



PWCB Partners for Development: Canadian Universities - Application Form

For CIDA Purposes Only

Application # PWCB _____

Date Received: _____

PARTNERSHIPS WITH CANADIANS BRANCH (PWCB)

PARTNERS FOR DEVELOPMENT PROGRAM

Call for Proposals from Canadian Universities

The Canadian International Development Agency's (CIDA) Partnerships with Canadians Branch (PWCB) is launching a call for proposals for Canadian universities for international development projects that will contribute to concrete and sustainable results for people living in poverty.

This call will fund projects with a maximum 5-year duration from Canadian universities in partnership with institutions or organizations in developing countries, with a CIDA contribution of between \$500,000 and \$5M. CIDA will contribute up to 75% of total project costs.

This call will contribute to the CIDA targets of:

- Allocating 50% of PWCB funding to CIDA's [20 countries of focus](#) and half to other [countries eligible for Official Development Assistance](#); and
- Aligning 80% of PWCB funding to CIDA's [three priority themes](#): increasing food security, securing the future of children and youth, and stimulating sustainable economic growth.

The university, not a department or faculty, must be the applicant. Before completing the application, please ensure that you have read the [Partners for Development: Canadian Universities - Application Guidelines](#). Each question in the Application Form relates directly to the same numbered section in the Guidelines. As well, please update your university's profile on [Partners@CIDA](#). You will be asked to provide the following: university name, address, phone number and email.

Universities may submit up to two applications in this call as a sole proponent or as the lead organization in a coalition, as long as they do not exceed the limit of two active agreements with PWCB. Thus, universities with two active agreements with PWCB cannot submit a new proposal through this call unless one of their existing agreements expires within twelve months of the application deadline.

Universities are invited to submit proposals of no more than 35 pages in Arial 11 pt. font, including the Application Form text but excluding supporting documents and annexes. In order to ensure fairness to all applicants, CIDA will not assess text exceeding the overall page limit or the word limit per question, or where the Application Form text has been deleted or modified.

Universities can submit their proposals and supporting documents and annexes in either English or French. Universities must upload all documents on [Partners@CIDA](#) and press "Submit". If they do not press on "Submit", no automatic message to confirm receipt will be generated, and the proposal will not be considered for funding.



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SECTION 1: PROJECT AND CONTACT INFORMATION

1.1 University name	York University
1.2 Project title	Building primary/secondary teaching capacities in the Dadaab refugee camps and locally in Dadaab, Kenya by increasing access to higher education
1.3 Proposed start date	May 1, 2012
1.4 Proposed end date	April 30, 2017
1.5 Project contact name	Wenona Giles
1.6 Title	Professor
1.7 Telephone	416-736-2100 x66340; cell: 416-417-5957
1.8 Fax	416-963-8241
1.9 Email	wgiles@yorku.ca

1.10 Coalition

Check here if you are submitting this proposal as part of a coalition. Applicants submitting as a coalition must include a Joint Application Annex of no more than 2 pages. The annex will list all organizations participating in the proposal, explain why and when the coalition was formed, and describe the role each organization will play and the value-added it will bring to the project. All members of the coalition must create a profile on Partners@CIDA. Canadian university eligibility (Section 2) will be assessed based solely on the university leading the coalition.

SECTION 2: CANADIAN UNIVERSITY ELIGIBILITY

2.1 CANADIAN UNIVERSITY STATUS

Check here to confirm that your institution is publicly funded and has been officially designated a university in Canada by a provincial charter.

2.2 YEARS OF EXPERIENCE

Check here to confirm that your university has at least three years' experience managing and delivering international development projects in developing countries.

2.3 COST-SHARING

Check here to confirm that your project meets the minimum 25% cost-share requirement.





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2.4 MANDATORY DOCUMENTS

Check here to confirm that you have updated your profile to Partners@CIDA and uploaded all of the mandatory documents listed in Section 13.

** If a required document cannot be provided, please upload a justification in place of the required document. CIDA will determine if the justification is acceptable.*

SECTION 3: SUPPORT OF CANADIANS

CIDA will refer to Section 12 (Financial Information) to determine whether the applicant meets the eligibility requirement to contribute at least 25% of project costs from Canadian sources in cash and/or in kind.

SECTION 4: PROJECT OVERVIEW

4.1 PROJECT DESCRIPTION

Provide a maximum of 200 words.

The provision of higher education for long-term refugees is critical for promoting peace, security and development in the Global South. Yet, developing countries of asylum such as Kenya currently lack sufficient capacity to provide degree programs that promise to enhance life prospects of refugee youth and protect them from being recruited in risky ventures, such as fighting for the militant group al-Shabaab in South Somalia. The project engages multiple Canadian and Kenya-based institutions to improve equity in education, prepare local uncertified refugee teachers and improve teaching practices for better student achievement at elementary and secondary levels. Simultaneously engaging these teachers as students in online/on-site university degree programs will build portable teaching capacity, directly impacting the learning opportunities of over 18,000 pupils in elementary and secondary education. Over the course of 5 years, a rise in the quality of education will give up to 1000 refugee and local youth higher education knowledge/skills to integrate and contribute productively in home/host societies, thus building on CIDA's priority theme of securing the future of children and youth. The project will serve as a model to be scaled up in other developing countries seeking to achieve portable skills and greater capacity among refugees.

4.2 PROJECT OBJECTIVE(S)

Provide a maximum of 200 words.

Informed by an approach to design and strengthen locally based educational services, we will create and deliver **on-line/onsite courses and programs** that meet international standards, and are **“portable” within the unique environment and circumstances of refugee camps and marginalized/remote communities**. These programs will enhance the life chances of vulnerable youth from refugee and marginalized communities, and build educational and teaching capacity. Our ultimate goal is to afford refugee youth a greater likelihood of successful and productive repatriation to their home country when possible, and a rise in the quality of education in host /home countries concerned with building peaceful, equitable and socially inclusive societies. Our objectives are to: (1) improve the equitable delivery of quality education in refugee camps and adjacent local communities through university training



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opportunities that prepare a new generation of male and female teachers; (2) create ongoing and targeted opportunities for access to/participation of young men and women in university programs that enhance their employability through portable certificates, diplomas and degrees in education, social sciences and humanities, health studies, and natural sciences; (3) build the capacity of Kenyan academic institutions that already offer onsite/on-line university degree programs to vulnerable and marginalized groups. Courses will be jointly offered.

4.3 EXPECTED IMMEDIATE AND INTERMEDIATE OUTCOMES AND CORRESPONDING INDICATORS (QUANTITATIVE AND QUALITATIVE)

Provide a maximum of 400 words.

Only key indicators are given here; where appropriate they are disaggregated by sex, age and ethnic origin

I. Immediate outcomes: I.1. Improved learning and teaching environments for increased access and stay in schools; I.2. Improved community acceptance of school attendance for girls; I.3. Bridging Programs developed/strengthened to better prepare male and female students for university education; I.4. Curricula developed to meet international standards; I.5 Improved teaching capacities in the elementary and secondary school level in the camps and locally; I.6 Improved academic achievement for close to 10580 female and male pupils in elementary and secondary schools; I.7. Increased knowledge in areas of specialization.

Indicators: I.1.1 Number of facilities improved; I.2.1 Number and percentage of students that enrol and stay in each of the phases; I.2.2. % of female students who feel that community supports their education; I.2.3 % increase in female enrolment in camps' schools (proportional to male enrolment); I.3.1 + I.4.1 Iterative pedagogical programming to support changing student needs; I.5.1 Number and percentage of students that complete successfully each of the phases; I.5.2 % of girls with improved test scores; number of girls reporting improved confidence in academic abilities; I.5.3 students' level of satisfaction with the program and confidence in taking the courses. I.6.1 Achievement test scores for pupils enrolled in primary and secondary level; I.7.1 Type and number of diplomas/degrees awarded; Students' level of satisfaction with the program and confidence in taking the courses.

II. Intermediate outcomes: II. 1. Improved enrolment and retention rates for girls in all levels of schooling; II. 2. Improved performance of girls in school; II. 3. Increased quality of education service delivery in refugee camps and locally; II. 4. Increased female representation in the school system in the camps and locally; II. 5. Increased teaching and technical capacities for Kenyan academic institutions that already offer onsite/on-line university degree programs to vulnerable and marginalized groups.

Indicators: II.1.1 Number of girls enrolled and retained in school; II.2.1 Early Grade Reading Assessment (EGRA) for primary; and senior leaving certificate results for secondary; achievement scores of students attending the university program(s). II.3.1. Level of satisfaction of students with the program overall; II.3.2 Level of satisfaction of parents/communities with quality of teaching in schools; II.3.3 Level of satisfaction of children taught by program graduates; II.4.1 Number of female teaching staff; II.5.1 Improved confidence on teaching onsite/online courses in camps and marginalized communities.

4.4 PROJECT ACTIVITIES

Provide a maximum of 400 words.

Four phases (see Appendices B and C): Following the approach of 'stackability'



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(incremental earning of credits leading to certificates/diplomas at each level) refugee youth and local students from Dadaab will attend classes in local high schools during the April/August/December holidays or online/on-site in facilities renovated and equipped for instructional use at the planned Kenyatta University (KU) Institute of Open, Distance and E-Learning (ODEL) satellite campus in Dadaab.

Inception phase (6 months): Set up project infrastructure. Partners, representatives from Kenyan Government and Dadaab area meet in Nairobi for two day workshop to discuss work plans, communication strategy and indicators of project evaluation/partnership effectiveness. Awareness campaign on education/gender within Dadaab communities begins; establishment of 5-7 member community group in each camp and Dadaab that supports implementation of the project. Four self-contained houses for Teaching Assistants (TA), 4 tutorial seminar rooms, four computer laboratories will be set up.

Phase 1 – Mandatory Bridging Program (11 months, concurrent with Inception Phase) prepares prospective students for university courses through remedial education in English Language for Academic Purposes, Information and Communication Technology (ICT) and Research Skills. Bridging students will teach and study throughout the year.

Phase 2 – Teacher Education

A. Certificate of Completion in Educational Studies (Elementary) (12 months - 30 credits). Phases 1 and 2 combined are similar to “University-101” and include English, Math, Social Sciences, Creative Arts, Health, Human Development, Sustainable Development, Global Issues, Science and Technology. Successful completion of Phase 1/2 qualifies students to continue to Phase 3 and/or continue to teach in elementary school in camp/locally.

B. Diploma in Teacher Education (Secondary) (24 months - 60 credits). The programme includes curriculum/instruction courses in subject area specializations, foundational courses in human development, global citizenship, sustainability, ICT. Successful completion of Phase 1 and Phase 2-B qualifies students to continue into Phase 4 and/or continue to teach in a secondary school in the camp/locally.

Phase 3 – Specialized Diploma in Liberal Arts/Health Studies/Natural Science (12 months – 30 credits). Successful students from the pool of Phase 1-A graduates will be able to concentrate studies and deepen their knowledge towards a university degree.

Phase 4: Successful completion (12 months – 30 credits leads to a **BA/BSc/B.Ed. Degree**.

Evaluation. Formative evaluation Year 3; summative evaluation: Year 5. Annual Nairobi meeting of partners to discuss progress/challenges.

Community Mobilization: World University Service of Canada (WUSC)/Windle Trust(WTK) hires/trains community mobilizers to conduct awareness sessions on gender/education with family members, teachers and other community members.

SECTION 5: PROJECT RATIONALE AND RELEVANCE

5.1 PROJECT RATIONALE

Describe how the project responds to an important need identified by local beneficiaries that is not being addressed through other means.

Provide a maximum of 300 words

- **Dadaab Community groups** express an urgent need for improved quality of primary through higher education – currently, mainly taught by uncertified refugee teachers. There



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are no university education degree/diploma courses available in the camp. **INGOs** in the Dadaab camps: The Office of the High Commissioner for Refugees (UNHCR), WUSC, WTK, CARE, Norwegian and Danish Refugee Councils are engaged in the delivery of primary, secondary and some vocational education programs. The only university program in planning stages was a University of British Columbia (UBC)-Moi University (MU) collaboration for a Diploma in Teacher Education for Dadaab secondary school teachers. KU has begun to plan another satellite campus in the town of Dadaab. Both the UBC-MU and the KU plans have been incorporated into the current project proposal.

- **The Kenyan Ministry of Higher Education, Science and Technology** articulates a desire to support the human rights of refugees, including access to all levels of education. The **Relief Reconstruction and Development Organization of Kenya** and the **Kenyan MP for Dadaab** have expressed very strong support for this project for both Kenyan citizens and refugees. The **Canadian government** recently responded to dire needs in the Dadaab camps by establishing *The East Africa Drought Relief Fund*. Minister Oda visited the camps recently and committed to assisting refugee women and children.
- Our project supports one of **CIDA's foci in Kenya** to *secure a future for Kenyan children and youth by improving primary education*, through the provision of diploma level courses to uncertified primary school teachers; we extend this benefit to uncertified secondary school teachers, and to refugee teachers in the Dadaab refugee camps, and Kenyans living in that remote region. **CIDA's programs pertaining to refugee education** tend to be part of larger projects with broader foci than education, and little in the area of higher education.

5.1.1 Project Beneficiaries

Beneficiaries	Beneficiary Type (Direct/Indirect)	# Adults		# Children	
		Female	Male	Female	Male
1) Bridging Students	Direct	300	700		
2) Elementary teachers	Direct	48	112		
3) Secondary teachers	Direct	48	112		
4) Elementary students	Indirect			3200	7600
5) Secondary students	Indirect			1200	5100

5.2 RELEVANCE TO CIDA PRIORITIES AND GOVERNMENT OF CANADA POLICY

PWCB aims to concentrate half of its overall programming in CIDA's [20 countries of focus](#) and 80% in [CIDA's thematic priorities](#). Individual proposals do not have to match this distribution.

5.2.1 Thematic Profile

Select the sub-theme(s) to which your project contributes, and indicate the percentage of the total project budget accorded to each. It is not mandatory that your project align with CIDA's thematic priorities. Select "Other" if your project does not contribute to one of these priorities. Please note that the three themes plus "Other" should add up to 100%.



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Thematic Priority	% of Total Project Budget
1. Increasing food security	
<i>Food aid and nutrition</i>	
<i>Sustainable agricultural development</i>	
<i>Research and development</i>	
2. Securing the future of children and youth	
<i>Child survival, including maternal health</i>	
<i>Access to quality education, particularly for girls</i>	
<i>Safe and secure futures for children and youth</i>	
3. Stimulating sustainable economic growth	
<i>Building economic foundations</i>	
<i>Growing businesses</i>	
<i>Investing in people</i>	
4. Other (specify)	

5.2.2 Geographic and Sectoral Profile

Identify the country(ies) your project will target and the percentage of the total project budget allocated to each country. Then select the two [5-digit OECD-DAC sector codes](#) that best represent the nature of activities in each country (refer to [CIDA's Sector Coding Guide for CIDA Partners](#) for guidance). If your project will take place in more than one country, please ensure that your proposal shows a thematic and sectoral coherence between countries. The project should target no more than 3 countries with no less than 10% of the total project budget allocated to a particular country. Please note that the sectoral percentages allocated to each country should add up to 100%.

Country	% of Total Project Budget	Sector Code 1	% of Total Country Budget	Sector Code 2	% of Total Country Budget
1) Kenya	?	11130	?	11420	?
2) Canada	?	11130	?	11420	?

5.2.2.1 Country Annexes

If your proposal targets more than one country, for each of the countries you identified in section 5.2.2 (Geographic Profile), upload to [Partners@CIDA](#) a separate annex, of 2 pages maximum, for each country. If applicable, please indicate which countries are most significant in terms of your overall project. Please include the following elements in each country annex:

1. Country context and rationale for project



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2. Summary of objectives and expected results for that country
3. Coordination with other development actors in the country
4. Strategy to ensure sustainability of results
5. Important country-specific risks and mitigation strategies
6. Overview of your history of programming in the country, including your country presence.

Note: Names, contact information, program location, role, capacity and track record of local partner(s) must be included in the [Local Partners Information Form](#).

SECTION 6: PROJECT RESULTS: DESIGN

6.1 LOCAL CONSULTATION AND ENGAGEMENT

Provide information on local consultation and engagement activities that have been undertaken to ensure that the project is needed and will be supported by the beneficiary community, and that it is well- coordinated with the work of others.

Provide a maximum of 300 words

The project has been developed in consultation with Kenyan and Canadian agencies working in Dadaab camps, representatives of Kenyan government and parliament (GOK) whose full support has been procured. It is nested within a network of 6 I/NGOs in the Borderless Higher Education for Refugees (BHER) project and thus benefits from insight/expertise of its members. See Appendix D for List of BHER Members).

Initial April 2010 Workshop Consultation

- Identification of issue at April 2010 SSHRCC funded international workshop on BHER at York University (YU). Workshop participants (scholars, I/NGOs) recommended Dadaab refugee camps and inclusion of local Kenyan residents. Proposal by Director of WTK that we meet faculty at KU to build project.

November 2010 Consultation in Nairobi and Dadaab camps

- Meetings in Nairobi with KU faculty who had visited the Dadaab refugee camp and reported to YU. KU Dadaab team is composed of 4 core faculty members and Dadaab Advisory Council, led by Vice Chancellor of the University.
- The KU-YU-WTK team met with/confirmed participation of: the Rector of the African Virtual University (AVU); senior officials of UNHCR (Nairobi and Dadaab); Ministry of Higher Education, Science and Technology; Hon. Farah Maalim (Dadaab MP and Deputy Speaker of the Kenyan Parliament); Refugee Education Trust.

June 2011 Consultation in Nairobi, Dadaab camps, Kampala

- Support from incoming UNHCR Head of Sub-Office, Dadaab; enthusiastic reception from parents, principals, students in six camp high schools, and Dadaab high school; visit to Youth Education Park (YEP) (project site).
- Team meetings: at KU with project colleagues; with Hon. Farah Maalim who reconfirmed support; Ahmed Abdi, Executive Director of GOK Relief, Reconstruction and Development Organization; Danish Refugee Council who confirmed possible support; initial meeting with Programme Officer, Aga Khan Foundation.
- Kampala Workshop with partner organizations; began development/design of bridging, diploma and degree programs.

6.2 ALIGNMENT WITH COUNTRY PRIORITIES



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Describe how the project aligns with country priorities (e.g., national Poverty Reduction Strategy or sector strategies).

Provide a maximum of 400 words

Education:

- Kenya's ICT and Education Policy (2005) recognizes non-formal/distance education as important components for in-service teacher training. The strategies and lessons learned in this project will be useful regarding improvement of teacher education quality throughout Kenya.
- CIDA's and the GOK's shared goal in Kenya is to secure a future for Kenyan children and youth by improving primary/secondary education. The project addresses the quality of education not only for refugees hosted by Kenya, but also for Kenyan populations in the Dadaab area.
- In project consultations with the Ministry of Higher Education, Science and Technology (MHEST) they expressed a serious desire to address the human rights of refugees, including access to all levels of education. A program on marginalized youth set-up recently will target vulnerable youths including refugees. As well, MHEST articulated a strong concern regarding the need to adopt cutting edge educational technologies and initiatives to improve learning opportunities for all students in Kenya..

Regional security and development:

- **Border protection:** The GOK is concerned about the protection of the border shared with Somalia and the spill-over effect of the conflict in Somalia between El Shabaab and various militia groups. These Somali militant organizations have been recruiting among the inactive youth in the Dadaab camps. Our project will help prevent youth from being drawn into the violent conflict in Somalia by engaging them in rewarding programs that expand their knowledge and skills with the promise of a different future. The project will also prepare refugees for possible local integration if the GOK approves work permits for refugees – a proposal that is under review as part of the new Kenyan Constitution.
- **Internal Security:** The recent influx of refugees fleeing the conflict/drought in Southern Somalia has heightened tensions between the local residents of Dadaab and the refugee population. This has led to the local Kenyan residents expressing resentment that refugees may have access to more/better services (including health care, water, education, etc) than they do, resulting in some hostility towards refugees and INGOs working in the area. The GOK wants to minimize hostilities by ensuring that perceived inequalities in access to services are addressed. Local residents have identified the dearth of Kenyan trained teachers as one of the factors that contributes to low enrolment in north eastern Kenya. The project would help address this discrepancy by training more local teachers.

6.3 LESSONS LEARNED

Describe how the project incorporates lessons learned and best practices for the sector or type of project proposed.

Provide a maximum of 400 words

The proposed project draws from the academic and applied experience of the Coalition Partners who have been involved in research, relief and development work with long-term refugees in Dadaab, Kenya, East Africa and worldwide. Lessons learned from this significant multi-year, multi-site and multi-sector involvement include:



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Refugees

Coalition Partners (WTK/WUSC) have worked in the Dadaab context for more than two decades and developed experience in security/coordination/collaboration with other camp actors over this period and key relationships with camp and Dadaab communities. They deem that:

- The inclusion of the Dadaab Kenyan community in the design of educational programs is imperative to the success of the project.
- Listening to and addressing the concerns of the refugee and Dadaab communities leads to timely implementation, sustainable and durable development solutions.

Education

Education scholars and Coalition Partners who have been working in many international sites on delivery of various levels of education have experience regarding success/failures of various approaches to the delivery of education programs. This also includes refugee students whose successful academic achievement in tertiary education requires:

- Significant preparation in key competency areas (English for Academic Purposes, ICT and Research Skills);
- Recognition of different gender-based challenges in academic study. It is common knowledge that girls confront unique challenges and barriers to accessing education in the camps and in Dadaab. Affirmative action approaches are needed to ensure optimum participation of girls in all the educational programs. As well, the support of parents, teachers and community leaders needs to be procured to ensure the success of gender equality efforts.

Distance Learning

All the universities involved have experience with the delivery of distance education at the tertiary level. However, KU's ODEL satellite campus experiences and AVU's technical expertise in the delivery of on-line courses with marginalized and disadvantaged youth has shown that:

- ICT skills on the part of the refugee and Dadaab students is not a given, as poverty limits access to and knowledge about internet and technology for many, especially girls. Students will need to be well educated by the project in this regard, in order to adequately access their courses.
- Students taking on-line courses anywhere in the world experience difficulties with both technology and course content. In order to increase retention of university students, on-site TAs and technical advice is crucial for the duration of an on-line course.

6.4 COST-EFFECTIVE DESIGN

Describe elements of your project design that will result in efficiencies and maximum cost-effectiveness in the management of project funds.

Provide a maximum of 400 words

This project intends to build teaching capacities in the camp through a two pronged approach "learn as you earn". The model implies that all refugee students enrolled in the programs offered by the project will continue to teach in elementary and secondary level, thus avoiding a gap in teaching capacities already scarce in the camps. Knowledge and skills they gain as these teachers attend the programs will be directly applied to their teaching environments, thus enhancing the learning opportunities for up to 18,000 students enrolled in elementary and secondary level. Preparation of this cadre of teachers will also mean fewer teaching staff provided from the Kenyan government which currently provides teachers from Nairobi at a



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salary 10 times higher than what is currently paid to the local refugee staff. The involvement of various members in the Coalition to provide services where they have most expertise allows for better and more effective distribution of financial, material, technical and human resources. The combination of onsite/online courses, especially for the latter phases of the project, means fewer teaching staff in the camps from Canada or elsewhere, fewer travel and lodging costs for this personnel and maximum reach for students spread among the various camp sites in Dadaab. Furthermore, most of the costs in this project are allocated to project priorities, preparation of refugee and local teachers. The cost per individual teacher to be prepared in the camp facilities is estimated under \$5000 per student over four years (excluding the start up costs of construction); throughout the project close to 1000 student teachers will be trained, a considerably higher number than a handful of teachers trained in Nairobi through scholarships. Although we will build a few facilities (which will remain in the camps), we will mostly use buildings already set up by other agencies such as NRC in the YEP and we expect to have space in the proposed satellite campus of KU in Dadaab.

There are good reasons to believe that the project benefits will continue after completion of Canada's involvement. The skills earned will remain with the individuals contributing to the teaching and learning capacity in the camps or wherever they decide to settle. KU, MU and AVU will have the monitoring and technical capacities to continue to work in the camps and jointly initiate study programs among themselves (currently uncoordinated) and with Canadian universities.

6.5 CRITICAL PATH

Upload to Partners@CIDA a critical path outlining the project's overall sequence, schedule of activities and benchmarks from project start to completion, including handover date(s) to local partners or authorities. Maximum one page.

SECTION 7: PROJECT RESULTS: RESULTS-BASED MANAGEMENT & ACCOUNTABILITY

7.1 LOGIC MODEL

Complete the Logic Model for the overall project. A Logic Model template is available on the following page.

7.2 RISK REGISTER

Complete the Risk Register for the overall project. A Risk Register template is available on the page following the Logic Model.

7.3 MONITORING

Outline plans for internal monitoring of the project, indicating methodology, responsible party and frequency (including plans for monitoring and managing project risks).

Provide a maximum of 400 words

Project monitoring will be done through quarterly field visits to Dadaab by the Project Manager (otherwise stationed in Toronto). The Administrative Assistant will be responsible for



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the financial monitoring of the project. A template including categories of information, what to monitor, what records to keep, the person responsible for collecting the data, the data users, the use of information and decisions made will guide the monitoring processes. The following will be monitored:

Workplan activities: timing of activities and availability of resources including HR through monthly workplans and work schedules. Data will be collected monthly by the Project Manager to ensure that staff and other resources are available and if necessary, activities may be rescheduled or resources (re)deployed.

Cost and expenditures: budgeted amounts, funds on hand and expenditures and balance in budget by approved cost categories through ledger of expenditures by budget category, receipts, bank transactions and financial reports. Data will be collected monthly by the Administrative Assistant and used by Project Manager and the Executive Committee: to ensure that funds are available to execute the activities; to monitor compliance with funding regulations ; to authorize expenditures; to formulate a budget and project revisions; and, to determine the need for alternative funding sources.

Staff and supervision through performance reviews, job descriptions and feedback from community groups to motivate staff to continue working and performing or taking action in case of underperformance.

Results and impact of the project. (1) characteristics of the student population (gender, amount of schooling, achievement); (2) factors influencing school attendance and retention especially for girls to determine how services are used to customize awareness work with individuals, families and communities; (3) discontinuation of school and failure of efforts to bring students, especially girls, to school to determine satisfaction of students and their parents with school and needs to be addressed to keep high attendance and achievement rates; (4) quality of education services including behaviour, competence and experience of staff, physical environment of teaching and learning that will allow choosing the most effective delivery system for the courses taught; and (5) characteristics of community participation and support including level of community participation in ensuring service provision in safety and amount of resource (not only financial) mobilization to determine the best strategy to increase community involvement and motivation and assess the prospects of having the communities as continuous supporters of education service provision in the camps and locally.

7.4 REPORTING

Outline plans for reporting on progress and results achieved at each stage of the project.

Provide a maximum of 400 words

Project reporting will be done through monthly progress reports drafted by the Project Manager with the assistance of the Project Liaison. Reporting requirements from the grant agreement will guide the writing of these progress reports. Partners in the Inception Workshop organized at the start of the project lifecycle will discuss and determine indicators of change (actions, concrete facts and observable evidence) that best document project progress and agree on the most appropriate format. However, each report will generally provide information on the following: (1) period covered by the report; (2) planned targets (objectives) and activities for the reporting period – these will be determined on a task chart that will be created following the critical path; (3) actual achievements and activities for the reporting period, and indicators of change used to measure the achievements, including numbers of people involved, actions, learnings and results; (4) resources other than financial resources used including community participation, in-kind contributions and adequacy of resources utilized; financial reporting (see below) will accompany the progress report; (5)



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lessons learned during reporting period and their application to continued project work; (6) problems encountered during the reporting period and solutions provided; (7) plans for the next period of project activities, potential changes in project objectives, schedule of activities or needed resources. Monthly financial reporting will compare actual expenditures against planned budget to see if the project is meeting its targets. These reports will be accompanied by a one page Project Status Report that includes in a summary form, information on completed activities, foreseen activities in the following month, changes to activities, actual spending and forecast, issues, action taken, action required, person accountable and required date. This sheet also contains an overall assessment by the Project Manager on whether budget spending is “behind”, “on”, “over” or “in jeopardy” and project performance “is exceeding expectations”, “is on track”, “is behind” or “in jeopardy”. These reports will be shared with the members of the coalition and will serve as a basis for the partners’ progress workshops that will be conducted annually in Nairobi. They will also provide the basis for quarterly information meetings the Project Liaison will have with the community support groups set up at the beginning of the project. A final report to the donor, in addition to the evaluation report, will describe accomplishments and challenges encountered in the implementation of the project.

LOGIC MODEL

VERSION: DRAFT DATE: October 1, 2011

Title	Building primary/secondary teaching capacities in the Dadaab refugee camps and locally in Dadaab, Kenya by increasing access to higher education	No.		Name of University	York University
Country/Region	Kenya, East Africa	Budget		Duration	5 years - May 2012 – April 2017

ULTIMATE OUTCOME

A rise in the quality of education in host and home countries has given refugee and local Kenyan youth improved quality of life and opportunities to integrate successfully and productively in home and host societies in the educational and other professional sectors.

INTERMEDIATE OUTCOMES

1. Improved enrolment and retention rates for girls in all levels of schooling; 2. Improved performance of girls in school	3. Increased quality of education service delivery in refugee camps and locally; 4. Increased female representation in the school system in the camps and locally.	5. Increased teaching and technical capacities for Kenyan academic institutions that already offer onsite/on-line university degree programs to vulnerable and marginalized groups.
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IMMEDIATE OUTCOMES

Improved learning and teaching environments for increased access and retention in schools.	Improved community acceptance of school attendance for girls.	Bridging programs developed/strengthened to better prepare male and female students for university education	<ul style="list-style-type: none"> • Curricula developed to meet international standards • Improved teaching capacities in the elementary and secondary school level in the camps and locally. • Improved academic achievement for over 18,000 female and male pupils in elementary and secondary schools 	<ul style="list-style-type: none"> • Increased knowledge in areas of specialization;
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OUTPUTS

<ul style="list-style-type: none"> • Four cinderblock one floor buildings to house TAs throughout the delivery of courses for each phase. • Up to seven teaching/learning facilities renovated or constructed within the refugee camp premises or Dadaab village • Two computer labs equipped with 100 laptops and four lecture/seminar rooms equipped for typical course delivery. 	<ul style="list-style-type: none"> • Four Community Support Groups set up, one in each of the three camps and one in the Dadaab village; • Annual awareness activities; • Quarterly and/or individualized meetings with parents and communities to bring girls to school. 	<ul style="list-style-type: none"> • 1000 students attend and complete the Bridging/University Preparation Program in the course of five years. Each cohort consists of 200 students. • At least, half of each cohort will be young women. 	<ul style="list-style-type: none"> • Close to 320 students in Cohorts 1 and 2 after the Bridging Program pass successfully the entrance exams of Phase 2; • Five full credit onsite and online courses in the elementary and secondary education track adapted to local circumstances of marginalized and refugee communities • Close to 320 students (of which about 30% are women) enrol and stay in school; • Close to 300 students ((of which about 30% are women) graduate with a Certificate of Completion in Elementary/Secondary Education. • Close to 10,580 pupils (gender disaggregated) that attend the primary and secondary level of education have access to better trained teachers (at the ratio of one trained student completing Phase 2 for 68 pupils). 	<ul style="list-style-type: none"> • Close to 240 students in Cohort 1 and 2 pass successfully the entrance exams of Phase 3. • An additional five full credit onsite and online courses to Phase 2 in the elementary and secondary education track adapted to local circumstances of marginalized and refugee communities; • Close to 240 students (of which about 30% are women) enrol and stay in school; • Close to 220 students (of which about 30% are women) graduate with a Diploma in General Studies or Teacher's Education. • Close to 10,580 pupils (gender disaggregated) that attend the primary and secondary level of education have access to better trained teachers (at the ratio of one trained student completing Phase 2 for 68 pupils). 	<ul style="list-style-type: none"> • Close to 160 students in Cohort 1 and 2 pass successfully the entrance exams of Phase 4 • An additional five full credit online courses in the elementary and secondary education track adapted to local circumstances of marginalized and refugee communities; • Close to 160 students (of which about 30% are women) enrol and stay in school; • Close to 160 students (of which about 30% are women) graduate with an Ordinary Bachelor's Degree. • Close to 10,580 pupils (gender disaggregated) that attend the primary and secondary level of education have access to better trained teachers (at the ratio of one trained student completing Phase 2 for 68 pupils). • 30 per cent of trained teachers that become permanent part of the teaching staff in schools are women.
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↑	↑	↑	↑	↑	↑	↑
ACTIVITIES	<ul style="list-style-type: none"> • Set up of infrastructure: teaching and learning facilities; • Provision of equipment/furniture for learning and teaching spaces 	<ul style="list-style-type: none"> • Set-up of 4 community support groups; • Annual awareness/capacity building activities in the camps and locally; • Quarterly meetings with parents and families and as needed individualized work with families to bring girls to school. 	<ul style="list-style-type: none"> • Assessment of entrants to Bridging/University Preparation Courses; • Preparation of course materials and schedule in English, ICT and Research Skills • Delivery of the Bridging/University Preparation Programs in the four years covered by the project; 	<ul style="list-style-type: none"> • Assessment of students that enter the Phase Two – Certificate in Elementary and Secondary Education; • Preparation of joint materials and schedule of courses for both tracks; • Delivery of the courses in Elementary and Secondary Education 	<ul style="list-style-type: none"> • Assessment of students that enter the Phase Three – Specialized Diploma • Preparation of joint materials and schedule of courses; • Delivery of the Specialized Diploma courses 	<ul style="list-style-type: none"> • Assessment of students that enter the Phase Four – Degree in Education/General Sciences • Preparation of joint materials and schedule of courses; • Delivery of the Degree courses

Notes:

1. The boxes in the template are there for illustration purposes only. You can adjust the number of boxes by using the “split cell” and “merge cell” functions to suit the needs of your investments or program. It is not the number of boxes that is important, but rather the logical link between result levels.
2. **Maximum number of cells the form can accept:**

Ultimate Outcome: Max 1

Intermediate Outcomes: Max 5 Min 1

Immediate Outcomes: Max 15 Min 2

Outputs: Max 30 Min 2 / Max 3 Min 1

RISK REGISTER

Project Name: Building primary/secondary teaching capacities in the Dadaab refugee camps and locally in Dadaab, Kenya by increasing access to higher education

University Name: York University

Risk Definition	Risk Response	Residual Risk Level Low/ Very Low/ High / Very High (Add columns as needed)		
		Date 1 (Jan 2013)	Date 2 (Jan 2015)	Date 3 (Jan 2018)
Operational Risks				
There may be a deterioration of security within the Dadaab camps and surrounding region due to the dramatic increase in refugees (currently estimated at 1,200 new arrivals each day) entering the Dadaab camps and the overall security environment of the region	<ul style="list-style-type: none"> Windle Trust Kenya (WTK) has worked effectively in the Dadaab camps for over a decade and has well developed security policies. The cordial relationship WTK has established with both refugee and local communities is a boost to security. The project team will coordinate activities with UNHCR and other camps actors to ensure that appropriate security measures are followed. Utilizing their experience gained in Dadaab and other conflict and post conflict situations, the project partners will develop a project security policy which will include ongoing assessments to minimize risk to all project stakeholders Project partners are aware of the many and complex security issues in the region and ongoing monitoring and assessment will be a regular component of project implementation It is precisely this security risk that the project will mitigate by improving the quality of education and keeping more youth in schools and employed rather than potential recruits for dangerous elements in the camps and in the region. 	L = H I =H	L = H I =L to H	L = H I =L to H
Possibility of delays in project implementation as a result of engagement of multiple project partners	<ul style="list-style-type: none"> Modular design of key project components (project phases) with a clear delineation of roles and responsibilities will ensure overall project implementation is not delayed if issues or delays arise in one particular component WTK and WUSC have developed excellent and effective working relations over two decades of working together. WTK's strong working relationship with communities and primary and secondary schools within and outside of the camps in the region will help ensure timely and effective participation of communities 	L = H I =L	L = L I =H	L = VL I =H

		<ul style="list-style-type: none"> • UBC/MOI university curriculum for the diploma in teacher education in the region is well advanced (it is currently before the UBC Senate) and roles and responsibilities of each party have been agreed to through a partnership agreement between the two institutions. • York/Kenyatta/AVU curriculum for the certificate of completion in educational studies is making its way through the respective universities' approval processes and the general certificate, diploma and degree programmes are in the process of development. • KU and AVU are in the process of drafting an MOU so as to establish a working relationship in the proposed KU Dadaab ODEL Campus) 			
	Delays around construction and renovation of housing and teaching/learning facilities	<ul style="list-style-type: none"> • WTK uses building companies on a regular basis and they are reliable; a good record of delivering results in time will be a key criterion in choosing a company for the construction job. The tendering process will include timelines for completion which will allow us to be certain to obtain good value for money in terms of time frame. Assigning oversight from a third party is also a good way to mitigate and ensure expected progress. 	L = L I =L-H	n/a	n/a
Financial Risks					
	Budgetary pressures due to increased costs of goods and services in Dadaab	<ul style="list-style-type: none"> • Constant monitoring of costs and development of a realistic implementation plan which factors in current and expected future costs as well as potential inflationary issues • There may be other measures in terms of purchasing equipment which address the issue of inflation 	L = H I =L-H	L = H I =L-H	L = H I =L-H
Development Risks					
	Current focus on the urgent humanitarian crisis in Dadaab and neighbouring regions results in reduced emphasis and attention of key stakeholders to support education in the region.	<ul style="list-style-type: none"> • Ensure UNHCR, implementing NGOs and refugee communities continue to articulate the need for long term improvement of education quality in camps • We expect the GOK, the international community, UN agencies and NGOs will continue to support refugee livelihoods and education in the camps 	L = H I =H	L = L I = H	L = L I = H
	Tensions between local Kenyan population and population from the refugee camps (displaced population) as well as ethnic and tribal tensions	<ul style="list-style-type: none"> • Project team, in consultation with communities, will ensure that beneficiaries are drawn from groups from within and outside of the camps (and different groups from within the camps) 	L = L	L = VL	L = VL

	within the camps may disrupt implementation	<ul style="list-style-type: none"> Project implementation plan will be developed in consultation with communities inside and outside of the camps and will ensure that courses and programs of study are available to these communities WTK has many years of experience and trusted partnerships and networks with community leaders within and outside of the camps to ensure communities inside and outside of campus in region are included as partners and beneficiaries of project implementation. 	I = H	I = H	I = H
	Teachers receiving training at diploma and degree levels of education do not return to teaching and instead take higher paying positions with INGOs, the UN or other agencies	<ul style="list-style-type: none"> The program is designed to train sufficient numbers of teachers to ensure that i) demands are met at the schools, and ii) if some trainees secure other jobs, the overall effect on the education system will be negligible From September 2011, the UNHCR increased the incentive wage by 17.64% in the camps they oversee, to curb the exodus of teachers and attract qualified refugee teachers to the education sector . 	L = L I = L	L = L I = L	L = L I = L
Reputational Risks					
	If perception of local benefit from project is low – or is seen to inflame existing tensions (Kenyan/displaced), a negative impression of CIDA and the partners may be developed by local community	<ul style="list-style-type: none"> The current relationship between WTK and communities and schools within the camps and in the surrounding region are strong All project activities will be discussed, prioritized and implemented with local community consultation and involvement. Dadaab camp and village residents are represented on the Advisory/Capacity-building Committee charged with monitoring implementation of the project. The project will be managed flexibly and iteratively to respond to emerging needs Project activities are in line with communities and objectives of GOK 	L = L I = H	L = VL I = H	L = VL I = H

L=Likelihood of risk occurring
I=Impact if risk occurs



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SECTION 8: PROJECT RESULTS: INTEGRATION OF CROSS-CUTTING THEMES

8.1 GENDER EQUALITY

Provide a gender analysis of the context (i.e., geographical, sectoral, institutional) in which the project will be undertaken. Describe how the project will contribute to one or more of the three objectives of [CIDA's Policy on Gender Equality](#). List the gender equality results (intermediate outcomes) your project intends to achieve and what strategies it will use to achieve them.

Provide a maximum of 400 words

- This project seeks to reverse a disproportionate gender balance in attaining education among girls in the refugee camps and locally in Dadaab, Kenya. Currently, girls are under-represented at all levels of education due to elevated school drop-out rates (less than 1/2 primary pupils and less than 1/3 high school students are girls) and few women access higher education in the region. Barriers confronting girls' access, retention and achievement are grounded in social-cultural norms which put girls in a subordinate position to boys. Girls are responsible for most domestic work essential for household survival; long work hours limit girls' time for studying or attending extra classes. At puberty many girls are removed from school for protection reasons while awaiting marriage. Lack of access to sanitary napkins/ lack of privacy in schools means many girls miss days of school every month during menstruation; shyness and minority status in the class give girls less confidence to ask questions/understand their schoolwork. Untrained teachers in the camps and locally are mainly men, contributing to cultural barriers of communication and shortage of female role models.
- This project addresses **the three CIDA Gender Equality Policy objectives**. Promoting and providing access to higher education for girls will allow them to gain equal professional development/qualifications as men. This will i) increase self-reliance to overcome inequalities in public/private lives; ii) give them participatory skills and tools to enact change in their community; iii) enable them to develop sustainable livelihoods in the camp, resettle in their home country, another country or locally.
- **Intermediate outcomes** include 30-40% enrolment of women in the project's university degree programs and retention rates at 30% throughout the program; increased girls' primary and secondary enrolment and improved achievement outcomes for girl students in primary and high schools due to increased number of women teachers in both levels; increased women's representation in the school management and student leadership; enhanced opportunities for girls'/young women's resettlement and work locally.
- **To achieve these**, (1) a lower threshold of academic achievement for girls will be applied to admittance in all phases of the educational programs; (2) gender sensitive study sites will be set-up/maintained; (3) through community mobilizers we will work with parents/communities to introduce/report constantly on the project, discuss the importance of education for girls/women and explore alternative ways to counterbalance the intermittent absence of girls from domestic work, and promote local female role models in education.

8.2 ENVIRONMENT



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8.2.1 Environmental Analysis

Describe all positive and/or negative environmental effects that are potentially associated with the proposed activities, and what will be done to enhance or mitigate them (this includes physical works, for which additional information is also required in the CEAA section below). Clearly demonstrate how environmental considerations have been incorporated into the design, development, implementation, and follow-up of your project. If no environmental analysis is provided, the applicant must provide acceptable justification. Otherwise, the proposal may be rejected.

If the proposed project contains activities with important environmental implications, the university must demonstrate that it has a set of procedures to identify, evaluate, and appropriately manage the environmental effects of those activities (i.e., an Environmental Management System, or EMS). The level of detail required for an EMS should be in keeping with the size and complexity of the activities to be undertaken. If applicable, in the field below please include a description of your EMS and how you plan to address the environmental implications of the proposed project.

Provide a maximum of 400 words

Our project is implemented in the village of Dadaab and three refugee camps, Dagahaley, Ifo, and Hagadera. The climate is semi-arid and the dominant mode of subsistence for both the host and refugee populations is pastoralism. The town and camps are located on the Lagh Dera flood plain. Though the climate is hot and dry, the Ewaso Ng'iro River occasionally floods and affects parts of Dagahaley and Ifo due to poor drainage. Poor soil composition and infrequent rainfall result in sparse vegetation. Building resources and fire material are scarce and in high demand. While we do not anticipate that our project will effect *serious* adverse effects, we realize that the environment in the camps is completely over-extended and any additional activity in the camps, using the already meagre resources, causes stress on the support systems for refugees. The limited onsite building availability and scarcity of resources necessitates that the project team makes efforts to create as little as possible stress on environment. Starting from an approach that outsiders need to be self-contained and self-sufficient, we will accommodate ourselves in our own housing/tents and purchase food from the compounds or bring it from outside. Furthermore, funding has been set aside for an onsite impact assessment which will happen before the infrastructure is set up. Partners will ensure that the project harmonizes its environmental management activities with pre-existing UN, INGO, and GOK policies and initiatives.

In terms of benefits, the project develops IT infrastructure in the camps thus increasing opportunities for connectivity between the refugees and the world. Furthermore, we expect increased environmental awareness for the local youth through the introduction of a course on Education for Sustainable Development (ESD). This core course component of Phase Two engages issues central to the concept of sustainability (e.g. conflict resolution, environmental stewardship, good governance and peace education, globalization, development, poverty, violence, gender relations, and climate change). It develops education-based skills, values, perspectives, knowledge and pedagogical processes focused on addressing these urgent issues specifically in the context of host-refugee geo-political and spatial relations. A requirement of this course includes monitoring locally identified sustainability indicators. Increased levels of education will decrease the beneficiary community's reliance on subsistence livelihoods, hence alleviating population pressures on



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limited local resources.

8.2.2 Canadian Environmental Assessment Act (CEAA)

Clearly identify whether your proposal involves any physical works and/or undertakings in relation to a physical work (construction, operation, modification, decommissioning, abandonment). Please refer to the Guidelines for more information.

If your project includes a planned physical work or undertaking in relation to a physical work, provide a response to the questions below *in as much detail as is known when the application is submitted*. In order to reduce delays in processing your application, wherever possible provide exact measurements so that CIDA can determine whether the CEAA will apply to your project.

1. Provide a general description of all physical works, including their purpose.
2. What will be the footprint/dimensions of each physical work (area, height, length)? (Provide measurements for both old and new footprints in the case of modifications.)
3. Will the physical work be carried out within 30 metres of a body of water? Explain.
4. Does the physical work involve the likely release of a polluting substance into a body of water? If so, explain.
5. Will the physical work be located on agricultural land?
6. For buildings:
 - Will the building be on a serviced building lot and connected to the lot's hook-ups to water and sewage mains? Otherwise, how will it be serviced?
 - Will it involve storing any article or substance that is hazardous to human beings or the environment?

If it is determined that the CEAA applies, CIDA officials will return to you with further instructions.

Provide a maximum of 400 words

The project requires shared housing for the on-site TAs and renovation/ refurbishment of buildings. The project Advisory Committee will ensure that the renovation and construction adheres to Canadian, Kenyan, and UNESCO environmental policies. The Advisory Committee will develop an environmental governance framework for the project. They will travel to Dadaab to visit potential building sites as well as meet with relevant officials for a briefing on local environmental policies. A local Technical Officer for the construction will be hired to make sure that construction takes place according to Kenyan standards and regulations.

The housing for TAs is necessary because there is a lack of accommodation in the camps for refugees let alone international NGO staff. Upon assessment, four cinderblock one floor buildings will be likely constructed in the WTK compound. Each will have 2 bedrooms and a bathroom that includes a sit down toilet, a sink and a shower head with a drain in the floor. The housing will be built with cement and bricks or cinder blocks. The buildings will be connected to running water, electricity, and an in-ground septic system. The building's footprint is approximately 15 feet deep X30 feet wide but 8 1/2 feet high.

Teaching/learning facilities Currently there are limited facilities that allow for typical learning



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and teaching to happen in the camps. We will renovate/refurbish some of seminar/lecture rooms that are currently in use by the YEP NRC Project. Upon consultations, GOK, WTK, KU and NRC have agreed on changing the usage of these buildings for the purposes of the proposed ODEL satellite campus and the proposed project. These facilities will service approximately 200 students at any given time. The facilities to be renovated include five rooms; construction/improvement of bathroom facilities is also planned, especially so that young women have access to clean and private facilities. These buildings are on a serviced building lot and connected to the lot's hook-ups to water and sewage mains.

None of the work will be carried out on agricultural land nor will it store any articles or substances that are hazardous to human beings or the environment. Both building and renovation will not be carried out within 30 meters of a body of water and will not involve the release of a polluting substance into a body of water. Generators will be purchased in order to secure a reliable supply of energy for both the housing and teaching/learning facilities.

8.3 GOVERNANCE

Provide an analysis of governance issues in the local context(s) in which the proposed project will take place, including the challenges of, and opportunities for, promoting inclusive participation, equal access to the benefits of development, and accountability to stakeholders. Describe how this project will promote social change, organizational capacities to deliver services in an equitable manner, facilitate citizens' participation in decision-making processes, and build open and accountable institutions.

Provide a maximum of 400 words

Local contexts: challenges and opportunities

The project operates across the different cultural, political and social contexts of the Dadaab refugee camps, and universities in Kenya and Canada. The camps are a closed zone, characterized by poverty, ethnic differences, and inequalities, and are controlled by international humanitarian agencies and the Kenyan government; whereas the universities in Kenya and Canada are independent self-governing institutions with their own inherent political cultures and inequalities. We are committed to representation from the camps and Dadaab and to ensuring that voices of the students in the camps and the universities are heard and respected. The participatory nature of the project serves to ameliorate this situation, so that the governance structure is as equitable as possible across the research sites.

The project is built on principles supporting an open and accountable partnership:

- * **A Grounded Pursuit of Justice.** The partnership is driven by the pursuit of justice for refugees forced migrants and marginalized populations and grounded in their experiences and concerns and in the practices of those advocating for their rights.
- * **Animating Knowledge through Inclusivity.** The partnership will both create new inclusive ways of accessing knowledge (through primary/secondary/higher education) and *activate* existing knowledge, by developing mechanisms that foster connections across prevailing sectoral, disciplinary and national boundaries.
- * **Inclusivity, Accessibility, and Open-endedness.** The project aims to provide better quality education, with a focus in training on inclusive educational practices, gender equity, cultural sensitivity and other relevant local and global issues; a long-term outcome



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is improved education and quality of life in the camps overall.

- * **Responsive to New Ideas.** The partnership will be responsive to emerging ideas among new and established scholars, students, practitioners and advocates in order to ensure that the voices of the marginalized are amplified within both the project development, research and knowledge production.

Standards of the Partnership

1. Clarity regarding project goal, functions, roles and responsibilities of partners, and intended outcomes from the beginning
2. Taking informed, transparent decisions and managing risk (using good quality information, advice and support; making sure that an effective risk management system is in operation)
3. Developing capacity/capability of the governing body to be effective (ensuring all partners have skills, knowledge and experience they need to perform well; developing capability of people with governance responsibilities and evaluating their performance as individuals and as a group)
4. Engaging stakeholders and implementing processes to ensure accountability measures are maintained.

SECTION 9: PROJECT RESULTS: SUSTAINABILITY

9.1 LOCAL OWNERSHIP

Describe how your local partner organization(s) and other involved stakeholders manifest their commitment to, and responsibility for, achieving the project results.

Provide a maximum of 400 words

YU and the UBC are collaborating with three tertiary institutions working in Kenya: KU, MU, and AVU. Each institution is committed to the support, development and delivery of programs including courses for the Bridging Program (KU, AVU), Certificate in Educational Studies (Elementary) (KU), Diploma in Teacher Education (Secondary) (MU), and Degrees in various disciplines. Together these partners intend to utilize the expertise of two organizations working in the camps: WUSC and WTK. Since 1978, WUSC has worked to improve the access to and quality of education and provided post-secondary educational opportunities for refugees to study in-country and abroad. WTK, part of Windle Trust International, equips refugees and displaced persons in Kenya to meet the challenges of development by providing access to education and training. WTK has been working with refugees and displaced persons in Kenya for over 30 years and is currently the manager and provider of secondary education inside Dadaab camps. The Project's overall approach to local ownership has three components: 1) to engage local partners within their current mission/ mandate and expertise, thereby ensuring their knowledge, commitment and ownership of the Project's objectives and results; 2) to expand on existing programs to reach greater numbers of students and work towards gender parity; and 3) to ensure buy-in and commitment from the students, their families and their communities towards furthering education beyond the existing programs, into post-secondary certifications, supported by and offered in collaboration with local partners.

As an example of existing commitments to our shared goals, we give the example of the ongoing public awareness, fundraising and programming that WUSC and WTK have carried out in the camps and internationally. These efforts will enrich the goals of the Coalition as we



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move forward into the current project. In 2009, WUSC and WTK, with support from the 60 Million Girls Foundation, piloted a girls' education project in the camp to address the educational needs of girls by providing them with remedial training while mobilizing the community to support girls' education. In 2011, the project was expanded through financial support of the US Department of State in order to reach more beneficiaries. We intend to support, build on and contribute to these existing programs ensuring that local partners are equipped to meet the needs of greater number of students, particularly girl students, for the duration of the project and after.

9.2. CAPACITY BUILDING

9.2.1 Local Partner Organization(s)

Describe how the local partner organization(s)' capacity will be strengthened by participating in this project.

Provide a maximum of 400 words

Capacity building is a complex and multi-dimensional concept and each partner faces unique capacity building needs according to their own organizational context. WTK, KU, MU and AVU have all been identified as local implementing partners in Kenya. Each of these organizations has a high degree of operational capacity and technical sophistication making them very strong partners for the project. The Canadian members of the coalition (YU, UBC, WUSC) will provide organizational and administrative support to the partnership while Kenyan organizations will provide insight and knowledge on working in the Kenyan and refugee context as part of the joint capacity strengthening efforts.

Capacity to deliver educational service through professional development. Joint work between universities will result in new/enhanced study curricula that combine international/national standards, and allow local partners to strengthen academic programs. By involving NGOs, universities will expand their 'reach-out', vital for the development of programs that teach students practical skills and prepare them for an international/national job market. Furthermore, the practice of this work will increase opportunities for research collaborations on real-life issues and concerns. Professional development of colleagues from African universities will occur through as follows: (1) **Co-teaching:** throughout the project planning and implementation process, proponents will work together, sharing approaches/expertise/experience/ideas with each other, leading to enhanced capacity of both partners. (2) **Coaching & Mentoring:** opportunities for more formal coaching/mentoring will be identified through the project thus strengthening colleagues scholarly networks and capacity for enhanced engagement with international funding agencies. (3) **Workshops:** formal workshops/training will be identified for specific needs areas that are common to many partners. Some examples include: student-centred learning techniques; assessment and evaluation; students with special needs; participatory action research (4) **Networking:** All local partners participate in the BHER network (accommodating two other Canadian universities and several international organizations: See Appendix D) that seeks to bring portable skills to refugee youth, thus they will have the opportunity to explore new collaborations.

Capacity for institutional change. Offering higher education services in disadvantaged and refugee communities is a unique proposition that requires new approaches to teaching/learning environments, for e.g. development of flexible institutional policies, leveraging of resources and studying retention rates. Coalition members will work actively and jointly to



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design policies that respond to the needs of disadvantaged students, negotiate burden-sharing (there is no coordination/cooperation among local universities on service delivery for refugees), and determine retention rates factors for more effective service delivery.

9.2.2 Local Citizens and Beneficiaries

Describe how citizens and beneficiaries in the country(ies) targeted by the project will develop new skills or capacities through this project (if applicable).

Provide a maximum of 400 words

The key beneficiaries are teachers, students and community members. The service delivery and the associated awareness activities and involvement are expected to develop capacities in the following way:

Teaching capacities in the camps. Most of the students who will follow all phases of the project are untrained teachers with minimum specialization in any particular area of study beyond general knowledge and skills acquired through secondary education. The training will contribute to an increase in knowledge in teaching and introduce them to new knowledge and skills in the specific fields of their choice and enrich their own teaching and working methods. Work with international TAs and professors will increase their intercultural knowledge and competency.

Learning capacities in the camps. An increase in the teaching capacities of teachers will mean better learning opportunities for students at the primary and secondary levels. It is expected that reading, writing skills and general learning skills of students will improve as teachers become more aware of ways to impart this knowledge through specialized training in elementary and secondary education tracks. Students will also have opportunities to improve their communication skills. Increase in the number of female teachers will break some communication barriers girls face in accessing education.

Communities as actors of change. A key ingredient of the success of this project is the active involvement of the communities and serious buy-in into the achievements of the project. Through meetings and awareness activities, we will inform on the results of the project, receive continuous feedback and involve community members to discuss project management and direction, as well as involve them as supporters by providing opportunities to volunteer or become peer educators to secure equal participation of girls and boys in school. Through these activities, community members will have a closer connection with the project, sharing their insight and experience of what does/doesn't work. In the process they will learn new skills such as critical assessment of project results. It is expected that for many, getting involved will also help to build their confidence and self esteem. Furthermore, active involvement in the project will make them passionate about higher education in the camps, offer them hope for a better future, give them a greater feeling of ownership of the project. By offering the service equally to refugees and local neighbourhoods, we will promote cohesion away from demonizing the refugees as taking advantage of scarce resources.



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9.3 SUSTAINABILITY OF RESULTS

Describe how results will be sustained upon completion of the project and the withdrawal of CIDA's support. Outline an exit strategy that demonstrates how the human, financial and other resources will be sustained beyond project duration.

Provide a maximum of 400 words

The sustainability of this project and exit strategies have been part of the design process. Through our actions, we will strive to sustain the gains made in the following areas:

- **Behavioural sustainability.** The improved education of girls will mean more of them become role models for younger girls in primary school, encouraging them to continue their education. By providing additional training for teachers in Dadaab, the quality of education will be improved as a whole. Beneficiaries of training will be encouraged to share knowledge and skills with other teachers who did not receive training, helping to ensure more widespread adoption of improved teaching techniques.
- **Financial sustainability.** Burden/expense sharing among universities within Kenya as a key strategy, is currently employed in the project and will be encouraged beyond its lifetime. However, the service will also need to become self-sustaining through fees, an impossible feat for long-term refugees already on meagre incomes. We will seek to set up a system of fees which makes efficient use of full tuition paying students. Simultaneously, we will approach other donors; we are currently targeting private foundations in Canada such as MasterCard and Aga Khan Foundations in addition to other donors that work in Kenya. We will continue to solicit in-kind support from other organizations and the community, especially in securing and maintaining the premises as well as obtaining support from the corporate sector. We have been engaging with telecommunication companies such as Safari.com for potential contributions to the program once it is set up.
- **Institutional/programmatic sustainability.** This project develops the technical competency among staff at three African universities not only in teaching, but also program administration. We will work with our partners to develop an institutional evaluation system of how the service is meeting and responding to the needs of its beneficiaries, strengthen the system of performance reviews, and through annual workshops, share experience.
- **Political sustainability.** Through active engagement of Coalition Partners, the proposed project has already procured initial support from the GOK. Our project is firmly lodged in the work of the Ministry of Education that seeks to reach marginalized youth in Kenya and channel their energies to productive activities. In the next five years Kenyan and Canadian partners will engage with the GOK to explore how our project will complement and supplement long-term policies that reach youth at risk. Furthermore, this project actively engages communities.

SECTION 10: PARTNERS' CAPACITY

10.1 CANADIAN PARTNER(S)

10.1.1 Institutional Governance

Describe the governance structures and processes of your university (or lead university, in the case of a coalition) with respect to its involvement in international development activities.

Describe the safeguards and oversight mechanisms that are in place within your university to ensure that international development projects take place in a manner that is ethical, free of corruption, environmentally sound and sensitive to gender equality concerns.



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Provide a maximum of 400 words.

The university must upload to Partners@CIDA a letter of support from its International Liaison Office or equivalent body indicating how the project aligns with the university's international development strategy and complements existing initiatives.

10.1.2 Relevant Experience

Describe the university's (or coalition's) previous experience working in the country(ies) and sector(s) targeted by the project.

Provide a maximum of 400 words

York University (YU) is home to a series of research/exchange activities in Kenya. While not specifically development activities, many of the researchers have significant expertise with development research and are affiliated with YU's Development Studies Program. Ongoing projects include: Performance measurement systems in the micro-finance sector - A Case of Kenya by Professor Waweru, Economic Modeling in Kenya by Professor Rilstone, Envisioning LGBTI Human Rights in Kenya and Uganda, Professor Nicol, and Civil Blood: Kinship and Political Agency in Colonial Kenya by Professor Holmes. Additionally, YU has Researchers in Psychology, Anthropology, the Schulich School of Business, Languages, Literatures & Linguistics, Geography, the School of Administrative Studies, Osgoode Hall Law School, Health Policy and Management, and the School of Kinesiology & Health Science collaborating on Kenyan initiatives.

The University of British Columbia (UBC) is one of Canada's leading research and teaching universities with 54,000 students from across Canada and from 140 countries around the world. For the last two years, UBC's Kenyan experience includes the development of a joint (with MU) Diploma in Teacher **Education in the Dadaab refugee camps, Kenya** which will now be offered as part of our proposed CIDA project.

World University Service of Canada (WUSC) with WTK administers the WUSC Refugee Sponsorship Program in Kenya that supports **refugees'** access to post secondary **education** in Canada. WUSC provides remedial education classes for girls in Dadaab and Kakuma camps in Kenya.

Kenyatta University (KU) has established **Open and Distance Learning Satellite** campuses in all Kenyan provinces, and is discussing an MOU with the GOK to establish a satellite campus in **Dadaab**.

Moi University's (MU) School of Education has 34 different programs ranging from a Diploma in Education, B.Ed., M.Ed, Post Graduate Diploma in Education and Doctorate program. They have been involved in the development of a joint (with MU) Diploma in Teacher Education in **the Dadaab refugee camps** with UBC as per above.

Windle Trust Kenya (WTK) has supported **refugee education** since 1977 with a mandate to provide opportunities for refugees to study, to rebuild their lives and acquire skills. WTK is responsible for the delivery of education at all levels in the **Dadaab camps, Kenya**.

African Virtual University (AVU) is **headquartered in Nairobi, Kenya** with a mission to facilitate the use of effective **Open Distance and e-Learning methodologies** in African higher education institutions. AVU has trained more than 40,000 students in 27 African countries.



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10.1.3 Experience and Expertise of Key Personnel

Describe the relevant experience and expertise of all key Canadian personnel involved in the project.

Provide a maximum of 400 words

York University (YU) (Lead Institution)

Wenona Giles (lead): former Deputy Director of the Centre for Refugee Studies (CRS); social anthropologist; expertise on long term refugee issues, gender, militarization; experience directing and co-directing large international scholarly, community/policy networks.

Don Dippo: (senior co-lead) former Associate Dean, Faculty of Education; expert on pedagogical issues, sustainability, teacher education, implementing teacher training certificate and degree programs in South America.

Sarah Dryden-Peterson: CRS researcher/SSHRC Postdoctoral Fellow OISE, University of Toronto; expertise in refugee education, educational reconstruction post-conflict, participatory action research.

Jennifer Hyndman: Associate Director of CRS; researcher on geographies of forced migration and humanitarian aid in response to conflict/asylum/disasters, gender and conflict zones.

Jennifer Jenson: Technology Enhanced Learning Chair of Pedagogy and Technology, Faculty of Education; expert on technology enhanced/online learning, educationally focused digital design, gender and technology.

Susan McGrath: Director of CRS; Principal Investigator of Refugee Research Network (RRN); expertise in refugee settlement, community-based social development, collective responses to trauma.

Joseph Mensah: Deputy Director, Harriet Tubman Institute for Research on the Global Migrations of African Peoples; expertise in African studies, development studies, globalization.

Michele Millard: Coordinator, CRS; Project Coordinator RRN; expert on community development, financial management, strategic project planning, and networking technology.

Aida Orgocka: Research Associate and Resource Development Officer, CRS; research expertise in gender, migration, aid effectiveness and resource mobilization, development/strategic project planning, project management and evaluation

Beryl Pilkington: Associate Director, Research and Graduate Education in the School of Nursing, Faculty of Health; clinical background in maternal-child and women's health, nursing - course development and delivery in Nigeria.

University of British Columbia (UBC), (Coalition Member)

Rita Irwin: Associate Dean of Teacher Education; expertise in international arts education, teacher in-service training.

Samson Nashon: Science educator; expertise in students' culturally-based understandings related to/of curricula and ability/disability issues.

Tom Sork: Senior Associate Dean, International and Administration, Faculty of Education; educational planning and professional ethics in adult and continuing education.

World University Service of Canada (WUSC) (Coalition Member)

Doug Graham, Director of Programs; experienced in design, delivery, implementation/management of education and international development projects.

Philip Landon, Regional Director (Africa), programming in Africa. Extensive experience: design and management of education projects for refugees.

Graduate students: Teaching Assistants will be hired at the universities to provide



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tutorials/seminars at the project site for on-line courses. This is required support for distance university-level courses.

10.2 LOCAL PARTNER(S)

Complete the [Local Partners Information Form](#) and upload the document with your proposal in your [Partners@CIDA](#) profile. This form will ask for contact information, relevant experience, number of employees and annual operating budget for each local partner institution or organization.

SECTION 11: DEVELOPMENT EFFECTIVENESS

11.1 ROLES AND RESPONSIBILITIES

Provide a breakdown of the respective roles and responsibilities of the Canadian and developing country partners in the implementation of the project. In the case of a coalition of Canadian partners, the Joint Application Annex requested in Section 1.10 must be completed.

Provide a maximum of 400 words

Canadian Partners

York University (YU) provides overall co-leadership of the project with Kenyatta University. The Project Manager and Administrative Assistant will be housed at the *Centre for Refugee Studies*. It is the site for overall administrative support and understanding regarding issues of forced migration globally and the provision of services for excluded groups such as long-term refugees. YU's Faculty of Education (with KU, AVU) will develop the Certificate in Educational Studies (Elementary); YU's *Faculties of Liberal Arts and Professional Studies and Health* (with KU, AVU) will assist with the design and development of Specialized Diplomas and BA/BEd/BSc in education, social sciences, humanities, health studies, and natural sciences, business.

University of British Columbia (UBC) with MU brings its Diploma in Teacher Education for Secondary level to the project.

World University Service of Canada (WUSC) designs/develops "English for Academic Purposes" with KU for Certificate Bridging Program; advises on gender aspects; leads annual intensive awareness campaigns in support of the project.

Kenyan Country Partners

Kenyatta University (KU) provides co-leadership of the project with YU. They will provide administrative support in Kenya. Their *Institute of Open, Distance and E-Learning (ODEL)* will operate in Dadaab. KU will support development/delivery of "English for Academic Purposes" (with WUSC) and offer "Research Skills" for the Bridging Program. With YU/AVU they will develop the Certificate in Educational Studies (Elementary) and design/develop Specialized Diplomas and BA/BEd/BSc in education, social sciences, humanities, health. They will work with WTK to arrange for construction/furnishing of on-site venues, including purchase of all necessary technological requirements as per CIDA budget.

African Virtual University (AVU) is an inter-governmental organization that will facilitate the effective use of open/distance and e-learning for the project. AVU will support the technical development of the Bridging Program with KU, WUSC and will offer ICT Bridging courses. With YU and KU they will develop the Certificate in Educational Studies (Elementary) and design and develop Specialized Diplomas and BA/BEd/BSc in education, social sciences, humanities, health.

Moi University (MU) with UBC brings its Diploma in Teacher Education for Secondary level



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to the project. UBC-MU will provide a Certificate of Completion in Educational Studies (Secondary).

Windle Trust Kenya (WTK) provides logistical and coordination support for project staff in Dadaab camps; arranges for renovation/furnishing of tutorial assistants' accommodation in Dadaab camps; will assist KU in the arrangement of construction/furnishing of on-site venue.

Provide a cooperation document (e.g., MOU, letter of intent) that describes the partnership between Canadian and local partners. Upload the document with your proposal in your Partners@CIDA profile.

11.2 GOVERNANCE AND MANAGEMENT STRUCTURE

Describe the governance and management structure being established for the project (e.g., who is accountable, how are decisions made). Please attach an organizational chart for the project as an annex, if available.

Provide a maximum of 400 words

(See Governance and Management Structure Organizational Chart at Appendix E) Governance

This project will be governed through: i) **Advisory/Capacity-Building Committee (A/CBC)** comprised of Project Director and Canadian co-lead, Kenyan co-lead, the project manager, 4 curriculum advisors (2 Kenyan and 2 Canadian), 2 technology/ICT advisors (1 Kenyan and 1 Canadian); one member (or representative) from each partner institution, three representatives from the Dadaab refugee camps and one from the Dadaab town; ii) **an Executive Committee (EC)** with 2 representatives each from YU, KU; the Project Manager, the local liaison, 1 representative from each university and WUSC Regional Director and WTK that is supporting a program/course. Please see Appendix E: "Governance and Management Structure".

Management Structure

Advisory /Capacity-building Committee– Roles and responsibilities

General role: To ensure project is successfully implemented and integrated in the actions Kenyan government and international community undertakes to improve the life chances of long-term refugees

- * Performance review: support and challenge
- * Review use of resources which are committed/aligned to the project outcomes
- * Provide opportunity for debate
- * Meet with stakeholders at a local level, and answer questions on the Coalition's decisions
- * Ensure updates on progress informs the work of the Coalition
- * Resource recommendations to accountable bodies
- * Champion project work within own institutions
- * Ensure that longevity is built into the project

Executive Committee – Roles and responsibilities

General role: To ensure the work envisaged by the Coalition is carried out

- * Co-ordinate performance management process across the whole Coalition
- * Financial management and reporting
- * Prepare updates on progress
- * Establish reporting procedures to ensure information is complete, concise, accurate and timely
- * Induct new members of the Coalition
- * Lead communication on outcomes, decisions, actions and progress, making available



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information in an accessible way

Gender equality in the Governance structure

Drawing on participatory action research, which imparts research skills through partnership, practice, and decision-making on the part of all stakeholders, including the refugees themselves, this project will acquire data and perspectives of refugee women from women who are both learners and teachers in the camps. We will work to ensure a gender balance in the composition of the community groups, as on the Advisory and Executive Committees.

11.3 CONSULTATION WITH LOCAL COMMUNITY

Describe what steps will be undertaken to ensure continued consultation with, and input from, the local community and project beneficiaries throughout the project.

Provide a maximum of 400 words

Involvement of local community is essential to the success of this project. The Coalition and the Project Team will depend on the active participation of the communities to build and retain awareness regarding girls' participation in school, contribute to ensure security and safety of learning and teaching environment and propose alternative ways to deliver education services in accordance with the local needs and context. We will achieve these through:

- Four 5-7 member community groups (CGs) (that will include parents and other relevant community members) one in each of the three camps and one in the local Dadaab town. These groups will support the implementation and ongoing assessment of the project. They will be in constant contact with their relevant communities as they help to implement the project. The Project Liaison (PL) employee (located in the Dadaab camps) will meet quarterly with the CGs to formally inform them on the achievements and challenges of the project. In addition, frequent field visits of the PL in the communities to follow up with implementation of activities will allow for more interaction with individual members of the CGs as well as communities.
- Eight Community Mobilizers (CMs) will work with the PL to design and conduct annual awareness campaigns on education and gender within the communities in the Dadaab area as well as identify challenges and concerns communities have regarding implementation. Information from these activities will be communicated from the PL to the Project Manager (PM) (based at YU), who in turn will inform the Executive Committee (EC) and the Advisory/Capacity-building Committee (A/CBC) through the monthly progress reports.
- The PL will also be in regular (biweekly contact) with local government officials and relevant I/NGOs. She/he will report back to the PM on a daily basis.
- The community mobilizers and/or one representative from each CG will participate in the annual progress workshops organized in Nairobi to bring their perspective on how the project is meeting the needs of their own communities and the extent of community participation in forthcoming activities.
- Thus, through these lines of communication, the Local Community of the Dadaab camps and town will be able to communicate to the PL → PM → and from there to the Executive Committee and A/CBC regularly for input into the planning of the diploma and degree programs and for monitoring the concerns of the local Dadaab camps and town populations.

11.4 COORDINATION AND HARMONIZATION

Describe how the project does not duplicate, and benefits from synergies with, the activities of other development actors (e.g., donors, NGOs, educational and research institutions, local governments, private sector and civil society organizations) active in the country. Highlight any



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formal organizational structures or processes that facilitate ongoing coordination with other local development actors and/or harmonized support (e.g., common arrangements for funding, reporting or evaluation).

Provide a maximum of 400 words

CIDA's programs pertaining to refugee education tend to be part of larger projects with broader foci than education. There are a few higher education and refugees initiatives funded by CIDA regionally. A program for refugee returnees in Sudan provides funding to WUSC for skills and vocational training. In Mozambique, an education project has a limited focus on higher education (but not for refugees). In keeping with the goal to improve primary education in Kenya, CIDA has financed several projects focusing on public expenditures in education, children with disabilities and free public schools. In terms of education and refugees in Kenya, current CIDA assistance to support the GOK in coping with the massive intractable movement of refugees from Somalia and elsewhere to Kenya is delivered primarily through its Humanitarian Assistance Program to organizations such as OXFAM and UNHCR.

While meeting the basic humanitarian needs of the new refugees is essential, Kenya also struggles with long-term refugees that have remained in camps in Dadaab for almost twenty years now, who hope to resettle in their countries of origin, or in a third country in the future. Our focus is on these coming-of-age youth in Dadaab who have little recourse to educational assistance, save for scholarships to a select few. There is considerable risk that these youth may be attracted to risky ventures, thus endangering the fragile stability of Kenya that is making serious efforts to recover from the 2007 internal conflict. There is almost no higher education for refugees inside the camps except for some vocational training offered by the NRC and some university preparation courses offered by WUSC/WTK, and a proposed UBC teacher training program.

Our project provides a unified program with the concrete outcomes of a stackable education that allows students to obtain a certificate/ diploma to teach primary or secondary school and a BSc, BA or BEd. This permits students to teach in the camps and elsewhere if authorized. In keeping with CIDA's goal for an improved primary education service delivery in Kenya, we focus on the provision of diploma level courses to uncertified primary school teachers, but we extend this benefit to uncertified secondary school teachers in refugee camps in Dadaab and locally, thereby contributing to a continued rise in quality education in the next level of learning/teaching, and expanding youths' capabilities to (re)settle or integrate successfully in the region or elsewhere.

SECTION 12: FINANCIAL INFORMATION

12.1 BUDGET TABLES

Complete the tables created from the [Budget Table templates](#) and upload them with your submission on [Partners@CIDA](#) (see Section 11 and Annex 1 of the Guidelines for information on creating Budget Tables). The approved budget should be the best possible estimate of the total costs that the university will incur to execute the project and the sources of financing required for its execution.

Budget Table Summary	Value (\$)	% of Total Project Costs
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a) CIDA's total contribution to the project, including up to 12% of CIDA's share of direct project costs as overhead (total contribution must equal 75% or less of total project costs)	\$	%
b) University's total contribution to the project, including up to 12% of the university's share of direct project costs as overhead. Overhead rate must match rate requested from CIDA. (total contribution must equal 25% or more of total project costs)	\$	%
c) Total project costs (a+b)	\$	100%

12.2 COST-SHARING

12.2.1 Cash Contributions

If your university intends to make a cash contribution to the project, describe how it will generate the funds it proposes to raise for its contribution. This is particularly important if your university's financial statements do not show that you have historically raised comparable amounts of funds in the past.

Provide a maximum of 300 words

12.2.2 In-kind Contributions

If your university will make an in-kind contribution to the project, describe how it plans to generate these contributions for the project and their types (e.g., services, materials, volunteer labour).

Provide a maximum of 300 words

Indicate the dollar value of each type of in-kind contribution to be made during each year of the project. A Canadian volunteer is a person who will contribute to the project without being paid for it. An applicant university may include students and post-doctoral fellows (if they are not receiving academic credit for their involvement) as an in-kind contribution, using [Treasury Board rates of pay for students](#) as the basis for valuation.

In-kind Contributions	Year 1	Year 2	Year 3	Year 4	Year 5
Donated services (number of days x estimated \$ value/day)	\$	\$	\$	\$	\$
Time of Canadian volunteers (number of days x estimated \$ value/day)	\$	\$	\$	\$	\$



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Time of students (number of days x TB rate of pay for students/day) ¹	\$	\$	\$	\$	\$
New equipment and facilities (units x estimated value in \$)	\$	\$	\$	\$	\$

SECTION 13: MANDATORY DOCUMENTATION

13.1 DOCUMENTS TO BE UPLOADED TO Partners@CIDA

Please ensure that you have read Section 13 of the Guidelines, supplied all required documents and checked every box (if a required document cannot be provided, please upload a justification in place of the required document). In the case of a coalition, only the lead university should upload the required documentation and the Application Form.

¹ Treasury Board hourly pay rates for post-secondary students, effective January 1, 2011 (*):

Academic Levels	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
College / CEGEP Pre- University	\$11.72	\$12.41	\$13.16	\$13.96	\$14.82	\$15.69		
University Undergraduate	\$12.21	\$13.08	\$13.98	\$14.95	\$15.99	\$17.14	\$18.31	\$19.62
Master's	\$17.14	\$18.49	\$19.98	\$21.56				
Doctorate	\$19.79	\$21.57	\$23.52					

(*) The rates of pay are designed to provide managers with a certain amount of flexibility, which means that managers can pay the students at any step above the minimum rate, under the following circumstances: (1) when the students are re-employed (as defined by the Public Service Commission for the purpose of recruitment and referral of students); (2) when the students have relevant previous work experience; (3) when the students have completed more than one (1) year of study in their present academic program; (4) when there is a shortage of students in the field of study required; (5) when the students are undergoing a second college or university undergraduate degree; and (6) when a university degree or year of study is required as a prerequisite for another program, such as a bachelor of law, education, medicine, pharmacy or veterinary sciences program.



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13.1.1 Mandatory Organization Document

- University's provincial government charter

13.1.2 Mandatory Proposal Documents

- [Right to Set-Off Declaration Form](#)
- [Anti-Corruption Declaration Form](#)
- Joint Application Annex (complete if submitting as lead of a coalition, as per Section 1.10 in the Application Form and Guidelines)
- Critical Path (refers to Section 6.5 in the Application Form and Guidelines)
- A Letter of Support from the university's (or lead university in the case of a coalition) International Liaison Office (ILO) or equivalent body for coordinating international development activities (refers to Section 10.1.1 in the Application Form and Guidelines)
- [Local Partners Information Form](#) (refers to Section 10.2 in the Application Form and Guidelines)
- Cooperation Document (e.g., MOU, letter of intent) (refers to Section 11.1 in the Application Form and Guidelines)
- [Budget Tables](#) (refers to Section 12.1 in the Guidelines and the Application Form)
- [Interim Haiti Recovery Commission \(IHRC\) New Project Concept Note](#) (complete if your project is in Haiti or has a component in Haiti) – N/A

List of Additional Appendices:

- Appendix A List of Acronyms
- Appendix B Diagram First Cohort of Students
- Appendix C Overall Program Structure
- Appendix D List of Borderless Higher Education for Refugees (BHER Network Members)
- Appendix E Governance and Management Structure Organizational Chart