

**Borderless Higher Education for Refugees (BHER)
The Provision of Higher Education for Refugees in the Dadaab Camps, Kenya**

**Speke Conference Centre, Kampala, Uganda
June 30 – July 2, 2011**

WORKSHOP REPORT

Prepared by Danielle Bishop and Rebecca Houwer

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This Workshop Report was compiled by Workshop Rapporteurs: Danielle Bishop and Rebecca Houwer and reviewed by the Organizing Committee and Workshop participants. Their assistance is greatly appreciated.

**The Provision of Higher Education for Refugees, Dadaab Camps, Kenya
Speke Conference Centre, Kampala, Uganda, June 30 – July 2, 2011**

WORKSHOP REPORT

I. Workshop Background and Overview

In April 2010, the Centre for Refugee Studies at York University hosted a workshop entitled “Borderless Education: The Provision of Higher Degree Programs to Long-term Refugees” funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) and York University. It brought together interdisciplinary and international researchers, academics, graduate students, and practitioners, who were all committed to issues of higher education for refugees. This workshop became the catalyst for activity and collective action around this important issue.

In the spring of 2011, this initiative was awarded a Partnership Development Grant from SSHRC and a MasterCard Foundation (MCF) grant. A second workshop, “Borderless Education for Refugees: The Provision of Higher Education for Refugees, Dadaab Camps, Kenya” was held June 30- July 2nd, 2011, in Kampala, Uganda to coincide with the conference: the International Association for Studies in Forced Migration (IASFM) and because of its proximity to our Kenyan partners. This meeting focused specifically on developing a partnership and a research plan that will result in improved access to higher education for refugees in the Dadaab camps and citizens of the host country who live in the region. This international Workshop brought together 23 interdisciplinary researchers, academics, graduate students, and practitioners who recognize that education is not only a right but that it supports the production of the higher-order capacity necessary for promoting peace, security and development in sites of historical and current geo-political and cultural conflict. The partnership-in-development currently includes York University (YU), Kenyatta University (KU), the University of Alberta (UA), University of Prince Edward Island (UPEI), Windle Trust Kenya (WTK), the World University Service of Canada (WUSC), the African Virtual University (AVU), the Refugee Education Trust (RET), the UNHCR (Dadaab, Kenya), International Rescue Committee (IRC), Inter-Agency Network for Education in Emergencies (INEE), and the Ministry of Education (Kenya).

The overall goal of this project is to design on-line/on-site higher education courses and degree programs for refugees in the Dadaab refugee camps, as well as for Kenyan students in the remote Dadaab area. These programs will be built on a foundation of collaborative research, including participatory action research (PAR). The project membership, which will include Dadaab refugees, will collaboratively determine the partnership’s administrative organization and attendant responsibilities, communication protocols, research priorities and questions, research methods, research analysis procedures, dissemination of findings, and prioritize strategically actionable outcomes. This project aims to contribute to the development of a new approach to international humanitarianism that will address educational concerns of displaced populations specifically related to higher education as a form of capacity building. Through the mobilization of a North-South multi-stakeholder network and based on the outcome of the feasibility study, which will aim to understand the consequences of protracted refugee situations in the Dadaab camps in relation to limited educational opportunities currently offered, we aim to achieve the following objectives: 1) to analyze the needs, openings

and obstacles to delivering portable skills to refugees who are not 'at home' and determine the best way of providing higher education for refugees and other remotely located Dadaab Kenyan students based on the contextual needs of these youth; (2) to explore models that support the participation of refugee and other remotely located populations in higher education.

The goal of this Workshop was to specify, define and commit to the various components of the project. Workshop partners generated a plan that details what we expect to accomplish in order to achieve success.

II. Summary of Workshop Activities

The workshop took place over three days at the Speke Conference Centre, Kampala, Uganda. Wenona Giles, the Principle Investigator of the BHER project, welcomed participants. Giles provided a brief history and overview of the project, including the goals of the SSHRCC partnership development project, on the one hand, and the MCF funded feasibility study on the other, and the ways that they are interrelated. She invited colleagues and partners to consider contributions to thematic areas and responsibilities to which their respective institutions can commit and a governance framework.

The first two days of the workshop established the context, importance, challenges and strategic opportunities for the partnership-in-development. Presentations located the project's aims within the socio-cultural and geo-political context of the Somali-Kenyan border, provided background on current provision of primary, secondary, and higher education to eligible refugees and Dadaab town students, introduced participants to the programs and degrees offered by project partners, Kenyatta University, Windle Trust Kenya, the African Virtual University, World University Service Canada, and the Refugee Educational Trust, and reported on emergent findings from focus group interviews with former incentive teachers in the Dadaab camps who were sponsored through WUSC's Student Refugee Program. Given the socio-cultural and geopolitical educational context and the availability of partner resources, workshop participants considered and discussed at length potential programs, resulting from the strategic coordination of partner experience, assets, and resources, that would increase access to higher education for local residents from the Dadaab town and refugee students living in the Dadaab camps. The program envisioned may also provide teaching and learning opportunities through North-South student and university professor exchanges.

In order to ensure that the program's design is ultimately beneficial to underserved communities and is sustainable, professors from Kenyatta University and York University co-presented on the need for determining appropriate research methodologies to inform the feasibility study for the partnership. Experts from the University of Prince Edward Island and Kenyatta University facilitated a session on the imperative that any curricula developed must take into account the special needs of teaching and learning in a refugee and/or rural Kenyan context. The curriculum offered should be culturally inclusive and deliverable within a context of limited resources. The first two days concluded with the formation of three subcommittees that correspond to agreed upon phases of the potential programs. Partners reiterated their commitment to the development of this partnership as well as their appreciation of the importance of involving the local Dadaab Kenyan and refugee communities in the feasibility study and curriculum and program design.

On the morning of the third day, workshop participants had the option of attending one of two concurrent sessions. Don Dippo chaired a meeting that discussed organizational and institutional approvals and arrangements that would be required to move forward on each of the phases outlined during the two prior days. Aida Orgocka and Marangu Njogu co-facilitated a meeting with the intention of preparing the partnership to develop further opportunities for future funding.

III. Schedule of Workshop Participants and their Topics of Presentation

Day 1—THURSDAY, JUNE 30TH, 2011

Session I

Welcome, Background of BHER and Introductions

Wenona Giles (York University & Chair of Workshop Organizing Committee)

Session II

An Introduction to Education in Dadaab

Chair: Sarah Dryden-Peterson (University of Toronto, OISE)

Presentations:

- *Border Crossings*
 - (Jennifer Hyndman—York University)
- *Background to Education in Dadaab*
 - (Marangu Njogu —Windle Trust Kenya; Josephine Gitome & Irene Njogu— Kenyatta University)
- *Current Status and Prospects of Kenyatta University*
 - (Stephen Njoka Nyaga & Sammy Tumuti – Kenyatta University)
- *Learning and Teaching in Dadaab*
 - (Negin Dahya—York University)
- Discussion
 - (Guided by the Chair Sarah Dryden-Peterson)

Session III

Potential Programs

Co-chairs: Don Dippo & Negin Dahya (York University)

Presentations:

- *Bridging iDiploma in Education*
 - (Tim Goddard—University of Prince Edward Island)
- *Secondary School Additional Qualifications and Ordinary iBA/iBSc Degree*
 - (Catherine Wangeci—African Virtual University)
- *Discussion*
 - (Guided by the Co-chairs Don Dippo & Negin Dahya)

Day 2—FRIDAY, JULY 1, 2011

Session IV

Curricular Collaborations

Co-chairs: Don Dippo & Negin Dahya (York University)

- *Phase 1: English for Academic Purposes and ICT training*
- *Phase 2: Diploma (or “Certificate of Completion”) in Education (Generalist--30 credits)*
- *Phase 3 and 4: Secondary School Additional Qualifications (specialist) and BA/BSc Degree (60 – 90 upper-level university credited courses)*
- *Discussion*
 - (Guided by the Co-chairs Don Dippo & Negin Dahya)

Session V

Participatory Action Research in the Dadaab Camps

Co-Chair: Wenona Giles (York University)

- *Participatory Action Research*
 - (Sarah-Dryden Peterson— University of Toronto, OISE)
- *Discussion*

Co-Chairs: Joseph Mensah (York University) & Stephen Njoka Nyaga (Kenya University)

- *Contextual Research*
- *Discussion*

Co-Chairs: Tim Goddard (University of Prince Edward Island) & Irene Njogu (Kenya University)

- *Pedagogical Research - Curriculum Design/Development*
- *Discussion*

Next Steps and Closing

Co-chairs: Josephine Gitome (Kenya University) & Wenona Giles (York University)

Day 3—SATURDAY, JULY 2, 2011

Session VI

Organizational/Institutional Approvals & Arrangements

Chair/Facilitator: Don Dippo (York University)

- *Non-degree diplomas, certificates*
- *Degree credit courses*
- *Diplomas and degrees*
- *Admissions, tuition, degree credit*
- *Conferring degrees*
- *Memorandums of Understanding (MOUs)*
- *Joint degree programs*

The Development of Funding Initiatives

Co-chairs/facilitators: Marangu Njogu (Windle Trust Kenya) & Aida Orgocka (York University)

IV. Summary of Daily Proceedings

Day 1: Background on the BHER Project, Introduction to Education in Dadaab Camps, and Potential Programs of the BHER Partnerships

Session I

Background on the BHER Project

Wenona Giles provided a brief history and overview of the project, including the goals of the SSHRCC partnership development project, on the one hand, and the MCF funded feasibility study on the other and the ways that they are interrelated. **There is one partnership development project that will span two phases of the project: the first phase is the Feasibility Study Phase funded by MCF; the second phase is the Pilot Project phase for which existing funding will set the ground-work, but new funding will be sought for long-term implementation of the project.** The goal and objectives of the Partnership Development intertwine with those of the Feasibility Study and Pilot Project: the overall *goal* of the entire project is then to study access to and impacts of education for long-term refugees in the Dadaab camps through on-line/on-site courses and degree programs; the *objectives* are (i) to analyze the needs, openings and obstacles to delivering portable skills to refugees who are not 'at home' and to determine the best way of providing higher education for refugees based on the contextual needs of refugee youth; and, (ii) to explore models that support the participation of refugee populations in higher education and to implement programs that will directly benefit students involved. A research approach called Participatory Action Research (PAR) will serve as the underlying methodological approach to our work.

Giles explained that we are now committed to and commencing the two intertwined phases of the project. The first phase of the project is referred to as the **Feasibility Study**. The purpose of the Feasibility Study is to assess the current strengths, weaknesses, opportunities, and challenges of accessing higher education in the Dadaab region and to examine the existing provision of primary and secondary education in order to inform the design of a contextually relevant teacher-training and degree programs. The *objective* of the Feasibility Study is to assess the needs of the communities involved and to propose a sustainable, indigenous model upon which the provision of a bridging program and on-line/web-based and in-person university courses in the social and natural sciences, health, and business will be delivered. The *outputs* at the end of the 12 month Feasibility Study (phase one) are a report that will provide direction for the 5-6 year Pilot Project (phase two) - this report will include the actual design and format of a degree program, a video that documents the process of the Feasibility Study that will be used for knowledge mobilization/promotional purposes, a website that will provide information for Canadian, Kenyan and international audiences on the project and will support the work of the international partners and participants. The design and implementation of a 30-60 credit teacher-training certificate leading to a 90-120 credit degree program is referred to as the **Pilot Project**. The aim of the Pilot Project is to benefit both Dadaab local resident and

refugee populations. The Partnership Development will sustain and support the Feasibility Study and lead us into the Pilot Project phase with contextual and pedagogically-based research and by establishing a strong partnership between the institutions involved in the project.

Giles also reminded the Workshop participants that in our SSHRCC grant application, we agreed to a governance structure that includes a Management Committee with one member from each partner institution, one (rotating) representative from each thematic group and two representatives from the Dadaab refugee camps; and an Executive Committee with representatives from the Principal Investigator's institution.

Session II

Introduction to Education in Dadaab Camps

The Geo-politics of Education in the Dadaab Refugee Camps

Higher education is a “gateway” that will open possibilities beyond long term refugee situations, as Marangu Njogu reminded the Workshop participants. It is also a development tool and a human right. Sarah Dryden-Peterson referred to the situated disparity in access to education across Africa as one that clearly indicates a need for the mobilization of concerted and global efforts to achieve the celebrated Education for All (EFA) targets and the Millennium Development Goals (MDGs) by 2015. Generally, enrollment rates in Africa represent a ‘lopsided’ continuum: rates for primary education are high, while those for post-secondary are low. In refugee contexts and conflict-affected states, the secondary school rates are especially poor and reflect broader issues of access and mobility, circumscribed by determinants such as age, nationality, socio-economic status, ethnicity, gender, ability, etc. In the Dadaab camps specifically, only 12% of eligible students have access to secondary education.

Critical engagement with the historical antecedents and the reality of organizational and spatially-specific power-relations when considering borderless higher education in refugee contexts served to bring the project into a broader framework, both theoretically and pragmatically. Four considerations were of significant import. **First**, participants had to struggle with the degree to which the project and the participants are necessarily embedded within historically-contingent, yet emergent contextual concerns surrounding the implementation of higher education in a conflict zone (e.g. language barriers, sustainability, lack of sufficient resources/infrastructure, limited access to rights and unequal gender-relations). **Second**, less overt and perhaps more importantly, participants had to effectively acknowledge the ways in which education is itself a culturally infused and ideologically bounded political terrain. This consideration gives credence to two needs: (i) to move forward with a contextually relevant curriculum (e.g. social, psychological, economic, cultural, and geo-political issues of concern to all project partners.), and (ii) employ a model that is portable yet grounded in and informed by locally identified needs and desires. **Third**, positioning the project in relation to a broader international structure of humanitarian governance situates the project in the landscape of Dadaab itself; Dadaab was described by Hyndman as a ‘state within a state’ embedded in a contested politics of space, nationhood and mobility. It embodies historically-specific configurations of geo-politics, as well as cultural and economic relations, which simultaneously offer humanitarian aid and basic human rights to over 370,000 persons while at the same time continuing to reproduce disparities in access to education. **Fourth**, the tenet that geographies

of inequitable access to education mirror geographies of inequitable mobility caused much reflection on the linkages between who gets to move, who is provided education, and why. Though the complexities of such relationships appear to be deterrents to implementation, participants readily agreed that increasing the quality of and access to education (with a particular view to gender equality) will also serve to increase mobility. Indeed, BHER may be an empowerment tool that can make temporary status more palatable for those local and global community members who would like to relegate refugees to their 'regions of origin'. Reconfigured as an opportunity for growth, development and access to human rights, the BHER project could possibly act as polemic counter to the power-relations that shape "permanent temporariness" which imprison some refugees indefinitely and circumscribe both access and mobility for most.

The management structures and geo-political landscape in which the project of borderless higher education will unfold is complex and not easily reconcilable with a mandate grounded in a simple "helping imperative." How can the BHER project avoid further exacerbation of exploitative situations? One position was that the provision of higher education, vis-à-vis international partners and participatory action research, will provide a portable skill set, giving way to increased mobility and thereby posing a challenge to the provision of 'don't die survival' aid and 'protection' in the area, the latter which Hyndman argues is a euphemism for containing the 'refugee problem' and "an issue that needs to be addressed squarely by the BHER project."

There is much to build on in Dadaab, as pointed out by Marangu Njogu, Josephine Gitome, and Irene Njogu. Refugee families and teachers began setting up informal classes in 1991, some of which were supported by the UNHCR and CARE by 1993. The first certificate of primary education was awarded in 1998. Currently, there are six high schools located throughout the three Dadaab camps and these are supported by the UNHCR, CARE and Windle Trust. As pointed out by the presenters, the logistical determinants to access are exacerbated by basic psycho-social and other issues that hinder development and access, such as war trauma (manifest as idleness, violence and the uptake of precarious/dangerous forms of employment in the camps), safety and environmental circumstances. Based on recent interviews conducted by Dahya with former Dadaab students (now WUSC students in Canada), high school education in the Dadaab camps was described as largely self-motivated, and frequently characterized by a lack of family support, and resources in the form of space, electricity, staff, and books; as well, information communication technology (ICT) and language requirements [both English and Swahili] were a barrier for some. These students highlighted several important concerns: i) the de-motivating and unethical disparity in wages between "incentive" refugee teachers and Kenyan teachers (i.e. incentive teachers on average, are paid ten times less); ii) pedagogical deficiencies, including in lesson planning, basic curriculum and teaching skills; iii) the gender relations of access to education, including the lower grade requirement for young women to access university scholarships and the far too common replacement of education for young women/girls with early marriage.

Education as a Continuum

The workshop participants began strategizing the project by situating refugee education within a global access to education (primary v. secondary) framework, thus viewing higher education in a refugee context as part of a *continuum*. Higher education was therefore understood by the participants as neither separate from, nor any less important than, primary and secondary education. Moreover, framed as a human right, higher education is not merely part of aid or assistance, but rather a tool that must be resolutely rooted within a matrix of development and social equalization. This resolve holds particular weight in the context of protracted situations. At present, the provision of higher education in refugee contexts is managed and implemented in ways which function to reinforce social disparity between the very few who are able to access it and the majority who cannot. There are also concerns and debate around the tensions between the refugee and host communities – the benefit must go both ways. Significant local poverty exists and affordability is obviously an issue for all. Inequitable access is endemic to the area.

Reiterating a broad theme emphasized at the first workshop in April 2010, participants engaged in a discussion of how power structures affect the development, implementation, funding for and effects of educational programs for refugees; any strategy toward the provision of education must be bottom-up, coinciding with the lived experiences and responsibilities of the refugees within the camp. At the same time, to be truly effective, compelling, innovative and participatory, the BHER project must aim to mitigate already exploitative systems and situations.

Program Delivery and Logistical Concerns

The overview of the logistics of Kenyatta University's Open, Distance and E-learning (ODEL) program, presented by Stephen Njoka Nyaga and Sammy Tumuti provided the Workshop participants a forward-looking view to potential service provision and operationalization of the project. ICT based learning affords refugees opportunities for education. The difficulties with e-learning in any context are many, such as computer literacy, ICT knowledge and skills. In a refugee camp, students would also contend with Internet connectivity, the quality of computers, computer literacy, etc. Participants agreed that there would need to be a strong capacity building component alongside implementation.

Kenyatta University outlined potential programs that are now ready to be offered in the Dadaab area (through ODEL): Bachelor of Arts, Science, Commerce, Nursing, Environmental Studies, Childhood Education, and Political Science. There are also short courses on capacity development (such as Basic English Skills), Bridging, Social Work and Community Development, Informational Technology and Conflict Management and Resolution. These courses/programs will be reviewed for delivery and for their complementarity with the contributions of other academic institutions that are involved in the BHER project.

An ODEL Kenyatta University campus in Dadaab could certainly enhance access to education for local Kenyans and it could also cater to the large population of refugees, depending on i) the openness and flexibility of Kenyatta University to refugee student populations and ii) the BHER partnership possibilities. Participants explored the benefits of such a communal space and its potential to foster growth and expand future possibilities.

The logistical concerns of implementation are many but the identified need for education is even more substantial. As described by Njoka Nyaga, the provision of education in the area is inadequate; the secondary schools are few and only 35% of candidates eligible for secondary education are able to gain access. Further exacerbating this challenging situation, unqualified teachers (most who have only high school education) contribute approximately 50% of the total teaching staff in the camp. The refugee community has a great thirst for education and has also set up private and informal schools to bridge the gap. The only higher education institution in the camps is sponsored by the Norwegian Refugee Council and offers vocational training. Currently, those refugees who are able to secure a position in a Kenyan university must pay foreign student fees, which are out of reach of most refugee students. Windle Trust (Kenya) offers 60 scholarships for students willing to pursue university in Kenyan universities and 50 scholarships for students per year for those who will study in universities outside of Kenya.

Participants identified the following as essential considerations during the processes of implementation and the search for funding: classrooms and office space, modules and methods of delivery, computers and accessories, and internet connection [installation in Dadaab ranges from USD\$13,000 depending on capacity], a library facility, transportation considerations, safety and security of students, appropriate accommodations for girls/women, as well as a revised fee/scholarship structure for students. One proposal was for refugee students to be charged Kenyan rates. On a personnel level, administration, faculty staff and resident coordinators need to be considered. The aim is for the degree, certificate and diploma programs to be self-sustaining.

In Conclusion to Session II

A general consensus emerged among the Workshop participants to suggest that education in protracted refugee situations such as the Dadaab camps can be a transformational experience for individuals and a reconstructive force. However, given the humanitarian governance structure and tendency toward top-down management, the move toward implementing higher education in a protracted refugee context is a difficult task that requires considerable thought and strategizing. Participants agreed that the broader purpose of the project is not simply to import an opportunity for higher education in a protracted refugee complex. The BHER project mandate should:

- include a perception of 'primary to higher education as a continuum' leading to higher education, vocational training and ultimately a higher quality of living
- work towards an increase in the quality of primary and secondary education as part of the 'primary to higher education as a continuum' in part as a result of the better trained teachers through the BHER program
- include both refugees and local nationals in the development of higher education
- work towards equilibrium in the present situation of uneven enrollment rates and gender-inequality
- regard higher education as an international portable skill-set (i.e. a higher education degree, diploma, certificate as an international 'passport')

- lay a foundation for a curriculum that is transferable, sustainable and durable, with a view toward peace and self-governance
- work to ensure sustainability

Session III

Potential Programs

Heeding the above mentioned barriers and the need to concretize issues, frame answers and develop the programmatic structure, participants moved forward to critically assess the tension between localizing programs and doing it in a way that is fundable and credible. As emphasized by Dippo, BHER “cannot be a ‘parachuted-in’ project, it has to be localized, interesting and accessible.” With particular focus on English Language for Academic Purposes, the participants agreed that English language training must be a core part of the education continuum and is an integral component in the effort to equalize the inequalities across the educational continuum. The reason for this focus is two-fold: 1) a significant portion of the refugee community in Dadaab camps did not necessarily learn English or study in English in their country of origin; however, the Kenyan national curriculum is facilitated in English and it is the Kenyan curriculum that is taught in the camps; as a result, English language skills can be a major barrier to success in schools; 2) English is the language of instruction in the partnering universities offering the certificate and degree programs and is necessary for students to succeed in the tertiary degree programs.

Dippo introduced the notion of “stackability” (see Graph 1.4 in Appendix A). Stackability is the idea that a student ought to be able to earn credits that will lead to a certificate or diploma at each level (each level = 5 full courses or the equivalent). For example, 30 credits awards a first diploma to teach at the primary level; a second 30 credits will earn the student a second diploma to teach at the secondary school level; and the final 30 or 60 credits will earn a university degree with a specialization in a specific disciplinary area. It is important to note that the aim is that the teacher certificates/ diplomas are also stand-alone programs.

Questions emerged regarding who would benefit from the program (this was discussed in more depth on Day 2, below) Who can participate in the stackability program? Are these programs accredited? Participants engaged in a discussion regarding what may be offered to local residents of the town of Dadaab, refugees, and university students from the global South and North with the design being both on-line and onsite. Who will be the partnering or accredited institutions involved?

Offering or negotiating a joint program with perhaps divergent needs is challenging. However, emphasis was positively placed on the recognition that a large group of very committed university professors in Kenya and Canada want to work together. Participants stressed the need to avoid duplication of services or encroachment on another organization’s mandate/funding pool. The curriculum and content development process should work to bring together all partners and agree on core components.

Participants outlined the programmatic structure in terms of impacts (see Graphs 1.2 and 1.3 in Appendix A). In the short term, bringing up the skill levels of high school students will have significant impacts, with immediate and direct effects on students and curriculum in primary and high schools. The medium term impact assumes that graduates will have greater chances at resettlement and/or the ability to proceed towards specialized or graduate degree

programs. While the long-term impact is difficult to predict, the hope is for improvement in teaching and access to education in the Dadaab region, as well as greater opportunities for resettlement, implying a link between education and an increase in mobility. An ultimate goal is affording refugees a greater likelihood of repatriation and a rise in the quality of education in host and home countries.

This strategy of stackability provides structure to the impacts or intended goals of the project but the implementation strategy did not escape debate. Within this framework participants asserted the importance of inclusion of a functional mainstreaming of gender (by way of providing scholarships for women, gender-responsive content, etc.) as well as the need for intervention in terms of pedagogy. Questions emerged about the feasibility and target population for the program. One suggestion was to begin with incentive teachers, who are considered to be passionate about education and already invested in and committed to the refugee community. Though participants viewed targeting incentive teachers as potentially transformative for the quality of education in the camp, Aida Orgocka also pointed out that targeting only incentive teachers may narrow the funders we may approach. The time of year when teachers may take these short courses is also an issue of concern. One solution was to offer courses during holidays (when they are not teaching) so as not to interfere with the school year. Should the program be full-time or part-time? Does offering the program part-time extend the funding window twofold? One participant suggested an integrated model so that short-term courses cause little disruption to the existing system. But, what employment opportunities exist for the newly-certified teachers? However, as Dryden-Peterson poignantly noted, we should consider the added value of this particular group/program and work from there.

Day 2: Curricular Collaborations, Participatory Action Research in the Dadaab Camps, and Next Steps

Session IV

Curricular Collaborations

Despite current global funding mandates that privilege “don’t die survival” over sustainable interventions such as education, workshop participants agree that education has direct short, medium, and long-term impacts on both individual lives and the broader socio-political context that contributes to present instability and precarity (see Graphs 1.2 and 1.3 in Appendix A). Participants reconvened on Day 2 with a renewed commitment to coordinate and mobilize our collective present and potential resources. Building on Dippo’s assertion that “the answer is in the room”, workshop participants returned to the previous day’s presentation and discussion of potential programs. The proposed model was as follows:

Graph 1.1

Phase 1	Bridging program	<ul style="list-style-type: none">• English Language for Academic Purposes• ICT
Phase 2	Diploma (or “certificate of completion”) 30 credits	<ul style="list-style-type: none">• Education generalist (primary school)
Phase 3 Phase 4	Diploma 60 – 90 upper-level University credited courses	<ul style="list-style-type: none">• Education specialized (secondary school specialization)• BA/BSc Degree

Each of the organizations participating in the workshop has experience developing and delivering at least one aspect of the proposed program. For example, all organizations involved currently provide bridging programs focused on improving the English language skills of both fourth form graduates and local adults. Similarly, each organization has experience administering and delivering ICT training. The African Virtual University, Kenyatta University, York University, and the University of Prince Edward Island all provide Teacher certification programs as well as Bachelor of Science and Arts degrees.

The proposed program holds much potential but it is not without challenges. The need for and value of access to higher education in the Dadaab town and camps is indeed great. Workshop participants recognize that high school graduates and incentive teachers desire an opportunity to further their education. Moreover, the local MP (and Deputy Speaker of Parliament) is deeply invested in the provision of higher education to his constituents, the Dadaab town residents. Given the sense of urgency and the demand for the proposed program, it is important that the partnership be intentional and considerate of the multiple and sometimes competing imperatives in order to ensure long-term, sustainable, and beneficial outcomes.

Access for whom?

The presently funded project is intended to develop a partnership that can coordinate the delivery of a program that will improve access to, and overall quality of, education for both Dadaab residents and refugees. Workshop participants struggled with the tension between wanting to make this project open to everyone (i.e. the politics of access) and the necessity to focus our initial efforts given the limited scope of the funding. Though partners recognize the significant need for improving access to education for everyone in the region, the decision was made to make the program initially available to incentive teachers with the explicit hope of increasing access to the program for students who qualify for the program but do not work as teachers later on.¹ The decision to initially run the Pilot Project primarily with refugee incentive teachers and local teachers in the Dadaab communities is based on the Partnership’s plan to create a pipeline of benefit to the community by way of improved teacher-training immediately (and concurrently) benefiting students at both the primary and secondary levels, as the

¹ Participants discussed the potential (long-term) of establishing a consortium of all organizations invested in providing higher education in Dadaab. From workshop participants’ experience, funding agencies look favorably upon consortiums.

teachers would continue working while studying part-time. Higher education cannot be seen in isolation from the rest of the school system or community. Therefore, we anticipate that a strategic investment in the education of incentive and Dadaab resident teachers will produce broader effects aligned with the project's current goals.

Bridging Programs – Phase 1 (0 credits, but compulsory for entrance to Phase 2)

The first phase of the proposed program ensures that students are prepared with the tools to succeed in higher education. Focus group and practitioner data identify the need for “bridging” programs in both English for Academic Purposes and ICT training; competency in both domains are prerequisites for admission to both the proposed generalist education diploma and the higher-level specialist BA and/or BSc degrees. English language competency is required for admission to both Kenyatta University and York University. Furthermore, English language competency will also serve as an asset in terms of diploma portability and international recognition of earned credits. The proposed model will rely heavily on ICT for program delivery during all phases, therefore ICT proficiency is essential. Because of their experience delivering English language Bridging Programs within the Dadaab context, the partnership looks specifically to Windle Trust and WUSC for expertise and advice. Both the African Virtual University and Kenyatta University understand the ICT infrastructure requirements and specific curriculum content that is suited to the development and delivery of ICT classes. They will collaborate to provide leadership on this dimension of the project's development.

Education Diploma (Generalized) – Phase 2 (30 credits)

After the successful completion of the bridging programs, candidates will apply for admission (criteria TBD) to Phase 2, a 30-credit diploma (or “certificate of completion”) in education. This phase will provide the foundation required for general teacher education qualification. The program that is offered must qualify graduates to teach at the primary level both in Kenya and internationally. The program will be customized to complement the school schedule. Incentive and resident teachers who demonstrate the requisite skills for admission to Phase 2 will continue teaching full-time but take intensive and fully credited courses during school holidays. The curriculum will draw on existing courses currently offered by the AVU, Kenyatta University, and York University. Both AVU and Kenyatta University provided an overview of courses they identified as potentially relevant to the delivery of this phase. Not only do these institutions have courses, frameworks, and expertise in delivering online and mixed-mode programs, but Kenyatta University is in the process of setting up and equipping an Open, Distance, and E-learning (ODEL) campus in the town of Dadaab. These institutions have experience negotiating the logistics of developing, transferring, and delivering curriculum content through an ICT platform. Moreover, they are interested in diversifying the programs they offer and increasing access to higher education in underserved regions.

**Education Diploma (Specialized) – Phase 3 (additional 30 credits)
and
BA/BSc Degree– Phase 4 (additional 30-60 credits – TBD)**

Phases 3 and 4 of the proposed program will be comprised of 60-90 upper-level university courses. Like Phase 2, completion of Phase 3 will qualify graduates to teach at the secondary school level both in Kenya and abroad. Completion of Phase 4 will result in an internationally recognized Bachelor's degree. The intention is to design multiple and flexible paths to a portable, four-year accredited degree. The partnership needs to review and coordinate existing institutional requirements in order to ensure that the programs offered open as many doors for the students as possible.

Many aspects of the program's content and delivery still require consideration. The program offered will have to satisfy the needs of both refugee and resident students. Given the real time and resource constraints on the potential students' daily lives, the partners will need to think practically about additional supports that may be required. Partners agree that this program must be designed in a way that serves both the students' present and future needs. We must ultimately ensure that the program expands, rather than limits, students' immediate and future livelihood prospects as well as their opportunities to actively participate in society regardless of physical location (camp, repatriation, resettlement, local integration, rural context).

The next session of the Workshop addresses how the BHER Partnership will undertake a program of research in order to address and clarify these aforementioned emergent concerns, questions and program development.

Session V

Participatory Action Research in the Dadaab Camps (Contextual Research; Pedagogical Research – Curriculum Design/Development)

Contextual Research

Participatory action and contextual research will inform the BHER's Feasibility Study. This phase of the research project will identify and seek to fill gaps in existing knowledge. A comprehensive literature is already underway. Workshop participants are aware of a variety of other needs assessments that have taken place in Dadaab. It is important that we do not reproduce previous studies.

Dryden-Peterson introduced this session with a brief description of participatory action Research (PAR) approaches. Her presentation and the ensuing discussion raised a number of key issues regarding PAR. The feasibility study will need to carefully consider who participates in the stakeholder group and how. The empowerment rhetoric in mainstream development discourse is still (often) framed by agents external to the situation. It is incumbent upon the research team to balance, on the one hand, a principled position that understands knowledge as collaboratively produced, located within, and emergent from, specific historical, geographical, cultural and political intersecting contexts that actively involves "refugee voices" in the research. People with lived refugee experiences offer legitimate, important, and unique

perspectives on the needs and challenges of accessing education. On the other hand, it is important to acknowledge and respect that the concept of participation is contested and its performance offers a range of inclusions and exclusions. “Participatory” practices can vary greatly in purpose and outcomes. They range from tokenism (e.g. consultation with no intention of acting upon elicited responses) to stakeholder driven mobilization that seeks to transform inequitable distributions of power. Further considerations include the cost to the participants incurred by their choice to participate. Marginalized “beneficiaries” of participatory action research may choose to self-exclude due to “participation fatigue.” As George Thang’wa cautioned, “We [NGOs in the camps] have lost count of the number of researchers that have come and asked about our needs.” It is important not to be another group of researchers “coming in” with a program that doesn’t have any immediate relevance to or impact on camp and town resident’s lives.

The Co-Chairs of this session, Stephen Njoka Nyaga and Joseph Mensah, introduced the concept of beneficiary assessment which “involves systematic consultation with project beneficiaries and other stakeholders to help them identify and design development activities, signal any potential constraints to their participation, and obtain feedback on reactions to an intervention during implementation.”² Using this approach, contextual research conducted for the feasibility study would establish baseline data on which the partnership can later make claims about the outcomes and impacts of the intervention. Session facilitators advocated for the compilation of tailored project “fact sheets.” Employing a multi-method approach, the beneficiary assessment will need to identify key stakeholders to involve in the conceptualization of the project’s goals. A list of potential themes and indicators is compiled in Appendix B.

Pedagogical Research – Curriculum Design/Development

In the session on curriculum design and development Tim Goddard and Irene Njogu led the workshop participants into a discussion concerning pedagogical research. There was general agreement concerning the importance of taking into account the special needs of teaching and learning in a refugee, and disadvantaged rural, context. The research team was reminded that we enter Dadaab as outsiders; specifically, what refugees are living through is a unique experience. It is essential that any curriculum that is designed is relevant to the situation. In order to achieve this, members of the refugee and resident community will be engaged to ensure that the curriculum is sufficiently flexible so as not to interfere with the lived realities of camp and rural life, culture, schedules, etc. While acknowledging that trauma will be part of the teaching/learning context, it is important not to take a deficit approach to curriculum design, but to incorporate existing “funds of knowledge.”

As part of the feasibility study, it was suggested that the project should undertake a ‘mapping’ exercise that identifies local strengths and existing educational inventories and resources. Curriculum design and development in Dadaab will need to take into account the physically remote location and lack of infrastructure. Therefore pedagogical innovation in distance learning and mixed-mode curriculum delivery must be explored. There is significant interest in maximizing Internet communication and cell phone technology for pedagogical

² See <http://go.worldbank.org/3AIUQJ5WP0>

purposes. Session facilitators, Goddard and Irene Njogu, emphasized the need for portability not only of the degrees offered but also the modes of their delivery. Additional considerations raised by workshop participants included the following. The project will need to take into account local politics. Each camp at Dadaab has its own dynamics, as does the town of Dadaab. Though certain similarities exist, camp life and town life are qualitatively distinct. The program design will need to consider, strive to understand, and accommodate these differences. Further areas of concern with respect to pedagogical research relate to gender equity, the location of marginalized peoples in the context of a majority culture, and the important recognition of ethnic diversity and relative power and privilege between beneficiaries. These aspects of the research program must necessarily include a critical examination of the intercultural, interdisciplinary, and inter-institutional dynamics of our practices within the context of a North-South collaboration.

Next Steps

Wenona Giles, project lead from York University, and Josephine Gitome, representing the project lead from Kenyatta University, thanked workshop participants for their contributions over the previous two days and expressed the need to further clarify our expectations for working together. They shared their reflection that Day 2 presentations and discussions reinforced the need to deepen our understanding of the project's context and attendant pedagogical issues embedded within the proposed programs. The project's intention is to involve all relevant stakeholders in the feasibility study. Specifically, the involvement of community beneficiaries in the baseline research is essential before we can design and propose meaningful, relevant, stackable, portable, and sustainable curriculum, bridging, diploma, and degree programs.

Moving forward, workshop participants agreed that responsibility for the project's leadership will be jointly shared by York University and Kenyatta University. Committees were formed that correspond to the four phases outlined in the proposed potential program (see Appendix D for responsibilities and timelines). **The first deadline for the Phase 1 Conveners is July 31st, 2011. All Committees will provide a 2-3 page (brief) description of existing programs (concepts, activities, rough budget, outputs) as per timelines in Appendix D, a rough proposal for a budget and plan to scale up and link existing programs, and identify key needs and issues that should be addressed in the feasibility study.** Participants agreed that both the overall project and committees should explicitly clarify partnership expectations as well as develop a communication strategy.

Day 3: Organizational/Institutional Approvals & Arrangements, and the Development of Funding Initiatives

Session VI

Organizational/Institutional Approvals & Arrangements

Colleagues at KU reiterated the importance to the MP of Dadaab of opening a satellite campus in Dadaab town. There is a strong desire to see something happening by September 2011. It is a priority, as well, for the Vice Chancellor of Research at KU. The Vice Chancellor will seek approval at the KU Senate to open the Dadaab campus (primarily the ODEL operation).

The BHER is a part of the larger plan for the Dadaab campus. From the BHER Partners' point of view a campus in Dadaab would benefit the delivery of degrees and diplomas. However, the BHER project currently has funding solely for a one year Feasibility Study and the Partnership Development. As well, the BHER project does not have the funding capacity to have a program operational in September 2011.

The Workshop Participants expressed the view that documents pertaining to BHER are reviewed, edited/changed, and agreed by the collective prior to public circulation.³ **Please see Appendix E for a full description of this Session, including responsibilities and commitments**

Development of Funding Initiatives

The purpose of this meeting was to discuss issues related to donor mapping, BHER initiative branding and promotion as well as development and coordination of fundraising activities. **The full report in Appendix F summarizes the ideas put forward on each of the issues** with the understanding that fund seeking is a collaborative effort and participants will continue communication on these as we develop resources for the BHER initiative. Institutional and individual commitments are listed at the end of the report.

³ Once established (by August 2011), and if agreed to, the BHER Management Committee can act for the collective in the first instance, as there will be representation by all Partners on the MC. The MC can then disseminate documents that require further discussion to the entire group for feed-back.

Appendices

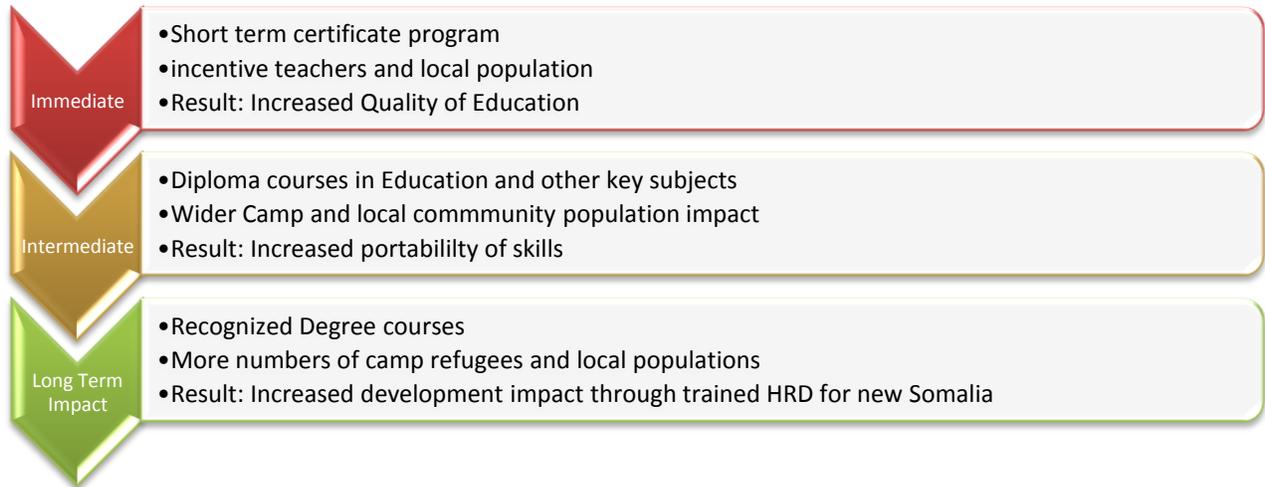
Borderless Higher Education for Refugees (BHER) The Provision of Higher Education for Refugees in the Dadaab Camps, Kenya

**Speke Conference Centre, Kampala, Uganda
June 30 – July 2, 2011**

WORKSHOP REPORT

Appendix A—Potential Programs

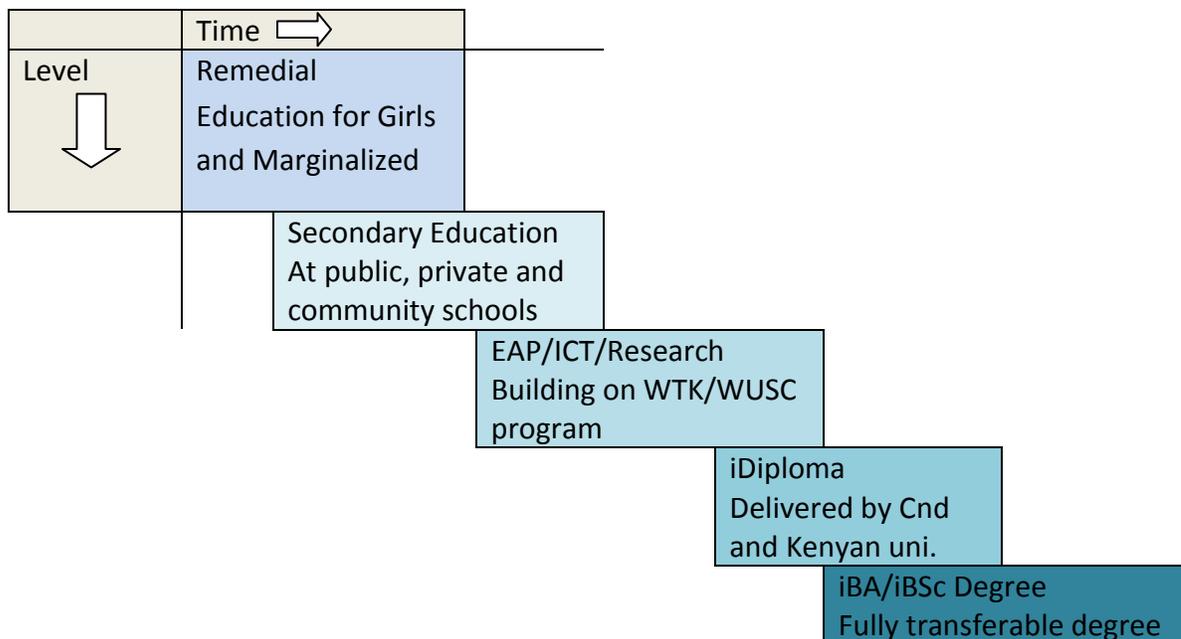
Graph 1.2: Potential Programs’ Impacts (Drafted by Philip Landon)



Graph 1.3: Potential Programs’ Impacts (Drafted by Philip Landon)



Graph 1.4: Stackability (Drafted by Philip Landon)



Appendix B— Contextual Research (Potential Themes)

- Geopolitical contestation
- Current provision and quality of education
- Security
- Gender
- Accreditation
- Peace-conflict impact assessment
- Sustainability structures (local environments, cultures, economies)
- Identify deliverables
- Ethnic diversity
- Health status
- Employment status
- Humanitarian organizations in the area
- What is role of the government of Kenya?
- What are the education levels of “incentive” teachers and other workers in Dadaab?
- What are the levels of ICT literacy?
- Which other universities are working in Dadaab?
- Are there other special needs—accessibility?
- Other languages?
- Other minorities?

Appendix C— Committee Structure

Coordinators	KU – Vice Chancellor of Research	YU – Wenona Giles
Phase 1 Conveners	Wenona Giles/Don Dippo	
	Sammy Tumuti	
	Phillip Landon	
	Catherine Wangeci	
	Mandate: <ul style="list-style-type: none"> • Description of existing programs (concepts, activities, rough budget, outputs) • Proposal to scale up what already exists • Propose a budget • List of unknowns Draft deadline: 31-JULY-11 Final deadline: 15 AUG-11	
Phase 2 Conveners	Don Dippo	
	Josephine Gitome (to delegate)	
	Windle Trust – Marangu Njogu (to delegate)	
	AVU – Catherine Wangeci (to delegate)	
	UPEI – Tim Goddard (to delegate)	
	UNHCR – Maureen K’opiyo (to delegate)	
Mandate: <ul style="list-style-type: none"> • Description of existing programs (see Phase 1) • Proposal for creating new programs • Propose a budget • List of unknowns Draft deadline: 15-AUG-11 Final deadline: 30-SEPT-11		
Phase 3/4 Conveners	AVU, KU, YU, Windle Trust, UNHCR, RET, WUSC Mandate: <ul style="list-style-type: none"> • Description of existing programs (see Phase 1) • Proposal for creating new programs • Propose a budget • List of unknowns Draft deadline: 15-AUG-11 Final deadline: 30-SEPT-11	

Appendix D— Workshop Participant Biographies

Danielle Bishop is currently doing a PhD in Health Policy and Equity Studies at York University. Her scholarly interest lies in the broad areas of political economy, human rights, health equity and the politics of humanitarianism. She is especially interested in how health, particularly maternal-child and reproductive health in contexts of displacement, is embedded in material-discursive social relations of representation and power. Her focus is on the degree to which global geopolitics and contemporary humanitarian governance intersect and affect the legal, political and social determinants of maternal-child and reproductive health and policy outcomes in refugee contexts. She has worked in this area of research as a social worker in Mindanao, Philippines and has previous field work in Zimbabwe, Africa, in both hospital and camp settings.

Negin Dahya is a 3rd year doctoral student in the Faculty of Education, York University. Negin completed her BA in English Literature and Psychology at the University of British Columbia and her Master's of Education at York. Her research interests include gender, media and technology in education, intersection of marginality for minority girls, critical pedagogy, postcolonial feminist theory, and refugee and forced migration studies. Negin is the Senior Editorial Assistant of the journal REFUGE.

Don Dippo is the past Associate Dean of Undergraduate Programs, and Professor, in the Faculty of Education at York University. His interests include: the social and political organization of knowledge, environmental and sustainability education, global migration and settlement; university/community relations; and teacher education. He serves on the Executive Committee of the Centre for Refugee Studies at York University and is a member of the Caring Village, a network of community-based organizations centered in the Jane/Finch community of Toronto.

Sarah Dryden-Peterson is a Social Sciences and Humanities Research Council of Canada postdoctoral fellow affiliated with the Comparative International Development Education Centre at the University of Toronto. She conducts research on the role of schools in the integration of immigrants and refugees, the development of communities, and the transformation of society. Her work is comparative, situated in conflict-affected countries in sub-Saharan Africa and with African Diaspora communities in the United States and Canada. Her recent work has been published in *Teachers College Record*, the *Journal of Refugee Studies*, *Refugee Survey Quarterly*, and the *International Journal of Education Development*. Dryden-Peterson has taught middle school in Boston and founded non-profits in Uganda and South Africa.

Wenona Giles, is a past Deputy Director of the Centre for Refugee Studies and Professor, Anthropology Department, York University, where she teaches and publishes in the areas of gender, forced migration, globalization, migration, nationalism, and war. Her many articles and books include *Immigration and Nationalism: Two Generations of Portuguese Women in Toronto* (University of Toronto Press 2002), co-edited publications: *Development and Diaspora: Gender and the Refugee Experience* (Artemis, 1996); a two-volume issue of *Refuge on Gender Relations and Refugee Issues* (1995); *Feminists under Fire: Exchanges across War Zones* (Between the Lines Press, Toronto 2003); with co-editor Jennifer Hyndman, she published *Sites of Violence: Gender and Conflict Zones* (University of California Press, 2004). She co-founded and co-coordinated the International Women in Conflict Zones Research Network (1993-2004). Her recently completed SSHRC funded research (with Hyndman) (2005- 09) on protracted refugee situations focuses on Somali refugees in Kenya and Afghan refugees in Iran. She is the senior co-investigator for a Social Science and Humanities Council of Canada funded international multi-year initiative: "A Refugee Research Network: Globalizing Knowledge" (2008-14). She is currently developing a project concerning the delivery of tertiary education to long-term refugees in camps. In addition to chairing the Kampala Workshop, Giles will co-edit (with Sarah Dryden-Peterson) a special issue of *Refuge: Canada's Periodical on Refugees*.

Josephine W. Gitome, studied Sociology and Religious Studies in the University of Nairobi at Bachelors level and graduated in 1986 (Upper 2nd Class Honors). She completed a Masters Degree in Religious Studies the University of Nairobi and graduated in 1989, with a thesis entitled *Pastoral Care and Counseling to Educated Young Adults in the PCEA Church Kikuyu Parish, Kenya*. She obtained a PhD from Kenyatta University in 2003, focusing on *Pastoral Adolescent Counseling*. Josephine has served Kenyatta University as a lecturer for the last 19 years in the Department of Philosophy and Religious Studies. She is also the Director in Kenyatta University Regional Center for Capacity Development (ReCCaDe). Since December 2009, this center is mandated to offer skills upgrading short courses for higher education, private sector and NGO institutions in the Eastern African Region. Her key areas of research include: Youth Counseling; HIV and AIDS Preventive measures; Community and Poverty Eradication; and Gender based Studies.

Professor **J. Tim Goddard** is Dean of the Faculty of Education and Lead Dean (International), at the University of Prince Edward Island, Canada. Dr. Goddard has worked as a teacher, principal, superintendent of schools, university professor and education consultant. He has extensive international experience, including a six year period where he was the Team Leader of the Leadership component for a CIDA funded initiative to design and deliver an educational reform program in the Former Republic of Yugoslavia, where his focus was on the design and delivery of educational leadership training programs to school principals and regional education officers in post-conflict Kosovo. Dr. Goddard's primary area of research and teaching is educational leadership and administration, broadly defined, with a focus on the role and impact of cultural and demographic change on structural systems within schools, particularly those serving minority and marginalized populations.

Rebecca Houwer is a 2nd year doctoral student in the Faculty of Education, York University. Rebecca completed her Honours BA in Communication Studies at the University of Toronto and her MA in Education at McGill University where she worked as the Assistant to the Editor for the International Journal of Inclusive Education. Rebecca has experience working on community, university, and government initiated research projects. She presently serves as the Academic Co-chair for the Evaluation and Monitoring Working Group for the Assets Coming Together (ACT) for Youth Community University Research Alliance. Her research interests include community-engaged scholarship, participatory action research, translocal social movements, and eco-social sustainability.

Jennifer Hyndman is a Professor and the Associate Director of the Centre for Refugee Studies at York University, as well as a member of the Workshop Organizing Committee and co-applicant of the SSHRC funded Refugee Research Network. Hyndman has published extensively on Geographies of forced migration/immigration; humanitarian aid in response to conflict/asylum/disasters; refugee (re)settlement and critical and feminist geopolitics, gender and conflict zones and is currently involved in a SSHRC funded project on the globalization of long term refugee camps. Her critical analyses on how policies created in the Global North have impacted on the duration of protracted refugee situations, and how the lack of opportunities, particularly of access to tertiary education has impacted on these populations will be important to the Workshop.

Maureen K'opiyo has worked in UNHCR Dadaab Refugee camp for over 4 years in different capacities. Currently she is a Community Services Associate focused on the implementation of Education programme in the camp. K'opiyo holds a BA Social work and an MA Sociology.

Philip Landon is the Regional Director of Africa for the World University Service of Canada. Landon has been involved in international development and education for over twenty years. His work has focused on the design and management of sustainable education and international development projects and programs that address marginalized populations and engage Canadians in the issues. He is currently the Director of Programs at World University Service of Canada, responsible for strategic orientation, program development and implementation of WUSC's programs in Canada and overseas.

Susan McGrath is the Director of the Centre for Refugee Studies at York University, as well as a member of the Workshop Organizing Committee and PI of the SSHRC funded Refugee Research Network. McGrath has been involved in community development and educational initiatives in neighbourhoods with large populations of immigrants and refugees for a number of years, including access to tertiary education. Her recent work in Sudan on the vocational and training needs of the ex-combatants is very relevant to the themes being addressed in this workshop.

Joseph Mensah is a Professor of Geography and the Coordinator of International Development Studies at York University. His research focuses on issues of globalization and culture, transnational migration, health, and African development. He recently led a team of researchers to evaluate Ghana's National Health Insurance for the Gates Foundation and the Global Development Network (GDN). Professor Mensah has received several competitive awards and grants from the likes of the Social Sciences and Humanities Research Council of Canada (SSHRC), The International Labour Organization (ILO), and GDN. He has written several journal articles and books, including the well-received *Black Canadians: History, Experience, and Social Conditions* (Fernwood, 2002 & 2010); *Neoliberalism and Globalization in Africa* [edited] (Palgrave Macmillan, 2008).

Michele Millard is the Coordinator of the Centre for Refugee Studies at York University, the Project Coordinator of the Refugee Research Network and previously the Volunteer Coordinator at the Canadian Centre for Victims of Torture. A former member of the Executive Committee at the Canadian Council for Refugees as well as of the Community Council at the Salvation Army's Immigrant and Refugee Services, Michele is currently President of the Board of Sojourn House, a refugee shelter and transitional housing unit for refugees in Toronto. She has been volunteering for organizations providing settlement, protection and advocacy services to refugees and refugee claimants for the last 10 years. Michele holds a Master's degree in Art History from McGill University and a Bachelor's degree in Fine Art from the University of Toronto.

Peter John Murphy is an award winning television reporter and anchor whose career spanned forty years from 1967 to 2007 at CBC and CTV Canadian news networks. His reporting includes coverage of some of most the important events in Canada and the world during that time such as the FLQ crisis in Quebec in 1970, almost every National Federal election from 1967 onwards, both Quebec referendums, the Oka crisis, the 1982 and 1991 recessions, the free Trade Negotiations in Washington D.C., the Ipperwash occupation, the Walkerton Tainted Water tragedy, the Iran Contra hearing in Washington, the Falklands War, the Israeli invasion of Lebanon, the Lebanese Civil War, the NATO Summit of 1982, and the 1983 British election. Murphy will be leading the development of video productions for the BHER project.

Irene Njogu is a tutorial fellow as well as a PhD student at Kenyatta University in the school of education, and the department of education management Policy and curriculum studies. Njogu has previously worked as a quality assurance officer with the ministry of education. She also has experience working the Dadaab refugee camp when she was conducting a study with the ministry of education. Njogu continues to assist a school in Garissa, where she has sponsored a child with a mental disability. Her research interests are education management and quality assurance, gender equity and equal access to opportunities for venerable and disadvantaged persons.

Marangu Njogu is the Executive Director for Windle Trust Kenya. Njogu has over 28 years professional experience in government and non-governmental organizations in the field of national development and humanitarian work in a range of implementation, senior management and leadership positions. He is currently responsible for overseeing the implementation of WTK programs (English Language Program, Scholarship Programme, WUSC Programme and the Teacher Education Programme), in Kenya and management of project personnel to achieve the objectives agreed to in grants and contracts.

Dr. Stephen Njoka Nyaga is a holder of Bachelor of Education (Arts); Master of Arts (MA) and Ph.D. He has twelve (12) years of University teaching and research. He is currently a Senior Lecturer in the Department of Environmental Studies and Community Development, Kenyatta University. He supervises and examines post graduate theses and dissertations. He is currently the Head of Teaching Programmes, Publications and Tuition Facilities Section of Kenyatta University. His areas of research and publications are: (a) inter-faith dialogue; (b) Conflicts management and post conflicts reconstruction; (c) Application of Indigenous Knowledge systems in contemporary education and infrastructural development and service delivery in rural and urban areas; (d) Integration of Indigenous environmental education & development paradigms in enhancement of sustainable development; (e) Role of Civil Society Organizations in attainment of Millennium Development Goals (MDGs). He has been contributing and participating in national, regional and international academic workshops, conferences/symposia.

Aida Orgocka is a Research Associate and Resource Development Officer at the Centre for Refugee Studies at York University. She received her PhD degree in Human and Community Development from the University of Illinois at Urbana-Champaign, USA in 2003. An active contributor to both policy and academic fields, she has worked in areas of gender, migration and development in Albania, Canada and USA. Her early work on migration focused on emigration desires and decisions of Albanian youth and women as well integration of Muslim immigrant families in USA. Most recently, she has focused on the exploration of unaccompanied child migration for work from Albania and development of multi-level programmatic responses to the phenomenon. Her work has appeared in peer-reviewed journals and edited book volumes.

James C. Simeon is Assistant Professor in the School of Public Policy and Administration, Faculty of Liberal Arts and Professional Studies and a Centre for Refugee Studies (CRS) Scholar at York University, Toronto, Ontario, Canada. Immediately before joining the faculty at York University, he served as the first Executive Director of the International Association of Refugee Law Judges (IARLJ), www.iarlj.nl, the foremost international professional association of its kind. From 1994 to 2005, he served on the Immigration and Refugee Board of Canada (IRB), as a Member and Coordinating Member, where he was assigned to a number of special projects and sat on several high profile cases including one that was argued at the Supreme Court of Canada. He is currently the President of the Canadian Association for Refugees and Forced Migration Studies (CARFMS).

Jacqueline Strecker has been a Research Awardee with the International Development Research Centre (IDRC) for the past two years. She was first with the Peace, Conflict and Development Program, and is currently working with the Evaluation Unit. Strecker was a SSHRC funded M.A. student in the Communication and Culture Program at York and Ryerson University. Her most recent IDRC supported research examined the integration of information communication technologies (ICTs) within protracted refugee camps in East Africa. This work built upon earlier thesis research conducted in 2008 when Strecker traveled to the Kakuma Refugee Camp, as a participant with the WUSC's Refugee Study Seminar. During this time she served as an intern with FilmAid International and delivered pre-departure orientation sessions for Windle Trust Kenya. Strecker's M.A. field research included a participatory photography project conducted in collaboration with the local refugee community.

George Kihara Thang'wa, based in Nairobi, is currently the Regional Programme Manager for the Refugee Education Trust, covering Africa. His work involves supervision of RET's Educational programmes in Chad, Burundi and is in the process of expanding the RET's footprints in Kenya, DRC, Rwanda, East and South Sudan. He has been involved in adolescent and youth education and youth empowerment programmes, particularly the post-primary component. He is also a volunteer board member with the Hilde Back Education Fund, which supports post-primary and post-secondary education for bright but financially disadvantaged children in Kenya.

Dr. Sammy Tumuti is the Director, Kenyatta University Wellness Centre, and is a senior lecturer in Educational Psychology and Counselling. He was trained as a Primary School teacher (P2 – grade) at Kagumo Teachers Training School in Nyeri in 1965-66; and taught at Kiganjo and Itiati Primary Schools. Further, he also taught at Litein, Karima, Njiri's and Kanjuri Secondary Schools. At the University level, he holds a Ph.D from Southern Illinois University at Carbondale, and a Master of Theology and Pastoral Counselling from Concordia School of Graduate Studies in St. Louis Missouri. Dr. Tumuti has also taught at Southern Illinois University – Carbondale, University of South Carolina – Columbia, Tri-state; and at University - Angola (Indiana), State University of New York

Ms. Catherine Wangeci, a Kenyan National, is an Education Specialist working with the African Virtual University (AVU) as the Manager, Education Projects and Business Services. Amongst other contributions to academic citizenship, Catherine has co-authored a chapter; Quality Assurance in the African Virtual University: A Case Study in a Commonwealth of Learning book, Towards a Culture of Quality (2007) and has written a thesis, Investigating the Use of Information and Communication Technologies (ICTs) in Primary Teacher Training Colleges in Kenya (2006). She is currently a Doctoral student of Education, Curriculum Studies (ICT in Education) at the University of South Africa (2009>>); holds a Masters Degrees in Education, Curriculum Studies from the University of Nairobi, Kenya (2006); and earned her Bachelors in Education, Arts, from Egerton University, Kenya (1994). Catherine has a passion for the use of Information and Communication Technology (ICT) in education and is convinced that the use of these technologies in education will leapfrog Africa into a position of fair competition in the global economy.

Appendix E—Organizational/Institutional Approvals & Arrangements

Colleagues at KU reiterated the importance to the local Member of Parliament of opening a satellite campus in the town of Dadaab. There is a strong desire to see something happening by September 2011. It is a priority, as well, for the Vice Chancellor of Research at KU. The Vice Chancellor needs to obtain approval at the KU Senate to open the Dadaab campus (primarily ODEL). The BHER is a part of the larger plan for the Dadaab campus. From the BHER point of view a campus in Dadaab is in our interest; the partners share an interest in seeing the Dadaab campus open. The BHER project has funding only for a feasibility study and partnership development; presently, BHER does not have the funding capacity to have a program operational in September 2011.

Given the funding constraints and recognizing that the BHER partnership is in development with a feasibility study yet to be completed, session participants discussed the organizational/institutional approvals and arrangements that are required to coordinate the following: degree credit courses; diplomas and degrees, admissions, tuition, degree credit; conferring degrees; Memorandums of Agreement, Understanding, and Linkage; and, joint degree programs.

Non-degree diplomas, certificates

Short-courses will fall under the Phase 1 bridging program (see Windle Trust/WUSC existing models/curriculum). Participants recognize the value of short courses particularly with regard to their inherent flexibility (an asset for the students who are currently refugees). AVU and KU will investigate the potential of “bundling” short-courses such that a group of them satisfies the equivalent requirements of a university course credit. The administration at YU would be able to set-up a “certificate of completion” (as opposed to a “diploma”) with relative ease. Professor Dippo will continue to research frameworks for credentialing courses offered in Phase 1 through YU.

Degree credit courses/Diplomas and degrees

It is the Partnership’s intention to coordinate succession of credit recognition and credit transfer with consideration given to the possibility of developing joint diplomas and degrees. All of the partner institutions are accredited. Therefore, partnership members do not anticipate that credit recognition and credit transfer will present a problem. Each of the institutions present has policies around how many and which credits will transfer. A clear recognition of which credits can be transferred (between institutions and between program phases) should be explicated in a memorandum of agreement, understanding, or linkage (to be determined). There is a difference between credit recognition and transfer. These parameters need to be clearly articulated. York University will take the lead on creating a draft of Phase 2 (the 30 credit Teacher Education program) with input from KU, AVU, UPEI (and potentially UofA). YU will investigate the type of award to be granted at end of Phase 2 (“certificate of completion” or diploma). KU, AVU, YU and UPEI, with input from other relevant academic institutions, will consult and develop diploma and degree options for Phases 3 and 4. It may be possible that

program options will be offered separately with credit transfer agreements and that some may be offered jointly.

Admissions, tuition, degree credit

Member institutions need to establish what the admissions criteria are for Phase 1 with the recognition that Phase 1 students will not necessarily go on to Phase 2. KU and YU will research and report back on their respective current admissions structures. YU will draft admissions criteria for Phase 2 (YU to investigate delivering the domestic tuition fee structure or a “cost recovery” agreement to BHER students—refugee students, Kenyan nationals, and YU students). KU will investigate the possibility of providing access to higher education to refugees at the domestic fee structure. KU will draft admissions criteria for Phases 3 and 4. Partnership members need to research how Phases 2 and 3 will connect (transfer credits and entrance admission).

Exchange agreements for Faculty and Students

Partners agree they would like to investigate the feasibility and requirements of faculty and student exchange agreements. These would be explicated in a memorandum of agreement, understanding, or linkage (to be determined). YU faculty who would be teaching courses credited by YU would have to be covered under CUPE 3903 Collective Agreement. YU needs to research Worker’s compensation requirements.

Appendix F—The Development of Funding Initiatives

Participants: Marangu Njogu (facilitator), Aida Orgocka (facilitator), Wenona Giles, Jennifer Hyndman, Joseph Mensah, George Thangwa, Peter Murphy, Maureen Kopyo, Josephine Gitome, Jackie Strecker, Sarah Dryden-Peterson.

The purpose of the meeting was to discuss issues related to donor mapping, BHER initiative branding and promotion as well as development and coordination of fundraising activities. This report summarizes the ideas put forward on each of the issues with the understanding that fund seeking is a collaborative effort and participants will continue communication on these as we develop resources for the BHER initiative. Institutional and individual commitments are listed at the end of the report.

1. Donor Mapping

A template that aims to synthesize information on current and potential donors was introduced and is currently posted on the secure area of the BHER website. Along the lines of collecting information on potential donors, Sarah made the suggestion that we engage in conversation with Inter-Agency Network for Education in Emergencies (INEE), as an entity specialized and engaged in areas of interest to BHER. Sarah also mentioned Room to Read, a US based NGO that works on issues of literacy and gender equality in education around the world (South Africa and Zambia in Africa). Although Room to Read focuses on primary and secondary education they may offer advice on the types of donors we may approach for BHER initiative.

The following possibilities were made mention of – no commitments to follow up were mentioned by participants for most of these:

- **Government of Kenya.** While there are no funding programs targeting refugees specifically, the BHER partners in Kenya may explore opportunities in the programs focusing on marginalized people and youth and focus not only on refugees, but also local populations in Dadaab.
- **Bilateral donors.** Although Somalia is an originating country in terms of refugees, there is room to engage with transitional government entities that receive funding on returning refugees (if this is the case). Middle East countries with a large Muslim population may be interested in supporting Muslim communities of refugees. Exploring which of the Middle Eastern countries may have bilateral programs of aid remains to be explored.
- **Multilateral donors.** Aida shared with Marangu that the Islamic Development Bank has scholarship for disadvantaged Muslim youths in non-Muslim countries and countries that are not members of the Conference of the Islamic States. Marangu will follow up with his colleagues in Nairobi especially in terms of securing scholarships for Somali refugee youth.
- **Foundations.** Unbound Philanthropy has a focus on refugees, but does not specifically focus on education. Initial contact was made by Wenona earlier this year, but, while interested, currently they have committed funding in other programs. However, we need to keep them in the loop. Bill and Melinda Gates Foundation focuses mainly on HIV/AIDS in Africa, but opportunities may exist.
- **Subcontractors.** UN agencies and especially UNDP should be the target of search in this group. Caution should be exercised when approaching significant donors (especially

corporate donors) as these may have funding commitments to UN agencies. For example, IKEA supports UNHCR.

- **Private sector.** Telecommunication companies including Safari.com and Radio Stations. Jackie mentioned the initiative of Microsoft and UNHCR that built ICT facilities in refugee camps, as well as approaching companies that produce solar panel and generators.

Beyond these, general concerns were raised. Jennifer suggested that information on funding should go on the protected area of the website. Joseph and George both raised concerns over the amount of funding that we seek for the initiative. It is very important that we are very strategic about which donors to approach, that we know beforehand which phase of the initiative we are asking for funding and the size of the funding we are asking for. This necessitates that we have a generic project with a rough budget. Aida suggested that the findings of the feasibility study funded by MasterCard Foundation and those of the partnership research funded by SSHRC will serve as building blocks for all the proposals that we write. However, if an opportunity presents itself this year, it will be best to seek for funding for the Bridging Program. This makes sense as we already have the building blocks and all we need is to improve what is currently available. In asking for funding, George cautioned that we need to consider that some donors will ask that we provide evidence that we have match/core funding and thus it is essential that we approach more than one donor for the same project idea.

2. Branding and Promotion

Aida opened this part of the discussion by suggesting that in order to go to donors, may need to compile a generic portfolio which contains general, but updated information on the BHER initiative. This could be in the form of a leaflet or small brochure. However, both Jennifer and Joseph commented that this does not necessarily have to be printed, but pdf files may be housed in the BHER website (the secure area of the site). Jennifer also cautioned that the documents be prepared in the A4 and 8.5x11 format given that partners operate on two different formatting standards.

Sarah suggested that Tertiary Education for Refugees may be too technical for some donors; participants agreed that reference should be made to higher education for refugees as the title of this initiative indicates. As this initiative is the product of a partnership and distinct above any particular institution, it needs to have an identity on its own. The term “group” was suggested, but was then abandoned as too loose. Aida suggested that BHER seeks to become an NGO, but this needs to be thought through in terms of registration, governance and management as well as implications it has for separate funding efforts institutions will make toward the initiative. In the meantime, branding will continue. Peter commented that BHER is an amorphous title that may not necessarily orient donors toward Dadaab. We may need to think of something “short and punchy” and a strapline that gives information on the initiative. Sarah commented that the earlier acronym BHERD [read as Be Heard] was rather appropriate in that it reflected the un-silencing of refugees through education, but that this may be hidden and not easily picked up by those unfamiliar with the initiative. Aida suggested the development of a logo, and Jennifer and Jackie suggested that we organize a competition among refugee youths in Dadaab to have them give us ideas of what a logo may look like

(please see below Commitments for follow-up). The approved logo needs to go on letterhead as well as the logos of all partners that are part of this initiative.

3. Development and Coordination of Fundraising Activities

Essential to this initiative is the presence of a Coordinator based in Nairobi who will ensure information on local donors and initiatives of which BHER may be able to benefit. It is expected that this individual will perform all the fieldwork related to collecting information on local donors and ensuring that this information is forwarded to the relevant bodies/partners in the BHER project. Discussions on how information will be systematized and entered into the database will be held in a second meeting once the Coordinator is hired. Required skills include but are not limited to those in communication, fundraising, English language proficiency, report writing skills, and marketing skills. Josephine mentioned that one of the Research Assistants from KU (most likely a PhD student) may take on the tasks of serving as a Coordinator in addition to other research activities associated with the BHER project. This will mean that this Research Assistant will be relieved from all other teaching obligations at KU, i.e., will take leave of absence, and devote the designated time to the project. George also forwarded the idea of setting up an internship program that allows for students of the two key academic institutions to help with donor funding and Jackie pointed out that building an internship mechanism within the unit bodes well for the sustainability of this unit and initiative as information will be continually updated. This position may be unpaid. Aida, however, cautioned that the Coordinator should not be tasked with approaching donors, and Joseph seconded that emphasizing that contact should be made by senior colleagues within the initiative that in various ways should be the face of the initiative. To coordinate all this work, Aida suggested that an organizing/coordination committee or Secretariat (proposed by Joseph, Jennifer and Wenona) be set up. Wenona suggested that the SSHRC Partnership Management Committee (as mentioned at the Workshop) will be established shortly. The Executive Committee (which reports to the Management Committee) could serve as the initial secretariat.

4. Institutional and Individual Commitments

- **Kenyatta University – (1)** One of the Research Assistants (Doctoral Candidate) hired through SSHRC funding will coordinate donor mapping in Kenya and the region. For the next two years s/he will be released from his/her teaching commitments and assigned to perform on the tasks associated with this position. (2) If opportunity presents itself the institutions will seek funding for the Bridging Program. To guide best the fundraising efforts, KU will share with the proposal writers figures toward the development of a budget for this potential Bridging Program project.
- **UNHCR Dadaab** – In communication with Aida, Maureen will develop a brief description on the BHER or BHERD logo competition that will be conducted with refugee youths in the camps and she will oversee the actual competition with the refugee youths in the Dadaab camps.
- **York University** – Aida, as a SSHRC Co-Applicant and CRS Resource Development Officer, will provide guidance to the Research Assistant/Donor Coordinator on issues of donor seeking and grant fundraising. She will also advise on all issues related to the development of the BHER donor portfolio and strategize the overall fund seeking process. YU will also coordinate

the preparation of the portfolio with the generic information on the BHER initiative (leaflet or brochure).

- **Windle Trust Kenya** – will provide office space and basic furniture (telephone, access to internet, office supplies, computer, desk, chair, shelf – these details remain to be confirmed with Marangu) for the Donor Funding Coordinator in Nairobi. Marangu will be available for guidance as the need arises.
- **Individual commitments** – Jackie stated that she has a network of student design artists that may help with creating a logo for the BHER initiative. Up to four winning selections from the logos proposed by refugee youths in Dadaab may be sent to her for finalization.