

Feasibility Study Report

Reaching Higher: The Provision of Higher Education for Long-Term Refugees in the Dadaab Camps, Kenya

on behalf of

**The Centre for Refugee Studies, York University, Toronto
and
The Borderless Higher Education for Refugees Partnership**

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Acronyms

ADEO	African Development and Emergency Organisation
AVSI	Association of Volunteers in International Service
AVU	African Virtual University
BHER	Borderless Higher Education for Refugees
GoK	Government of Kenya
ICT	Information and Communication Technology
InSTEP	Increased access and Skills for Tertiary Education
INEE	Interagency Network for Education in Emergencies
IRC	International Rescue Committee
KU	Kenyatta University
MCF	The MasterCard Foundation
MOU	Memorandum of Understanding
MU	Moi University
NGO	Non-Governmental Organization
RET	Refugee Educational Trust
SSHRC	Social Sciences and Humanities Research Council (of Canada)
UNHCR	Office of the United Nations High Commissioner for Refugees
UBC	University of British Columbia
YU	York University

Executive Summary

In September 2010, York University (YU) began looking at the feasibility of delivering portable university education to long-term refugees in the Dadaab camps in Kenya. Earlier that year, the Executive Director of Windle Trust Kenya (WTK) had met with faculty at YU and discussed the possibility of onsite/distance university learning and teaching models for refugee youth and teachers in Dadaab. Although the camps hosted very little by way of university education, faculty at YU were optimistic about the future of a potential initiative. They believed that the strength of a consortium of universities and non-governmental organizations (NGOs) in Kenya and Canada and the variety of distance education formats that are currently available worldwide would make this possible. A site just outside the camps could host a campus, providing a significant boost to the opportunities for education in Dadaab and in the camps and the region through offering onsite and online learning, thus improving the quality of teaching both in and around the camps.

However, a potential project would need the involvement of additional partners in Kenya. With funding from the Social Sciences and Humanities Research Council (SSHRC) of Canada, a multi-institutional partnership, Borderless Higher Education for Refugees (BHER) with institutions from Canada and Kenya was established. One of the key concerns of this consortium was to explore the modalities of designing a program that would offer concrete higher education services to refugee youth. There was a need for more information on the programmatic, financial, environmental, governance and operational challenges in order to determine if it was feasible to pursue a multi-institutional university education program for Dadaab. What were the implications, opportunities and timelines? Were there alternate routes that could be considered? Was there an appropriate role for the BHER partnership in advancing this pilot program?

In 2011, YU, on behalf of the BHER partnership, approached MasterCard Foundation (MCF) for financial support to conduct a Feasibility Study and design a sustainable multi-partner model to improve secondary-level teacher training as a path to higher education opportunities for disadvantaged young people living in the refugee camps and surrounding areas in Dadaab, Kenya. Researchers from YU then explored the BHER partnership questions and, in consultation with all potential partners, offered a model that responds to the concerns of the BHER partnership and the contextual needs. The model targets primarily teachers who are working in primary and secondary education levels. It also responds to the Joint Strategy for Education in Dadaab 2012- 2015 to address inadequate teacher training as a factor that determines enrolment rates in the primary and secondary levels of education. Both teacher training and advocacy for tertiary education have been determined as high priority commitments to promote quality of education in Dadaab refugee camps in Kenya by this strategy. This document reports our key findings and recommendations.

Contextual Considerations

Gender. Currently there is a disproportionate gender balance in attaining education among girls in the refugee camps and locally in Dadaab, Kenya. Girls are underrepresented at all levels of education due to elevated school drop-out rates (less than half of the students enrolled in primary schools and less than a third of high school students are girls); as well, few women from the region access higher education.. Barriers confronting girls' access, retention and achievement are

grounded in social-cultural norms which put girls in a subordinate position to boys. Threats to security and lack of learning/teaching facilities that accommodate the health needs of girls further discourage women from attending school. Untrained teachers in the camps and locally are mainly men, contributing to cultural barriers of communication and a shortage of female role models.

Environment. 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. 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 refugee support systems.

The Model

The team suggests a scalable model which begins with a bridging program. Its purpose is to prepare prospective students for university courses through remedial education in English Language for Academic Purposes, Information and Communication Technology (ICT) and Research Skills. Successful students will receive a non-university WTK-WUSC Certificate. Of these, students who elect to proceed with their studies will be admitted to the one year Certificate of Completion in Education Studies (Elementary). Successful completion of this step leads to admission to a one year Diploma in Teacher Education (Primary). Alternatively students will be admitted to a two year Diploma in Teacher Education (Secondary). Upon successful completion of the Diploma studies (Primary or Secondary Level), students may elect to follow Bachelor degree programs in the following areas to be offered by the BHER consortium partner universities: Education, Community Public Health, Business, Public Administration, Community Development and Extension Studies, or Science.

The delivery of these certificates, diplomas and degrees will be a complex undertaking involving various institutions providing service in an insecure environment characterized by scarce resources. But the feasibility study has demonstrated that this is attainable through a close collaboration with communities and local government:

- The consortium partnership is strong; excellent intercommunication has been established;
- The Partner institutions have demonstrated that they can be flexible and responsive to the needs of the larger project and the Dadaab community;
- The Dadaab community has been widely consulted; it is well-informed about the program and has begun to assume leadership roles in the project;
- The project is garnering increasing national and international interest; we expect that this attention will provide the kind of financial and other types of support that will be needed going forward.

Implementation Costs

The preliminary cost for the proposed project is estimated to be approximately CAN\$6,598,492 (US\$6,424,020) for a university campus and teaching/learning centre that will serve 400 refugees in the five Dadaab camps (Dagahaley, IFO, IFO 2, Hagadera and Kambioos) and the local communities in Dadaab area in two cohorts. We have compared the cost-benefit of the model we

have chosen with other higher education delivery models, such as the cost of acquiring a university degree in residence at a Kenyan university for a Kenyan citizen; the cost of a WUSC scholarship to a Canadian university. The size of the required investment per one cohort of 200 students is CAN\$6,599 (CAN\$6,425) per student. This figure includes infrastructural costs; however, as the infrastructure is established, the cost per cohort will decrease considerably. It is our firm conclusion that our approach is less costly, while maintaining a high quality of education and security of students, faculty and staff in a marginalized, volatile and impoverished region.

Benefits and Challenges

The long term benefits are very substantial in terms of improving quality education thereby increasing enrolment rates at the levels of primary and secondary education and opening avenues of access for better work and life opportunities for refugee youth *vis a vis* resorting to violence. It is estimated that as a result of close to 400 trained teachers at all levels (certificate, diploma, degree), close to 18,000 female and male pupils in elementary and secondary schools will improve their academic achievement. Most importantly, the attention to including women in this model through affirmative action measures will increase gender equitable access to education, thus expanding young women's opportunities to employment and participation in decision-making.

The financial viability of this project is a key challenge. Investment from donors is required for the pilot project to be launched and to be viable. Joint resource mobilization from the aid programs of governments, intergovernmental organizations, the private sector as well as the strong support of academic institutions is necessary.

Duration of Implementation

The security situation remaining peaceful, we estimate that the learning/teaching facilities and academic infrastructure will take 8-10 months to complete. The bridging preparation through to the end of the four year Bachelor degree will span five years: 11 months for the university preparation program; one year for the Certificate of Completion in Education Studies (Elementary); one year for the Diploma in Teacher Education (Primary); or two years for the Diploma in Teacher Education (Secondary); two years for the Bachelor degree programs. Best case scenario is that if the project goes forward as per the estimated schedule in the Feasibility Study, the first cohort should complete their degrees by Summer 2017.

Feasibility Study Recommendations to the BHER Partnership as the Pilot Moves Forward

- Develop a detailed plan to move the proposed pilot forward;
- Establish a project management team to coordinate the proposed pilot;
- Develop a detailed risk map (with alternative scenarios) for construction of campus;
- Develop a detailed risk map (with alternative scenarios) for delivery of courses and programs;
- Establish education agreements, Memorandum of Understanding (MOUs) or affiliation agreements with all academic consortium partners;
- Begin baseline study to support monitoring and evaluation of project
- Generate an outline business prospectus to engage with potential sponsors be these governmental donors, foundations, or private sector.

BHER Next Steps

BHER Partnership submitted an application and has been awarded major funding to implement the proposed model. Yet complementary funding is required to run parallel programs with a focus on girls and women, especially remedial education prior to entering the university preparation phase and mentoring throughout the implementation of the model; to explore creative uses of older technologies such as DVD/Print learning packages and community radio and to developing innovative approaches to the use of cell phones, MP3 players, and other mobile devices in technologically supported teaching and learning. As the model is initiated other funding needs will be identified. For further information contact: Prof. Wenona Giles at 416-736-2100 Ext: 66340 or by email at wgiles@yorku.ca or Prof. Don Dippo at 416-736-2100 Ext: 20748 or by email at ddippo@edu.yorku.ca.

Purpose and Scope of the Study

Background

Work toward the provision of portable higher education for long-term refugees is a product of seven years of research, discussions and debate, as well as a number of publications. A Social Sciences and Humanities Research Council of Canada (SSHRC) grant co-directed by Wenona Giles and Jennifer Hyndman of York University (YU), Canada (2005 – 2009) led to the development of preliminary research on the pressing need to open spaces for higher education for refugees. Key findings of that research included: i) long-term refugees survive with humanitarian relief despite the ways that they have been externalized or isolated from the rest of the world; ii) long-term refugee situations vary from country to country, and region to region – in camps, urban/ suburban or exurban sites. No matter the site, most host countries are barely able to support the refugees they host. And for the most part, they do not want refugees to stay and settle. Thus citizenship and its benefits, such as equitable access to the labour force, education, health, housing and other social services are unavailable to all but a few long-term refugees who are located in the global south; iii) keeping refugees out of view and sequestered in camps or in stateless and extremely vulnerable situations in the global south contributes to silencing them. This research suggested a number of avenues to address the silence, including universal access to higher education programs for refugees. Thus, the next step was to organize the SSHRC funded April 2010 Workshop at YU: *Borderless Education: The Provision of Tertiary Programs to Long-term Refugees*. Close to 35 researchers, teachers, policy-makers and activists from around the world discussed and strategized about higher education for refugees in a variety of international regions/situations. (See <http://crs.yorku.ca/bher> for the Workshop Report).

Parallel to these developments, the Executive Director of Windle Trust Kenya (WTK) had met with faculty at YU and discussed the possibility of onsite/distance university learning and teaching models for refugee youth and teachers in Dadaab. Although the camps host very little by way of university education, faculty at York were optimistic about the future of a potential initiative. They believed that the strength of a consortium of universities and non-governmental organizations (NGOs) in Kenya and Canada and the variety of distance education formats that are currently available worldwide would make this possible. A site just outside the camps could host a campus, providing a significant boost to the opportunities for education in Dadaab and in the camps and the region through offering onsite and online learning thus improving the quality of teaching both in and around the camps. To assess the feasibility of the delivery of portable education through a consortium model, Professor Giles visited Kenya in November 2010. Discussions with various partners aimed to test the idea and procure support. Importantly, the Kenyan Government (the MP of the Dadaab region and the Ministry of Education) confirmed their commitment and enthusiasm for the project.

As a result, the Borderless Higher Education for Refugees (BHER) consortium was formed. The partnership included, York University (YU), Kenyatta University (KU), the African Virtual University, the Refugee Educational Trust (RET), Windle Trust Kenya (WTK) the UNHCR Dadaab, the Interagency Network for Education in Emergencies, (INEE), the International Rescue Committee (IRC). To strengthen this partnership, SSHRC funded a third project, 2011-2013. Currently the partnership includes: **In Canada:** York University, The University of British Columbia (UBC), the World University Service of Canada (WUSC); **In Kenya:** Kenyatta University (KU), Moi University (MU), The African Virtual University (AVU), the United

Nations High Commissioner for Refugees (UNHCR) (Dadaab), WTK; **Internationally:** INEE, IRC, RET.

Rationale

One of the key objectives of the BHER Partnership is to explore models that support participation of refugee populations in tertiary education through a multi-institutional university education program for Dadaab. In the course of discussions, it has become apparent that there is a need for more information on the programmatic, financial, environmental, governance and operational challenges in order to determine the feasibility of a potential undertaking. What are the implications, opportunities and timelines? Are there alternate routes that may be considered? Is there an appropriate role for the BHER partnership in advancing a multi-institutional program?

The multiple-years of experience of the BHER institutions in designing and managing projects in international development demonstrate the importance of performing “due diligence” on joint-partnership ideas such as this one. There are at least four reasons why BHER believes the feasibility study was necessary: (1) This new initiative is not a short-term proposition for the Canadian and African institutions – it is situated in their strategies to internationalize the provision of university education and make it equally accessible to vulnerable groups. Determining its viability and understanding the resources necessary for its successful launch are thus key; (2) While distance learning enjoys the status of normative *modus operandi* for many students, offering this service to refugee youth is a new endeavour. A feasibility study enables BHER to make strategic decisions that show the best value for the funds expended; (3) Inter-university models of education service delivery have become common, yet “marrying” standards of curricula in portable scenarios has impact on processes, systems and structures that seek to meet the needs of vulnerable, remote groups such as refugee youth; (4) Institutional commitment has been procured from YU, KU, AVU, UBC, MU, and WUSC.

Study Objective

The objective of the Feasibility Study is to assess the needs and propose a sustainable, indigenous model upon which the systematic provision of a bridging program and on-site/on-line/web-based university courses in the social and natural sciences, health, education, and business will be delivered. Our report provides direction for a 5 year Pilot Project with two cohorts of 200 students each and includes program delivery options, timeline, and budget. We expect that our examination of issues and the assessment of the probability of success for the delivery of this pilot will enhance the probability of accommodating the learning needs of refugee youth, provide quality information for institutional decision-making and partnership viability. Given the lack of viable existing models and to build this ambitious project on sound foundations, it was crucial to engage in this Needs Assessment Study, so as to assess the needs and propose a sustainable, indigenous model upon which the systematic provision of on-site/on-line/web-based university courses in the social and natural sciences, health, education and business will be delivered.

Funder and Authors

This study was funded by the MasterCard Foundation, Youth Education Program. The authors of this study are Don Dipppo, Aida Orgocka and Wenona Giles. They relied on the collaboration of

multiple institutions (as acknowledged) to provide the necessary information for the proposed model.

Sources of Information

This study has utilized various sources of information. Literature reviews prepared for a parallel research project (see Annex 1) helped clarify the situation and possible challenges regarding the implementation of a potential model. Fieldwork with community researchers in Daadab (see Annex 1) alerted and informed the team on issues involved in developing the model.

Process used for the study

Curriculum Consultations

At YU this has involved several joint high level meetings with the Vice-President Academic, the Associate Vice-President Academic and the Associate Vice President Research, Deans and Associate Deans from the Faculties of Education, Health, Social Sciences, Chairs from Administrative Studies (Business), Geography, Anthropology, Nursing, Science and numerous meetings on a one-to-one basis with the aforementioned and with many faculty members of various departments, as well as senior members of the University Secretariat to the University Senate. Meetings with the Registrar's Office were also held to discuss ways to facilitate the entry of non-fee paying refugee students as YU students and/or in YU courses.

At Kenyatta University, consortium members and the head of the Office for Capacity Development met frequently with the Vice-Chancellor of the University over the last two years. The Vice Chancellor has now joined the project team. They have formed a high level faculty and staff based Dadaab Committee and use this committee to consult members of relevant faculty departments to build support for the BHER project.

At Moi University and University of British Columbia faculty members began to build the Diploma for Secondary level teachers several years ago as an on-site program. They continue to consult with relevant departments as they integrate on-line and blended sections to their Diploma. They have consulted with their Senate regarding tuition free scenarios and have been recently been successful in this regard.

At African Virtual University, the Rector appointed a member of AVU to spend part of her time consulting and building the BHER project. This has involved the development and strengthening of links to KU's distance learning department.

Partners' Workshops

Kampala Workshop. The first workshop 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 the location of our Kenyan partners. This meeting that brought together 23 interdisciplinary researchers, academics, graduate students, and practitioners, focused specifically on designing the research plan that would lead to this Feasibility Study Report. Workshop partners generated a plan that details what we expect to accomplish in order to achieve success. 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, KU, WTK, AVU, WUSC, 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. 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 first two days concluded with the formation of three subcommittees that correspond to the agreed upon phases of the potential programs. On the morning of the third day, workshop participants had the option of attending one of two concurrent sessions: i) a discussion of the organizational and institutional approvals and arrangements that would be required to move forward on each of the phases outlined during the two prior days; or ii) the development of opportunities for future funding. The Workshop Report is available on the BHER project website at: <http://crs.yorku.ca/bher-kampala-2011-agenda>.

The Kenyatta University Workshop was held Dec 2-4th, 2011 at Kenyatta University in Nairobi, Kenya. Two new partners joined the BHER project: Moi University and the University of British Columbia. The security situation and its impact on access to education were discussed at length in the Workshop with significant input from the refugee researchers who also attended this Workshop as part of their field training. A number of research documents were presented and discussed: the Qualitative Contextual Research Review, the Pedagogical Research Review, the BHER Contextual Research Design and the BHER Pedagogical Research Design. Learning technologies and other technological issues were examined. The 4 Phases of the degree program were discussed and commitment from the Partnership institutions was sought. The launch of Phase 1 - Bridging (now called InSTEP) was defined with commitment from WUSC, WTK and AVU. Phase 2 (Diploma/Certificate for primary and secondary school teachers) was discussed at length and commitment was given by YU, UBC, MU to lead the two Phase 2 Programs. The Workshop Report is available on the BHER project website at: <http://crs.yorku.ca/bher-dadaab-nairobi-workshop-2011-agenda-report>.

The York University Workshop held on May 14-16, 2012 in Toronto, Canada validated the findings of the feasibility study research. The project team discussed the specific needs, requirements and challenges pertaining to the project, based on the results of the feasibility study for each of the four phases. It was agreed that admissions criteria for all phases of the program should be streamlined, with admissions into and successful completion of InSTEP designed to meet the requirements of the university partners involved in subsequent phases. It was decided to have one centralized BHER Learning Centre in Dadaab supported by the Institute Of Open, Distance and e-Learning (ODEL), and work out adequate forms of transportation, considering safety and security, for students to and from the centre as needed. The Learning Centre will house the technology to be used to deliver blended models of course curriculum (online and onsite), the specifics of which (what type of technology, how much equipment, etc.) are still to be determined. Program specifications regarding curricular development are to be finalized by the institutions leading each program. All partners have agreed to uphold principles supporting gender equity, consideration for special needs and other marginalized groups and locally relevant and situated pedagogical practice and curricula into course designs. Monitoring and evaluation

processes will involve internal evaluations by BHER team members within research and program design, evaluations by students in the program and external evaluations constructed to provide objective feedback on the project overall. Additional supports such as a mentoring program for students involved in the program, drawing on student resources from the partnering institutions, was agreed upon as an important measure to increase student retention and better ensure student success. Each university identified what type of degree programs they might be prepared to offer with the task of making inquiries with their respective administrators to further this final phase of the project. Funding was discussed in a full-day meeting on Wednesday, May 16, clarifying the cost-benefit of the selected model. Areas of the program where additional funding opportunities must be found were highlighted. See Toronto Workshop 2012 Report at: <http://crs.yorku.ca/bher-dadaab-toronto-workshop-2012-agenda-report>.

Duration of the Study

This study was conducted July 2011 – June 2012.

Description of the Current Situation

Dadaab, Kenya is home to over 450,000 refugees who have fled their homes in Somalia, Sudan, and Ethiopia and other areas. As at November 23, 2011, the camp population stood at 463,500, of which 266,900 (57.6 per cent) were children (aged below 18 years) and 88,600 (19.1 per cent) youth aged of 15 to 24 years (UNHCR Dadaab Registration statistics as of 23 November, 2011). Close to 95% of the refugee populations are Somalis from Somalia. Ethiopians comprise the second largest group, and very small numbers of Sudanese, Eritreans, Congolese, Burundians, Tanzanians, Ugandans and Rwandans are also present. The camps have existed for nearly 20 years and many people have spent their entire lives living there. Some are able to emigrate to other countries around the world, where they may obtain education and enter into a variety of jobs. Those who stay are a part of a community that includes schools, services and markets yet the community is poor and opportunities are limited.

Education

As of November 2012, a number of organizations work to address education needs in Dadaab. These include African Development and Emergency Organisation (ADEO), Association of Volunteers in International Service (AVSI) Foundation, CARE International in Kenya (CARE), Danish Refugee Council (DRC), FilmAid International (FilmAid), The Lutheran World Federation (LWF), Norwegian Refugee Council (NRC), UNHCR, UNICEF, Windle Trust Kenya (WTK). The Strategy for Education in Dadaab for 2012-2015 that was jointly developed by the Ministry of Education, UNHCR, UNICEF and all education partners operating in the Dadaab camps, details the current education situation in Dadaab. While we outline here issues relevant to the model we propose, the reader is referred to that document for more detail.

Situation in the refugee camps

One of the key education concerns in Dadaab is low levels of retention in both the primary and secondary education. Teacher quality has been often referred to as one of the factors that has direct impact on retention. There is a high teacher turnover due to double work load and low incentive rates. Currently, high school graduates who are not technically “qualified” often serve as teachers in elementary and secondary schools. Typically they are provided with little, if any, teacher education or professional development.

Situation in local communities

The non-refugee communities in Dadaab are some of the poorest in Kenya. As such, they do not have the resources to fully equip their schools to serve the children of their community; very low educational enrolment rates are observed. An analysis conducted in 2007 to map schooling levels of all persons aged six and above indicates that only 19.5% of children from the county around Dadaab (Garissa county) have ever enrolled in school. This is contrasted with a national average of 76.8% (Government of Kenya, 2008). The international community has generally given greater attention to the refugees and it is widely perceived that refugees are leading a better life than local community members. Refugees have hospitals, schools, potable water and well-established community service amenities. As a result, local communities have become increasingly hostile towards refugees and aid agencies working in the area. It is therefore important to try and narrow the quality and access disparities between refugee education and host community education. In addition, the local communities have identified an inadequate supply of

trained teachers as the biggest problem facing schools in the community. In 2007, the ratio of trained teacher per pupil was 1:68 in Garissa. As a result, the semi-nomadic lifestyle of many in Dadaab is more attractive to students than the alternative, enrolling in poorly staffed schools. In addition to low enrolment, the inadequate number of trained teachers has also translated into poor performance in national examinations.

Gender

Due to cultural factors and related societal limitations, few refugee girls are able to attend secondary schools. In November 2009 a total of 2,466 (CARE Kenya, 2008) (618 female) primary school students in Dadaab sat for Kenya Certificate of Primary Education (KCPE), marking the end of primary education. Students who pass KCPE are admitted into secondary schools. Only 114 (17%) of those admitted into secondary schools were girls in 2010. Enrolment rates are low for girls in local communities as well.

In Dadaab, out of a population of 2,692 secondary school students, girls account for only 23% of pupils (WTK, 2010). Although the female Gross Enrolment Rate (GER) in secondary education rose from 6% to 36% (by 30% points) between 2003 and 2009, the female enrolment still remains comparatively low at 23%. Barriers confronting girls' access, retention and achievement are grounded in social-cultural norms which put girls in a subordinate position to boys. Strict gender roles also form barriers to girls' education. Key constraints for girls include:

- Responsibility for most domestic work: Household survival depends on girls' domestic work, and thus, it is given priority over attending school. Domestic work also limits girls' time for studying at home or attending extra classes.
- Poverty: Girls often supplement household income by taking on paid jobs or staying at home to enable other family members to work.
- Early marriage: Upon reaching puberty many girls are removed from school for protection reasons while awaiting marriage. Alternatively, if married at an early age, they drop out of school to take on the burden of domestic work.
- Female circumcision: This practice leads to health problems and more absences from school.
- Lack of access to sanitary napkins and lack of privacy in schools: Some girls miss several days of school every month during menstruation.
- Shyness and minority status in the class: Girls have less confidence to ask questions that will help them to understand their schoolwork.

In 2009, WUSC and WTK piloted a girls' education project in Dadaab to address the educational needs of girls by providing them with remedial training while mobilizing the community to support girls' education and develop an improved understanding of gender issues. This pilot project has shown that by working with girls directly and mobilizing the community to support girls' education and eliminate the barriers they face, girls can dramatically improve their performance and are more likely to pursue secondary and tertiary education.

Environment: Safety and Security

The Dadaab camps (as of November 2012 five separate camps: Dagahely, Hagadera, Ifo 1 and Ifo 2 and Kambioos) are situated approximately 90 km from the Somali border. The climate is semi-arid with temperatures often reaching 40 degrees Celsius. 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. 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 refugee support systems. The limited onsite building availability and scarcity of resources necessitates that the pilot project creates as little stress as possible on environment.

In the recent past, the security situation in the Dadaab area has become high-risk and dangerous, following a series of incidents, including the abduction of aid workers and fatal attacks on refugee leaders and Kenyan security forces. This led to more restrictive security measures that curtailed humanitarian access to the camps and obliged the Government of Kenya, UNHCR, partners and the refugee leadership to explore new ways to continue the delivery of assistance and protection. It is imperative that BHER partners observe closely the situation and rely on refugee capacity, local community members and local partners to implement the model.

Overview of the Proposed Model

Goal and Objectives

Informed by an approach to design and strengthen locally based educational services, the proposed model promises to 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. The 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.

The objectives are to: (1) improve the equitable delivery of quality education in refugee camps and adjacent local communities through university training 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, health studies, public administration, business, community development 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.

Principles for Programme Development

Building capacity for peace and development

Higher education will build capacity in the camps themselves by bringing forward educated and knowledgeable cohorts who can strengthen the infrastructure for those living under very difficult situations. Those located in precarious sites and situations need access to as much knowledge as possible to survive, and indeed to ameliorate their lives and livelihoods.

Opening up spaces for new knowledge creation

Universities have traditionally provided a place for the creation and critique of knowledge. Not only is the vantage point of refugees missing from most current scholarship on migration, exile, and displacement, but the creation of new knowledge and the development of an educated cohort is crucial for nations-in-the-making, such as the ‘new’ Somalia. The BHER programs will provide a space for such knowledge creation and critique.

Earning while learning

Students enrolled in the pilot program will be employed as teachers in the primary and secondary school system within the camps and locally. This mode of delivery has been chosen given the specific needs of refugee teachers and teachers locally who cannot afford to be away from work for lengthy periods of time. At the same time, it is expected that teachers will be able to apply directly what is currently learnt. Thus, the program will be delivered during the school breaks, when both the Dadaab teachers are off work, and when faculty members are able to travel in order to teach in the program. To support learners, an Enabling Package of resources will be made available. This package will allow them to cover necessary incidentals such as transportation, food (and in the case of women, also sanitary napkins) for the day they attend

classes. This will not only ensure that students complete their modules and obtain an education, it will act as a social and economic intervention.

Affirmative action

Due to many of the factors, girls have not had available to them the same educational opportunities as boys. This lack of education further exacerbates the marginalization of women within the communities, as they are denied opportunities for employment or scholarships. To redress the situation of low participation of girls in school and to enhance the retention and performance of girls in the program, the model foresees recruiting and training more female teachers, initiating affirmative action favouring the admission of girls by lowering their entrance requirement; and instituting a mentoring program.

Admissions. Recruitment of female students into the BHER program will involve lowering the admission requirements for women, based on their high school graduation marks, from C plain to C-. We will also expand the reach of admissibility beyond recruiting from within the group of working incentive teachers to also include women in other incentive work and women who have graduated from high school but are not currently employed in an incentive position. These women would then be assigned positions as incentive teachers in the schools as part of their practical work experience for the duration of the teacher training and degree programs. As we recognize that with expanded admissions criteria the number of women who meet the minimum requirements for entering post-secondary institutions may be limited, we are also exploring how to incorporate mechanisms for recognizing prior learning experience, such as domestic and/or other previous work and/or education in Somalia or elsewhere as allowable entrance criteria.

Mentorship. A mentorship program will be established by women and men involved with the New Scholars Network of the Refugee Research Network, along with interested women and men from the Somali diaspora in post-secondary institutions worldwide (e.g. female WUSC scholars), who will support female students in the BHER program in Dadaab. Based on research currently underway to identify the best possible uses technology to support students in the BHER program, a transnational mentorship program will connect students in Dadaab with a network of academic and social support around the world. Mentors will work on a voluntary basis (and have already expressed an interest in doing so) and will support female students with regard to broader life skills surrounding post-secondary education, such as time-management, overcoming challenges in teaching and learning, accessing information online, managing cultural and domestic expectations and responsibilities alongside their professional endeavours.

Coordination with Stakeholders

The model foresees the collaboration of various stakeholders. In addition to parents, teachers, school administrators, community leaders, there are a few other actors whose cooperation the implementation of the model will need. These include UNHCR, CARE and Lutheran World Foundation. We have consulted with relevant national- and regional-level officials at the Kenyan Ministry of Education. UNHCR is also seeking to cultivate stronger relationships with the Ministry of Education and to advocate for greater integration of refugees within the national system; we will work with UNHCR on these advocacy efforts. The UNHCR Community Services Associate in Dadaab is a core team member of this project and we are also in regular

communication with the UNHCR Senior Education Officer and Higher Education Associate in Geneva.

Synergies with current initiatives in the region

The educational goals of the proposed model align with the Joint Strategy for Education in Dadaab 2012-2015 and the 2012-2016 UNHCR Education Strategy for that have documented the need for improved quality of learning and teaching in primary and secondary schools. Working within the two Strategies, this model has a specific focus on enhanced teacher education as a mechanism for improving quality. In particular, this project acts on Action 4 of the new UNHCR Education Strategy, improving access to higher education opportunities for refugee young people and Actions 1 and 3, which address improving learning achievement in primary and secondary school with an emphasis on teacher training. The Northern Kenya Education Trust (NKET) was created recently. Currently, NKET is keen to provide support to Kenyans in Northern Kenya. However, they are in their infancy having grown out of a UNICEF scholarship for girls that was started in 2006. The partnership will follow the developments and keep the Trust informed of its achievements.

Underlying features

Stackability (incremental earning of credits leading to certificates/diplomas at each level). At each level, students will be able to earn a certificate, diploma or a degree. For example, participants in the Certificate of Completion in Educational Studies (Elementary) earn 30 university-level credits that complete the Certificate. But the expectation is that these credits can serve as the foundation upon which to build additional university credits leading to other diplomas and degrees.

No Tuition for Refugee Students: The BHER Programme will be revenue neutral. External funding will be sought that will cover instructional costs (course directorships, instructor travel and accommodation, teaching assistants, learning materials, etc.) and administrative costs (admissions and registration, transcripts, etc.).

Blended Uses of Educational Technologies. The BHER Programme will begin with a modified two-cohort model that will use an appropriate blend of face-to-face and distance learning approaches but will make increasing use of distance learning as students progress through Phases of the programme (see Annex 2 for a detailed discussion).

Reciprocity in Credit Recognition. University partners will offer courses and programmes jointly. These have been approved through their regular approval processes (Committees, Councils, Senates, etc.). The expectation is that Universities offering Certificates, Diplomas and Degrees will recognize and award credit for courses offered by other University partners. BHER will work toward establishing joint programs and joint certificates, diplomas and degrees.

Portability. Likewise, if the program's alumni are able to relocate or return to their home countries at a later date, they can use the university credits that they have earned towards further education and professional studies. Those with recognized university certificates, diplomas and degrees may be more mobile to employment and graduate degree opportunities in their home

country (e.g. Somalia), host country (Kenya), and/or third country (e.g. Canada, Australia, the USA or a European country).

Caveats

The pilot model has been carefully conceived within the existing refugee governance structure in Kenya, which does not allow for freedom of movement and/or employment outside the camps, and with the knowledge that there is *no* plan or strategy for the integration of protracted refugees. However, the African Union is developing a protocol for managing teacher migration in Africa, and the Commonwealth Secretariat is advocating that forced migration and education in emergency issues be addressed in its design and implementation.

Overview of the phases

Following the approach of ‘stackability’ refugee youth and local students from Dadaab will attend Phase One InSTEP classes throughout the year in local high schools. In Phases Two through Four, students will study face-to-face during the April/August/December holidays and/or online/on-site in facilities renovated and equipped for instructional use at the planned Kenyatta University (KU) Institute of Open, Distance and ELearning (ODEL) satellite campus in Dadaab (see Annex 3 for a graphic presentation of the BHER model). The total cost of the model is **CAD\$7,297,208 (US\$7,117,770)** (see Annex 4 for a cost breakdown).

Phase 1 – Mandatory "InSTEP" 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) for Academic Purposes 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). The program includes curriculum/instruction courses in English, Math, Social Sciences, Creative Arts, Health, Science and Technology, and foundational courses in Human Development, Inclusive Education, Sustainable Development, Global Issues. Successful completion of Phases 1 & 2A 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 Studies (Education/Health Studies/Administration/Business/Community Development/Science and Technology) (12 months – 30 credits). Successful students from the pool of Phase 2(a) graduates will be able to concentrate studies and deepen their knowledge towards a university degree. They can choose from two options:

- a) **KU Diploma in Teacher Education (Primary)** (12 months – 30 credits) This program (in development) complements the Certificate of Completion in Educational Studies (Elementary). It includes courses in Food and Nutrition, Foundations of ECE in Kenya, Foundations of Community Development and Mobilization, Materials Development, Indoor and Outdoor Play Activities, the Role of the Family, Administration and Supervision, and Guidance and Counseling. This Diploma enables a person to apply for Kenyan teacher certification.
- b) **Foundational Degree Studies** (12 months – 30 credits) Students will choose from a range of introductory courses in various disciplines offered by each of the five post-secondary institutions in the BHER consortium. Successful completion of specified courses qualifies students to continue to Phase 4 and/or continue to teach.

Phase 4: Degree completion (12 – 24 months; 30 - 60 credits) Most upper-level degree credit courses will be offered in a distance learning or on-line format providing students with more opportunities to study at their own pace. Universities in the BHER consortium will offer courses leading to **BEd/BA/BSc/BAS/BES Degrees**.

BHER Proposed Model in Detail

BHER Phase One: Preparation for University

Students intending to enrol in the certificate and diploma programs will need additional preparation in English, ICT and Research Skills. Furthermore, they will need practice and upgrading in information and communication technology and research skills in order to effectively use distance learning technologies. To do this, the model uses **Increased access and Skills for Tertiary Education (InSTEP) Program** currently being developed by WUSC, WTK and AVU. The InSTEP is intended to prepare this potential beneficiary student population for their acceptance into and successful completion of these certificate, diploma and degree programs by improving their skills in English, the use of ICTs and research.

Curriculum, Structure and Learning Outcomes

The program will follow three components:

Thematic Aspect	No. of Months	Hours Allocated
English for Academic Purposes	5 months: Aug. to Jan.	160 hours
Computer applications	2 months: Feb. to March	96 hours
Research Skills	3 months: April to Jun	96 hours
TOTAL	10 months	320 hours

Note: See Annex 5 for a proposed InSTEP teaching schedule.

English for Academic Purposes: (August and January)

Although they will already have had a considerable exposure to the English Language, as a second or third language, mainly through primary and secondary education, students will need to extend their capabilities and increase accuracy in what they have previously learned. In order to succeed in a university program, the students will need to improve their ability at English for Academic Purposes. 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 delivered 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 (see Annex 6 for a description of this course).

Computer Application Courses (February and March)

The university Preparation Component will run computer classes to enable learners to use standard applications such as word processor, spreadsheet, presentation packages and typing skills. It will also train them in distance-learning specific software and internet research skills (see Annex 6 for a description of this course).

Research Skills (April to June)

Most university degree and diploma courses require students to write up an extensive piece of original research. In the InSTEP, learners will be required to choose a topic for their research; undertake a brainstorming session to list all the questions they want to ask and all the details they

need to obtain; and define the location of the responses to the questions and details. They must divide their research into numbered chapters and sections for cross reference. They will have to plan and write out logical progressions of chapters containing their research findings. The final chapter should include detailed conclusions and recommendations (or if the project is a historical survey, projections into the near and medium term future). The final work will be about 10,000 words in length and printed out on numbered pages, bound and submitted to the InStep teacher for marking and grading (see Annex 6 for a description of this course).

Admission Requirements/Enrollment

Admission requirements for the University Preparation Courses (200 students per year):

- For men: High school graduation with at least a C plain average and involved in incentive teaching.
- For women: High school graduation with at least a C minus average and involved in incentive work (preference will be given to women involved in incentive teaching but other incentive work will be considered). Women who have graduated from high school but who are not involved in incentive work will also be considered for admission on a case by case basis.
- 20-25% of students to come from Dadaab and Fafi districts
- 30% of students to be female in Year 1, 40% of students to be female in Year 2, 50% of students to be female in Year 3 and beyond.

Resources

Teaching Resources/Personnel: The two components of the InSTEP program (English and Research) will be delivered by 7 trained Kenyan national instructors hired through WTK. The ITC component will be taught by two teachers hired through AVU.

Equipment, supplies and other needs: Access to a personal computer, CD Rom Drive, Communication ports (e.g., serial, parallel, USB), Disk drive, Printer, Windows Operating System (any version), Web browser (Internet, Explorer, Mozilla, Netscape, etc.), Access to an Internet Connection.

Space: InSTEP will be offered at the high schools in town and in the five camps. The ICT component of the program will use AVU online infrastructure as well as the BHER Learning Centre.

Budget estimated at CAN\$1,960,150 (US\$1,911,950)

BHER Phase Two (A): Certificate of Completion in Educational Studies (Elementary)

The Certificate of Completion in Educational Studies (Elementary) will be housed in the Faculty of Education at York University. Administration of the program will take place in the existing undergraduate program office and will be supported by faculty members both inside and outside the Faculty and York University.

The Certificate of Completion in Educational Studies (Elementary) is a program that is intended to be offered internationally. It will include 30 university credits for students who do not have

post-secondary education. It is not in itself a teaching certification and will not be recognized as such in Ontario, Canada. That said, the courses that make up the certificate program will be university credit courses that will be transferable to other diploma or degree programs, may be recognized by local education authorities, and will certainly support untrained teachers in developing the knowledge, skills, abilities that will help them become effective elementary educators.

The model of the Certificate of Completion fulfills both short-term and long-term goals for both the communities and for individuals in Dadaab. It is expected that the program will provide an increase in the quality of teaching in elementary schools, which will have a positive effect on the community. There are currently no certificates similar to the proposed Certificate offered at York, nor are there comparable certificates offered by other Canadian Universities. Together these certificate and diploma programs will create a new model of pre-service teacher education that can be adapted for use in other international contexts. The Certificate program is part of a larger BHER initiative which will provide other on-site and on-line opportunities for students who complete the Certificate to continue post-secondary studies while working as teachers.

General Objectives of the Certificate

The goal of offering this certificate is multi-faceted. It will provide untrained elementary school teachers with skills and knowledge to better enable them to serve as elementary school teachers. It will also provide them with an opportunity to undertake some post-secondary education which may in turn provide opportunities for further study through BHER diploma and degree programs.

The general objectives for the certificate are to:

- Improve the quality of teaching in elementary schools in Dadaab
- Provide post-secondary education opportunities to uncertified elementary school teachers
- Provide transportable/transferable university credits that would enable students to enroll in other diploma and degree programs in Kenya and internationally.

Curriculum, Structure and Learning Outcomes

These overall learning outcomes will be achieved through the delivery of the courses that are offered as a part of the certificate program. Faculty members from York will deliver the programs in a “blended” model – partly through online learning and partly in person, in Dadaab.

Overall program learning outcomes: By the end of this program, participants will:

- Understand the technologies that can be accessed as curriculum resources in the elementary school classroom
- Understand a variety of teaching methodologies that will lead to positive and inclusive learning for all students
- Demonstrate general knowledge and understanding of key concepts, methodologies, and theoretical approaches in curriculum areas
- Exercise critical and analytical skills inside and outside academic disciplines

Many of the courses that will comprise the Certificate are already existing courses in the Faculty of Education. The expectation is that course directors, working within the parameters of the Senate approved course descriptions and working with the assistance of Community

Teaching/Learning Resource Persons, will design courses that will incorporate both current theory and local knowledge, and will be sensitive to and appropriate for the context within which the Certificate is being offered. As with the delivery of any course, the content and expectations might be focused differently, depending on the area(s) of expertise of the instructors. In the case of Dadaab, course directors will have to take into consideration the scarcity resources that are available in the camps. Both participants and their instructors will be challenged to creatively find and develop resources that can be used to support teaching and learning in the camp context. The methods of assessment for learning outcomes will match those of the current Faculty of Education courses, with the consideration of local resources and creative resourcefulness. The certificate will only be issued when the ten half-courses (30 credits) are successfully completed (see Annex 7 for a list of courses).

Admission Requirements/Enrollment

Students admitted to the Certificate program will have successfully completed the non-credit InSTEP Program. Ordinarily application to the Certificate program will be open to candidates who not only demonstrate academic ability, but who also have been working as teachers; this criteria will help to ensure that the program is making a direct contribution to the improvement of the education system in Dadaab. To address the gender imbalance in overall school performance, the program will also seek to admit equal numbers of men and women.

The program would include a cohort of participants who would study and matriculate together. It is anticipated that the cohort will include two groups, each of 40-50 students (total 80-100 students). The program is designed so that it can be delivered in flexible formats. In the case of Dadaab, the program will be offered on-site, full-time in April, August, and December when schools are closed and teachers are on holiday, and on-line in May-July and September-November when teachers would be working in schools. The proposed Certificate program for Dadaab will take one year to complete.

Resources

Faculty Resources/Personnel: York tenure stream, seconded, or contract faculty members will be hired to teach York University courses. Faculty members from BHER partner institutions may also be hired on contract to teach courses offered in the Certificate. Experienced, well-regarded teachers in the camps or communities may be hired as Community Teaching/Learning Resource Persons to help co-design and co-teach Certificate courses. Their work will support the inclusion of local curriculum content and local community engagement. Overall responsibility for courses remains with Course Directors. Remedial support for women will be provided through the BHER Mentoring Network.

Space: Courses will be offered at the BHER Learning Centre in Dadaab.

Budget estimated at CAN\$728,708 (US\$710,789)

BHER Phase Three (A): Diploma in Teacher Education (Primary)

The Diploma in Teacher Education (Primary) will be housed in the School of Education at Kenyatta University. Administration of the program will take place in the existing undergraduate program office and will be supported by faculty members of the School of Education

The Diploma in Education (Primary) is a program that is intended to be offered to refugee untrained teachers in Dadaab. It will include 10-12 university units for students who have a Certificate in Elementary Education. The courses that make up the Diploma program will be university unit courses that will be transferable to other degree programs, are recognized by local education authorities, and will support untrained teachers in developing the knowledge, skills, abilities that will help them become effective educators at the primary school level.

General Objectives of the Diploma

The goal of offering this Diploma is multi-faceted. It will provide untrained school teachers working at the primary level with skills and knowledge to better enable them to teach at this level. It will also provide them with an opportunity to undertake some post-secondary education which will in turn provide opportunities for further study through BHER degree programs.

The general objectives for the Diploma are to:

- Improve the quality of teaching in the primary level schools in Dadaab;
- Provide post-secondary education opportunities to uncertified primary school teachers;
- Provide transportable/transferable university units that will enable students to enroll in other degree programs in Kenya and internationally.

Curriculum, Structure and Learning Outcomes

These overall learning outcomes will be achieved through the delivery of the courses that are offered as a part of the Diploma program. Faculty members from Kenyatta University will deliver the programs in a “blended” model – partly through online learning and partly in person, in Dadaab.

Overall program learning outcomes: By the end of this program, participants will:

- Understand the technologies that can be accessed as curriculum resources in the Primary school classroom
- Understand a variety of teaching methodologies that will lead to positive and inclusive learning for all students
- Demonstrate general knowledge and understanding of key concepts, methodologies, and theoretical approaches in curriculum areas
- Exercise critical and analytical skills inside and outside academic disciplines

Many of the courses that will comprise the Diploma are already existing courses in the School of Education at KU. The expectation is that course directors will work within the parameters of the Senate approved course descriptions, and with the assistance of Community Teaching/Learning Resource Persons will design courses that will incorporate both current theory and local knowledge that will be sensitive to and appropriate for the context within which the Diploma will be offered. As with the delivery of any course, the content and expectations might be focused differently, depending on the area(s) of expertise of the instructors. In the case of Dadaab, course directors will have to take into consideration the scarcity resources that are available in the camps. Both participants and their instructors will be challenged to creatively find and develop resources that can be used to support teaching and learning in the camp context.

The methods of assessment for learning outcomes will match those of the current KU School of Education courses, with the consideration of local resources and creative resourcefulness. The certificate will only be issued when the ten half-courses (10 -12 units) are successfully completed (see Annex 8 for a list of courses).

Admission Requirements/Enrollment

Students admitted to the Diploma will have successfully completed Certificate of Completion in Elementary Studies Program. Ordinarily application to the Diploma program will be open to candidates who not only demonstrate academic ability, but who also have been working as teachers; these criteria will help to ensure that the program is making a direct contribution to the improvement of the education system in Dadaab. To address the gender imbalance in overall school performance, the program will also seek to admit equal numbers of men and women.

The program would include a cohort of participants who will study and matriculate together. It is anticipated that there will be two cohorts, each of 40-50 students (total 80-100 students). The program is designed so that it can be delivered in flexible formats. In the case of Dadaab, the program will be offered on-site, full-time in April, August, and December when schools are closed and teachers are on holiday, and on-line in May-July and September-November when teachers would be working in schools. The proposed Diploma program for Dadaab will take one year to complete.

Resources

Faculty Resources/Personnel: Kenyatta University tenure stream, seconded, or contract faculty members will be hired to teach Kenyatta University courses. Overall responsibility for courses remains with Course Directors. Remedial support for women will be provided through the BHER Mentoring Network.

Space: Courses will be offered at the BHER Learning Centre in Dadaab.

Budget estimated at \$329,154 (US\$321,060)

BHER Phase Two (B) and Three (B) - Diploma in Teacher Education (Secondary)

The UBC in partnership with MU is developing a 60 credit Diploma in Teacher Education (Secondary). The Diploma will be a Moi University Diploma, to which UBC contributes courses.

Curriculum, Structure and Learning Outcomes

The Diploma in Teacher Education (Secondary) programme shall normally take two years. The programme will be offered on a full-time basis for six semesters scheduled into the April, August, and December school breaks. For those working as teachers, teaching practice is ongoing and will be assessed consistent with this mode of teaching/learning. Those who are not working as teachers will be required to undertake practical teaching (Teaching Practice/ Practicum) for two school terms. For theory courses, three (3) hours per week will constitute three (3) units. For teaching methods courses, two (2) hours per week will constitute two (2) units. For Teaching Practice, three (3) hours per week constitute one (1) unit. For those working as teachers, teaching practice will be ongoing and will be worth nine (9) units after completion of

the two year Diploma programme. Students are required to take all core courses as indicated below and two teaching subjects in either the Sciences or the Humanities.

Admission Requirements/ Enrollment

The common Moi University regulations for the submission and processing of applications shall apply:

- For men: a minimum of KCSE Grade C (plain) or its equivalent.
- For women: a minimum of KCSE Grade C (minus) or its equivalent.

In addition, applicants should have scored the following grades:

- C (plain) in the subjects of specialization.
- C (plain) in Mathematics (from high school) for those taking Sciences.
- D+(plus) in Mathematics (from high school) for those taking Humanities.
- C-(minus) in English for all applicants.
- successful completion of InSTEP program, evaluated through an examination
- currently working as teacher in secondary school or prepared to return to secondary school teaching
- currently working as a teacher in elementary school with an interest in becoming certified to teach in secondary school
- currently doing other incentive work but interested in becoming a teacher
- eighty students will be admitted into the Diploma program each year
- 30% of students to be female in Year 1, 40% of students to be female in Year 2, 50% of students to be female in Year 3 and forward.

Resources

Faculty Resources/Personnel: UBC and MU tenure stream, seconded, or contract faculty members will be hired to teach UBC/Moi University courses. Faculty members from BHER partner institutions may also be hired on contract to teach courses offered in the Diploma. Experienced, well-regarded teachers in the camps or communities may be hired as Community Teaching/Learning Resource Persons to help co-design and co-teach Diploma courses. Their work will support the inclusion of local curriculum content and local community engagement. Overall responsibility for courses remains with Course Directors. Remedial support for women will be provided through the BHER Mentoring Network.

Laboratory Facilities/Learning Technologies:

- Blended – CD-ROMs, MP3 players, laptops, animations/simulations
- use of existing science labs, enhancement as necessary

Space: Courses will be offered at the BHER Learning Centre in Dadaab. Practicum will be ongoing through the school year.

Budget estimated at: CAN\$1,412,705 (US\$1,377,970)

BHER Phase Four - Degrees

The six degrees that are in development at each of the universities in the BHER consortium reflect community needs and interests as expressed to us in focus groups and in-depth interviews.

The range of degrees in development also is responsive to the expressed desire for choice and options on the part of community respondents. Students that have earned a Diploma in Teacher Education (Primary) (Phase 3A) or Diploma in Teacher Education (Secondary) (Phase 2B and 3B) may choose to apply those credits toward a university degree.

Objectives of the Diplomas and Degrees

This will be developed for each of the diplomas and degrees to be offered by BHER university partners.

Program and Curriculum Structure

To move from either Phase 2A/3A or Phase 2B/3B into the full degree program, students must have successfully completed 60 credits/20 units from their elementary or secondary stream. Partner Universities will take the lead on developing particular programs, or at least exploring the possibility of developing particular programs to start. Suggested diploma/degree programs include the following:

- Diploma in Teacher Education (Primary) – KU (60 credit/20 unit)
- Bachelor of Education – KU and Moi (120 credit/40 unit)
- Bachelor of Community Development and Extension – KU and YU (120 credit/40 unit)
- Bachelor of Public Administration – KU and YU –PPA (120 credit/40 unit)
- Bachelor of Administrative Studies (Business) – YU (90 credit/30 unit)
- Bachelor of Health Studies – YU, UBC and Moi (90 credit/30 unit, 120 credit/40 unit)
- Bachelor of Science – YU (Faculty of Environmental Studies or Faculty of Science and Engineering) (120 credit/40 unit)

Phase Three (A) Options

Education	Health	Business	Development	Science	Administration
Dip.Ed.					
(30 cr.)	(30 cr.)	(30 cr.)	(30 cr.)	(30 cr.)	(30 cr.)
	1000-2000 level	1000-2000 level	1000-2000 level	1000-2000 level	1000-2000 level

Phase Four (A & B) Options

Education	Health	Business	Development	Science	Administration
(60 cr.)	(60 cr.)	(60 cr.)	(60 cr.)	(60 cr.)	(60 cr.)
	3000-4000 level	3000-4000 level	3000-4000 level	3000-4000 level	3000-4000 level
B.Ed	B.A.	B.A.S.	B.A.	B.Sc.	B.A.

Notes:

The degrees offered might be 90 credit Ordinary Degrees taken in addition to the 30 credit Certificate of Completion in Educational Studies or the 60 credit Diploma in Teacher Education

or

They might be newly developed, 120 credit Honours Degrees that incorporate the 30 or 60 education credits into the degree. For example:

Community Health Education (30 credits Education + 90 credits Health Studies)

Education and Counselling (30 credits Education + 90 credits Social Work)

Education in International Development Studies (30 credits Education + 90 credits IDS)

Science and Technology Education (30 credits Education + 90 credits Science)

Public Administration and Education (30 credits Education + 90 credits Administrative Studies)

Admission Requirements and Enrollment

Successful completion of 60 credits (20 units) from Phases 2 and 3 including prerequisites for selected degree strand.

- 120 students will be admitted to Phase 4 per year.
- 30% of students to be female in Year 1, 40% of students to be female in Year 2, 50% of students to be female in Year 3 and forward

Resources

Faculty Resources/Personnel: Courses will be taught by tenure stream and contract faculty members from 5 BHER partner Universities (YU, KU, UBC, MU, and AVU). Universities in the consortium will also provide on-line and on-site Teaching Assistants as required. Remedial support for women will be provided through the BHER Mentoring Network.

Laboratory Facilities/Learning Technologies: By Phase Four, 80-100% of courses should be offered on-line or via other distance learning modes (for example, CD-ROM, DVD, MP3, and cell-phone applications).

Space: Computer labs at the BHER Learning Centre in Dadaab will be available year round for student use.

Budget estimated at CAN\$1,982,424 (US\$1,933,680)

Other issues in model implementation

The model will be run under the BHER partnership. A governance chart is attached in Annex 10.

An inception phase of 6 months is required for the model. This includes setting up project infrastructure. The limited onsite building availability and scarcity of resources necessitates that the pilot project creates as little stress as possible on the environment. Starting from an approach that outsiders need to be self-contained and self-sufficient, it is recommended that teaching and project staff accommodated in BHER project housing purchase their food and supplies from the Dadaab town or bring them from Nairobi. Five self-contained houses will be built. To enable teaching and learning, 4 tutorial seminar rooms, four computer laboratories will be set up.

Budget for this phase is currently estimated at \$884,066 (US\$862,327).

Explorations into the possibility of using solar energy for teachers' housing and learning facilities have been initiated. This will reduce the amount of diesel fuel required for the generators.

The model will be run between Canada and Kenya. Office space in Canada and Kenya is required to administer this model.

By Phase Four, 80-100% of courses should be offered on-line or via other distance learning modes (for example, CD-ROM, DVD, MP3, and cell-phone applications). Considerations to solar powered laptops as a computing option are being weighed. BHER is committed to paperless approaches to course kits and learning materials where possible (e.g., CD-ROM, MP3, cell-phone applications, etc.). When paper is required, we will use recycled paper, eco-friendly inks, and double sided copying. BHER staff will use local transportation in the camps. Over the course of the implementation, instruction will move from face-to-face through blended to on-line and distance formats steadily decreasing the amount of international travel required.

Analysis of the Feasibility of the Proposed Model

Operational Feasibility

The participatory action research approach that is a trademark of this feasibility study has facilitated the development of a model that has arisen organically through the participation of the various communities of the Dadaab camps and the local Dadaab Kenyans, interwoven with the research carried out by all the partner institutions. The project's rootedness in the relevant communities will give it an agility that can quickly support change and readjustment. The dynamism of this non-linear model enhances the probability of achieving expected results, while being prepared to respond to any necessary changes in program design and delivery.

Political Feasibility

The planned project is already well-known and highly anticipated by the various heterogeneous communities who have shaped the project. However, there may well be some who are not enthusiastic about the project, (e.g. traditionalists may oppose gender equity in education and work). Nonetheless, our research indicates that most are open to the opportunities that this project will provide. We are aware of the possibility that the program may put people in jeopardy internally (e.g. travel to the learning centre may be dangerous for women in particular and for everyone after a security incident; women students may confront abuse from traditionalists). We may be creating false expectations for some (e.g. some students who take the InSTEP program may not be admitted to the BHER university diploma and degree programs; there may not be jobs for graduating students in the camps; a university degree may not provide a ticket out of the refugee camps). The project has a Risk Assessment Strategy to mitigate as much as possible, these and other risks to the project.

Technical Feasibility

Several partners in the consortium have well developed programs and considerable expertise in distance learning approaches to higher education. Drawing on this experience and expertise, the project will begin to develop its distance learning capacity by building two computer laboratories in Dadaab town adjacent to the entrance of the UNHCR to the Dadaab camps. These laboratories and seminar rooms are part of the BHER Learning Centre. The laboratories will serve the ICT learning needs of the students in the InSTEP programme as well as students in all other Phases of the program. The BHER project is also committed to exploring creative uses of older technologies such as DVD/Print learning packages and community radio and to developing innovative approaches to the use of cell phones, MP3 players, and other mobile devices in technologically supported teaching and learning. Our orientation to technological innovation in education is one that is consistent with our overall approach to curriculum and pedagogy: that is, that it be problem-based and student and community-centred. The BHER project is also committed to using open-source software and learning materials whenever possible.

Economic Feasibility

The BHER program is a higher education/tertiary education initiative, as compared to other training for refugees offered in the African context, which is largely vocational. We have compared the cost-benefit of the model we have chosen with other higher education delivery models, such as the cost of acquiring a university degree in residence at a Kenyan university for a Kenyan citizen; the cost of a WUSC scholarship to a Canadian university. The cost of 4 years

of university education for a Kenyan student at Moi or Kenyatta University is estimated to be approximately CAN\$6,000 for 4 years by our African partners. The cost for a foreign student is much higher. The cost for one refugee student to study and live in Canada for one year is \$20,000 a year. Local WUSC committees across Canada commit to raising this amount in cash and in-kind contributions. Our estimate of \$6,599 (US\$6,425) per student over the life of the project (5 years) includes start-up capital costs and other infrastructure costs that are not directly related to the delivery of a 4 year degree program. These infrastructure costs will diminish considerably after the first year and thus the cost per student will also diminish. This is a revenue neutral model: none of the partner institutions will charge tuition fees. It is our firm conclusion that our approach is less costly than other models, while maintaining a high quality of education and security of students, faculty and staff in a marginalized, volatile and impoverished region.

The project is actively exploring alternative sources of funding for unfunded aspects of the project (e.g. an “Enabling Fund” which will cover transport, food, and sanitary supplies). Currently we estimate that 400 teachers from the Dadaab camps will have the opportunity to engage in education programs from bridging to undergraduate certificates, diplomas and degrees. This education will support the production of the higher-order capacity necessary for promoting peace, security and development in the Dadaab camps and surrounding area.

Schedule Feasibility

It is likely that the project will be successfully implemented over five years. There are a number of challenges and risks that the project may confront. Risk management will be fully integrated into the project management cycle. The project will consciously and proactively identify potential risks and make plans to address them before they happen and while there are more available options to resolve them. Potential problems in this project will be managed through a risk management plan and will be part of the overall project management. They will be recorded, assigned for tracking, and eliminated if the time for their occurrence passes without incident on the basis of a five step approach to risk management: identify, analyze, prioritize, resolve and monitor risks. The Risk Register (See Annex 11) will be used throughout the project to monitor risks, identify new risks, update mitigation strategies and make adjustments to the plans when necessary. The risks identified in the Risk Register have been shared with each partner institution. The Partnership Meeting due to happen in Nairobi in October 2012 will discuss the responsibilities each partner institution will take to manage risks in collaboration with the Project Management Team. Further, risk communication will be continuous and part of the regular project communication in order to ensure risk management, good understanding and ownership of risks among team members and project partners. Experts outside the project, such as CIDA or international agencies working in Dadaab will be consulted to reveal any risks they have become aware of from other projects or work in the area. Opportunities that may not have been identified will be addressed. The identified risk approach and strategy will also be monitored closely for its effectiveness, and improvements will be made when necessary.

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Annex 1: Background Research

This feasibility study has benefitted from parallel research carried out under a SSHRC grant. Informed by the **participatory action research approach** (PAR), it aims to keep the research grounded within the needs of local community members by those to whom the research is relevant, in the process of the research. In this way, the proposed model is directly reflective of the community's interests in Dadaab. The proposed model reflects the benefits and challenges of this project from the standpoint of the refugees, who have themselves conducted the interviews and focus group discussion informing the final analyses. This highly reflective research process contributed to the eradication of erroneous impositions of 'outsider' ideals within the distinct and complex geo- and sociopolitical system of the refugee camps.

Literature review

Qualitative Contextual Research Review (QCRR): This review was conducted by Danielle Bishop. Some of the conclusions of this research are as follows. The global movement constructing education as a human right is met with a lack of support/investment for higher or tertiary education in refugee settings. To understand why this is the case, the contextual review examines how the geopolitical aspects of humanitarian governance and statelessness affect and structure the lack of incentive to provide higher education in protracted refugee settings. With a view to the broad themes of education as development, and education as social justice, the review first provides a cursory overview of the social/cultural determinants of education and their impact on access to higher education in refugee settings (i.e. food insecurity, health, shelter and livelihood, gender and violence/security). From this trajectory, the paper links three dominant discourses in refugee studies – “bare life”, humanitarian violence and “the power of capture” to the scholarly literature pertaining to sociology and politics of global education. In doing so, the paper advances an analysis of the ways in which the ideological constraints driving both humanitarian governance and the capitalist political economy of aid function to not only sustain the above social/cultural determinants, but also work to limit the provision of education and derail effective rights-based field practices in protracted refugee contexts.

ii) Pedagogical Research Review (PRR): This review by Houwer traces three main themes related to the hope refugees invest in education: livelihood (local and diasporic), self-advocacy (rights and culture), and peace (tribal/ethnic and gender equity). It was made clear in the research that refugees want quality education that produces cognitive learning outcomes and that will increase their chances of procuring gainful employment. Education that fails to support these outcomes has the potential of acting as a disincentive to younger students. Research demonstrates that curriculum should endeavor to build a bridge between local and transnational cultural and livelihood contexts. Likewise, the language of instruction should enable multiple durable solutions. Among the conclusions of the PRR was that the BHER project should take a competence as opposed to a deficit approach to education and seek to provide teachers with skills and strategies that draw on the community (people and place) in the curriculum development process; promote greater interaction between students in the form of group learning; and provide access to online resources. Quality teaching, relevant curricula and a competence approach to education will support BHER students to participate in multiple present and future publics. For refugee students and teachers who are “limited in movement” by encampment policies, ICTs applied to education offer increased cognitive – and hopefully

spatial—mobility; moreover, in the absence of immediate durable solutions, technology can mediate/enable improved access not only to education but to additional human and citizenship rights.

Data collection

Two Research Designs were developed by YU and KU faculty and graduate students for the field research in the Dadaab camps and nearby towns: i) **The BHER Contextual Research Design** and ii) **The BHER Pedagogical Research Design**. These two research plans laid the groundwork for the research that was planned for the Dadaab camps in Kenya.

Nairobi Training Sessions, Workshop at Kenyatta University and research in the Dadaab Camps. From November 28th to December 1st, and from December 5th -6th, 2011, the BHER team held training sessions for Dadaab refugee researchers in Nairobi. Originally academic team members intended to travel to the Dadaab refugee complex in northeastern Kenya, to conduct research alongside local community members. However, because of insecurity in the camps, this trip was indefinitely delayed. Instead, eight refugee community researchers (CRs) (two from each of the research sites: Dadaab/Fafi, Dagahaley, Hagadera, and Ifo) and a community liaison (CL) were hired. They travelled to Nairobi for ten days and worked closely with academic partners from YU, KU, and UBC. In addition to technical sessions focused on qualitative research methods, relationships were actively fostered. The majority of the time was spent on generating a research plan, determining and agreeing on mutually acceptable processes, and refining an interview instrument. The participants built on the aforementioned literature reviews that had been developed for each of the research areas: Pedagogical and Qualitative Contextual, as well as the draft Contextual and Pedagogical Research Design interview questions which they brought to Nairobi for discussion. Over ten days, the draft questions underwent extensive expert and community review. The CRs and CL identified questions of the most relevance to their respective communities, edited them for optimal comprehension and developed data collection plans. Each site identified key informants in their respective sites whom they would seek to interview; respondents were chosen for optimal breadth and depth. Each site committed to conducting four focus groups and eight interviews.

Annex 2: Technology Goes to Camp: An Argument for Scalability, Mobility and Hybridity

(prepared by Jennifer Jenson)

Implementing ICT's for further and higher education in refugee camps in impoverished and besieged contexts and communities is an historically unprecedented undertaking on this scale. This project resides at the 'bleeding edge' of globalization's "knowledge economies" challenge. Rarely before has there been either reason or means to promote such a collision of socio-technical worlds, so the magnitude of the present undertaking, both intellectually and ethically, should be kept squarely in mind, as it calls for an explicitly innovative and, in the best sense, radical design: new configurations of technologically supported education to be deployed under the most privative and, for women and girls in particular, punitive and potentially violent socio-cultural conditions that have been well documented (e.g. Female Genital Mutilation continues to occur – see UNHCR 2012, Dadaab and Alinjugur Refugee Camps Highlights).

This brief piece sets out an initial summary overview of the main approaches to ICT implementation in highly developed jurisdictions (North America and Europe), then identifies significant costs and benefits of these implementation trajectories, building from these bases an argument for a research-supported small-scale, locally driven pilot project structure that embraces technological heterogeneity with respect to both courseware support and delivery with ICTs. A cycle of small-scale, clearly defined purpose-driven projects with well-defined milestones that are regularly documented will enable the larger project to benefit from exploratory work with the full range of available technologies, and continuous project documentation will provide an evidence-driven basis for determining which approaches, technologies, and pedagogies prove most effective, scalable and sustainable in the Dadaab context. This approach combines both basic and applied research to an urgent practical need, offering the largest benefits for the smallest risks, and, if successful, will break new ground in technology-enabled educational theory, research, policy and practice in the developing world.

This review's specific purpose, then, is to spell out the constraints and affordances of particular hardware and software that have been used with varying degrees of success in developed nations and to draw upon the 'lessons learned' from these well-established approaches in order to devise a recommended approach to ICT implementation under the very different conditions and demands of education in the Dadaab refugee camps.

In Western contexts, the literature on ICT use in educational contexts (K-12 and Higher Education) can be broadly clustered around 4 issues: 1) underuse of ICTs generally – e.g. computer labs sitting empty and/or ICTs sitting in boxes because no one knows how to set them up; 2) a pervasive lack of professional development for instructors; 3) a lack of empirical evidence to support claims that ICTs improve student achievement; and 4) a socio-cultural divide between men and women with regards to technological skills and use, especially in Western Europe and North.

1) Under-use of ICTs

While it is the case that there are numerous teaching and learning opportunities that can be leveraged through the use ICTs, it is not necessarily the case that those opportunities are met. In Western contexts, for example, including North America and Europe, it is consistently reported in higher educational settings as well as K-12 schools that technologies are “over sold and underused” (Cuban, 2001). For example, ongoing studies indicate that educators have little preparation time or crucially needed on-site technical support to adequately integrate ICTs into their teaching practice (Becta, 2012; U. S. Department of Education, 2010). Other studies report that the clustering (and frequent under-use) in computers in labs and libraries means that access remains an issue (Hixon and Buckenmeyer, 2009; Hammond et al., 2009). This is also the case in higher education and K-12 educational context in Africa. As Tim Unwin noted in a 2005 review entitled “ICTs in teacher training in Africa”, the introduction of ICTs “have been...with the best of intentions, but many have failed to live up to the ambitious aspirations of those who promoted them. This has often been because they have been *top-down* and *supply led* with insufficient attention being paid to the involvement and training of teachers” (p. 116). In the Kenyan context specifically, in a report on the eReadiness of Higher Education Institutions (HEIs), the following conclusions were reached:

- HEIs are not ready to use ICT for eLearning;
- ICT is not yet a strategic priority for HEIs;
- ICT strategies have not been aligned with educational and developmental goals of the HEIs. (KENET, 2007)

2) Lack of professional development for teachers

Research on K-12 and Higher education in Western contexts consistently remarks on the lack of professional development made available for teachers and professors. In particular, this body of work shows how technology is used more often for administration than instruction, that there is little or no implementation of meaningful professional development when it comes to ICT-based instruction, and that there is often a lack of onsite technical support and/or pedagogical support for ICT-enabled pedagogies. A report on ICTs in Higher Education by UNESCO, for example, asserts that to promote effective use of ICTs it is necessary to “Build the capacity of faculty and other relevant personnel on ICT including basic and advanced skills” (2009, p. 8).

3) Little empirical evidence

Most of the literature on ICTs and education is unable to provide empirical evidence to support the claim that the use of ICTs results in more effective instructional practice and/or higher student achievement (Jenson, Taylor and Fisher, 2010). Part of the reason for the claims versus evidence gap with regards to ICTs and learning is because technologies are utilized as just one of many tools for teaching and learning, and their effects on student achievement are thereby difficult to isolate and measure. As well, standardized assessments of conventionally-conceived learning outcomes often do not ask, or indeed enable students to deploy ICT-related skills. There is however, contextual and persuasive evidence, on a smaller scale, that links student engagement to technology use.

4) Masculine Culture of Computer Use

In the West, it has been and remains the case that women are massively underrepresented in computing sciences and engineering as well as in ICT-related industries (AAUW, 2012). In the

kinds of gender-segregated, patriarchal societies for which the present project is being designed, such unequal educational outcomes are not only expected, but more problematically, gender inequity is strongly approved of and normatively sanctioned in both religious and secular terms. Therefore, in relation to a Canadian initiative to implementing ICTs in such contexts, explicit attention to—and designs for—gender equitable education is an agenda whose importance is likely to be overshadowed by the local resistance to it. This should be understood, expected and planned for. If gender equity in developed nations where it is everywhere espoused has been so resistant to change, it is obvious that this will be a major challenge in Dadaab. To change the status quo takes direct intervention: training women along side men, recruiting them to learn how to service ICTs, and placing ICTs in their hands directly rather than allowing them to stand back while their male counterparts take control. In gender equity intervention projects, this has been best accomplished through interventions that at least initially allow women to “skill up” in women’s only groups, with female mentors and female instructors. In the Dadaab context it is to be expected that gender segregated education will be and will remain the norm, and the challenge in this case will be to ensure that resources, support and opportunities are not denied to women and girls on religious or other socio-cultural grounds.

Approaches to ICTs

This overview considers well-established approaches to the design of teaching and learning environments (including online and mobile). The intent is to show how these varied approaches to ICTs shape teaching and learning in vastly different ways, and then to anticipate some of the barriers to implementation of that infrastructure under very difficult environmental and social conditions.

Each section includes description of the approach, a list of key technologies that could be argued to best support that approach, supportive and/or contradictory evidence from existing literature (where available) that might illuminate why or why not such an approach might be viable in the Dadaab refugee camps context.

1) The Technological Approach

The ‘gold standard’ for early ICT implementation has been to equip large centralized computer labs to which students would go, en masse, class by class.

On this approach, technologies are literally, driving the bus. First and foremost, a technological approach initiates a large-scale investment in computer hardware, software, Internet, etc. It purchases first and asks questions later. What is important, on this view then, is acquiring hardware and software with little thought for how they will be used, who the end users are, what the context of use is, etc. It also has very little regard for what kinds of teaching and learning might be taking place, what the needs of the community are, whether or not it is actually possible to safely house the technologies, who will maintain the machines, etc. Such an approach might, for example, suggest that a computer lab that can hold 50+ people is needed, forgetting that 50 computers + 50+ people in a room under extreme heat would require generators to supply power not only to the computers but also to air conditioning to cool them so the processors do not overheat. It also forgets what kind of pedagogy is enacted and indeed required in such a space – a kind of ‘stand and deliver’ model that universities and K-12 education are steadily moving away from in North America and Europe.

In the case of the Dadaab camps, as well as attention to the need for adequate air cooling systems, it would definitely be necessary to have good security measures in place to protect the massive investment that a large computer lab represents. In the case of technology access in the Dadaab camps presently, as reported on by Rebecca Houwer (2011), most people rely on radio broadcasts for information/news, very few (17.6%) own ICTs (including mobile phones), with women having less access to a phone with internet (4%) than men (13%) (Abdul, 2011 as cited in Houwer, 2011). Even so, given the high costs and risks of investing in computer labs, individual devices such as mobile or other dispersed technologies might find their *optimal uses* in such contexts as they require less upkeep, less electricity to run and far less in terms of security. A primary argument *against* a computer lab approach, therefore is that it is a massive investment in an *unproven context*. It simply might be that maintaining a large lab under the conditions available in the camps is unsustainable and unfeasible.

Returning to an earlier theme, any time technologies are raised as an object of or for study, of course, gender becomes an important consideration. For example, in a recent review of mobile phone use in sub-Saharan Africa that focuses on 24 sites in 3 countries (Ghana, Malawi and South Africa), the authors find that men predominate in most mobile phone markets, especially those in more rural and therefore more impoverished areas. Ownership and control of mobile learning devices must therefore be carefully managed. While mobile phones *can* present a great opportunity, especially for delivery of certain kinds of curriculum (e.g. short conversations with instructors, delivery of text-based content, broadcast of podcasts, and in some cases, depending on availability of Internet access short instructional videos), they also represent, in some cases, a concomitant risk, especially for women and girls. For example, in that same study of mobile phone use, Porter, et al. (2012) write: “The role of mobile phones as a potential lure, enticement or instrument of control, especially of young women and girls by older men, has been reported in diverse contexts (e.g. Burrell, 2010, re rural Uganda, Smith, 2006, re urban south-east Nigeria). Mobile phones as payment for sex and as a means to escape parental surveillance and control only emerged as strong themes related to personal experience in our South African qualitative transcripts, where they were particularly evident in interviews with parents and guardians of girls” (p. 156). That said, they conclude that cellphone use still has real potential for young women, including “improved access to resources...social support and employment” (p. 158). In other words, there are advantages and risks to women that are not always readily apparent. even in the case of mobile phones, which are much more prevalent in this context than any other single technology and which are widely adopted by both men and women, women are very much subject to and under the surveillance of men, and physical assault is a risk with or without a technological ‘incentive’.

2) *Teacher-centered approach*

With the arrival of the laptop everyone in the school was overjoyed. The first time I introduced it to my learners, they were so curious and wanted to use the computer right away. Using the computer makes teaching and learning more enjoyable ... Animated stories like ‘HARE AND TORTOISE’ enhance learners’ curiosity ... I allow learners to translate these stories into isiXhosa, in which they showed great creativity. I’m proud to say that a number of learners have showed

tremendous improvement in reading and writing and are really confident with using a computer -- Project Teacher, Eastern Cape. (Leach, 2008, p. 791)

This approach is driven by the perceived needs of the instructor in supporting teaching and student learning. *A pedagogical approach starts not from the standpoint of hardware and software, but instead asks what are the teacher's purposes for ICT use? How can ICTs best support those purposes?* This approach puts ICTs in the hands of teachers/pedagogues, supporting learning through the support of teaching. For example, a teacher-driven ICT investment might equip a classroom with an overhead projector, a single internet connection and a laptop, and view teacher learning and training as social processes (Lave & Wenger, 1991) as well as supported by and through technologies (Bruner, 1996) which are used intentionally and contextually.

Teacher-driven approaches typically presume the availability of a number of large, equipped and secure spaces in which large numbers of students can comfortably attend formal classes, and this may not be the situation in the Dadaab camps. Moreover, professional development in technologically-supported teaching and learning is consistently identified as one of the major impediments to effective ICT implementation. Conditions of extended deprivation and subsistence living make it unlikely that many community members will have much familiarity with emerging educational technologies. It would be difficult for any 'tech-savvy' instructor to bridge that experiential gulf and set out for these students any kind of meaningful curricular 'scope and sequence'. There is no educational framework by which learners progress needs to be or can be 'measured'. Teacher-driven approaches in such a context risk colonizing students at worst, and completely disengaging from their lives at best.

3) The student-centered approach

This approach does not teach decontextualized ICT skills like being able to "keyboard" or "insert a CD", but instead might be understood as "performance before competence" (Courtney Cazden). That is, that students make use of ICTs in the context and as it directly supports their own learning, and are not taught 'how to', but instead 'learn with' ICTs and one another. The argument here is that even in severely resource-challenged environments, an emphasis on context-specific, peer learning situations that are supported by ICTs is an effective way of working out how to best equip learners. For example, it is possible that 4-5 students could make use of a single netbook or laptop – they could listen to podcasts/videos together, comment and discuss the relevant topic, negotiate and look up relevant links to that content, and work together on a joint project of some kind. The idea here is that they are negotiating what they need and working together towards some common goal. This approach could be viewed as a 'problem-based learning' approach that is student directed and teachers supported.

In some contexts (including Uruguay and Argentina), this has meant going to a 1:1 model of one student per one machine. The obvious and immediate outcome of such a model is that a computer is placed in the hands of a girl or young woman who would not have had access before. In addition, it means that users are able to "live with" their computers, learning how to trouble-shoot, experiment, and play. For countries building technological capacity, videogames are a "gateway" to creative and innovative digital media use—they are accessible even to those with less education. As Kolko and Putnam note, "Games are...a pivotal piece of a country's computerization, how its population gains information and communication technology (ICT)

related skills, and how ICTs themselves begin to diffuse in developing world contexts...games allow users with less education and English language skills to interact with computers, and...they foster innovation and creative engagement with technology” (Kolko and Putnam, 2009). While it might seem that this model has a concomitant security risk – that is sending a netbook home with a student – such a risk could be mitigated by securing the netbooks after hours in locked storage.

4) The community-centered approach

Typically associated with extension and non-formal education, community-centered approaches to ICT implementation can be understood on the model of public libraries, whether fixed or mobile. This approach is more holistic than 1-3, considering both teachers and learners, the immediate contexts for the uses of ICTs, as well as the larger community in which the ICTs are placed. In a community where ICTs are very far from ubiquitously available, it is worth considering how the investment in ICTs will benefit not only the students enrolled in the program, but also the larger community. One more radical approach (see below for fuller example) is to create a kind of public computer hut or “hole in the wall” that is accessible at all times, with hardware protected from the elements and removed from view. In the context of Dadaab, these facilities could be designated “male” or “female” and could offer those not directly in the university program access to all of the programming offered by the university in a reciprocal, “open courseware” kind of offering. This would give back to the general population, and could also make it possible for those who might not have considered entering the program to do so---an imperative when designing educational programming that is intended to be sustained beyond its initial years of introduction. Community driven approaches bring questions of environmental impact and sustainability to the fore. ICTs can support the building and sustaining of communities, however they also have a very large environmental ‘footprint’, but one that is made *much smaller* on this model – e.g. it simply doesn’t take as much electricity, takes no cool, etc.. Moreover – ICTs require a level of consistent skilled technical support and can be costly to maintain in extreme heat. Making ICT’s sustainable means designing ways to assure continuance of the levels and kinds of infrastructure and technical skill needed to manage ICT’s “from cradle to cradle”, otherwise the risk is high of a short-term, environmentally destructive ‘flash in the pan’ innovation.

Recommendations

Small scale, pilot projects

If...initiatives focused more on using ICTs to respond appropriately to the integrated needs of poor communities, rather than on supplying ready made technical solutions from elsewhere, they would be more likely to succeed and to be sustainable. (Unwin, 2005, p. 126)

While it is the case that some technological infrastructure will need to be put in place – e.g. networked and wireless internet, etc. There is simply no documented, research-driven or evidenced-based need to install a large computer laboratory, nor is there really any evidence that a lab could be supported given the lack of available electricity, the lack of on the ground technical support, and the lack of Internet infrastructure to support 20+ connections at one time. An alternative approach is to begin on a small scale, with five networked machines and a server

for instance, to see if those might at least initially meet the demands of both teaching and learning. This would couple the lab and other technological purchasing to the development of small-scale, pilot projects that are (initially) short term and that are tied to a particular instructor *or* set of questions or problems that are student led and initiated. Such an approach would allow for not only flexibility in programming, but would be tied to an evidence-based approach that would be able to ‘feedback’ into the larger project. This could, for example, include a pilot project that experimented with a set of mobile phones for delivering podcasts or using a small set of shared netbooks in a course that relies on some video lectures and/or open textbooks. Another pilot project could experiment with MP3 players on a small scale, perhaps purchasing a range of players that have different charging and maintenance needs and figuring out which last longer, which are more user friendly, and whether or not there are risks associated with using them in home contexts (if they get stolen), and so on. The important aspect of this kind of approach is that it is documented, and research-driven.

Technical support “on the ground”

While it might seem obvious that there will be a real need for on the ground technical support and training, it is something that is especially commented upon in existing literature regarding ICTs in African contexts (Unwin, et al., 2010). This would include troubleshooting internet and network connections, updating and maintaining computers and other equipment, etc. Putting such a training program in place, including one that distributes the expertise to women in (at the very least to begin) equal numbers will be important so as to not place the control of access to and troubleshooting of technology solely in the hands of men. This will create an uneven distribution of power and labour that can easily be avoided if some consideration is made initially, *and* as importantly, this investment ensures at least some level of sustainability beyond the end of the project.

Technological Hybridity

This recommendation overlaps with small-scale pilot projects and suggests that instead of investing primarily in computer-based infrastructure, that is tied to one or two primary locations, that a hybrid approach to technological expenditures is enacted. Such an approach would allow for a wide range of teaching and learning approaches and would mitigate against being locked into a singular technological investment, like a computer lab, that risks being under used and/or difficult to maintain. This will also support a more sagacious approach to technology purchasing, and could more accurately scale the project-based on local conditions and needs.

Software and Curricular Hybridity

Software and textbooks are costly investments. Making use of open source software and textbooks is not just fiscally sound, but can be pedagogically beneficial. For example, students gain access to a growing repertoire of specialized, content-specific applications that support individualized and independent learning (Derringer, 2009), and can also become involved in an emerging ‘prosumer’ culture of collaborative knowledge-sharing (Araya, 2008). This is especially important in a context where the cost of Office and other related software are (on scale) massive investments that need not occur given the stability of programs like Open Office, and the growing support for open source textbooks in particular being realized through the California Open Source Textbook project (www.opensourcetext.org). That said, there are also good reasons for using proprietary software, including the fact that it can sometimes simply be a

more stable platform than open source solutions and there for can require less technical and other kinds of support. Therefore, it seems most expedient to approach software purchasing from a standpoint of appropriateness given what needs to be accomplished, but seeking out open source solutions first and foremost.

Adopting of Blended Learning Models

Blended learning involves a thoughtful integration of face-to-face and online learning. As Garrison and Vaughan (2008) put it, blended learning is “the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies” (p. 148). This kind of need seems even more pressing under conditions where there are real technological and infrastructure challenges –in other words, it is simply impossible given available scarcity of resources in the camps to deliver fully online programming, and a blended model has potential to transform learning practices, however, it often also requires significant technological resources.

Limited Scale: When Less can be more

Because the objective of this educational intervention is to improve the quality of life for those living in the camps, in part through education, but also through creating access to resources that have been very limited or scarce in the past, it is imperative that technology implementation be approached on a more limited scale. The reasons for a small scale are multiple: 1) there is very limited Internet bandwidth available and no infrastructure to support more than 3-5 machines at one time, as well, accessing the Internet can work one day and not the next; 2) computers, internet, and intranet usually need technical support, and that, at least at this time, is a scarce resource in the camps; 3) having more than one person to a machine for instruction and/or for learning encourages collaboration, and near peer support – it also can scaffold learners who are at different levels; 4) the context is very much still an ‘unknown’ factor, and smaller scale technology projects which use fewer fiscal and technical resources to start can help build a better foundation for future investments; and 5) this will allow for minimizing risks of failure and maximize opportunities to discover how best to support teaching and learning in these very unusual and technology deprived contexts, about which very little is known. Further, this will allow for an ongoing, iterative design of educational programming through feedback and documentation of successes and failures at a small scale.

An exemplary case of such a small scale exploratory project designed for use in remote and/or highly disadvantaged communities is Dr. Sugata Mitra’s “Hole-in-the wall” project, an inspiration for the movie “Slumdog Millionaire”. A recipient of the MacArthur Foundation award for digital media and learning in 2010, this innovative design for providing unfettered information technology access, has now been installed in over 500 public Playground Learning Stations across India, Bhutan, Cambodia and countries in the African continent (<http://dmlcompetition.net/Competition/3/winners.php?comp=11>). This wildly successful project began in 1999 with a single computer station, in an unusual location: literally a hole carved into a wall separating NIIT chief scientist Dr. Sugata Mitra’s office from the adjoining slum in Kalkaji, New Delhi, providing a freely accessible computer that was well protected (walls are natural cooling systems, and make exceptionally secure housing for expensive technology). With no prior experience, the local children learnt to use the computer on their own, a process Mitra calls MIE (“minimally invasive education”). This well-illustrates the suitability of small-scale projects to generate both ground-breaking educational research and effective practical results:

“Encouraged by the success of the Kalkaji experiment, freely accessible computers were set up in Shivpuri (a town in Madhya Pradesh) and in Madantusi (a village in Uttar Pradesh). These experiments came to be known as Hole-in-the-Wall experiments. The findings from Shivpuri and Madantusi confirmed the results of Kalkaji experiments” (<http://www.hole-in-the-wall.com/Beginnings.html>).

Conclusions

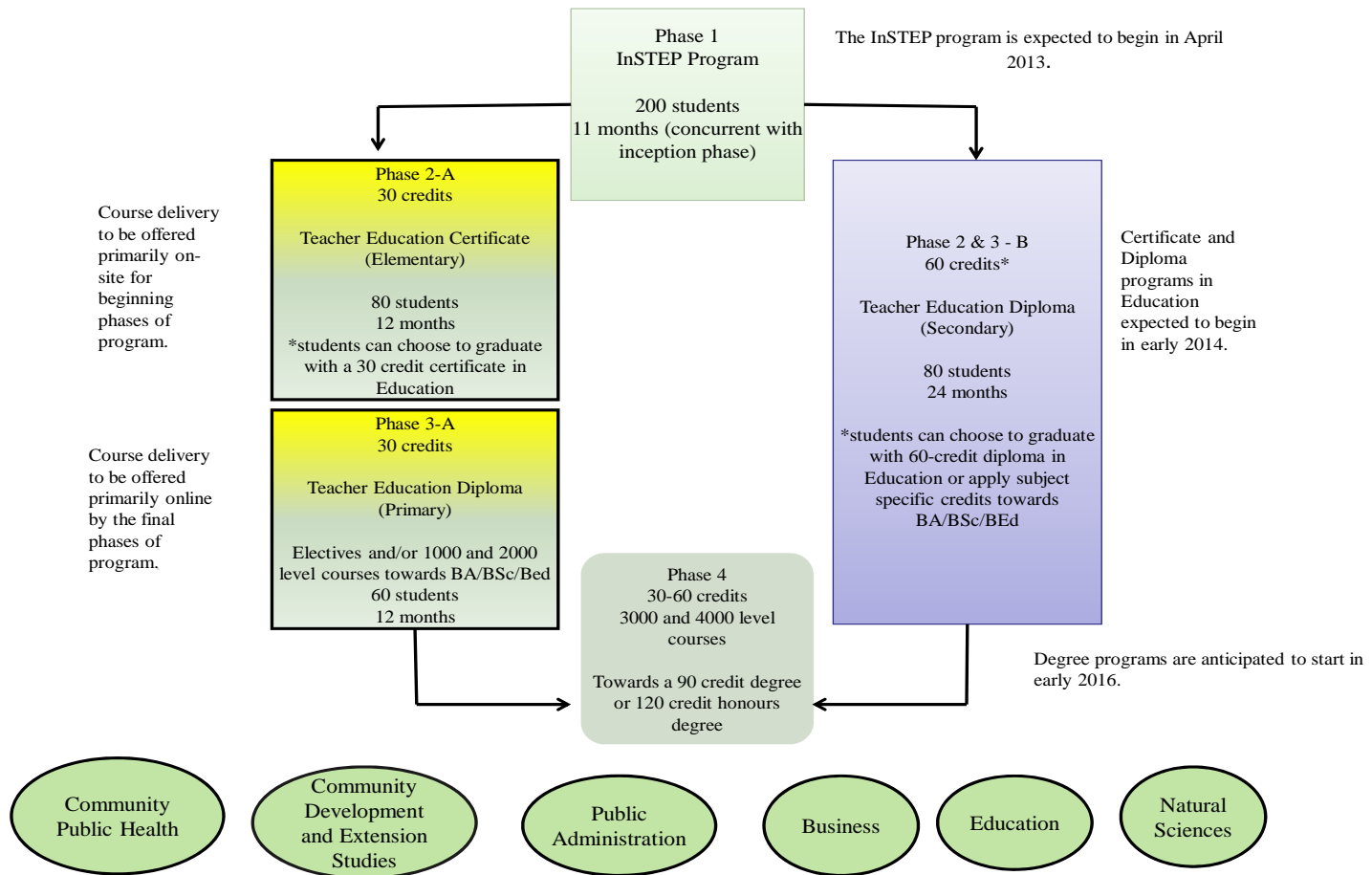
ICTs have massive potential that is often, in both developed and developing nations, woefully unrealized. The challenge in this (and other projects like it) is to find an approach that acknowledges the importance of access to ICTs, education and training, while at the same time attempts to resist a kind of massive whole-scale investment in a single technology (e.g. a computer lab) and, *significantly*, is driven by local contexts and agendas. That is the real challenge here, and one that could be best served by a small-scale, hybrid ICT model that is documented ‘on the ground’ and driven by teaching and learning needs, not the perceived needs of Higher Education Institutions in developed nations. This could include community forums in which representatives from the camp (men, women, boys and girls) talk about their goals and hopes for the community, including educational outcomes. Resisting top-down models, and allowing for innovation to be catalyzed from the “real agendas of the poor and dispossessed” (Leach, 2008, p. 801) is already a very different place to begin.

Works Cited

Garrison, D. R. & Vaughan, N. (2008). *Blended learning in higher education*. San Francisco: Jossey-Bass.

Highlights: Dadaab and Alinjugur Refugee Camps (April 16-30, 2012). United Nations High Commissioner for Refugees, available at: <http://bit.ly/Kn36mI>.

Annex 3: BHER Model



Annex 4: Estimated Budget Breakdown Summary

Total Project: CAD\$7,297,208 (US\$7,117,770)

Inception - Project infrastructure (6 months, Year 1) – total: \$884,066 (US\$862,327)

Personnel - \$184,726

4 Graduate Research Fellows begin to support the ongoing documentation and data collection and analysis of the project for knowledge mobilization purposes. They will also assist in the logistics and organization of project meetings, website maintenance, and communication with partners for the administrative purposes of the project.

Awareness campaign on education/gender within Dadaab communities begins with activities by 8 Community Mobilizers and creation of local community groups

Positions of Project Manager, Financial Manager, local Project Liaison, Technical Officer for onsite construction, car and driver in the camps are filled

Project Director and Director of Educational Programming are in place

Travel - \$12,061

Travel by the Project Manager, Project Director and Director of Educational Programming to Nairobi for team meetings and Dadaab to oversee the process of construction

Capital Costs and Equipment - \$687,279

Construction of the BHER Learning Centre containing 2 guest houses with 5 bedrooms each for TAs and visiting Course Directors, as well as a security gatepost, 2 large computer labs and 4 seminar rooms, includes furnishings, workstations, laptops, peripherals and power generators.

Phase 1 "InSTEP" Bridging Program (11 months/year, concurrent with Inception Phase, over 5 years) – total: \$1,960,150 (US\$1,911,950)

Personnel - \$432,690

Continuing work of 4 Graduate Research Fellows and 8 Community Mobilizers

HQ WUSC Management and coordination of "InSTEP" program includes the Project Liaison Officer (20% of salary), Program Funding Officer (5% of salary), Programs Oversight (5% of salary), WUSC Teacher Support (student mentoring) and Institutional Partner Administrator (10% of salary)

Hiring of Local Program Administrator for InStep Program to liaise with Windle Trust, Kenyatta and AVU and coordinate student enrollment, certificate completion and work with the universities to facilitate student registration in the post-bridging programs.

Continuing work of Project Manager, Financial Manager, Academic Program Administrator, local Project Liaison to oversee the project as well as the Project Director and Director of Educational Programming

Evaluation consultant hired to design and implement ongoing processes for measurement and evaluation of the project

InSTEP Program Delivery - \$426,055

3 modules: English for Academic Purposes, ICT Training and Research Methods. 7 Kenyan national instructors hired for the 12 week EAP and Research Methods modules, the ICT Training is broken down into 4 sections (8 weeks). Courses run throughout the year, over 5 years, with 200 students expected to be enrolled each year. Computer instruction will be supported by an onsite IT technician.

Travel - \$88,097

Travel to Nairobi and Dadaab by the Project Director and Director of Educational Programming as well as the Program administrator to oversee the project in Year 1.

Periodic travel to Nairobi and Dadaab by WUSC Representatives to coordinate, oversee and support the InSTEP program over the course of 5 years.

Travel includes a partnership meeting in Year 1 in Nairobi where all stakeholders meet over 2 days to discuss workplans, communication strategies and progress assessments as well as a closing conference in Year 5 in Nairobi where WUSC representatives, Windle Trust, AVU, community mobilizers meet to review the InSTEP program.

InSTEP Program Supplies - \$1,013,309

Includes teaching materials for the 3 modules, student supplies, as well as food and transportation support for 200 students per year, over 5 years.

Phase 2A Teacher Education Certificate (12 months) – total: \$728,708 (US\$710,789)

Personnel - \$408,673

Continuing work of 4 Graduate Research Fellows, 38 Teaching Assistants from York hired to support the certificate program

Hiring of 3 Kenyan TAs for remedial support for 80 students

Continuing work of Project Manager, Financial Manager, Academic Program Administrator, local Project Liaison to oversee the project, evaluation consultant as well as the Project Director and Director of Educational Programming

Academic Program Administration hired to support the Director of Educational Programming in coordinating the academic programs from the 4 partner universities, local IT support hired for the camps

Institutional administrative support provided by the certificate and diploma programs of UBC and York (5% of salaries)

Course replacement and registrar administration fees for the partner universities to provide faculty for onsite and distance courses

Course releases provided for curriculum advice

York: 4 Faculty based Faculty Advisors Stipends, (Health, Business, Science, Public Administration) paid over the course of 4 years

Travel - \$128,879

Annual travel to Nairobi and Dadaab of Project Director, Director of Educational Programming, Project Manager, Program Administrator, TAs, onsite Course Directors from partner universities

Occasional travel to Nairobi by Dadaab-based partners to attend 2 day partnership meetings

Certificate program Supplies - \$20,400

Includes electronic media and supplies for students, online access of copyrighted materials, as well as food and transportation support for students for one year.

Equipment and utilities - \$74,756

Replacement for equipment and peripheral, annual charges for supplies, fuel, internet, utilities, caretaking, security

Enabling support - \$96,000 (food, local transportation, sanitary supplies) for students enrolled in the program

Phase 2B and 3B Teacher Education Diploma (24 months) – total: \$1,412,705

(US\$1,377,970)

Personnel - \$1,107,913

Continuing work of 4 Graduate Research Fellows, 7 Teaching Assistants from partner universities hired to support the certificate program
Hiring of 3 Kenyan TAs for remedial support for 80 students
Continuing work of Project Manager, Financial Manager, Academic Program Administrator, local Project Liaison to oversee the project, evaluation consultant as well as the Project Director and Director of Educational Programming
Academic Program Administration supporting the Director of Educational Programming in coordinating the academic programs from the 4 partner universities, local IT support hired for the camps
Institutional administrative support provided by the certificate and diploma programs of UBC and York (5% of salaries)
Course replacement and registrar administration fees for the partner universities to provide faculty for onsite and distance courses
Course releases provided for curriculum advice
York: 4 Faculty based Faculty Advisors Stipends, (Health, Business, Science, Public Administration) paid over the course of the project

Travel - \$112,710

Annual travel to Nairobi and Dadaab of Project Director, Director of Educational Programming, Project Manager, Program Administrator, TAs, onsite Course Directors from partner universities
Occasional travel to Nairobi by Dadaab-based partners to attend 2 day partnership meetings

Capital Costs - \$21,300

Replacement costs for classroom furnishings, computer peripherals

Certificate program Supplies - \$27,700

Includes electronic media and supplies for students, online access of copyrighted materials

Equipment and utilities - \$29,083

Replacement for equipment and peripheral, annual charges for supplies, fuel, internet, utilities, caretaking, security

Enabling support - \$114,000 (food, local transportation, sanitary supplies) for students enrolled in the program

Phase 3A Elective and/or 1000 and 2000 level courses towards specialized Diplomas in Education/Liberal Arts/Health Studies/Natural Science (12 months – 30 credits) – total: \$329,154 (US\$321,060)

Personnel - \$264,172

Continuing work of Graduate Research Fellows, Teaching Assistants from partner universities to support the certificate and diploma programs

Hiring of 3 Kenyan TAs for remedial support

Continuing work of Project Manager, Financial Manager, Academic Program Administrator, local Project Liaison to oversee the project, evaluation consultant as well as the Project Director and Director of Educational Programming

Academic Program Administration supporting the Director of Educational Programming in coordinating the academic programs from the 4 partner universities, local IT support hired for the camps

Institutional administrative support provided by the certificate and diploma programs of UBC and York (5% of salaries)

Course replacement and registrar administration fees for the 4 partner universities to provide faculty for onsite and distance courses

Course releases provided for UBC, Moi and Kenyatta for curriculum advice

York: 4 Faculty based Faculty Advisors Stipends, (Health, Business, Science, Public Administration) paid

Specialized Diploma Supplies - \$18,900

Includes electronic media and supplies for students, online access of copyrighted materials

Equipment and utilities - \$28,083

Annual charges for fuel, internet, utilities, caretaking, security

Enabling support - \$18,000 (food, transportation, sanitary supplies) for students enrolled in the program

Phase 4 Successful completion (12 – 24 months; 30 - 60 credits) leading to BEd/BA/BSc/BSW/BAS Degrees – total: \$1,982,424 (US\$1,933,680)

Personnel - \$1,568,488

Continuing work of Graduate Research Fellows, Teaching Assistants from partner universities hired to support the certificate and diploma programs

Hiring of 3 Kenyan TAs for remedial support for 220 students

Continuing work of Project Manager, Financial Manager, Academic Program Administrator, local Project Liaison to oversee the project, evaluation consultant as well as the Project Director and Director of Educational Programming

Academic Program Administration supporting the Director of Educational Programming in coordinating the academic programs from the 4 partner universities, local IT support hired for the camps

Institutional administrative support provided by the certificate and diploma programs of UBC and York (5% of salaries)

Course replacement and registrar administration fees for the 4 partner universities to provide faculty for onsite and distance courses

Course releases provided to 4 universities for curriculum advice

York: 4 Faculty based Faculty Advisors Stipends, (Health, Business, Science, Public Administration) paid over the course of the project

Travel - \$40,111

Annual travel to Nairobi and Dadaab of Project Director, Director of Educational Programming, Project Manager, Program Administrator, TAs, onsite Course Directors from York, UBC, Moi and Kenyatta

Travel to Nairobi by Dadaab-based partners to attend 2 day partnership meeting and closing conference

Supplies - \$28,800

Includes electronic media and supplies for students, online access of copyrighted materials

Equipment and utilities - \$57,025

Annual charges for supplies, fuel, internet, utilities, caretaking, security

Enabling support - \$288,000 (food, transportation, sanitary supplies) for students enrolled in the program

Annex 5: Proposed InSTEP Timetable

Topic	Hours	December	April	August	Location
English for Academic Purposes	96	Module 1			Secondary schools in camps and community
	96		Module 2		Secondary schools in camps and community
	96			Module 3	BHER Learning Centre
Research Methods	48	Module 1			Secondary schools in camps and community
	48		Module 2		Secondary schools in camps and community
Information and Communication Technology	48			Module 1	BHER Learning Centre
	48			Module 2	BHER Learning Centre

Note: We have foreseen 6 hours of instruction for December and April and 8 hours of instruction for August. The modules on English and Research Methods will be taught by seven teachers hired through WTK. AVU will teach the Module on ICT – two teachers will be hired.

Annex 6: Description of InSTEP Components

English

By the end of the course the students will be able to:

- be more confident in the use of the English Language
- speak more accurately, clearly and with greater sense of appropriate delivery
- listen to spoken English from a variety of sources and national/ ethnic origins more closely and to identify language problems general and specific when they arise
- comprehend more deeply and effectively news broadcasts, radio and TV programs, videos, speeches, debates, meetings and other media
- read a wider variety of written material with a greater degree of understanding and enjoyment
- to write a wide range of reports, business correspondences, minutes, summaries, descriptive and argumentative essays, undertake original research for projects etc
- to share with each other their own problems and experiences to help build a more harmonious society at large

The course will comprise:

- Two- hour session per day; for four days a week for a period of five months.
- Introduction to grammar with emphasis on application, aspects of grammar like: verb, tenses, auxiliaries, conditionals and passives; direct and indirect speech; articles; spelling; punctuation; comparisons; relatives; prepositions, particles, adverbs, adjectives and word order
- Write guided compositions weekly on the topic of their choice.
- considerable enlargement of effective relevant vocabulary, turning passive into active, and raising levels of passive in both formal activities and informally through discussions based on students' interests and requests
- improvement of reading skills through formal reading comprehensions especially based on key issues of war and peace, AIDS, the environment, gender and human rights etc., and exposure to a wide range of materials including newspapers, magazines, novels and reports
- development of listening skills through: formal listening comprehensions based on a wide variety of media from BBC and other news broadcasts, feature programs and recordings of meetings; newspaper and magazine articles; folk and short stories; poetry and drama. Viewing of selected educational feature films
- development of note-taking skills in line with the above, as preparation for seminars or workshops, minutes for meetings
- enhancement of speaking skills through: class debates on topics relevant to education, camp life, social problems, community, national and worldwide issues;
- upgrading of writing skills through practice in both literary and business writing: official and personal letters; typical CV format; minutes of meetings and communicative posters/notices
- Class assignments, group work, weekly writing assignments and continuous assessment tests scheduled fortnightly to check the progress of learners.
- Course assessment of formal listening comprehensions, reading comprehensions and the testing of elements taught and revised during the course.
- A 50 pg academic research project based on original fieldwork on an aspect of life in the Camp chosen by the student under guidance, completed in accordance with a specific format,

to be completed in one month period of intensive interviewing, drafting and writing and typing, to deliberately put students under real-life pressure

- Award of certificate with overall grades based on totals for progress records based on practice tests, assignments, final TOEFL examination and the academic research scores.

Research Skills

Most university degree and diploma courses require students to write up an extensive piece of original research (often referred to as a thesis). Learners will be required to choose a topic for their research, which will be approved. Once the title and basic outline have been accepted, they undertake a brainstorming session to list all the questions they want to ask, all the details they need to obtain and where they expect to find the answers.

They must divide their research into numbered chapters and sections for cross reference. They will have to plan and write out logical progressions of chapters containing their research findings.

The final chapter should include detailed conclusions and recommendations (or if the project is a historical survey, projections into the near and medium term future). The final work should be about 10,000 words in length and printed out on numbered pages, bound and submitted to the WTK office for marking and grading.

Research Course outline

1. Meaning and purpose of research
 - a) Definition of research
 - b) Purposes of research
 - c) Sources of knowledge
 - d) Types of research
2. Basic terms in Research
3. Problem statement
4. Hypothesis
 - e) Formulating hypothesis
 - f) Purposes of hypothesis
 - g) Characteristics of a good hypothesis
5. Literature review
 - h) The purpose of literature review
 - i) Steps in carrying literature review
 - j) Sources of literature
6. Research methods (Sampling)
7. Research instrument
8. Data analysis
9. Writing a research Report

ICT Basic Skills Program

This program has 4 Modules each of which are approximately 120 hours.

- ELE1101: ICT Basic Skills 1 (3 credits): This course prepares one to understand the software packages used on a computer, like word processors, spreadsheets, and databases. The course covers an introduction to computers, computer input and output devices followed by data entry into the computer through the use of the keyboard and the mouse. The significance of each component and peripheral device, as well as the key concepts of the operating system are outlined to facilitate appreciation of the driving force of the computer. The course also provides an overview on how the computer communicates through networking and the basic use of the Internet. Its General objective(s) include: (1) Acquire input skills (keyboarding and use of mouse); (2) Acquaint with the computer interfaces; (3) Acquaint with ICT terminology; (4) Acquaint with input and output devices; (5) Appreciate how the computer is related to its networked environment; (6) Perform basic navigation of a windows based operating system
- ELE 2101: ICT Basic Skills 2 (3 credits): This course, the second of the four to be covered, has been designed to impart Basic ICT skills that are important to effectively support educational communication. The course relates to ones ability to effectively use text-based computer software such as Word processor (e.g. Open Office Word) and Desk Top Publishing software (e.g. Scribus). These productivity tools will enable you to effectively support educational communication by equipping you with basic computer literacy skills. It requires Prerequisite or Knowledge of ELE 1101: Introduction to ICT Skills OR basic skills with computer (mouse and keyboard) and with Microsoft Windows.
- ELE 3101: ICT Basic Skills 3 - Intermediate (3 Credits): This is the third in the collection of ICT course modules, which relates to the ability to use numeric data, database management, and presentation tools in educational communication. Spreadsheets and database management tools make it possible to manage teaching as well as other classroom elements, such as class lists and facilities. At school level the tools would be useful in the management of school resources. Presentation tools are a flexible way of making classroom and seminar illustrations. The main purpose of this course module, therefore, is to equip one with basic computer skills relating numerical data, database management and presentations. It requires Prerequisite or Knowledge of ELE 1101: ICT Basic Skills 1 and ELE 1201: ICT Basic Skills 2
- ELE 4101: ICT Advanced Skills (3 Credits): This is the fourth course in the series of ICT Basics Skills, which deals with the basic principles and tools for web page design. To create or run multimedia software, a fairly powerful computer with a large memory, hard disk and a CD Rom drive are desirable. It is important to make an informed choice of the multimedia elements to incorporate in the teaching and learning process. This course is particularly very important to teacher h are interested in integrating these Multimedia applications to the teaching and learning process. For this to be achieved basic ICT skills and proficiency are expected of the teacher/instructor. Before embarking on this module, the student should have covered the following Courses: Module 1: ELE 1101 ICT Basic Skills 1; Module 2: ELE 2101 ICT Basic Skills 2; and Module 3 ELE 3101 ICT Intermediate

Annex 7: Proposed Certificate of Completion in Educational Studies (Elementary) Timetable

Two groups of 40 refugee and village teachers, for a total cohort of eighty students, will receive instruction as described below. Instructors will teach the same modules to both groups of students. This timetable was developed in consultation with the York University curricula.

Session One: Four Weeks 120 hours of direct instruction

April 2013 Sunday - Thursday	Group A Modules	Group B Modules
08:00 – 10:00	1: Models of Education (Instructor 1) 40 hours/3 credits	2: Teaching English Language Arts (Instructor 2) 40 hours/3 credits
10:00 – 12:00	2: Teaching English Language Arts (Instructor 2) 40 hours/3 credits	3: Socialization and Human Development (Instructor 3) 40 hours/3 credits:
13:00 – 15:00	3: Socialization and Human Development (Instructor 3) 40 hours/3 credits:	1: Models of Education (Instructor 1) 40 hours/3 credits

Independent Study / Action Research / School-Based Assignment (May – July, 2013) 36 assignment hours (3 hour/week for 12 weeks)/3 credits
The school-based assignment will be developed during the Models of Education module and will be taken up during the Educating for a Sustainable Future module.

Session Two: Four Weeks 120 hours of direct instruction

August 2013 Sunday - Thursday	Group A Modules	Group B Modules
0800 – 1000	4: Teaching Mathematics, Science & Technology (Instructor 4) 40 hours/3 credits	5: Inclusive Education (Instructor 5) 40 hours/3 credits
1000 – 1200	5: Inclusive Education (Instructor 5) 40 hours/3 credits	6: Integrating Curriculum: Teaching Social Studies & Creative Arts (Instructor 6) 40 hours/3 credits
1500 – 1700	6: Integrating Curriculum: Teaching Social Studies & Creative Arts (Instructor 6) 40 hours/3 credits	4: Teaching Mathematics, Science & Technology (Instructor 4) 40 hours/3 credits

Global Issues and Education On-Line (Sept. – Nov. 2013) 36 hours (3 hour/week for 12 weeks)/ 3 credits

Session Three: Two Weeks 80 hours of direct instruction

December 2013 Sunday - Thursday	Group A Modules	Group B Modules
0800 – 1200	7: Educating for a Sustainable Future (Instructor 7) 40 hours/3 credits	8: Teaching Health & Physical Education (Instructor 8) 40 hours/3 credits
1300 – 1700	8: Teaching Health & Physical Education (Instructor 8) 40 hours/3 credits	7: Educating for a Sustainable Future (Instructor 7) 40 hours/3 credits

Annex 8: Proposed Diploma in Education (Primary) Timetable

Session One: Four Weeks 120 hours of direct instruction

April 2014 Sunday - Thursday	Group A Modules	Group B Modules
08:00 – 10:00	1. Introduction to General Psychology (Instructor 1) 35 hours/1 Unit	2. Foundation of Community Education and Mobilization (Instructor 2) - 35 hours/1 Unit
10:00 – 12:00	2. Foundation of Community Education and Mobilization (Instructor 2) 35 hours/1 Unit	3. Introduction to Research Methods (Instructor 3) 35 hours/1 Unit
13:00 – 15:00	3. Introduction to Research Methods (Instructor 3) 35 hours/1 Unit:	1. Introduction to General Psychology (Instructor 1) 35 hours/1 Unit

Independent Study / Action Research / School-Based Assignment (May – July, 2014)

36 assignment hours (3 hour/week for 12 weeks)/1 Unit

The school-based assignment will be developed during the Introduction to Research Methods module and will be taken up during the Foundation of Community Education and Mobilization

Session Two: Four Weeks 120 hours of direct instruction

August 2014 Sunday - Thursday	Group A Modules	Group B Modules
08:00 – 10:00	4: Food and Nutrition (Instructor 4) 35 hours/1unit	5: Foundation of Early Child Hood Education in Kenya (Instructor 5) 35 hours/1unit
10:00 – 12:00	5: Foundation of Early Child Hood Education in Kenya (Instructor 5) 35 hours/1unit	6: Introduction to Material Development (Instructor 6) 35 hours/1 Unit
13:00 – 15:00	6: Introduction to Material Development (Instructor 6) 35 hours/1 Unit	4: Food and Nutrition (Instructor 4) 35 hours/1unit

Peace and Conflict Studies Online (Sept. – Nov. 2014)

35 hours (3 hour/week for 12 weeks)/ 1unit

Session Three: Two Weeks 105 hours of direct instruction

December 2014 Sunday - Thursday	Group A Modules	Group B Modules
08:00 – 12:00	7: Basics of Indoor and Outdoor Play (Instructor 7) 35 hours/1 unit	8: Care Giving and the role of the Family in Society (Instructor 8) 35hours/1 unit
13:00 – 15:00	8: Care Giving and the role of the Family in Society (Instructor 8) 35hours/1 unit	9. Basics of Administration and Supervision (Instructor 6) 35 hours/1 Unit
15:00 – 17:00	9. Basics of Administration and Supervision (Instructor 6) 35 hours/1 Unit	7: Basics of Indoor and Outdoor Play (Instructor 7) 35 hours/1 unit

Annex 9: Proposed Diploma in Teacher Education (Secondary) Timetable

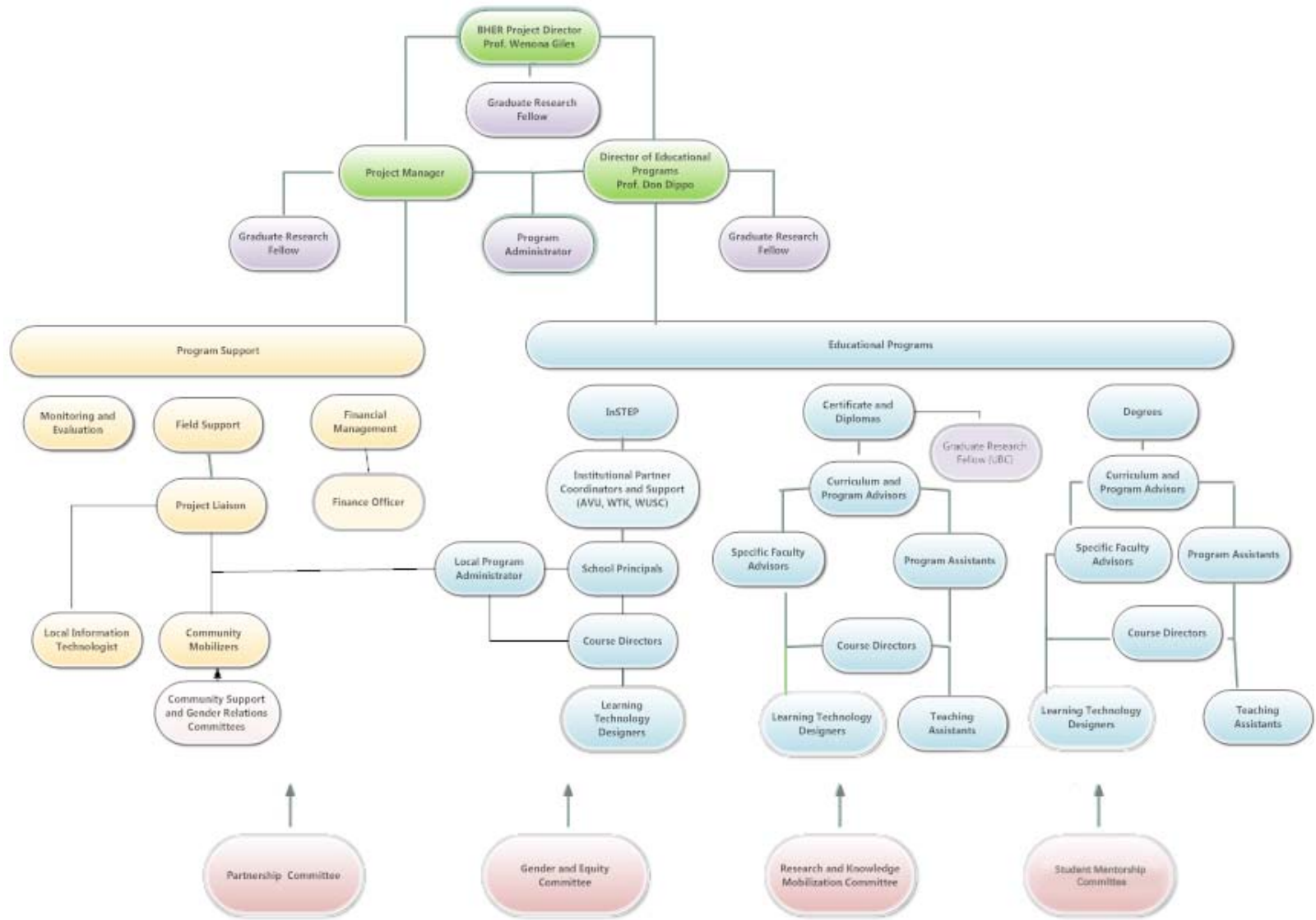
Two groups of 40 refugee and village teachers, for a total cohort of eighty students, will receive instruction as described below. Instructors will teach the same modules to both groups of students. This timetable was developed in consultation with the current curricula of UBC and MU.

Course length: 39 hrs/course = 3 credits; 26 hrs/course = 2 credits

Available instructional time: 7.5 hrs/day x 6 days = 45 hrs/wk; 45 hrs/wk x 3 wk = 135 hrs per term

YEAR ONE	Course titles	Credits/units	University
	Principles of teaching	3	UBC
	Education in adolescent years	3	UBC
	Peace education	3	MU
	Language across the curriculum	3	UBC
	Arts and science courses	8	MU
	Curriculum and Instruction Area One: Two teaching subjects	4	MU
	Practicum	6	UBC
Total credits/units		30	
YEAR TWO	Course titles	Credits/units	University
	Social issues in education	3	MU
	Global education	3	UBC
	School organization in its social context	3	MU
	Communication skills	3	UBC
	Learning disabilities	3	UBC
	Arts and science courses	8	MU
	Curriculum and Instruction Area Two: Two teaching subjects	4	UBC
	Practicum	3	UBC
Total credits/units		60	

Annex 10: BHER Organizational Chart



Annex 11: Risk Management

Risk Definition	Risk Response	Residual Risk Level Low/ Very Low/ High / Very High (Add columns as needed)		
		Jan 2013	Jan 2015	Jan 2018
Operational Risks				
Deterioration of security within the Dadaab camps and surrounding region due to unexpected developments may affect implementation of InSTEP in the camps and students' access to the BHER Learning Centre for onsite classes.	<ul style="list-style-type: none"> • Ongoing monitoring and assessment is a regular component of the the implementation of the BHER model. Partners need to develop tools for monitoring and assessing the security situation to ensure that gender bias in prioritising risks according to high, medium and low as well as issues relevant to both women and men are addressed. • Implementers of the BHER model will coordinate activities with UNHCR and other actors in the camps and town to ensure that appropriate security measures are followed in the teaching/learning facilities in the BHER Learning Centre. • Utilizing their experience gained in Dadaab and other conflict and post conflict situations, partners in collaboration with the BHER Advisory Committee will develop a gender sensitive security policy which will include ongoing assessments to minimize risk to all stakeholders. The policy will address security related issues and challenges in Kenya in general, and within 	L = H I =H	L = H I =L to H	L = H I =L to H

Risk Definition	Risk Response	Residual Risk Level Low/ Very Low/ High / Very High (Add columns as needed)		
		Jan 2013	Jan 2015	Jan 2018
	Dadaab. These include: (1) Local customs, laws and regulations; (2) Restrictions and protocols for movement in Dadaab and the camps, where applicable; (3) Security equipment and equipment-related protocols (vehicles, communications, personal protective equipment, etc.), as required; (4) Security and Personnel safety protocols (guards, office, staff housing, the BHER Learning Centre area, etc.); (5) Evacuation, including emergency medical evacuation procedures; (6) Abduction/Missing person protocol(s); (7) Processes for security awareness updates, as required; (8) Hospitalization and medical treatment arrangements; (9) Mortuary affairs arrangements; (10) Procedures for expected conduct and discipline; (11) Health and safety protocols as well as insurance requirements; and (12) Critical incident management procedures, which should be in accordance with the Organization's internal policies and harmonized, where practicable, with the consular procedures of embassies of partners' countries.			
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 BHER phases with a clear delineation of roles and responsibilities ensures overall implementation is not 	L = H I =L	L = L I =H	L = VL I =H

Risk Definition	Risk Response	Residual Risk Level Low/ Very Low/ High / Very High (Add columns as needed)		
		Jan 2013	Jan 2015	Jan 2018
	<p>delayed if issues or delays arise in one particular component.</p> <ul style="list-style-type: none"> • 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. • 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). 			

Risk Definition	Risk Response	Residual Risk Level Low/ Very Low/ High / Very High (Add columns as needed)		
		Jan 2013	Jan 2015	Jan 2018
Delays around construction and renovation of the BHER Learning Centre.	<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 and penalty for non-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 	L = H I =H	L = L I = H	L = L I = H

Risk Definition	Risk Response	Residual Risk Level Low/ Very Low/ High / Very High (Add columns as needed)		
		Jan 2013	Jan 2015	Jan 2018
	education in the camps as expressed in the UNHCR Strategy for Education in Dadaab, and the Strategy of Education for the GoK. Representatives from the GoK and other stakeholders need to be informed regularly on progress.			
Tensions between local Kenyan population and population from the refugee camps as well as ethnic and tribal tensions within the camps may disrupt implementation.	<ul style="list-style-type: none"> • BHER Model foresees that close to 25 percent of students are drawn from Dadaab local communities, while the rest of the student body is drawn from the camps through a competitive admissions process. • The BHER partnership will rely on the many years of WTK experience and their 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 through its community mobilizers. 	L = L I = H	L = VL I = H	L = VL 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 in schools are met, 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 	L = L I = L	L = L I = L	L = L I = L

Risk Definition	Risk Response	Residual Risk Level Low/ Very Low/ High / Very High (Add columns as needed)		
		Jan 2013	Jan 2015	Jan 2018
	of teachers and attract qualified refugee teachers to the education sector.			
Commitment and desire of young women to participate in all levels of the BHER program may not be matched by parents and communities, thus resulting in harassment and violence toward women, and other emotionally demanding efforts, including home-campus interface, unplanned interruptions and doing domestic tasks at the time when they are supposed to attend school.	<ul style="list-style-type: none"> Community mobilizers will work closely with the Community Support and Gender Relations Committee to raise awareness on importance of women's education to families and communities. They will work with parents individually in cases of extreme resistance. Where possible, young men, peers of the same cohort will be involved in awareness activities with the Gender and Equity Committee. 	L = M I = H	L = M I = H	L = L I = H
Reputational Risks				
If perception of local benefit from project is low – or is seen to inflame existing tensions, communities may develop , a negative impression of partners (and donors that may fund the BHER model).	<ul style="list-style-type: none"> Research in local and refugee communities has indicated a keen enthusiasm for the BHER model and its potential implementation.. BHER model is implemented with local community consultation and involvement. 	L = L I = H	L = VL I =H	L = VL I =H

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