ELIMU CONNECT

Storytelling in Action

AUGUST EDITION

FilmAid Kenya

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Comedy Meets Curriculum

August ISSUE

2026

Letter from the editor



Eleven In, One to Go

Eleven editions in, and it still catches us off guard how fast that number arrived. Elimu Connect started as one idea and a blank template. Now it is a monthly habit, something people expect, something Kakuma's classrooms recognize themselves in.

Next month we hit twelve. A full year. We are already planning how to properly thank everyone who made that possible: every partner who trusted us with a story, every contributor who wrote past a deadline, and the small team behind the scenes. Consider this a quiet preview. The real thank-you is coming

But first, a reminder of why this exists. Elimu Connect is how a donor abroad, a ministry official, or a fellow NGO down the road all get to see, in one place, what education in Kakuma actually looks fike. It is a window. It is also, quietly, our loudest advocacy tool.

See you at twelve

By the Creative Content Team / FilmAid Kenya

> Education is not simply the filling of a pail, but the lighting of a fire.
>
> – W. B. YEATS

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TABLE OF CONTENTS

KAKUMA & KALOBYEI | Elimu Connect | overview

1 | Lights, Camera, News! Kakuma's Young Journalists Take the Stage

2 | The Meal That Keeps the Classroom Full

3 | The Teacher Who Reads the Room

4 | Three Films, One Camp, and the Voices Finally Behind the Lens

5 | From Invisible to Counted: Teaching a Data System to See Every Child

6 | From One Voice to a Movement

7 | Harvesting Hope: One Teenage Mother's Path Back to the Classroom

8 | Parents as Co-Educators: Rewriting the Rules of the Classrooms

9 | When Learners Teach Each Other Technology Stops Being a Barrier

10 | Voices from the Ground: RLOs Take the Mic on Education in Kakuma

11 | When Comedy Meets Curriculum: Meet Mwalimu Mjanja na Mwanafunzi Hodari

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Lights, Camera, News! Kakuma's Young Journalists Take the Stage

By Sam Odhiambo / FilmAid Kenya



The venue had barely opened its doors before it was buzzing. Students from primary and secondary schools across Kakuma and Kalobeyei filed in for the 2026 interschool competition, an event built around a simple but ambitious challenge: produce a real news bulletin, and do it like a journalist.

Supported by UNICEF Prospect 2.0, the day started with a morning art exhibition before moving into the main event: screenings of student-produced news bulletins from school film clubs across the camp.

Primary schools went first, with Kalobeyei Settlement, Kadugli, and Kalemchuch presenting bulletins polished enough to earn genuine applause and thoughtful scores from the judging panel. Secondary schools followed, and Brightstar, Kakuma Refugee Secondary School, and St. James Pokotom brought a sharper edge: creativity paired with real journalistic instinct.

The day was not all competition. Poetry performances, entertainment segments, and remarks from FilmAid Kenya, Windle Kenya, and UNICEF filled the gaps between screenings, each one underscoring the same idea: storytelling in Kakuma is both art and advocacy, not one or the other. Two alumni films, Fears Are Chains and Books Are Burdens, played for the crowd as a reminder of where these young filmmakers might be headed: proof that film clubs nurture talent that outlasts the classroom.

Then came the awards. Kakuma Refugee Secondary School walked away as the overall winner, a result reflected less the polish of a single bulletin and more what it takes to get there: collaboration, creativity, and a kind of resilience that never shows up on camera but shapes everything around it. Runners-up from both primary and secondary categories left with their own trophies and, judging by the noise in the hall, no shortage of bragging rights to carry back to their classrooms.



> **"For the first time, our students didn't just watch the news," one judge remarked. "They made it."**

That line lands harder here than it might elsewhere. In a place where young people are so often the subject of someone else's reporting, handing them a camera and a script and letting them decide what counts as news is its own small act of agency. As the closing photo session wrapped and cameras flashed one last time, the takeaway was hard to miss: this was never really just a competition. It was Kakuma's youth proving, bulletin by bulletin, that they are capable of shaping the story, not just appearing in it.

The Meal That Keeps the Classroom Full

WFP, Ministry of Education, UNHCR, NACONEK, LWF and the Novo Nordisk Foundation

By Cindy McCain / WFP Executive Director



Just before midday, the line forms outside the kitchen at a primary school in Kakuma: bowls out, chatter rising, cooks already elbow deep in pots of maize and beans. The same scene plays out at more than two dozen schools across Kakuma and Kalobeyei every day, a lunch queue that, in a refugee camp, is doing far more than filling stomachs.

The School Meals Programme, run jointly by the World Food Programme (WFP), Kenya's Ministry of Education, UNHCR and a roster of education partners, now reaches more than 91,000 learners across the two settlements: about 60,582 children in 21 schools in Kakuma, and 31,038 more in 6 schools in Kalobeyei. For many, it is the most reliable meal of the day, and for the programme, it doubles as both an education intervention and a social protection safety net.

The two settlements run on different models. In Kakuma, food arrives as in-kind assistance, cereals, pulses, vegetable oil and salt, jointly supplied by WFP and the Ministry of Education through NACONEK, and distributed through implementing partner Lutheran World Federation (LWF). In Kalobeyei, the approach flips.

Under the Home-Grown School Meals Programme (HGSMP), WFP hands schools cash instead of commodities, and schools buy directly from local farmers and traders, a model that feeds children and local markets in the same transaction. NACONEK and the Novo Nordisk Foundation now cover 40 percent of that funding, with WFP covering the rest.

> **"School meals are one of the best investments anyone can make in a nation's future, and the results speak for themselves."**

Kalobeyei's model is part of something larger. In May, WFP and the Novo Nordisk and Grundfos Foundations announced a record 40 million dollar expansion of home-grown school feeding across Kenya, Uganda and Ethiopia, folding in Turkana County, Kakuma and Kalobeyei's home ground, for the first time.

"School meals are one of the best investments anyone can make in a nation's future, and the results speak for themselves," said WFP Executive Director Cindy McCain at the announcement. "We know buying food locally strengthens livelihoods for farmers, as well as the markets and communities around them."

That same push toward efficiency is showing up in the kitchen itself. A pilot programme has installed three steam cooking stoves at Future Primary, Peace Primary and Arid Zone Primary schools, with School Boards of Management brought in early through sensitization meetings to build ownership before the steam ever hit a pot. Early expectations are straightforward: faster meal preparation, less firewood burned, safer food handling, lower running costs, and a smaller environmental footprint for every plate served.



WFP, UNHCR, LWF and UNICEF are also rehabilitating kitchens and cooking infrastructure across both settlements, the unglamorous plumbing behind a programme trying to make sure a hungry morning is never the reason a child in Kakuma or Kalobeyei misses class.

The Teacher Who Reads the Room

African Population and Health Research Center

By Abdimalik Farah/African Population and Health Research Center (APHRC)

> **“That is the teaching, not just reading from the board.”**

In a grade 3 classroom in Kakuma, thirty faces stare back at their teacher: polite, attentive, and utterly blank. She has just asked a simple question about a short passage, and the silence stretches long enough to feel like an answer of its own.

Researchers have a name for that instinctive formative element of the human mind, which is the basis of what leaders have used yet gospelled and adjusting before moving on. A recent study by the African Population and Health Research Center (APHRC), spanning schools in Dadads and Kakuma-Kalobeyel, found it to be the single most powerful tool of education and motivation effective than any textbook or training manual.

Most teachers would repeat the question, louder this time. This one does something else entirely.

"When I ask a question and see blank faces, I know I need to change my approach," she says.

"Maybe I use a story, or stones, or pair them with someone who understands. That is the teaching, not just reading from the board."

Nearly four in ten Grade 2 and 3 learners could not identify the sound of a single letter. More than a third could not read one word aloud. Against that that is the practice that consistently moved the needle on reading, and in Turkana, on mathematics too. It was also, the study found, the practice teachers used least.

There is a hopeful lesson buried in that same formative elements costs nothing more than new teachers. No tenta, donor shipment. Only a teacher’s attention. Programmes like TeachWell are now teaching that attention as a skill, training educators in qualitative techniques such as humus, off, official describe a suitable word or phrase instructs moving through the room mid-lesson, checking understanding face by face, adjusting on the spot instead of waiting until term’s end to find out who was lost.

Kakuma has no shortage of things that lacks desks, books, quiet, and tables. However, the first priority in a teacher’s schedule does not arrive on a supply truck. It lives in the space between a teacher’s question and a child’s blank face, in the decision to notice rather than repeat. In a place defined by scarcity, it turns into a virtual reality resource in a classroom was never in short supply: it was attention, all along.





Photo credit: FARAH

Three Films, One Camp, and the Voices behind the Lens

By : Sam Odhiambo/ FilmaidKenya

FilmAid Kenya
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> ***"We are not just learning to make films," one trainee says. "We are learning to make our voices count."***

That line captures what the programme was built to do. For many of the beneficiaries, the workshops offered a first encounter with storytelling as a craft rather than a survival skill: learning to shape a scene, trust a silence, and decide what the camera should and should not show. It is a different kind of literacy, but literacy all the same.

The three films will premiere at the FilmAid Festivals in both Kakuma and Nairobi, screening for partners, donors, and stakeholders who rarely see refugee-produced work on this scale, let alone work made entirely by refugee and host-community youth themselves. For the young filmmakers, that stage is not a finish line. It is closer to a door swinging open, toward the film industry, toward advocacy work, toward careers built on telling stories that would otherwise go untold.

None of this happened by accident. Behind every finished scene sat months of retakes, borrowed equipment, and long arguments over which shot actually served the story: the unglamorous work that turns a workshop into a body of real filmmaking. The trainees learned to fail on set and try again, which may be the most transferable skill any of them picked

Nine months ago, most of them had never held a camera. Now, twenty-five young filmmakers in Kakuma are putting the finishing touches on three films built entirely from their own lives, and the lives of the neighbors, friends, and family around them.

The cohort trained under a joint programme by the Golden Globe Foundation and UNICEF, moving through scriptwriting, cinematography, editing, and sound design from scratch. What began as a crash course in unfamiliar equipment has become something closer to a calling: three finished films, each carrying a story that could only have come from Kakuma itself.

Hawa follows one family's displacement from Afghanistan to Kakuma, tracing the emotional weight of a journey most audiences only encounter as a headline.

The Reflector Jacket turns a sharper eye on exploitation and social injustice, using fiction to say what a straight news report sometimes cannot. And The Flying Chapati does something just as important; it makes people laugh, proving that humor survives even in hardship, and that comedy is its own form of resilience.



Watch this space for screening dates. If Kakuma's young filmmakers have proven anything this year, it is that the most powerful stories are usually the ones closest to home, and that, given a camera and nine months, resilience has a way of becoming art.

From Invisible to Counted: Teaching a Data System to See Every Child

humanity & inclusion

Brian Kipngenoh / Humanity & Inclusion (HI)

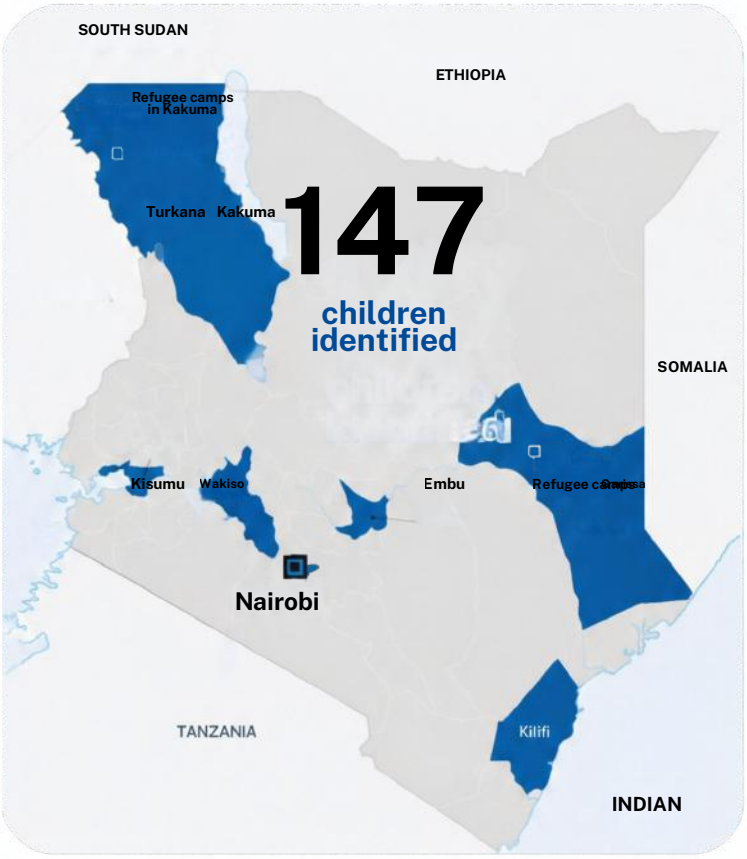
For years, a child with a functional difficulty in Turkana's early childhood classrooms could move through school largely unseen by the very system meant to support them.

Disability data relied on observation and medical records: useful for identifying visible impairments, nearly useless for the far larger number of children whose challenges were harder to spot. Without reliable numbers, schools could not plan for assistive devices, specialized support, or inclusive teaching. The problem was never a shortage of data. It was the wrong kind of data.

Humanity & Inclusion (HI), working with the Turkana County Government and local education stakeholders, set out to close that gap by piloting the Child Functioning Module in Kakuma's schools. Rather than asking whether a child has a diagnosed impairment, the module asks how a child functions day to day; how they see, hear, move, communicate, and learn. The pilot's results were striking: function-based identification surfaced far more learners needing support than the county's traditional approach ever had.

The harder work came next: turning a pilot into a system. Through technical assistance and sustained dialogue with county leaders, HI helped embed the Child Functioning Module into the Turkana County Education Management Information System, known as tecDEMIS. Disability information is no longer a special project bolted onto the side of data collection; it is now a routine part of how the county counts its learners, built to outlast any single programme or partner.

> **"Digital transformation is not just about technology; it is about ensuring that every learner is visible."**
> *Nadiko Sammy, CEO Turkana West*



The payoff shows up in planning rooms as much as classrooms. Education managers now have sharper evidence to guide where resources go, and schools can flag learners who need support earlier, rather than waiting for a crisis to reveal the gap.

"Digital transformation is not just about technology," says Nadiko Sammy, Sub-County Education

Officer for Turkana West. "It is about ensuring that every learner is visible in the education system, and every decision is informed by reliable evidence."

Turkana's experience is now being studied as a model for other counties wrestling with the same blind spot, and county officials say the next phase will focus on training more front-line staff to use the module consistently, so the quality of the data does not depend on who happens to be filling in the form that day.

The lesson underneath the technical language is a simple one: a child cannot be supported if they were never counted in the first place. tecDEMIS is Turkana's answer to that problem: proof that the right data, patiently built into the right system, can make sure no learner stays invisible for long.

From One Voice to a Movement

Shakhor Jock / We Can Lead OPD | Edited by Brian I & Brian O / HI

humanity & inclusion

WeCanLead OPD



Figure 1: "We Can Lead" OPD works alongside Humanity & Inclusion, UPDK, to turn community voices into action

> **It keeps the essence of resilience and leadership while staying brief and impactful.**

The first meeting did not happen in a conference hall. There were no banners, no microphones, no cameras. It happened in Kakuma 4, where a handful of persons with disabilities sat down together and, for the first time, said out loud what they had each been carrying along: children turned away from classrooms that were never built for them, caregivers exhausted from doing it all without support, talented young people overlooked because the world saw disability before it saw ability.

Out of that conversation came We Can Lead, an organization founded and run entirely by persons with disabilities, built on the belief that the people best positioned to fix these barriers are the ones who live with them every day. Its founders knew that disability in a refugee camp rarely arrives alone; it travels alongside limited access to education, stigma, poverty, and exclusion, stacked on top of each other. Rather than wait for someone else to notice, they organized.

The name is less a slogan than a statement of intent. "Inclusion is not charity," says Shakhor Jock, one of the group's founding members. "It is a right." That conviction shaped everything that followed: volunteers going door to door, listening to caregivers, documenting barriers most agencies never saw, and connecting families to services that existed but had never reached them.

Advocacy became the group's sharpest tool. Working alongside Humanity & Inclusion (HI), United Disabled Persons of Kenya (UDPK), and Disability Justice and Mediation Africa (DUMA Africa), We Can Lead turned individual stories into collective pressure. Today, the group runs caregiver support sessions, promotes inclusive education, conducts accessibility assessments, and keeps disability rights on the community's agenda.

It still has no permanent office of its own, no paid staff roster, no annual budget line in anyone else's plan. Instead, it operates out of the HI Centre in Kakuma 4, which has become an unofficial headquarters for caregiver meetings, advocacy sessions, and the kind of community dialogue that used to happen only informally, if at all. What it lacks in infrastructure, it has made up for in credibility, the kind that comes from showing up again and again, for people other organizations sometimes overlook.

What began as a handful of people trading stories in Kakuma 4 has become something larger: proof that persons with disabilities in Kakuma are not waiting to be included in someone else's plan. They are writing their own as advocates, educators, organizers, and leaders in a movement that started with nothing more than a willingness to speak.

Follow their work. LinkedIn: WeCanLead-OPD. Facebook: WeCanLead-OPD.



Harvesting Hope: One Teenage Mother's Path Back to the Classroom

By: Tito Mise / Jesuit Refugee Service (JRS)

Amina (not her real name) remembers exactly what it felt like to think her education was over. She was still in lower secondary school when she became pregnant, and after her child was born, the math of her life stopped adding up: a baby who needed food, a girl who needed books, and a family in Kakuma too stretched by recent cuts to humanitarian assistance to help with either.

Amina's situation is common in Kakuma and Kalobeyei, where teenage mothers face a version of school that demands they somehow hold down two full-time jobs at once. It is precisely this pressure that the Jesuit Refugee Service (JRS) set out to address through Gender Transformative Agriculture, part of its wider Gender Responsive Education programme, now running in nine secondary schools across the two settlements. The idea was straightforward: give teenage mothers a practical skill that pays while they study, rather than asking them to choose between the two.

Amina joined her schools' Gender Transformative Agriculture club and learned climate-smart farming, compost preparation, water-efficient irrigation, basic financial management, and the fundamentals of running a small agribusiness. An unused patch of school land became a vegetable garden, tended by Amina and other teenage mothers, its produce sold within the school and the surrounding community.

The income changed what was possible. Amina now buys her own exercise books, pens, and menstrual hygiene supplies, and feeds her child vegetables grown from her own garden rather than waiting on assistance that might not come.

"For the first time, I bought books using money I earned myself," she says. "I no longer wait helplessly for someone to provide everything. My child can eat vegetables from our garden, and I can continue learning with confidence."

Teachers across the nine participating schools report the same pattern showing up beyond Amina's garden plot: better attendance, more classroom participation, more confidence among young mothers who once sat quietly at vine back.

Several have started small kitchen gardens of their own at home, turning a school programme into a household habit that keeps feeding their families long after the harvest is sold.



> *"For the first time, I bought books using money I earned myself."*



It is a small garden with an outsized yield: not just vegetables, but the kind of independence that keeps a teenage mother from becoming a dropout statistic.

Amina's story is not an ending. It is what a second chance looks like when it is given room to grow.

Parents as Co-Educators: Rewriting the Rules of the Classrooms

KI4BLI -CBO
KALOBEYEI INITIATIVE FOR BETTER LIFE.
Inspiration, Action& Development.

By Emily Ngugi/ Ki4BLI

At Light Academy, the school day does not really end at the gate. It continues at home, in the conversations parents have with their children over dinner, in the songs and stories that never made it into a textbook. That belief sits at the center of the school's LIFE Model, which treats parental engagement not as an add-on but as one of the pillars holding the whole approach up.

For a long time, the relationship between parents and the classroom followed a familiar, limited script: parents showed up for scheduled meetings, when or when something had gone wrong. Light Academy decided to rewrite that script. Instead of waiting for parents to be summoned, the school began inviting them in as active participants: through sessions on positive parenting where mothers and fathers learned alongside each other, reflected together, and eventually formed support groups that still meet regularly to trade ideas and encouragement.

The shift did not stay theoretical for long. Parents who once dropped their children at the gate and left now walk into classrooms as trusted partners: telling cultural stories, leading songs and games, and co-creating learning materials alongside teachers.



Teachers have noticed the change from their side of the room as well.

"The atmosphere has changed completely," says Madam Martha, a PP2 teacher. "Learners are more excited to come to school, attendance has improved, and children participate more confidently. They respect teachers more because authority is reinforced through partnership."



"Before these sessions, I thought teaching was the teacher's job," says Udwimand Eveline, a parent at the school. "Now I know I can teach too. Seeing my child excited when I come into the classroom reminds me that my presence matters just as much as my words."

What makes the LIFE Model worth watching is not just what it does for individual classrooms, but what it suggests about where education is headed. As the boundary between home and school dissolves, responsibility stops resting on the teacher alone and spreads across a wider circle of adults invested in the same child.

Light Academy's message to the sector is simple: every child deserves a village that believes in them. Partners, donors, and fellow educators who see themselves in this model are welcome to join in building classrooms where home and school walk hand in hand. In this version of the future, the parent at the back of the room is not a visitor. They are a co-architect.

"Now I know I can teach too."
Uwimana Eveline, parent



Learners Each Other, Technologies Stopps Being a Barrier

By Marvin Lukulu / Letheran World Federation (LWF)

At unity Primary school, a room full of teachers from across several schools sat down recently to solve a problem that has quietly frustrated classrooms in Kakuma for years: how do you bring technology into a lesson when the internet is unreliable, devices are scarce, and one teacher is often facing down forty or fifty learners at once?

The gathering was a Teacher Advisory Group (TAG) session under the TeachWell project, supported by the Lego Foundation, and facilitated by Curriculum Support Officer Yel Luka. The agenda covered integrating ICT into teaching, sharpening lesson delivery, and tightening up how teachers prepare their materials, but the real value of this edition showed up in this conversation, not the checklist

TEACHERS SPOKE OPENLY ABOUT WHAT WAS NOT HAPPENING

patchy connectivity, too few ICT devices to go around, and the sheer difficulty of managing large groups during jigsaw that depended on technology. It would have been easy for thee session to stop there, cataloguing constraints everyone already kinnisla creats, loiers sorted swapping what had actually worked for them.

The approach was a quiet but telling signal of where classroom innovation in places like Kakuma may be headed: not in waiting for more devices or faster internet, but in redesigning who does the teaching in the room.

> **"When learners support one another, technology becomes less of a barrier and more of a bridge," said CIO Yel Luka, summing up the shift in a single line that captured the room's mood.**

Peer leadership costs nothing to scale and asks only that teachers trust their learners with a little more responsibility.

One idea stood out. Rather than trying to personally supervise every learner during a tech-supported lesson, teachers began empowering group leaders, learners themselves, to guide their peers while the teacher moved between groups. Instead of one adult stretching impossibly thin, some groups had someone right beside them, keeping pace with the material.

By the end of the session, teachers were not just trading complaints; they were leaving with strategies they could use the following Monday, and a stronger sense that they were not saving these problems alone.

Yel Luka has since suggested carrying the group-leader model into the next TAG session as a standing agenda item, so that started as one school's workaround can be tested and refined across the wider network.

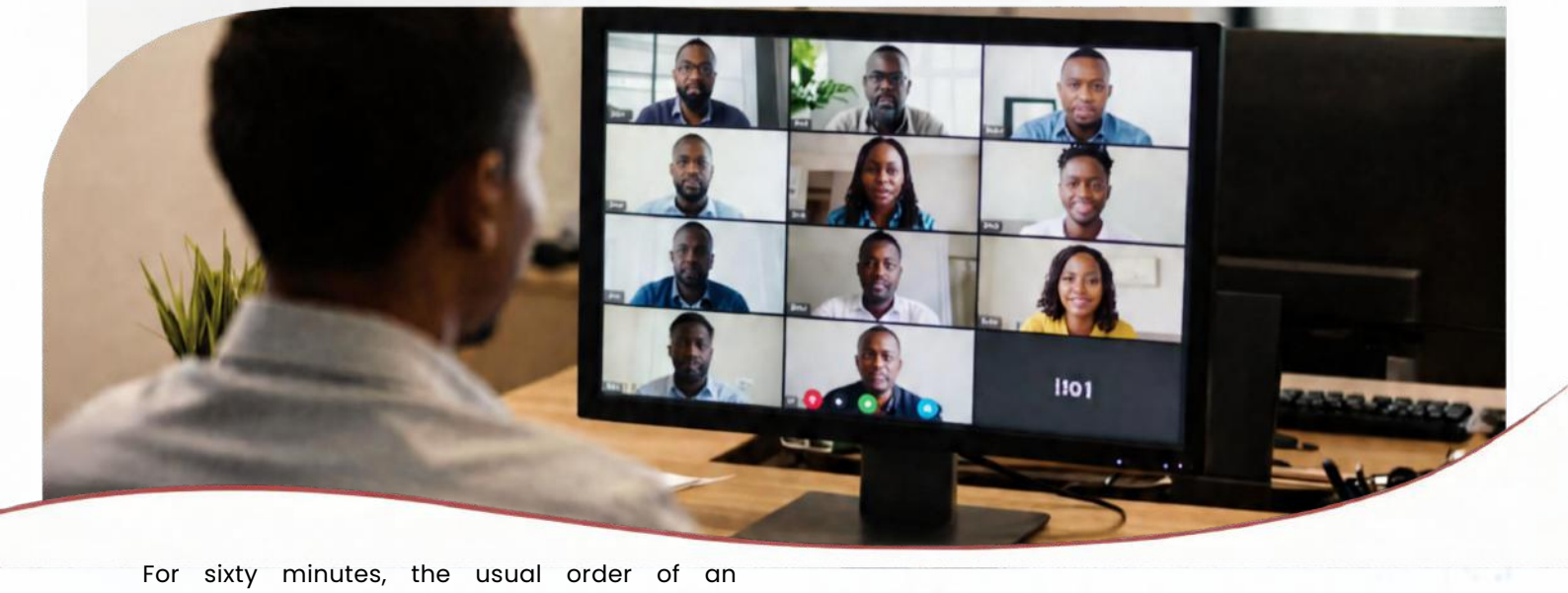
In a place where infrastructure often lags behind ambition, that peer-to-peer model may be the trend worth watching: technology-supported learning that depends less on the technology, and more on the learners sitting next to each other.

Voices from the Ground:

RLOs Take the Mic on Education in Kakuma

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FilmAid Kenya, with support from Porticus (Kakuma Education Documentation project)



For sixty minutes, the usual order of an education conversation in Kakuma flipped. Instead of international partners presenting to refugee-led organizations, sixteen RLO representatives from Kakuma and Kalobeyei took the floor themselves, at the first-ever education webinar built specifically to let them lead.

The session, hosted by FilmAid Kenya with support from Porticus under the Kakuma Education Documentation (KED) project, gave each organization a structured space to walk through their work, their hurdles, their pivots, and what lies ahead. Among the partners in the room was the Lutheran World Federation (LWF), represented by Baagir Hadija, there to listen as much as to respond.

The conversation did not stay polite and procedural for long. RLOs pressed on the issues that shape their daily work: limited resources, thin teacher training pipelines, and a persistent gap between refugee voices and the rooms where education policy actually gets decided.

Hadija engaged directly with much of it, offering practical guidance on the spot and committing to follow up on the questions that could not be resolved in an hour. The Q&A that followed turned into something closer to a genuine exchange, with global stakeholders hearing directly from the people closest to the problem.

That line captured what made the session feel different from the usual round of updates and reports. For the RLOs in the room, being asked to present, and being listened to, carried its own weight, a small but pointed acknowledgment that they belong at the table as partners, not recipients.

The webinar closed with a call to action: sustainable solutions in Kakuma's education sector will require real collaboration and real investment, not just goodwill. Several RLOs used the closing minutes to ask directly for follow-up meetings rather than settling for a one-off appearance, a small sign that they intend to hold partners to account for the long-term impact. Some RLOs are already planning a second session for August, promising deeper engagement and, hopefully, some of the unresolved questions from round one answered.

If the first webinar proved anything, it is that Kakuma's education sector has no shortage of expertise. It has simply lacked enough rooms where that expertise gets a microphone. As one participant put it, the series is fast becoming a space where refugee voices are not only heard, but counted.

> ***"This webinar showed that refugee-led groups are not just beneficiaries," one participant reflected afterward. "They are leaders shaping the future of education."***

When Comedy Meets Curriculum:

Meet Mwalimu Mjanja na Mwanafunzi Hodari

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FilmAid Kenya, Participatory Education Theatre (PET)



"A lesson that gets shared travels further than one that waits to be taught."

A lesson that gets shared travels further than one that waits to be taught.

Mwalafuñi Hodari is built for learners, unpacking the eight core values of the Competency-Based Curriculum (CBC) through short, punchy sketches designed to stick rather than lecture. No classroom, no whiteboard, just a phone screen doing the teaching.

Mwalafuñi Mjanja runs on its own track, built around two familiar faces: comedians Remmy and Kawaya, longtime performers with FilmAid's Participatory Education Theatre (PET) group.

Playing off each other with the timing of people who have spent years reading a live crowd, the two use everyday sketches to open up the parts of a teacher's life that most audiences never think about: the pressure to perform in class day after the, the toll that pressure takes when a teacher has no space to process it, and the quieter question of how teachers look after their own wellbeing while looking after everyone else's children.

The videos are not just comic relief. Woven through the jokes are real Social Emotional Learning (SEL) tools, small, usable nuggets on how teachers can manage stress, resolve conflict differently, and find other ways of sorting out the issues that pile up in a staffroom, all delivered in a form short enough to actually finish watching.

Taken together, it plays like a 360-degree look at the teacher behind the lesson plan: what they need to teach well in class, how they take care of themselves outside it, and the everyday problem-solving that never makes it into a training manual but shapes whether a good lesson actually happens.

None of it requires a screening room or a scheduled broadcast. A phone, a clip, and a share button are the entire distribution plan, and that is deliberate. In a camp where data bundles stretch further than data cables ever will, meeting teachers and learners on the same app they already check between classes counts as its own kind of innovation.

A lesson that gets shared travels further than one that waits to be taught.
New videos are rolling out now on WhatsApp status and Instagram, wherever your thumbs already scroll. Stay tuned: mwalimu na mywanafunzi wako nijani. Your teacher and your student are on the way.

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TEACHERS TRADE CHALKBOARDS FOR MICROPHONES AT KADUGLI

By: George Olwanda/ REF FM/ FAK

Kadugli Primary School may have closed for the holidays, but learning and creativity stayed in full motion. During the break, teachers took part **in** a hands-on media training built to equip them with practical skills in **podcasting**, radio production, storytelling, and journalism.

George Olwanda (REF FM) and Kuchman Ramadhan (FilmAid alumnus and content creator) led the sessions, pushing teachers beyond the classroom to explore new ways of creating and sharing content. The training centred on developing authentic stories, amplifying community voices, and building educators' confidence to produce their own podcasts and radio programmes.

The programme also made room for teacher wellbeing. A dedicated wellness day gave participants time to relax, connect, and recharge through games, swimming, and other recreational activities. Special appreciation goes to Sylvia Mbaru for leading the wellness session and reinforcing the message that rest is part of productivity, not separate from it.

> *"rest is part of productivity, not separate from it.*

The training closed with a journalism masterclass aimed at strengthening the Kadugli Primary Journalism Club, where teachers sharpened their reporting and storytelling skills while exploring how to mentor young journalists.

The initiative has laid a stronger foundation for creativity, communication, and community-driven storytelling at Kadugli Primary.

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Next issue Preview

SHARE YOUR STORY WITH US

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