Learners from the Horn of Africa: 6 case studies
Why we wanted to do this research

- Need to understand this new client group in the AMEP
- No previous research on learners from the Horn of Africa with higher oral skills and several years of schooling
- Teachers puzzled by how to meet their needs most effectively
The research process

- Reading and discussion
- Selection of subjects for case studies
  - ISLPR 1+ and above in oral skills
  - men and women
  - extended periods of displacement
  - government school not a Koranic school
  - several months in AMEP
  - learners we already knew
- Interviews
- Analysis of data
- Dissemination
## Details of informants

<table>
<thead>
<tr>
<th>COB</th>
<th>Home</th>
<th>L1</th>
<th>Lang of school</th>
<th>Education</th>
<th>Work</th>
<th>Goals</th>
<th>Now …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>Ethiopia</td>
<td>Capital city</td>
<td>Amharic</td>
<td>Yr 12</td>
<td>Nanny in Egypt</td>
<td>Full time job</td>
<td>Casual Aged Care</td>
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<tr>
<td>Mary</td>
<td>Ethiopia</td>
<td>Semi-nomadic</td>
<td>Oromic</td>
<td>Yr 12 not finished</td>
<td>None</td>
<td>Doctor</td>
<td>Yr 11</td>
</tr>
<tr>
<td>Ann</td>
<td>Sudan</td>
<td>Small town</td>
<td>Dinka</td>
<td>1st yr Uni closed</td>
<td>10 yrs office</td>
<td>Study &amp; work ??</td>
<td>AMEP</td>
</tr>
<tr>
<td>Edward</td>
<td>Sudan</td>
<td>Village</td>
<td>Dinka</td>
<td>Yr 12</td>
<td>UNHCR</td>
<td>Study, now job</td>
<td>Welding course</td>
</tr>
<tr>
<td>Peter</td>
<td>Sudan</td>
<td>Town</td>
<td>Madi</td>
<td>?? School in many countries</td>
<td>Aid org., Mechanic</td>
<td>Internat. Relations</td>
<td>Works with disadv. youth</td>
</tr>
<tr>
<td>Mark</td>
<td>Sudan</td>
<td>Village</td>
<td>Madi</td>
<td>1st yr Uni closed</td>
<td>Primary teacher Kakuma</td>
<td>Social work</td>
<td>Found. course at uni</td>
</tr>
</tbody>
</table>
Edward’s story
Cattle
A cattle camp from the air
A boy leading cattle
Sorghum crops and bird scaring platform
Tending cattle, fires at dusk
Hut
Village destroyed by bombs
Huts at Kakuma refugee camp
Classroom at Kakuma refugee camp
What we learnt

- Schools and facilities
- Who went to school and who didn’t
- Language used at school
- Teacher-centred and authoritarian classrooms
- Formal English
What they noticed about education here

- early ambitions and adjustments to their goals
- learner-centred and self-directed learning
- no punishment
- worksheets and task-based learning
- group work
- good oral communication but little or no formal training in English
- computers
- competency-based assessment
- complex demands of life in Australia impact on learning
Discussion

- Similarities and differences in this learner group
- Building on their strengths
- Acknowledging differences
Where to from here?