Central Problem: How can the Government of Kenya (GoK) and Kenya Ministry of Education, Science and Technology (MoEST) drive systemic change in Kenya’s urban refugee education to support increased learning outcomes and to promote social cohesion and integration of refugee children?

Context

**KENYA**
Registered refugees and asylum-seekers
- as of 31 March 2019
- 473,314

<table>
<thead>
<tr>
<th>COUNTRIES OF ORIGIN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Republic of Congo</td>
<td>30,393</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>31,591</td>
</tr>
<tr>
<td>Uganda</td>
<td>174,591</td>
</tr>
<tr>
<td>Sudan</td>
<td>105,675</td>
</tr>
<tr>
<td>Democratic Republic of the Congo</td>
<td>11,512</td>
</tr>
<tr>
<td>South Sudan</td>
<td>1,297</td>
</tr>
<tr>
<td>Rwanda</td>
<td>736</td>
</tr>
<tr>
<td>Eritrea</td>
<td>716</td>
</tr>
<tr>
<td>Nigeria</td>
<td>564</td>
</tr>
<tr>
<td>Other countries</td>
<td>6,317</td>
</tr>
<tr>
<td>Total</td>
<td>473,314</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOST LOCATIONS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>111,580</td>
</tr>
<tr>
<td>Kakuma</td>
<td>77,724</td>
</tr>
<tr>
<td>Dadaab</td>
<td>27,772</td>
</tr>
<tr>
<td>Ifo</td>
<td>17,178</td>
</tr>
<tr>
<td>Moyale</td>
<td>1,393</td>
</tr>
<tr>
<td>Others</td>
<td>1,479</td>
</tr>
<tr>
<td>Total</td>
<td>173,964</td>
</tr>
</tbody>
</table>

**DEMOGRAPHICS**

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>32,898</td>
</tr>
<tr>
<td>5-11</td>
<td>61,812</td>
</tr>
<tr>
<td>12-17</td>
<td>36,112</td>
</tr>
<tr>
<td>18-29</td>
<td>56,229</td>
</tr>
<tr>
<td>30-44</td>
<td>39,735</td>
</tr>
<tr>
<td>45-59</td>
<td>18,826</td>
</tr>
<tr>
<td>60 and above</td>
<td>6,576</td>
</tr>
<tr>
<td>Total</td>
<td>241,562</td>
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</tbody>
</table>

**LEGAL STATUS**

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>17,700</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>13,778</td>
</tr>
<tr>
<td>Rural</td>
<td>3,922</td>
</tr>
</tbody>
</table>

1. What steps towards integration have been possible in Kenya despite the long-term policy of encampment?
2. What have been the economic, demographic and social impacts of urban refugees on host communities?
3. What are the ways to make the greatest progress towards integration, and why?

Why Urban Refugee Education?

MARGINALIZATION
Among the world’s most marginalized populations
- Host communities perception of infringing the space and sharing the same social and economic difficulties
- Segregation in the camps

EDUCATION AS A MEANS
Education serves as a means of social integration, economic mobility and learning outcomes long-term strategic priority and investment prevention of backlash to xenophobia

SUSTAINABLE DEVELOPMENT GOAL 4
Meeting SDG4 for access to quality education
- Right to education as a fundamental human right
- Provision of safe and inclusive learning environments
- Elimination of disparities for vulnerable groups

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PEDESTAL & CURRICULUM
Improve teacher professional development with social-emotional learning & enrich the curriculum with home culture and peacebuilding activities
- to better pedagogical practices for better learning outcomes
- to address the needs of the refugees for sustainable integration

COLLABORATION
Enhance collaboration with international and national partners
- to facilitate the process of action and consensus across sectors
- to receive technical and financial support such as data collection and analysis as well as innovative and flexible financing mechanisms

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EDUCATIONAL BARRIERS
UNHCR efforts for teacher preparedness
- Lack of support for teachers of refugees
- Pedagogy and curriculum not tailored to linguistic and psychosocial needs

LOGISTICAL BARRIERS
Distance to school and lack of transportation
- Overcrowding in the classrooms and lack of space
- Lack of non-formal education and alternative learning environments

RECOMMENDATIONS
To respond better to the needs of refugee children
- Quality • Access

1. Increase and enhance forms of non-formal education opportunities with accreditation
- to fill the gap for those who cannot afford access to formal education due to financial barriers
- to make it possible to proceed to the next educational level

2. Support enlargements of national policies
- to provide financial support for non-formal education programs
- to enhance teacher preparedness
- to improve school infrastructure

3. REVISE AND CAMPAIGN:
- to improve teacher preparedness
- to improve school infrastructure
- to increase teacher preparedness

KEY REFERENCES