members (n=8, 3 females). These focus groups lasted 30-90 minutes and were conducted by the research assistant, with facilitation assistance in the student group provided by 2 teachers (1 female) and translation in the PTA group also provided by a teacher. Focus groups were facilitated using the protocols developed by the research team, and adapted for the context of the particular centre and participants. The student FGD concentrated on student experiences in the AEP, including recruitment to the program, logistics of attending school and other responsibilities, learning, and additional needs of the school. Teacher FGD's delved into teacher training and capacity, curriculum and pedagogy, management and policy related to employment, and challenges faced in their classrooms and centres. PTA FGD's explored the role and knowledge of communities, the responsibilities of PTA members, perspectives regarding AE as a strategy to increase access, and challenges/concerns regarding the implementation and management of AE in Dadaab.

V. Classroom observation & facility walk-through

Classroom observations and facility walk-throughs were conducted on both days at the Dagahaley AEP centre. One 15-20 minute observation was conducted in each of the 4 classrooms (level 1A, level 1B, level 2, level 3) while teaching occurred. Walk-through of the classrooms, staff room, toilets, grounds, ICT room, NRC program offices, and mosque took approximately 35 minutes, and was led by the centre manager. The purpose of these observations was to note particular details that relate to the Principles and AE environments: classroom learning environments (e.g. furniture, classroom arrangement, wall hangings), learning materials, teaching materials, non-classroom spaces of use, gender-specific toilets, and security.

Table 4: Linking Data Source with Research Question

Research Question	Document Review	Off-site Staff	On-site Staff	Teachers / Staff	Learners	AEP/PTA	Walk-thru & Observations
(1) Utility and relevance of the principles and guide		X	X				
(2) Alignment of 10 Principles with program	X	X	X	X	X	X	X
(3) Linking Principles to program outcomes	X	X	X				

Analysis

The research team used a deductive approach to coding, established cooperatively upon completion of the field studies. To assess alignment, the data collected was coded thematically against the 10 Principles and in relation to five thematic categories (learners and learning environment, program management, community engagement, alignment to national environment, and teachers). For relevance and utility of the principles, key research sub-questions were used as thematic categories and coded against. The researcher conducted comparison across data sources for patterns and sub-themes.

Limitations

Research Objective 1

The NRC program staff engaged with the 10 Principles in-depth, and were able to offer perspective and insight on their utility and relevance to the NRC AEP program in Dadaab. However, the staff did not have access to the Guide prior to the site visit, and so had not directly engaged with it beforehand. As such, any insight as to its utility was purely hypothetical and based on a cursory, initial reading. While some of this information certainly adds value (and is elaborated on in the findings section), the researcher notes the limitations this posed for a thorough investigation of this objective.

Research Objective 3

Linking outcomes to the 10 Principles poses challenges. While NRC data related to outcomes was provided, establishing direct causal links between those outcomes and specific principles is not possible. Program staff offered perspective and insight related to these linkages, but it is necessary to specify that the study design and methods are not rigorous in terms of evaluating specific causal relationships.

Current programme alignment to the AE Principles

This section summarises key strengths and challenges related to the thematic areas of the principles noted below. It draws on data collected through fieldwork and program documentation review. The AE Principles were thematically re categorised into five areas, specific to learners, programme management, alignment, and teachers, as they were seen to broadly reflect the different domains which the principles and accompanying guidance focus on. Under each category discussed, the associated principles within this category are listed, to make clear how this was done. It should be noted that these categories are different to that presented in the original Guide, where there are only three categories – learners, systems/policy, and programme management. It was felt that some greater specificity was needed, particularly around issues of teacher/teacher management, and alignment.

Learners & Learning Environment

Principle 1:

AEP is flexible and for older learners.

Principle 4:

Curriculum, materials, and pedagogy are genuinely accelerated, AE-suitable, and use relevant language of instruction.

Principle 8:

AE learning environment is inclusive, safe, and learning ready.

The strategic objective of the NRC AEP, as stated above, is to provide educational access for over-age, out-of-school children in Dadaab in an alternative format to the formal schools run by UNHCR. The AEP accomplishes this by strategically targeting over-age, out-of-school children via community outreach efforts performed by the AEP PTA members. PTA members are embedded in communities, where they are able to deliberately target out of school children and youth and reach out directly to families in order to encourage enrolment in the AEP, and often address barriers (real or perceived) to enrolment. Education and all school-related materials are free to all students.

The camp populations in Dadaab are experientially diverse. In the Dagahaley student focus groups, 56% of the children were born in the Dadaab camps, while the remaining learners (44%) were all displaced from Somalia. 63% of the learners had never been to school in either location prior to the AEP. 100% of girls had not attended school at all before the AEP, while the majority of boys (58%) had interrupted educational experiences.⁸

The AEP runs approximately three hours less per day than the formal schools, creating flexibility for older students with significant responsibilities at home⁹. Both male and female students in the FGDs described the considerable demands of their home lives. According to a male student (L2, age 15):

“ I have a big family, and my parents are very old. So I have to do a lot to help since I am the oldest: to fetch water, to cook, to wash, and mostly to watch over my brothers and sisters. I do these things in the morning before going to school and as soon as I am home after. I do these things after it is dark, too.”

There are limitations to the flexibility of program structure (i.e. in time and location) due to the security and mobility restrictions of Dadaab. In particular, teachers who live in the host community, as well as NRC program staff, are required to leave the compound by 1:00pm daily in order to receive secure transport back to their residences. This affects both the length of school day and when children, teachers, and community members can be present. Flexibility is, thus, not directly tailored to the needs of learners in this regard.

⁸ This data is not currently collected by NRC across the programs in Dadaab and, thus, these numbers reflect demographics of the focus groups only.

⁹ Interestingly, the PTA mentioned that this can create the impression, in communities, of the AEP as a “short cut” for students who may actually be eligible for attending the formal schools. NRC is currently trying to address this via further community sensitization efforts carried out by the PTA.

There is, however, flexibility regarding age. “Target age” is suggested by the AE Principles and within the Kenyan NFE Policy framework. However, according to NRC, in practice this decision is made at the school/centre level (with support of the AEP PTA), which often offers flexibility:

“ If an individual wants to come to the school – there is no one here who is going to tell them no. We want young people to be educated. The community wants young people to be educated. This program offers that to those who have not had that opportunity before. We can be flexible when it comes to age.” (NRC program staff)

As mentioned previously, the NRC AEP uses the Kenyan NFE curriculum in its classrooms, which is dictated by the Kenya alternative education policy. Where there is need for adaptation or flexibility, NRC manoeuvres strategically to best service its learners. For example, with considerable congestion in Level 1 (which comprises 4 standards of formal education), the AEP chose to break this into L1A and L1B in order to better accommodate the skills (and in particular, English skills) of its newest students. At this time, NRC (cooperatively with UNHCR) is advocating for this levelled breakdown to be changed formally in the national NFE curriculum.

The language of instruction in Kenya is English. Upon entrance to the AEP, students in Dadaab rarely have English skills, regardless of their previous educational experiences. As such, L1 is largely focused on acquisition of English, and in both L1A and L1B the teachers use Somali as the language of instruction. This aligns with the Kenyan NFE curriculum regarding mother tongue. According to teachers, in practice the Level 2 classrooms use Somali, as well. This was observed in the student focus groups, in which activity instructions were translated for students from English to Somali, and facilitation by teachers (using Somali) was necessary, especially for the Level 2 students. The dual tasks of managing an accelerated curriculum with language acquisition (and subsequently, diverse language skills) poses challenges in the classroom for teachers and learners.

There are significant challenges to the utilization of AE pedagogy in the NRC AEP. Large classes (see Table 5, below) with mixed ages pose logistical challenges to interactive, learner-centred methods, and inadequate (and non-AE-specific) learning materials pose further limitations. Additionally, mixed age classrooms can present protection issues that must be addressed by teachers and school staff. In the lower level classrooms (L1A and L1B), many students were observed sitting on the floor and 5 to 6 students often shared a bench and book



Figure 3: Male and female learners in a Level 2 classroom at NRC’s AEP in Dagahaley Camp.

(NRC reports 3:1 pupil textbook ratio). Since the Kenyan non-formal education curriculum is not explicitly accelerated, the responsibility falls on teachers to accelerate for their individual classrooms/levels. Teachers described this as an intensive task that they were not explicitly trained to carry out. NRC staff echoed this concern, and noted that further support (including funding and training in accelerated curriculum development) is required for this to be done effectively.

Learners described small group-work as a favourite learning activity, indicating that teachers are utilizing strategies to manage learning in large classrooms. When asked to compare the AE school in Dadaab to their educational experiences in Somalia, students discussed the higher quality of learning materials (though in inadequate quantity), increased interaction with teachers, and the nice, new buildings where they attend class. According to one student, *“We love our teachers. And interacting at school with friends and in groups. I like to have group discussions when we are learning and I like to work together with my friends on my [problem] sets.”*

Teachers, PTA members, and NRC staff all acknowledged the challenges of gender-inclusivity in education in Dadaab. This is reflected in the program strategies and indicators specifically targeting girls enrolment. According to one male teacher at Dagahaley, *“changing how the community sees gender is my goal. I want all girls to be in school and this is still not accepted. There is a lot of work to do to change how the community sees the importance of girls’ education.”* The difficulty in attaining girls’ persistence in primary school is reflected in the decreasing number of females as levels progress (and further, in the sharp dip in girls enrolment in secondary versus primary school in Dadaab, broadly, discussed above), as evidenced in Table 4, below.

Table 5: Classroom breakdown at Dagahaley AEP¹⁰

Level	1A	1B	2A	2B	3
# Students observed (# Females)	90 (38 F)	72 (25 F)	68 (7 F)	62 (6 F)	30 (6 F)

Teachers in Dagahaley talked about the very different needs of male and female students in the classroom:

“ Girls will just speak much less and interact much less in the big classrooms. Girls working in smaller groups together is more helpful. Working with female teachers is also more helpful”
 – Teacher, female

This segregation of genders was noted in classroom observation and walk-throughs, with female students sitting entirely on one side of the classroom in the lower levels, and grouped together in the upper levels. There was no observed instance of girls and boys seated together in a group or at a table. In response to the needs of female students, in 2014 NRC prioritized additional recruiting of female teachers specifically. In Dagahaley, there is currently a female teacher at each of the levels 1, 2, and 3 in order to attend to the needs of its female learners.

NRC staff (as well as AEP PTA members) acknowledged that inclusivity, especially as related to students with disabilities, is particularly challenging in the Dadaab context. The AEP PTA emphasized the difficulty in recruiting students with disabilities in communities without specific services to overcome barriers (e.g. getting to school for children with limited mobility). Additional support and guidance on accomplishing this in similar contexts would be valuable.

The NRC learning centres in Dagahaley, IFO / IFO2, and Hagadera were all built in 2012 and are secured at all times within fenced and guarded enclosures. In Dagahaley, the AE classrooms are located on one side of the learning centre (separated by landscaped trees from the NRC YEP on the other), with gender specific latrines

¹⁰ The researcher was unable to obtain this information for the other NRC AEP locations.

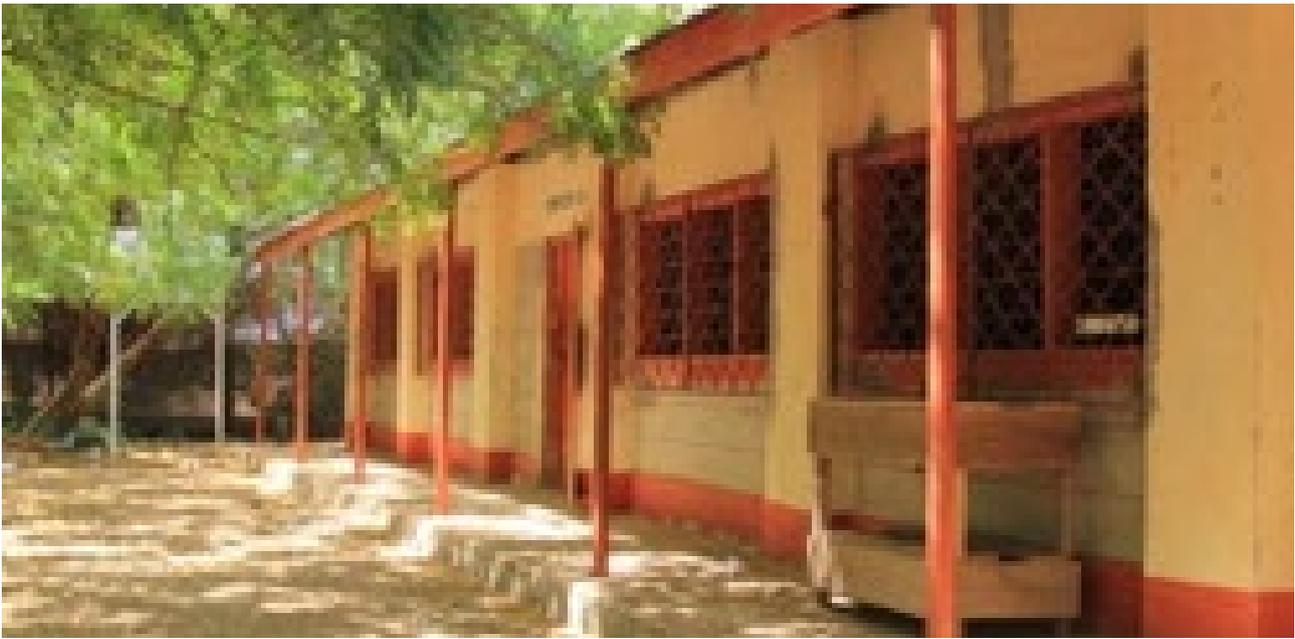


Figure 4: Classrooms at the NRC centre in Dagahaley Camp.

on opposite ends of the structures. Classrooms are outfitted with furniture, learning materials, and learning equipment (including 25 tablets, not observed in use). The classrooms included “talking walls,”¹¹ though these were blank in all classrooms at the time of the site visits. The centre grounds were landscaped with trees – part of the EU ESDP’s “environmental education” project.¹² All students walk to school (maximum time ~40 minutes) and expressed feeling safe while traveling to/from the centre, as well as while in school.

Key Findings: Learners and Learning Environment

Strengths

- AEP identifies, targets, and enrolls over-age out-of-school children, girls and boys
- Program offers a shorter school day that suits older learners with additional responsibilities
- NRC compounds are newly constructed, with play space, mosque, and security at all times
- School is free for all students

Challenges / Considerations

- Little flexibility in location and time due to security and mobility constraints
- AE pedagogy is difficult to implement
- Kenyan NFE curriculum is not accelerated or AE-specific
- Classes are overcrowded without enough learning materials
- Teachers training in AE-specific methods / pedagogy is limited and teacher turnover rate high

¹¹ “Talking Walls” projects refer to the creation of classrooms where walls can be used as interactive learning surfaces, used by both teachers and students to encourage greater engagement with material. Talking Walls projects have been utilized by INGO’s around the world.

¹² The majority of participants in the student focus group mentioned “watering the trees” as their least favorite school activity.

Teachers

Principle 5:

Teachers participate in continuous professional development.

Principle 6:

Teachers are recruited, supervised and remunerated.

There are currently 29 teachers employed by the NRC AEP; of these, 69% are refugee teachers and 31% Kenyan national teachers. 20/29 teachers are nationally certified. Refugee teachers have completed secondary school and passed the Kenya Certificate of Secondary Education, while Kenyan national teachers have attended teacher graduate or certificate programs. At Dagahaley, there are seven teachers (2 Kenyan/5 refugee). Both Kenyan teachers have a university-degree in teaching and have been employed by the NRC AEP since it opened in 2012. The head teacher has worked in Dadaab for 14 years. The five refugee teachers all attended secondary school in Dadaab, and had been trained to work in education by NRC. All refugee teachers were recruited via advertisements posted by NRC in the camps, and national teachers found the job postings online. All teachers employed by NRC sign a code of conduct.

NRC provides an annual in-service training to its new teachers, facilitated in cooperation with Garissa Teachers' College, the Sub-County Education Commission, and the Kenyan Institute of Curriculum Development (KICD). This training structure exemplifies a cooperative approach to programming that utilizes the expertise of national Kenyan actors, with external experts brought in by NRC. The training focuses, generally, on teaching methodologies, NFE curriculum implementation, multi-grade and multi-shift systems of learning, and pedagogy. The training is not specific to accelerated education pedagogy; it focuses on use of the Kenyan NFE curriculum which includes only suggested timeframes for condensing by level. Teachers all spoke highly of the training program itself and, in particular, in the general teaching methods covered. Refugee teachers mentioned, however, that it was short in duration and overwhelming in the quantity of material covered. As the only training they received related to teaching, they felt under-prepared to enter large, intensive classrooms.

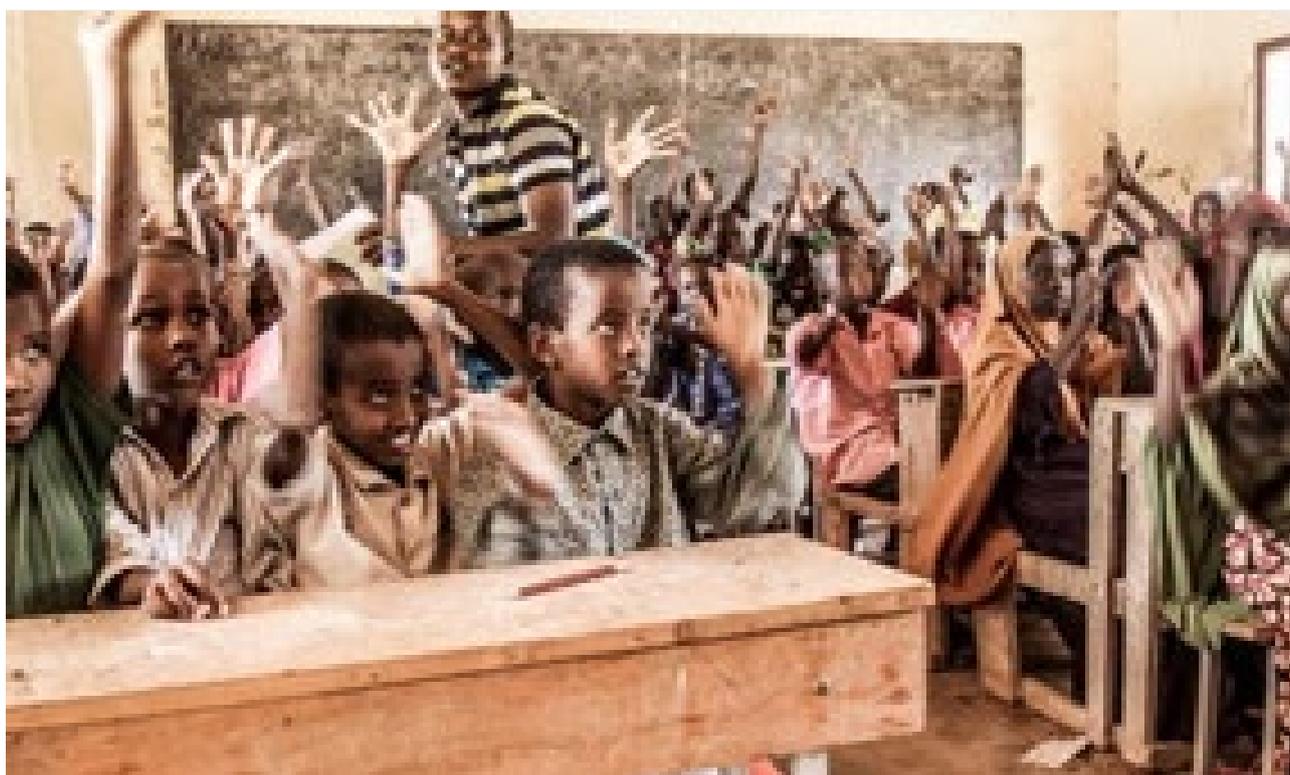


Figure 5: A teacher and full classroom at the NRC AEP in Dagahaley Camp.



Figure 6: Some members of the PTA in Dagahaley Camp during the research FGD.

At the school level, new teachers rely heavily on the support of fellow, experienced teachers, and acceleration of curriculum occurs cooperatively, though informally. This is formalized at the NRC AEP through mentorship, with minimum weekly meetings between certified and newer refugee teachers; younger refugee teachers noted the value of these relationships and learning experiences.

“ I learned a lot in the training, but I could not have been prepared for having to teach and manage a classroom of 65 students. And they are many different ages and abilities. The new teachers rely on the coaching of those with experience. I am thankful for the advice and support I get in between classes, after school days.”

– Refugee teacher, Dagahaley

Both NRC staff and teachers emphasized the need for continued professional development and support of teachers, especially in regard to AE pedagogy, child-centred teaching and learning, and inclusive and conflict-sensitive practices. NRC would like its teachers to have more extensive training in socio-emotional learning and psychosocial support in order to best serve learners. Teachers described the challenges of managing and teaching large classes with students of considerable age-range. They had little or no training in AE-specific pedagogy. NRC staff noted that the main barrier to continued professional development and training is financial.

As mentioned above, the majority (69%) of teachers in the Dadaab AEP are refugees. Both NRC staff and AEP PTA members noted the positive impact of this arrangement, in which teachers and students live within the same communities and may interact outside of the school. Teachers and students have common past experiences and day-to-day lives in Dadaab; this offers value in terms of conflict-sensitivity and psychosocial support (though refugee teachers noted that they received only brief training on such approaches). Additionally, refugee teachers in Dadaab all speak both Somali and English. While English is the required language of instruction for L2 and above, Somali is important for the L1A and L1B classrooms, as some children have no English skills at entrance.

NRC noted real, structural barriers to increasing both the capacity and quantity of teachers in the AEP. The incentivised pay scale restricts how much refugee teachers can be paid, and teachers at Dagahaley mentioned

the large discrepancy in payment between Kenyan and refugee teachers as a reason for frequent teacher turnover. NRC acknowledged this, as well, but lacks the authority to change remuneration for non-Kenyans.

“ I like business a lot, and I did well in school. I would actually like to take business classes so I can make a better living and actually help and support my family. I think this work is important for my community, but it is hard. We don't have many options at all here.”

- Refugee Teacher, Dagahaley

Finally, teachers emphasized issues of inclusion. There was much discussion of the importance of access to education for girls, and the role of teachers and PTA members in sensitizing communities and parents to this. Additionally, there are barriers to the inclusion of the most vulnerable children in Dadaab (e.g. disabled or homeless children). Teachers (and PTA) felt strongly that this should be addressed by NRC.

Key Findings: Learners and Learning Environment

Strengths

- Annual teacher training offered to all new staff in cooperation with MoEST and teachers college
- Refugee teachers are sensitive to needs / experiences of students
- Mentorship between experience and new teachers offers consistent, on-the-ground support
- Teachers sign clear code of conduct

Challenges / Considerations

- No continued professional development offered
- Teachers are not trained in AE methods / pedagogy or socio-emotional learning
- Teachers struggle to manage overcrowded classrooms with diverse age range of students
- Refugee teachers receive incentivised pay, which is significantly less than national teachers

Programme management

Principle 7:

AE centre is effectively managed.

Principle 9:

Community is engaged and accountable.

Principle 10:

Goals, monitoring and funding align.

AEP is articulated as an official part of the 2016 UNHCR Dadaab Education Strategy. As such, funding, monitoring, data management, and general frameworks are cooperatively managed by the Education Working Group and overseen by UNCHR, though individual programmatic decisions and protocols clearly fall to NRC. With significant experience implementing AE programming in global contexts, NRC exhibits a sound and effective management strategy. For each centre, NRC maintains data tracking enrolment rates, student and teacher attendance, dropout rates, transition rates, and student progress. Students in the AEP are internally assessed three times per semester, as well as annually via a national examination. Centre-level tracking and

reporting of this information is completed by the centre managers, and collated by NRC Dadaab main office education officers.¹³

The PTA, teachers, and on-site NRC staff were in agreement in regards to the effective management of the six NRC AEP centres. Teachers, in particular, described feeling supported by both centre and NGO staff, with their needs and concerns addressed in a timely manner when necessary. According to one teacher, *“in the past few years, when we have problems of issues, they are addressed quickly. There are good structures in place to respond to our needs. I think this has been good for teacher turnover. It was much worse before, but now many of the teachers have stayed for many years and are happier with the job because of this.”*

The most poignant challenges and limitations of program management relate to funding. The NRC AEP has been funded by two separate grants in five years. The program’s operations, objectives, and activities have remained largely unchanged, but desire for consistent UNHCR support for AEPs was articulated by all NRC program staff. In particular, additional funding for teacher capacity building and professional development, as well as an increase in the number of teachers (and, ideally, classrooms) is needed. Additionally, the centres did not have enough learning materials, uniforms, or furniture for all students.

Within each centre, the Parent Teacher Association (PTA) serves as the vital connector between the centre and the communities within which they are located. For the NRC AEP in Dadaab, these individual volunteers are responsible for carrying out sensitization, mobilization, and recruitment initiatives. PTA members identify and recruit vulnerable students, interact with parents and families, and advocate for girls and inclusive education as a priority. The PTA facilitates communication between parents and teachers, as well as between centre staff and communities, in order to assure that activity and management of the centre is transparent and supported by the community.

Initially, the PTA members explained, there was much misperception in the community about what accelerated education was. Parents and families were hesitant to send their children to the school because it was perceived as illegitimate:

“ We had a lot of work to show families that this was a real option for their children. For many, the children are very useful at home or do things to help earn income for their family. Parents did not want to send children to a program that they did not trust with an NGO that might be gone soon.”

PTA member

PTA members named this as the primary challenge that they face today. When the first students began to transition successfully into the formal secondary schools of Dadaab (especially girls), there were significant gains in changing this perception. The PTA even arranged a community event where its chairman presented the official secondary school books to the ongoing students. Still, concerns such as the unregistered status of the schools, as well as the need for students to be transported to annual Kenyan exams, were cited as frequent questions arising from the community.¹⁴

¹³ Kenya does not keep records on non-Kenyan students and AE is not currently included in EMIS. UNHCR and NGO’s that operate programs keep records on their students. This can be problematic if/when refugees move around, and poses considerable challenges for UNHCR when administering to urban refugee populations. It is less a pointed problem in Dadaab (where mobility is so limited), but is worth noting as an important consideration for UNHCR related to refugee education in Kenya broadly.

¹⁴ It should be noted that no school in Dadaab, including the formal schools run by UNHCR, are officially registered. Thus, formal school students are also bussed to annual exams elsewhere. This may, then, be a perception unspecific to the AEP but actually to education in Dadaab generally.



Figure 7: Additional PTA members during Dagahaley FGD.

The PTA emphasized that changing general attitudes about the value of education, especially in the protracted circumstances of Dadaab, is intense and difficult work. According to a PTA member:

“ So many of the adults here never had an education in Somalia. Most of them. So they are not sure that their children need to go to school, especially some different kind of school that they do not understand. A lot of our job is really just to convince people that all children should be in school, and especially girls, and that this will increase their opportunities later. It can be very exhausting work because a lot of people are not convinced.”

The PTA, through monthly meetings with NRC staff, communicates the challenges and needs of the community that relate to the centre. PTA members elicit regular feedback on what is and is not working, and specific questions and concerns of the community. Often, there are only small barriers to enrolment (e.g. parent perception that they must pay fees or buy uniforms); members are able to identify these perceived barriers through one-on-one conversation and often resolve them independently. Members described such successes, but also emphasized that their work was challenging and demands much of their time, and they were unpaid to do it. Recruitment of students and outreach to communities would be essentially impossible without their efforts. (“NRC staff do not speak Somali and most parents do not speak English. They do not live within the camps. They rely on us completely to recruit students and to find out what is needed.”)

In terms of greater centre management responsibility, PTA members are already stretched thin. Additionally, none spoke English and so interaction with NRC education officers occurs through interpretation via the single centre supervisor. Increased community involvement with centre management, record keeping, etc. would likely first need to address this language barrier.

Many of the management challenges for the school generally (i.e. overcrowded classrooms, lack of sufficient materials or teachers) then lead to challenges for the PTA. Members of the PTA explained their feelings of accountability to the community:

“ It is a major problem when we promise things- books or uniforms- and then these things are not received at school. The school must do what we say it will do!”

This relates directly to the importance of the AEP status as a legitimate and credible option for education in Dadaab. NRC staff expressed real concern that the AEP was viewed as a “shortcut” that was less intensive than formal schools. Accordingly, there is still much work needed to sensitize the community about the goals and structures of the program, and where it is situated within the landscape of education in Dadaab.

Key Findings: Program Management

Strengths

- Education Working Group in Dadaab cooperatively implements Education Strategy that includes AE
- NRC implements strong reporting and tracking mechanisms by centre
- PTA is highly involved and invested in community engagement, sensitization, and accountability
- Program shows achievement of outcomes related to access, quality, and girls education

Challenges / Considerations

- Limited funding for materials (books, uniforms, furniture)
- Use of curriculum and teacher training /payment is restricted by GoK policy
- Cannot build new permanent structures, per county-specific national policy
- Community outreach is demanding and PTA members are not compensated; concern about burn-out
- Community perceptions of AEP are slow to change

Alignment to government education system or humanitarian architecture

Principle 2:

AEP is a legitimate, credible education option that results in learner certification in primary education.

Principle 3:

AEP is aligned with the national education system and relevant humanitarian architecture.

As stated above, Kenyan national education policy is, broadly, inclusive of refugee students. Learners in Dadaab are able to sit for annual national exams as well as achieve national certification in primary education upon completion. This applies to learners in both Dadaab’s formal and non-formal schools, and is a priority for NRC’s AEP. NRC supports students in registering for and attending the national examinations, and its students regularly perform above the Kenyan averages (see: Table 5, below). NRC additionally evaluates its students independently and offers the option to transition to formal schools upon successful completion of each Level.

However, the Kenyan NFE curriculum (developed in 2006) does not align with many of the best practices for AE in crisis and conflict-affected settings, including the 10 Principles. This is evident in the lack of learner-centred pedagogy, particular detail informing the methods of acceleration, and inclusion of socio-emotional learning and safety, amongst other details. Since 2006, much evidence has been generated regarding accelerated education programs globally (see: USAID, 2016; Shah, 2015) and NRC staff described the necessity of an update to Kenyan policy and curriculum in response to this.

NRC operationalizes the INEE Minimum Standards for Education in the AEP and, again, works cooperatively with UNCHR and other education actors in Dadaab to address contextually specific needs while operating within Kenyan policy environment. These organizations are involved in advocacy, today, for refugee education policy to be adopted (and current frameworks regarding curriculum to be adapted). UNHCR staff in Nairobi optimistically described Kenya's newest adaptation to policy concerning refugee education, and emphasized that accelerated education programs feature prominently in the discussion.

At the organizational level, there are still real and perceived challenges to operating within the policy environments of Kenya's national and county-level politics. However, NRC's continued cooperation with the KICD, as well as UNCHR's support to the GoK and MoEST in construction of new education policy for refugees, reflect a political environment that is increasing its acknowledgement and support for the refugees (and learners) that live across Kenya.

Importantly, the circumstances of refugees generally in Dadaab has been relatively unstable since the 2013 Tripartite Agreement on repatriation. As previously stated, as of September 2016, UNHCR has supported the voluntary return of ~24,000 refugees to Somalia. In late 2016, a series of community discussions was hosted by UNHCR (with working group members, community members, PTA, teachers, etc.) to address education issues that relate to the process of repatriation. According to NRC and working group staff, UNHCR staff, PTA members and teachers, the following questions still remain unanswered:

- ➔ How aligned are current educational practices and policies to this potential future for learners?
- ➔ What will the educational opportunities look like for returnees once in Somalia?
- ➔ Will Kenyan certifications be recognized? Is Kenya / UNHCR negotiating this? If so, will it be possible for any location in Somalia?
- ➔ What are UNHCR and INGO's that work cross-border doing to assure that education can continue / be recognized?

These questions continue to be at the forefront of conversations regarding education programing in Dadaab and, thus, are important in considering the contextualization of the Principles in this location.

Key Findings: Alignment

Strengths

- Refugee students have legal right to education per national policy
- Refugee students can sit for national exams and achieve certification
- Strong working relationship between GoK and UNHCR, with AE featuring prominently in new policy recommendations
- Strong cooperation amongst Dadaab working group members, led by UNHCR

Challenges / Considerations

- Kenyan NFE curriculum may require updates in order to better align with best practices for AE
- Kenya does not keep records on non-Kenyan students, and at the time of this research, AE is not considered in EMIS
- Kenya and UNHCR currently focused on repatriation agreement; there is much to consider in terms of education in Somalia now, too

Utility and relevance of the principles and guidance to the programme

Utilisation of the principles and guidance

As indicated by the previous sections, the NRC AEP offers strong alignment with most of the 10 Principles. In the NRC AEP 2016-17 Program Strategy for Dadaab, explicit reference is made to the AEWG and the 10 Principles. In concert with the program knowledge gained from the AEP's operation from 2012-2015, the Principles informed the design and current implementation of NRC's AE in Dadaab. From an organizational perspective, as reflected on by NRC staff, all of the ten principles are relevant to the Dadaab context.

NRC sees real utility in both the 10 Principles and the Guide as tools for implementation. The NRC on-site staff in Dadaab were relatively new to the project, and the 10 Principles were seen as an informative and useful tool for understanding the dynamics of the AEP and assessing the program in context. Additionally, staff described the disconnect between official Kenyan NFE policy and its implementation in the field:

“*The curriculum is not specified to accelerated education, so it cannot be used exactly. Programs are left to make adjustments and decisions that are contextually appropriate but that seem to fit within this broad central policy. This is what we, and the other NGO's, are doing and it creates challenges and inconsistencies.*”
- NRC staff

Utilization of the 10 Principles offers an opportunity for standardization that could be instructive to programs that are making adjustments on the ground. In that way, the principles and sub-principles are an accessible tool that could be used as a sort-of “checklist” for staff, a point that was repeatedly emphasized by many education group NGO staff.

Usefulness/relevance of the principles

As previously stated, NRC staff felt that all principles were relevant to the AE program, though flexibility was required at the sub-principle level (e.g. flexibility of location and time is untenable due to mobility restrictions amongst the camps in Dadaab). Working within the particular ecosystem of Dadaab, the implementation of certain principles and sub-principles often falls on different stakeholders or exists outside of the control of the NGO's (e.g. use of non-AE-specific national curriculum). This does not negate relevance or utility, but instead points to the necessity of contextualizing the principles on the ground. Education working group members emphasized the potential value of support or instructions for doing this.

Further, many of the most critical challenges currently facing the AEP are non-AE-specific (e.g. insufficient number of teachers or learning materials) and are relevant to education in Kenya broadly. For these challenges, the principles represent an ideal that NRC seeks to implement (and are, thus, relevant) but may be unable to do so at this time and challenged to do in the future.

Future utilisation of the principles and guidance

As referenced above, refugee education policy in Kenya is currently in flux, with real potential gains to be made in 2017. UNHCR and NRC both emphasized the value of the 10 Principles and the Guide in informing and advocating for that new policy. In particular, these documents offer evidence of the impact of accelerated education programs globally, as well as legitimacy as a standardized approach supported by UNHCR, the

AEWG, and numerous INGO's that have a long history of good work in the country. Nairobi-based UNHCR education staff emphasized the critical timing of these documents as effective tools to potentially shape new policy and, thus, a changing landscape for refugee education programming across Kenya.

Additionally, NRC and education working group staff described implementation-level use of both the 10 Principles and Guide. In particular, staff noted that the principles could be a valuable tool in the strategy and design of future AE programs, as a reference on the ground when programs encounter challenges, and as a tool for proposal writing, assessment, and on-sight management. Working group members further articulated the potential use of the Guide "to bring accelerated education into focus" when communicating with stakeholders and funders.

NRC staff, in particular, noted that a more standardized adoption of best practices in AE (such as the 10 Principles represent) is of particular interest to the organization whose own institutional knowledge has contributed substantially to the development of this work.

Utilization of both the Principles and the Guide are hugely contingent on a friendly political environment. In Kenya, while there are certainly acknowledged challenges associated with working within current policy frameworks (felt most acutely on the ground), the situation is generally positive and promising. According to UNHCR, anticipated changes for 2017 should address many of the most pressing concerns related to implementing AE in Kenya. Critical to this is the solid working relationship between both the NGO's implementing AEP's and UNHCR, as well as between UNHCR and the GoK. UNHCR officials in Nairobi explicitly referenced use of both the Principles and the Guide in informing new policy frameworks. As such, Kenya may become a solid example of what these programs can look like with good supporting policy.

Links to programme outcomes

Description of the current programme outcomes

Table 6, below, displays the most recent data (2015) from the NRC AEP program. This data is self-reported.

Table 6: 2015 NRC Program Data

Indicator	2015 Program Data		
# of students	1948	# of female teachers	4
# of girls	628	% certified teachers	65%
% of girls	32%	% refugee teachers	71%
Drop out rate	12%	Pupil:teacher ratio	1:69
Attendance rate	80%	Pupil:classroom ratio	1:121
Completion rate	88%	# of classrooms	18
Transition rate	25% (n=400 students)	Separate latrines by gender	Yes
Average KCPE score	190 (national average=168)	# of latrines	24
# of teachers	28	Separate latrines by gender	Yes

Key points:

- As of 2016, NRC had enrolled more than 2000 out of school children and youth to date in primary AEP (32% girls), achieving the program target.
- Students in the AEP score above the national average on the KCPE.
- The transition rate (25%) must be understood as a percentage of students across the entire program (Levels 1A, 1B, 2, and 3). It represents, thus, the transition of nearly all Level 3 students from primary to secondary programs (both formal and non-formal). Few students transition earlier, due to the over-enrolment of the formal primary schools in Dadaab.
- NRC has come quite close to achieving its initial goal of 2000 students enrolled. Additionally, students do well on KCPE (average score of 190, compared to Kenya national average of 168) and the transition rate is high.
- The student: teacher (1:69) and the student: classroom (1:121) ratios remain very high.

Links to principles

Table 7, below, displays potential linkages between NRC AEP program outcomes and the particular principles. These linkages were explored during interviews with on and off-site program staff, and highlights the perceived relevance of the principles in the eyes of those implementing and managing the AEP. As is illustrated below, the program perceived strong correlation between most of the principles and the stated outcomes.

Table 7: Linking 10 Principles with Stated Program Outcomes

	(1) Increased access to educational opportunity for over-age, out-of-school children	(2) Increased # of passing scores on annual national examinations	(3) Increased participation of girls in education	(4) Increased # of learners transitioned to formal schools
1. AEP is flexible and for older learners	X		X	X
2. AEP is legitimate, credible education option that results in learner certification	X	X	X	X
3. AEP is aligned with national education system & humanitarian architecture	X			X
4. Curriculum, materials, predatory are accelerated, AE-suitable, and use relevant language	X	X	X	X
5. Teachers participate in continuous PD		X	X	X
6. Teachers are recruited, supervised, and remunerated		X		X
7. AE centre is effectively managed	X	X		X
8. AE learning environment is inclusive, safe, and learning-ready	X	X	X	
9. Community is engaged and accountable	X		X	X
10. Goals, monitoring, and funding align	X			X

Key Points:

- Primary AEP in this context achieves impact related to its stated outcomes.
- The 10 Principles align closely with these outcomes.
- NRC did not believe (and the data backs them up) that any of the aspects of the 10 Principles (e.g. flexibility) would negatively affect outcomes.

Conclusions: What can be learned from this case?

NRC has significant experience in implementing AEP's globally, in contexts of conflict and displacement. This case study represented the opportunity to observe a well-established program that is clearly aligned with the majority of the Principles, and explore challenges and successes in their utility and relevance.

Overall, the following are important lessons regarding use of the Principles and Guide:

- ➔ NRC views the Principles and Guide as valuable tools for both implementation and advocacy.
- ➔ **In the current political / policy climate of Kenya, these documents are currently invaluable as a tool to inform new policy.**
- ➔ Both the Principles and the Guide likely require more detailed instruction and support to be used effectively on the ground. Nairobi-based NRC staff were very aware of the Principles (and existence of the Guide), but the field staff had received but not utilized them. It was indicated that further support would be useful to adopt the Principles for use, through workshops, strategic dissemination, explicit instructions for use in the field, etc.
- ➔ There was little pushback / issues for NRC contextualizing the principles in the Dadaab and Kenya context. Staff (and other NGO's) did this organically and adeptly. Staff mentioned that the main principles are articulated and organized in such a way that flexibility in their use is built into the structure. At the sub-principle level, the specificity increases but it is also possible to ignore those that are irrelevant and still align well to the associated main principle.

The following are particular challenges that are likely to occur across contexts, and for which further and more specific guidance would be valuable:

- ➔ There are real challenges and limitations to teacher capacity and training (importantly, in relation to AE pedagogy) that relate closely to funding.
- ➔ Inclusive practices and access are difficult to accomplish within the AEP context, especially for girls and disabled learners.
- ➔ Socio-emotional learning and psychosocial support are critical for students in crisis and conflict settings, but programs are limited in providing such support (and training to provide such support).
- ➔ The program relies intensely on the PTA, who have very real and very time-consuming responsibilities in their support of the centres. This is not strongly reflected in the Principles, including ways to best support individuals who are doing hard work without compensation.
- ➔ Policy frameworks and political environments are established and exist largely outside of the influence of the INGO/NGO space. Organizations strategically manoeuvre within these environments, but utilization of principles or guidance will always depend on a supportive policy and institutional environment.

Specific Recommendations

NRC staff, UNHCR staff, and other members of the education working group in Dadaab had some specific recommendations for implementing utilization of the 10 Principles and Guide. It was suggested to further include and/or elaborate on the following:

- Instructions for how to use the Principles and the Guide within an organization (i.e. organizational field training for on-sight staff).
 - In particular, the sub-principles are quite specific and prescriptive. It would be useful to clarify and elaborate on exactly how to use the principles versus the sub-principles.
- Specific support and guidance on inclusive practices, particularly for students with disabilities, for accelerated education programs.
- Specific support and guidance on the process of contextualization of the principles, in particular across general contexts such as camp versus non-camp for refugees, urban versus rural, emergency versus post-conflict/reconstruction.
- Examples that relate to cooperation with governments and ministries, and with strategies for advocating for policy change or governmental support.

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