



Global Voices Information Sheet

Dreams still thrive in Dadaab's refugee camp



Kenya's Dadaab refugee camp

Background Info

- In 1986 there was an uprising in Somalia against the president, Siad Barre.
- In 1991, Barre left power, but fighting continued to worsen between pro-government and anti-government groups. There was also fighting between different ethnic communities.
- Even today, fighting continues between the transitional government in Somalia and rebel Islamic militants.
- Dadaab is the largest refugee camp in the world, built in 1991 as a result of the Somalia civil war. It covers an area of 50 square kilometers in northeastern Kenya and houses refugees who have left conflict areas across Africa to seek food and shelter.
- Over years, Dadaab has sprouted business and schools, but schools have very little resources. There are not enough textbooks for students and temperatures inside schools can reach 40 degrees Celsius. Because of these distractions, many refugee students do not pass basic primary school exams.
- East Africa is now experiencing the region's worst drought in over 60 years, and many parts of Somalia are suffering from famine. Every day, more than 1,000 refugees arrive in Dadaab, and the camp is now severely overcrowded, which means education at the camp will suffer even more from lack of resources.
- Education is a key part of ending the cycle of poverty, especially for refugees, because as people are displaced from their homes and farms and jobs, they lose the skills that they would use to build the economy in their home country.

Key terms

- **Refugee**—a person who has been forced to leave their home country to escape war, persecution or natural disaster.
- **Civil war**—a war between citizens of the same country.
- **Humanitarian aid**—food, medical or financial assistance provided to help stop human suffering and death and maintain human dignity.
- **Fledgling**—a person or organization that is immature, inexperienced or underdeveloped.

Global Voices Secondary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: education, girls, women's rights, Dadaab, East Africa, drought, refugees, refugee camps and perseverance.
- Course Connections: Canadian and World Studies, English, Social Sciences and Humanities.

Materials

- Chart paper or blackboard
- Computers and internet
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Reading Comprehension

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.

- iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
- c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?

Knowledge and Understanding

1. Discussing the Global Voices Column (estimated time: 10 minutes)
 - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
 - i. Who is Fatumo Mohamed?
 - ii. What is Dadaab?
 - iii. What is a refugee?
 - iv. Where is Somalia? Ask students to identify this on a map.
 - v. Why did Fatumo and her family have to flee their village in Somalia?
 - vi. What is a civil war?
 - vii. What struggles do the refugees of Dadaab face?
 - viii. How did Fatumo discover her interests?
 - ix. Why is education important?
 - x. What is the message the authors are trying to put across in this column?
 - b. Conclude this discussion by clarifying any additional questions students have on the column.

Thinking

1. Girls Education: Overcoming Obstacles (estimated time: 30 minutes)
 - a. Fatumo is an incredible success story of a young girl overcoming obstacles and rising above the odds.
 - b. Ask students to describe these obstacles and the ways Fatumo overcame them in order to receive her education.
 - c. Once they have an understanding of these obstacles, ask students to think about recent news they have encountered about women's rights or girls' education. Ask students to narrate what they recall to the class.
 - d. Following this discussion, ask students to search through additional media sources to find other articles on girls'/ women's rights and education.
 - e. Once they have found another article, ask each student to write a reflection comparing their article to the Global Voices column and discussing any girls'/ women's rights and education issues found in the article.
 - i. Ask students to reflect on any similarities and differences they found in the situations of the girls and women they read about in their article, and compare these with the issues that Fatumo faced.
 - f. Completed reflections can be handed in for grading.

Communication

1. Fatumo's Goals (estimated time: 15 minutes)
 - a. Ask students to think back to the Global Voices column and recall Fatumo's goals. Ask them to explain what she hopes to do with her education.
 - b. Ask students to think about their own goals and what they would like to do with their education.
 - c. Divide the class into partners.
 - d. Using Fatumo as inspiration, ask pairs to discuss the path they are hoping to take with their education, sharing their hopes and dreams.
 - e. When these discussions are complete, bring the class back together and ask any willing students to share their discussion.

Application

1. Dadaab (estimated time: 45 minutes of class time followed by student presentations)
 - a. Explain to students that Dadaab is a semi-arid town in the North Eastern Province of Kenya. It is now the largest refugee camp in the world. Explain that refugees, a vast majority from Somalia, are pouring into the Dadaab refugee camp because of the drought. They have survived long journeys by foot, seeking food and water after their crops failed and their water source ran dry.
 - b. Provide students with the following additional information about Dadaab:
 - i. The camp now contains over 400,000 displaced people in three camps originally designed for 90,000.
 - ii. The drought is threatening 12 million people throughout the Horn of Africa, causing the numbers in Dadaab to continue to increase.
 - iii. Thousands and thousands of tents and wooden huts line the camps, held together by branches and stems and topped by plastic sheets.
 - iv. Life in the hot, arid camps is hard. There is rarely enough food or water, and safety is often uncertain.
 - c. Explain to students that they are going to raise awareness in their school about the situation in Dadaab and the crisis in East Africa by educating other classes on these issues.
 - d. Ask students to list the things they would like to tell their school community about Dadaab. Create a point form list on the board.
 - e. Go down this list and ask students to describe how they can raise awareness about each of these items in their presentations. List these suggestions beside each item.
 - f. Ask the class to decide on a call to action they would like to request of the classes they are presenting to.
 - g. Divide the class into small groups and assign each group one – two classes in the school. Groups will work together to create a presentation to deliver to their assigned classes.
 - i. Teacher Note: Groups must cater their presentation to the age group they are responsible for.
 - h. Allow students to begin creating their presentations. Encourage students to do additional research and search for pictures and articles to enhance their presentation and encourage them to consider creating a PowerPoint display.
 - i. When presentations are complete, allow students to travel to the other classrooms to give their presentation.
 - j. Following these presentations, hold a class discussion reflecting on the results of their presentations.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com

We Day Teach - <http://www.weday.com/teach>