



HOW MIGHT WE IMPROVE LEARNING AND EXPAND EDUCATION OPPORTUNITIES FOR REFUGEES AROUND THE WORLD?

Project proposal: Educational Resource Walls

Current situation:

In an emergency situation when there is a sudden mass movement of people entering another country claiming refugee status, there is a need to support the various needs of the many in a rapid and effective way. With regards to providing education, several interventions are required including the construction of classrooms, teacher training, feeding programmes, toilet construction and the provision of desks and chairs. Learning materials are also required but are often limited to non-existent in a lot of cases as they are a consumable resource with a large continuous demand but with a limited budget to provide them. Therefore the quality and subject range of the education is often dependant upon the ability of the teacher to impart knowledge through dictating the host country's curriculum through text books. This reliance on teachers to meet the educational needs of pupils, particularly when many have no experience or training and without any resources, is a huge challenge to overcome.

Explaining subjects in an auditory learning style is currently the common method of imparting knowledge by teachers. It has been stated by numerous academics that, on average, 30% of the public are auditory learners and the remainder are visual (40%) and Kinaesthetic (30%). Therefore an additional aim of the this project is to broaden the learning styles to include the visual learners as well as the auditory too.

Project proposal:

The World Wide Education Project has been working with teachers and pupils in Kakuma refugee camp, Kenya, and schools across the UK through a human centred design approach to develop Educational Resource Walls. These Educational Resource Walls are being developed to act as a permanent feature within refugee schools to provide teachers with a source of inspiration and information to help facilitate their teaching. The Educational Resource Walls are being developed to show key information appropriate to each school grade, such as the alphabet, multiplication tables, phonics, shapes, colours, science facts and geography features for example, with text shown in the main languages spoken in Kakuma refugee camp; Swahili, English and French.

Three key stages to delivering the project have been identified using the human centred design approach; Inspiration, Ideation and Implementation, with sub-stages to each of these to chart the progress of the project. See following table for further detail:

Inspiration			Ideation		Implementation	
Content design	Layout design	Stencil design	Materials	Prototype	Installation	Training
<p>Input of content from UNHCR, LWF, Kakuma refugee camp teachers, UK school teachers, psychosocial support and pupils taking part in the Refugee Education Experience.</p> <p>Include major refugee languages: Swahili English French</p> <p>Grade level</p>	<p>Content topics designed to aid teaching, visually stimulating, infographic style, topics to compliment teacher other if possible to be used in multi-lesson variations.</p> <p>Layout to be culturally and peace building appropriate and enhancing.</p>	<p>Stencil designed to be robust, long lifetime use, transportable from UK, be able to create a visually impressive resource wall.</p> <p>Influences from graffiti, street art, screen printing.</p> <p>Material type?</p>	<p>Source materials for stencil,: canvas, frame, fixings, spray cans, paint.</p> <p>Consider local availability of materials, costs, scalability, lifespan, replication.</p>	<p>Create a prototype of the resource wall and test it in a UK classroom.</p> <p>Maybe trial as part of the Refugee Education Experience.</p> <p>Test with large groups.</p>	<p>Kakuma refugee camp visit to install the resource walls and demonstrate how they can be replicated.</p> <p>Install across school holiday period, possibly Nov-Dec 2016</p>	<p>Kakuma refugee camp visit to train teachers to use the resource wall - train the trainer approach.</p> <p>Demonstrate how the wall can be replicated on an on-going basis.</p> <p>Train with teachers and pupils Nov-Dec 2016</p>

Human centred approach:

We have developed this project based upon the evidence based problem of “there is a lack of resources to assist teachers in sharing knowledge with refugee school pupils”. We have gained evidence of this problem through our ongoing work in Kakuma refugee camp, Kenya, and research carried out during our latest field work visit to the camp, in March 2015, whilst delivering teacher training and psychosocial support at Hope primary school and building a new classrooms at Malakal primary school.

Upon return from the camp in March, we have been working on the Inspiration phase of the human centred design approach and are currently forming school year working groups with the refugee teachers in the camp and with teachers and curriculum developers based in the UK who are associates of our teacher training partner, Independent Thinking Limited. The school year working groups will develop Educational Resource Walls appropriate to the level of understanding of the grade

they will be implemented in. We have also been encouraging input from pupils in the refugee camp and by pupils from UK primary schools through our Refugee Education Experience (link).

Participants of the Refugee Education Experience in the UK have been telling us what has been useful for them to help them learn that is displayed in their classrooms, both presently and in previous years of their primary education. We have been using an activity within the Refugee Education Experience to generate ideas of what the Educational Resource Wall could contain and look like. Ideas from the pupils have shown some useful learning tools and information (see picture 1). It was discussed by the pupils that the apex of the wall would be useful to have messages written on to show messages to help pupils as the teachers would not be able to reach this area. Taking on onboard this idea it was discussed that messages about gender parity, sanitation and hygiene, health, protection and community cohesion would be ideal for these spaces.



Picture 1: Educational Resource Wall designs create by St John's first school, years 3 & 4

We aim to use this same methodology with the teacher working groups to map out what the wall could include to help the teachers teach.

Once we have completed generating ideas for the wall, the project plans to take these ideas generated within the Inspiration phase and move forward into the Ideation Phase. This second phase will look at how we can take the ideas we have generated, identify opportunities to develop them into practical designs, and prototype possible solutions. We know through our existing work and research that the resource wall needs to be permanent fixture, i.e. any parts that are removable will be removed by the pupils, therefore we are initially looking at painting the wall with the finished design, possibly using multi-layer stencils similar to what is used in some modern graffiti, see picture 2 & 3.



Picture 2 & 3: Graffiti designs using stencils to create large features with detail.

The final phase of the project will look at the Implementation of the project and will be based upon installation of the Educational Resource Walls and training of the teachers to use them. All phases will have input from teachers and pupils from Kakuma refugee camp and the UK.

Once the first round of Implementation has taken place across the primary schools in Kakuma refugee camp, it is envisaged that a similar process can be deployed in other DFID focused countries building on and learning from this experience.

With regards to implementation of putting the Educational Resource Walls into the classroom, the UNHCR school design (see pictures 4 & 5) favoured as the model for schools in refugee camps going forward in sub-saharan refugee camps and existing



Picture 4 & 5: UNHCR school design typically used in sub-saharan refugee camps - front and rear view

mud-brick classrooms are ideal for this solution due to their large unused gable end or partition wall. The UNHCR design which is currently being deployed in sub-saharan refugee camps is an effective, quick and sustainable design ideal to reduce class sizes, meet the growing numbers of pupils entering a camp or to replace ageing mud-brick school infrastructure. Both mud brick buildings and the new UNHCR design contains a chalkboard at one end of the room and a large blank wall at the other, this is where the Educational Resource Wall would be applied. See picture 6 for an example of some ideas towards the early development of the Educational Resource Wall we started to create at Hope school, Kakuma refugee camp. We discussed ideas with the teachers about using stencils and spray paint for speed, quality assurance and repetition on a large scale.



Picture 6: Hope school wall being used as a resource within our Psychosocial training, March 2015

On a preliminary assessment, it is expected that all the stages of the project are relatively low cost, including the Implementation of the final product, therefore replication and sustainability of the project to additional refugee camps is predicted to be very high, although the design of the wall would be carried out on a camp by camp basis so the Educational resource wall is culturally acceptable, all text is correct to the languages spoken and that the level of information is appropriate to the class grade.