



# Social support networks, instant messaging, and gender equity in refugee education

## Citation

Dahya, Negin, Dryden-Peterson, Sarah, Douhaibi, Daci and Arvisais, Oliver. 2019. Social support networks, instant messaging, and gender equity in refugee education. Information, communication & Society.

## Permanent link

<http://nrs.harvard.edu/urn-3:HUL.InstRepos:38595192>

## Terms of Use

This article was downloaded from Harvard University's DASH repository, and is made available under the terms and conditions applicable to Open Access Policy Articles, as set forth at <http://nrs.harvard.edu/urn-3:HUL.InstRepos:dash.current.terms-of-use#OAP>

## Share Your Story

The Harvard community has made this article openly available.  
Please share how this access benefits you. [Submit a story](#).

[Accessibility](#)

## Appendix A

### Codebook Overview

Horizontal	Local Professional Development	Locally situated responses, perceptions, examples, as presented by people within camps and as noted by those outside of camps interacting with locally based community members
	<i>subcodes</i>	Collaborative Networks
		In Practice Use & Needs
		Information Seeking & Sharing
		Time
		Gender & Education
Vertical	Global Professional Development	Professional development and instructional factors guided by transnational engagements and relationships, often (but not always) presented by <u>i</u> nstructors and educators who are not refugees themselves, or not living in the camps
	<i>subcodes</i>	Coordinating Teacher Communities
		Direct Instruction, Assessment, Tutorials

Appendix B

*Differences of DEPENDANT VARIABLES between genders*

Variable	Gender	N	M	SD	t	p	Cohen's d
probability of using apps to talk to assistants	F	40	0.925	0.27	3.12	0.002	0.48
	M	150	0.753	0.43			
probability of using apps to ask school questions	F	40	0.925	0.27	2.90	0.005	0.44
	M	150	0.767	0.42			
number of purposes for using messaging apps	F	40	4.150	1.33	2.69	0.009	0.44
	M	150	3.467	1.74			

Table 1

*Data Collection & Methods*

Methods	Kakuma (KEEP only)	Dadaab (BHER + KEEP)
Surveys	49 (10 women)	154 (30 women)
Interviews with refugee teachers	21 (3 women)	none
Interviews with Kenyan and Canadian instructors	14	

Table 2

*Descriptive statistics*

Topics	Answers	N	%
Location of teacher training	Dadaab (BHER - York University)	46	22,7
	Dadaab (BHER - University of British Columbia/Moi University)	46	22,7
	Dadaab (BHER - Kenyatta University)	27	13,3
	Dadaab (KEEP)	35	17,2
	Kakuma (KEEP)	49	24,1
Mobile phone	of their own	200	98,5
	share	55	38
	access at least every day	166	81,8
Choice of apps	Facebook/Messenger	173	85,2
	SMS	172	84,7
	Whatsapp	169	83,3
	Viber	119	58,6
	Google Chat	80	39,4
	MSN messenger	55	27,1
	SKYPE chat	44	21,7
	Tango	23	11,3
	Mxit	7	3,4
What do people like about messaging tools	speed of communication	140	69,0
	low cost	127	62,6
	immediate response	127	62,6
	having long conversations	113	55,7

	having short conversations	72	35,5
	known people in camp use it	108	53,2
	known people in Kenya or Africa use it	100	49,3
	known people in Somalia use it	40	19,7
	known people in Europe or North America use it	74	36,5
	absence of other options for communication	19	9,4
<hr/>			
Emails	have an email	184	90,6
	use Gmail	142	70,0
	use Hotmail	27	13,3
	yahoo	12	5,9
<hr/>			
Teachers	work as a teacher in camps	170	86,3
	work as a primary school teacher	143	83,1
	work as a secondary school teacher	29	16,9
<hr/>			
Use for SMS	communication with classmates	74	36,5
	communication with other teachers	75	36,9
	communication with professor or instructor	47	23,2
	communication with TA or support staff	59	29,1
	communication with own students	51	25,1
	communication with friends	72	35,5
<hr/>			
Use for IM	communication with classmates	45	22,2
	communication with other teachers	48	23,6
	communication with professor or instructor	46	22,7
	communication with TA or support staff	39	19,2
	communication with own students	27	13,3

	communication with friends	52	25,6
Group chat	use of group chat	170	84
Time of use	evening	181	89
	lunch	164	81
	early morning	156	77
	after school or work before getting home	144	71
	during classes	61	30
Scope of possibilities	can receive audio	154	83,7
	can receive images	171	91,9
	can receive videos	159	88,8
	can create audio	150	82,4
	can create images	167	91,8
	can create videos	148	81,3