

Fingo Powerbank Outsourced Experimentations

Promoting remote learning through the radio in a refugee camp in Kenya

FCA Finn Church Aid

bingo

Introduction

- *Describe the background/the need/the problem being addressed by the experimentation*
- NEED FOR DISTANCE EDUCATION BECAUSE OF THE COVID19:
 - Radio intervention > schools shut down.
 - WhatsApp mentorship for teachers > no face to face mentorship
- *What is the aim of the experiment?*
- To find EFFECTIVE, FEASIBLE AND REASONABLE SOLUTIONS FOR DISTANCE LEARNING, TEACHING AND INTERACTIVITY in emergency situations and subsequent support for normal school.
- TO DISSEMINATE LIFE-SAVING MESSAGES ON COVID-19 prevention to children, parents and teachers.
- *Numbers/reach/beneficiaries (planned and what is being realized – direct, indirect etc.)*
- RADIO LESSONS: FCA procured 500 radios.
- RADIO LESSONS: Broadcasted to 15032 learners in primary schools and 4170 in ECDE.
- MOBILE MENTORING: 24 out of the targeted 25 teachers



What is new in this experimentation

- *What is new that your organisation had not done before – doing for the first time in this experimentation?*
- NOTKID project:
 - Community leaders were facilitated to go to radio and have live radio talk shows.
- ONLINE/DISTANCE LEARNING SINCE COVID:
 - LIVE RADIO LESSONS, FCA DISTRIBUTED 500 RADIOS with memory sticks and solar charging
 - CHILD FRIENDLY MESSAGES ON COVID-19 prevention.
 - WHATSAPP TO MONITOR THE RADIO LESSONS:
 - Feedback, success and challenges.
 - Mobile mentoring and coaching for the teachers and learners collaborated with TWB.
- MS TEAMS FOR TRAINING PRINCIPALS

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Teacher Seme takes a few learners through a radio lesson.

Source: The Star, Kenya, Image: Kevin Otieno



Teacher Maurine Anguezaru (left) and FCA volunteer Roosa Laine consider mobile mentoring a great success at Pagirinya comprehensive school.

Source: www.kua.fi/en
Photo: Patrick Meinhardt

Challenges

- *What kind of challenges have you faced during the implementation?*
- Radio
 - HUGE SHORTAGE in terms of radio coverage per household.
 - LOCAL LANGUAGES in several dialects.
 - TARGETING CRITERIA when distributing radios
 - Initial UNRECEPTIVE ATTITUDE from partners.
- WhatsApp:
 - SOME PARTICIPANTS WERE NOT SHOWING UP for some days due to unstable network connectivity.
 - SOME IN QUARANTINE STATION.
 - SIM CARD issues.
- *What kind of modifications/changes have you done in order to address the challenges or improve the experimentation?*
- SHORT SURVEY: teachers were familiar with WhatsApp?:
- INDUCTION FOR THE TEACHERS
 - FCA supported with smartphones and data bundles



Lessons Learned

- *Any failures and lessons learned to share?*
 - FCA HAS IMPROVED THE TARGETING CRITERIA by involving community leaders and other stakeholders.
 - FCA EMPHASIZES THE ‘DO NO HARM’ PRINCIPLES. Radio lessons are backed by a strong complaints and response mechanism.
 - PARTICIPATION OF PARENTS during the radio lessons can improve learning and protection of children.
 - RADIO LESSONS TO COMPLEMENT NORMAL TEACHING during and AFTER COVID-19 and reach out of school children.



Results and successes

- *What have been the results/achievements so far?*
 - WHATSAPP ENABLED SHARING OF EDUCATION DATA, information and photographs.
 - Mentors and mentees ENGAGED IN CONTINUOUS EXCHANGE of ideas and information.
 - 25 teachers to DISSEMINATE THE SKILLS LEARNT in teaching app.4,170 (2,235B and 1,935G)
 - FCA started a NEW COOPERATION WITH FILM AID > communication and journalism training.
 - UNHCR HAS SINCE GIVEN 600 MORE RADIOS.
 - OTHER PARTNERS CAME LATER AND COULD LEARN from what FCA was doing.
- *What are you expecting to achieve by the end of the experiment?*
 - TO REFINE THE MOBILE MENTORING CURRICULUM to train teachers in all FCA project sites.
 - TO IDENTIFY AND INCORPORATE MORE TRAININGS via WhatsApp platform
 - TO INCORPORATE RADIO LESSONS INTO THE NORMAL TEACHING and learning post COVID-19
 - TO SUSTAIN COMMUNICATION AND ENGAGEMENT with communities via FM radio
 - TO TRAIN TEACHERS ON ALTERNATIVE TEACHING METHODOLOGIES

Results and successes

- Any particular successes/anecdotes/stories to highlight?
 - FCA WAS ABLE TO GET REAL TIME FEEDBACK from the teachers via WhatsApp.
 - FCA was able to get FEEDBACK FROM THE COMMUNITY via the CRM system.



- [The Star: learning-continues-in-refugee-camps-as-schools-close-temporarily/](#)
- [FCA: learning-in-kakuma-refugee-camp-kenya/](#)

Gloria completes her home-work

Source: The Star, Kenya
Image: Kevin Otieno



Principles for Digital Development

- *Which principles have been most relevant to this experimentation? In what way? You can refer here https://digitalprinciples.org/wp-content/uploads/PDD_CoreTenets_v4.pdf*
- Design with the User
 - What we do, we do WITH LOCAL PEOPLE
- Understand the Existing Ecosystem
 - In the fragile contexts this is THE ONLY WAY FORWARD
 - FCA works in WIDE NETWORKS with no harm-principle and has Core Humanitarian Standard (CHS) – certificate.
- Design for Scale
 - With open solutions, tailored to each contexts, the most resilient solutions will be stress-tested and are VIABLE TO ANY SIMILAR OR BETTER CONDITIONS and shared.

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Gloria and her mother go through a science radio lesson at their home in Kalobeyei Settlement in Kakuma Refugee Camp.

Source: The Star, Kenya
Image: Kevin Otieno

Feasibility for scaling

- Possibility of scaling the experimentation if any (does not have to be clear plans at this point)
 - ALL THE METHODS CAN BE USED IN ANY REFUGEE OR REMOTE CONTEXTS in any country that have at least some kind of coverage of radio and cell phones.
 - In addition FCA RESEARCHES AND DEVELOPS solutions that can IMPROVE CONNECTIONS AND ENABLE THEM for as many people as possible



When the COVID-19 pandemic spread to the Cox's Bazaar refugee camp, the Bangladeshi government announced that education was a non-essential activity, closed all education institutions, and instituted a countrywide lockdown.

DCA and FCA education team members wanted to transform what they had learned during the pandemic into a package.

The package is based on the INEE (Inter-Agency Network for Education in Emergencies) TiCC (Teacher in Crisis Contexts) training pack as well as the TiCC Training Pack contextualized for Bangladesh through the Cox's Bazaar Education Sector.

Source: www.kua.fi/en
Photos: Dan Church Aid