

Key Considerations

An **ADUN** guide for teachers who want to design teaching for Refugee and Displaced Persons

Resource collaborators: Arte Dagane, Florent Dupertuis, Ochan Leomoi, Barbara Moser-Mercer, Frankie Randle, Claudio Cesar Silva de Freitas, Susanne van Lieshout, Sonja Strydom, Jan Petrus Bosman

A. UNDERSTAND THE CONTEXT

Recommended Practices

1. Research the humanitarian context

"Know the context your learners live in and gather information on the available assets (human and technical resources, potential partners, legal framework, coordination authorities, etc.)"

Essential for effective program design and implementation.

2. Assess digital literacy levels

"We should develop a good understanding of students' backgrounds and digital literacy at the beginning BECAUSE students have varying levels of familiarity with technology."

Ensures appropriate technological support.

3. Consult existing resources

"Consult available reports/literature on EiE and HEiE. You want to learn from those who have gone before you and make sure you don't make the same mistakes."

Builds on existing knowledge and best practices.

4. Coordinate with humanitarian system

"Coordinate with the humanitarian leads on education and not bypass them in order to push your own project."

Ensures alignment with broader support systems.

Practices to Avoid

1. Assume business as usual

"Think that RDP teaching is (academic) business as usual."

RDP teaching requires special considerations.

2. Underestimate institutional needs

"Underestimate the resources, efforts and adaptations Universities may need to make to accommodate RPDs."

Substantial adaptations are often required.

3. Work in isolation

"Work in isolation. There are plenty of opportunities for collaboration with other actors in RDP settings."

Collaboration is essential for success.

4. Make assumptions about context

"Assume teaching methods and techniques will automatically translate into RDP context."

Each context requires unique approaches.



B. COURSE DESIGN

Recommended Practices

1. Create practical, short lessons

"Design practical, short, competency-based lessons that do not require much resources."

Ensures accessibility and manageability.

2. Implement blended learning

"Combine self-paced with regular online meetings / teaching through Google meet / Zoom at a convenient time."

Provides flexibility while maintaining structure.

3. Design for flexibility

"Design the courses which are resilience oriented and flexible too, to accommodate late assignment submission but should maintain the university standard."

Balances accommodation with academic standards.

4. Ensure practical application

"Consider how the certification and learning of the course can be practically applicable to the learners post-completion."

Links learning to real-world outcomes.

Practices to Avoid

1. Use heavy digital resources

"We should not systematically opt for heavy digital resources and online methods that risk compromising access to resources."

Can create accessibility barriers.

2. Offer standardized content

"We should not offer standardised content that does not take into account the sociocultural diversity of participants."

Content must be culturally relevant.

3. Last-minute preparation

"Do not engage in last-minute class preparation and do not expose your remote learners to resources they need to absorb overnight."

Preparation must account for access challenges.

4. Use difficult language

"The language of instruction should not be difficult for the students to understand."

Clear communication is essential.

C. TEACHING APPROACH

Recommended Practices

1. Foster critical thinking

"Critical thinking through open discussion where all students are given prompts that provoke responses."
Develops analytical and reflective skills.

2. Use participatory learning

"The participatory learning approach is designed to foster collaborative and partnership-based learning among students."
Encourages active engagement.

3. Implement connected learning

"Adopt a 'connected learning' approach because it leverages technology to integrate personal interests, social interactions, and practical application."
Links learning to personal context.

4. Contextualize content

"Consider the cultural diversity of participants, who may come from various countries and belong to communities with unique customs, beliefs, and perspectives."
Makes learning relevant and accessible.

Practices to Avoid

1. Use frontal teaching

"We should not opt for a frontal teaching approach with content and topics that are disconnected from the needs and real-life contexts of participants."
Teaching must be interactive and contextual.

2. Copy in-person style

"Don't use your in-person teaching style to simply put yourself on video and broadcast."
Online teaching requires different approaches.

3. Ignore peer engagement

"We should not underestimate the value of social interactions and activities that encourage peer engagement."
Peer learning is valuable.

4. Use decontextualized examples

"The course instructors should not restrict his/her expressions and explanations to the universities background only."
Examples must be relevant to students' context.

D. STUDENT SUPPORT

Recommended Practices

1. Provide equitable access

"We should ensure equitable access to course materials by considering students' diverse learning needs."
Essential for inclusive education.

2. Consider gender dynamics

"Female students should be given extra support in class, more time to understand course material, and the opportunity to submit assignments without feeling overwhelmed."
Addresses specific challenges.

3. Monitor progress regularly

"We should not skip a midterm evaluation to check on students' progress BECAUSE it is easy to leave some students behind unintentionally."
Ensures timely interventions.

4. Recognize individual challenges

"Teachers need to understand how hard it might be to get connected and write an essay; to deal with multiple stresses, long hours at work, hunger and depression."
Builds empathy and appropriate support.

Practices to Avoid

1. Treat all students the same

"The course instructor should not treat displaced students like regular students at the university."
Unique challenges require unique support.

2. Ignore gender differences

"Treat female students exactly the same as male students."
Gender-specific challenges need consideration.

3. Set rigid expectations

"Put too much pressure and be too lenient (find the balance)."
Balance is key in expectations.

4. Overlook individual circumstances

"Fail to recognise the learners as individuals. To have arrived in a (higher learning) digital classroom as a learner from an RDP background has already meant overcoming considerable challenges."
Individual circumstances affect learning.

Access an interactive version of this guide (works only on a Laptop): <https://bit.ly/aheenrdpconsiderations>

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