

Pre-Departure Manual:
Borderless Higher Education for Refugees (BHER)
Teaching in Dadaab, Kenya
Instructor's Handbook

Moi University

Updated November 2015

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Introduction

Thank you for participating in the Borderless Higher Education for Refugees Project, and its Diploma in Teacher Education (Secondary) to be delivered in Dadaab, Kenya.

This booklet has been designed to help you plan for your travel to Dadaab and your instruction while there.

Background on BHER

The Borderless Higher Education for Refugees (BHER) Project is a development initiative that aims to make university programs available to refugees and local host communities in the northeastern Kenyan city of Dadaab, home to the largest refugee population in the world.

Why BHER?

- Currently some 350,000 people are refugees in Dadaab, often for ten years or more as an outcome of war, human rights violations, and/or persecution in their home countries;
- Some 300,000 Kenyans live in the host communities of Dadaab, Fafi and Wajir South, in one of the poorest counties in the country, Garissa;
- Attending university or accessing other tertiary degree programs has been almost impossible for refugees and host communities;
- Refugees who have completed secondary school almost universally voice the desire to attend university, but only one percent benefit from international scholarships. **For the majority of students, higher education remains out of reach;**
- People in the host communities are equally deprived from attending university education - until recently no university campus existed in the region.

What does BHER do?

- Offers gender balanced and internationally recognized university programs at the level of certificate, diplomas and degrees in education, social sciences and natural sciences to refugee and local populations;
- Supports Canadian and Kenyan universities to develop and deliver individual or joint onsite and online programs through the BHER Learning Centre.

How does BHER work?

- Students eligible to apply to any of the BHER programs will follow admission policies and procedures of the institution that administers any given program;
- All students initially attend a year of preparatory work to become university ready;
- After the preparatory stage, students enroll in Certificate and Diploma programs to train as teachers either in primary or secondary education;
- Upon completion of either the Certificate or Diploma Programs, students may apply to a degree program in Health Promotion/Community Development and Extension, Public Policy and Administration and Liberal Arts.
- All offerings are “stackable”, allowing students to earn a certificate or diplomas at each level of study, incrementally building towards earning a degree;

Who is involved?

Currently the BHER consortium includes five partners: Kenyatta University, Moi University, University of British Columbia, York University and Windle Trust. The BHER project is supported the Department of Foreign Affairs Trade and Development (DFATD) and participating partners.

The BHER staff team

The Moi University School of Education is one of five partners in the BHER Project. The BHER Project has its own staff team, which manages and delivers the project. Some members of this core team work at York University in Toronto, Canada, and others are employees of Windle Trust Kenya and are based in the field in Dadaab, Kenya. Members of the BHER staff team will be in touch with you as you prepare to travel to Dadaab, and will be assisting you in various ways before and during your course delivery. The team is:

At York University (Toronto, Kenya)

Name	Title	Email	Telephone
Dr. Aida Orgocka	Project Manager	orgocka@yorku.ca	416 736 2100 ex. 30392
Emily Antze	Programs Administrator	eantze@yorku.ca	416 736 2100 ex. 30407
Ian Tytler	Finance Manager	tytler@yorku.ca	416 736 2100 ex. 44673

At Windle Trust Kenya (Dadaab, and Jully in Nairobi, Kenya)

Name	Title	Email	Telephone
Philemon Misoy	Project Liaison Officer	misoy@windle.org	0723889291
Khalif Kobane	Academic Programs Officer	kobane@windle.org	0714206323
Nickson Rutto	ICT technician	nickson@windle.org	0724409565
Jully Odanga	Co-ordinator of travel logistics	jully@windle.org	070898641

At Moi University (Eldoret, Kenya)

Name	Title	Email	Telephone
Jackson Too	BHER institutional lead at MU (outgoing)	jkiprop2002@yahoo.com	0722672758
David Wamamili Wanyonyi	BHER institutional lead at MU (incoming)	ddwanyonyi@yahoo.com	0721253224
Josephine Wanangwe	Administrative Assistant	josephinewanangwe@gmail.com	0721655887

Classroom Space and Technology

Classroom Space

The course you have agreed to teach is scheduled to be held in Dadaab, Kenya. Classes will be taught in the BHER Learning Centre, located in the town of Dadaab. This Learning Centre was purpose-built for this project on Kenyatta University land, and is adjacent to Kenyatta University's Dadaab satellite campus.

The BHER Learning Centre consists of three classrooms and two computer labs, each seating about 40 students. The BHER Learning Centre shares a site with Kenyatta University's Dadaab campus, from which we typically borrow two additional large classrooms that can each seat about 80 students.

Each of the two computer labs holds 40 computers (for a total of 80) which are connected to the internet. Classes can be taught in the computer lab, and computers are available to students when they are not being used by a course.

Classroom Technology

All classrooms are equipped with a whiteboard. LCD projectors are also available, but must be set up by the ICT support person in advance of each class. If you will require the use of an LCD projector, please inform the ICT support person one day in advance.

There is one printer on site, and you will be able to print some materials. However, we would ask you to be as conservative as possible in your printing volumes, since this is quite costly and has environmental consequences. For larger volume print jobs, please submit materials to Emily Antze in advance of your travel to Dadaab; Emily will communicate with you about deadlines for this. Windle Trust Kenya's large volume printer is located a 40-minute drive away from the BHER Learning Centre in Dagahaley camp, rather than at the BHER Learning Centre, and so printing here involves staff travel and advance planning.

Some classes will be taught in the computer labs, which are generally air conditioned. Other classrooms are only equipped with fans. All classrooms have curtains which may be used to block light and heat.

An wireless internet connection will be available in all rooms at the BHER Learning Centre. Note that this is somewhat unreliable, and may not always be connected. Back-up plans are important.

Note that most students will have limited access to technology outside the classroom, and will not be bringing laptops to class with them.

Due to security regulations, you will not be able to access the classrooms/computer labs in the evenings after class; faculty will be required to leave the BHER Learning Centre immediately after the end of classes, or when WTK security personnel advise. If you wish to use a laptop for course preparation or email in the evenings, we encourage you to travel with a personal laptop.

Desks and chairs

Each seminar room will have 40 tablet chairs, which can be arranged in a variety of configurations. Some classes will be taught in the computer room; in this room, chairs will be positioned in front of desktop computers, which sit on heavy wooden desks. Large Kenyatta University classrooms each have about 80 tablet chairs.

Other materials:

The BHER Learning Centre is *not* equipped with a library, a laboratory, or any materials other than paper, notebooks, pens, whiteboards and markers and the computers described above. Providing any other materials requires special advance planning. Materials may have to be purchased by Windle Trust Kenya, in which case any requirements must go through a lengthy procurement process. Requirements for any such materials should be discussed with the Program Administrator Emily Antze and the Project Liaison Officer Philemon Misoy one month before your travel to Dadaab.

Gender and Equity in BHER

The following is an excerpt from the BHER Gender and Equity Strategy, prepared by the BHER Team in 2013 as part of the Project Inception Process.

Currently there is a gender imbalance in attaining education in the Dadaab refugee camps and local host communities in the Garissa and Wajir counties, Kenya. Girls are underrepresented at all levels of education due to elevated school drop-out rates (less than half of the students in the primary level and less than a third of high school students are girls) and few women from the region access higher education. Barriers confronting girls' access, retention and achievement are grounded in socio-cultural norms which put girls in a subordinate position to boys. Due to family economics, cultural practices, traditions and beliefs, girls are often denied equal access to education. Overwhelmingly, they are expected to meet most household responsibilities and are unable to attend classes when siblings or elderly are ill at home or require constant care. Lack of security inhibits their movement at late hours of the day. A dearth of learning/teaching facilities that accommodate the personal health needs of girls further discourages women from attending school (i.e., girls cannot comfortably attend classes when passing through their monthly biological cycle). In addition to this, to date, female genital mutilation (FGM), forced and early marriage and ensuing pregnancies are impenetrable barriers to girls enrolling and staying in school. Untrained teachers in the camps and locally are mainly men, contributing to cultural barriers of communication and a shortage of female role models. Enrolment at primary and secondary level is low. See Context and Rationale for data.

The low enrolment rate of girls at the primary and secondary level is reflected in the small percentage of women teachers who eventually teach in the camps and locally. Given existing inequities in male-female education, improving the education of girls/women will have a direct impact on not only the health and education of women, but also of their children, as women are the ones who generally take care of children in the Dadaab camps and locally. To reach higher levels of gender equality throughout the region and specifically within the refugee camps, it is essential that both boys and girls, men and women are better trained and educated to serve their community overall.

Cognizant of these indicators and dynamics, BHER will consciously address gender inequality with purposeful action. We will do this by ensuring that cultural and social barriers which have historically disadvantaged girls and women's educational opportunities are addressed. Through gender responsive programming the project will implement measures to promote girls' and women's equal access to education in all programs offered by university institutions affiliated with the BHER Project. In addressing this identified need, the project will also address inequality related to women's roles in society. Project activities will therefore be sensitive to existing cultural and societal inequities and will also include working with the refugee and local community on processes involving gender transformative change (e.g., debates on inequities with ideas from students; case studies and project research work by students on these topics).

Instructor requirements

Course outline

Before traveling to Dadaab to begin teaching, instructors are required to submit an electronic copy of their course outline by email to the BHER Lead Representative at their institution (in this case, Prof. David Wamamili Wanyonyi, ddwanyonyi@yahoo.com), the BHER administrative assistant Josephine Wanangwe (josephinewanangwe@gmail.com), and to the BHER program administrator, Emily Antze (eantze@yorku.ca). These outlines must be provided in advance of the BHER printing deadline (**November 20th** for December 2015) so they may be printed and circulated to students. Course outlines typically provide students with key information about what to expect in the course, including topics to be covered, a schedule of classes, information about how the course is evaluated (e.g., assignments, CAT, final exam), and information on class policies, procedures, pedagogical approaches, etc. **All course outlines for courses taught and supported through BHER Project funds are required to include a gender and equity statement** explaining how the course will address gender and other equity issues through either/both course content and classroom/pedagogical approach.

Gender and equity statement

Promoting gender equity is a key goal and priority of the BHER Project, and it is essential that all instructors think about issues of gender and gender inequality as they prepare to teach in Dadaab. Preparing a gender and equity statement for your course offers an opportunity to reflect how you will do this. Including such a statement in your course outline makes this commitment clear to students. The BHER Management Team keeps records of these course outlines and their gender statements in order to demonstrate to our donor, DFATD, that we are meeting our commitments to address issues of gender equity in every course.

Please note that in the Diploma of Teacher Education offered by MU in Dadaab, female students make up only 5% of the student body. Given this context of significant gender inequality, it is essential for every instructor to consider how they will ensure female students are comfortable in the course and have equitable opportunities to have their voices heard in the classroom. We must work together to ensure this small number of female students are retained in the program and will graduate at its end.

Depending on your course, the gender and equity statement may point to how discussions of gender and equity will be addressed in the content of the course, and/or it may focus on your own teaching approach and how you will address issues of gender inequality in the classroom as you deliver the course.

Below are four examples of gender and equity statements, drawn from other courses taught by colleagues from other institutions affiliated with BHER. These are intended to provide you with some ideas/inspiration as you draft your own gender and equity statement.

From the course "Language Across the Curriculum" offered by Kedrick James of UBC:

NOTE Regarding Gender Inclusive Language: For all assignments, please incorporate gender inclusive language in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples in a paper, referring to both male and female examples.

From the course "Educating for a Sustainable Future" offered by Jackie Robinson of York University:

Equity and Inclusion: Students with disabilities should inform the instructors as early as possible in order for accommodations to be arranged. In addition, the course endeavours to foster the participation of all students regardless of gender or background. Students are encouraged to work in groups of their choosing. Dadaab essay topics will be kept confidential to allow women the opportunity to research and discuss topics of importance to them but which may be controversial in a wider context.

From the course Physical and Health Education offered by Colette Granger of York University:

One particularly important focus is on how understandings of gender can create and perpetuate inequitable and oppressive conditions for teaching and learning generally, and on how those conditions may create difficult dynamics even in the BHER program. This is of particular concern in the H&PE course, where we must consider content as well as pedagogy. In terms of content, we will address the impact of gender on the challenges of *teaching*, and the benefits of *learning*, health and physical education, especially in regard to crucial topics such as puberty and sexual health (including sexual consent, coercion and abuse). In terms of pedagogy, we will work together to overcome challenges that arise, using a variety of strategies including (1) materials developed by both women and men; (2) gender parity in class discussions; (3) personal journal writing; (4) individual choice in assignments; and (5) in-class activities designed to encourage maximum participation from everyone. On a broader level we will consider how these and other approaches can help teachers work to create conditions for a more just world.

From the course Communication Skills in Teaching Education, offered by Epsen Stranger-Johanssen of UBC:

Gender statement: The course design will integrate gender equity primarily through: Discussion and Facilitation of Assignments (Class #2), Communication In and Outside the Classroom (Class #3), Active Listening and Encouraging Equal Voice (Class #4) and Verbal and Non-verbal Communication (Class #5).

This will be done by focusing attention on gendered patterns of behaviour, such as the tendency of girls to speak less in class and teachers to have higher expectations for boys. Female students will be given equal opportunities and encouragement to participate in all activities. Students will participate in activities that will encourage reflection and discussion of female students' barriers and challenges to learning in and outside of the classroom within a refugee camp context.

Printing Course Materials

The BHER team can arrange for your course materials to be printed in Dadaab before the start of term, but this requires advance notice, as the large-volume printer in Dadaab is not on site at the Learning Centre. All material for printing should be provided to Emily Antze by email (ellantze@yorku.ca) in advance of the term. **For December 2015, the deadline to provide material for printing is November 20th.**

Special materials, supplies or equipment

If your course requires any specific materials or equipment (e.g., lab equipment/chemicals) please raise this with the Program Administrator (Emily Antze) and the BHER Project Liaison officer in Dadaab, Philemon Misoy, one month before you travel to Dadaab. Science class materials must either be

borrowed from secondary schools or purchased in Nairobi through a procurement process which can be lengthy. Either option requires several weeks of advance planning. If sufficient advance planning is not done, you may be asked to bring any required materials to Dadaab with you. Note that the flight to Dadaab allows a total maximum of 20kgs of luggage per person, including both hand luggage and checked luggage; more information on this policy is provided below on page 9.

There is no library or collection of books on site at the BHER Learning Centre and no book store in the town of Dadaab. If your course requires any specific book or books, please write or speak to Emily and Misoy well in advance. We have almost no budget available for the purchase of books, so it is preferred that instructors borrow these and carry them to Dadaab if possible.

Course evaluations

The standard Moi University course evaluation form is used in courses taught in the Diploma Program. Local BHER staff will ensure sufficient numbers of these are printed, but it is the responsibility of instructors to collect them from BHER staff, distribute them to students at the end of the course, collect them and return them to Josephine Wanangwe, following the usual procedures for confidentiality typically used at Moi University.

Marking

Instructors are responsible for completing all marking of assignments, CATs and exams, and the timely submission of these results to the BHER team at Moi University, David Wamamili Wanyonyi and Josephine Wanangwe.

Final report

All instructors are required to prepare reports on their experiences with the delivery of their course in Dadaab after their teaching is complete. These are due one month after the end of the course. **For instructors teaching in the December 2015 term; the reports are due January 30, 2015.** Instructors teaching in December may choose to submit individual reports or collaborate on a single team report. These should be submitted to David Wamamili Wanyonyi and Josephine Wanangwe, who will forward them to York University.

- *Audience for the report:* BHER partnership and donor.
- *Type of information required:* Both narrative and factual. For example, what course did you teach? Did you have to adapt your course to local student needs? How many men and women were enrolled in your class? How was attendance (numbers, and your interpretation of what might have affected attendance)? Who participated most? How did students react to class content? What were some of the challenges? How were these challenges addressed? What would you do differently? What is different from teaching the same course at your home institution? How did the class provide an avenue for your professional development and collegial collaboration across institutions?
- *How and where the report will be used:* It helps compile our status reports (semi-annual and annual) and update the website.
- *Report length:* Range of 3-5 pages double spaced. Photos appreciated if available.

Tracking and Claiming your Expenses

BHER will directly cover all accommodation in Dadaab, as well as all flights (unless you have opted to purchase your flight yourself).

Food and drink costs in Dadaab are to be paid from your per diem. Please speak to David Wamamili Wanyonyi and Josephine Wanangwe for more information for more information about the per diem allowance for Moi instructors. The actual per diem allowances will be based on the number of days in Dadaab on the BHER project. The per diem amount is calculated from Date of arrival in Dadaab to date of departure from Dadaab x Ksh 5,000 per day.

The following expenses are reimbursable from the BHER Project. Please be sure to keep receipts.

- Taxis between the airports and your accommodation in Nairobi
- Accommodation costs in Nairobi for no more than one night on each leg of the journey

The following expenses will not be reimbursed by the BHER Project or Moi University:

- Food
- Drinking water and other beverages
- Communications costs (mobile phones)
- Tourism
- Travel health insurance

Upon return to Eldoret you will need to compile all receipts and submit them to David Wamamili Wanyonyi or Josephine Wanangwe for reimbursement.

Travel Logistics

Please remember to save copies of all your boarding passes; we will require these for BHER financial records.

Travel from Eldoret to Nairobi will be arranged by the BHER team at Moi University and will be by commercial airline or overland.

Flights to Dadaab are operated by ALS Somalia. These are special flights for aid workers, and will be arranged for you through our partner NGO, Windle Trust Kenya. The airplane you will take is stamped with the World Food Program insignia. This flight will depart from Wilson Airport, rather than the Nairobi International Airport. Please make sure you know where this airport is located.

Flights to Dadaab leave very early in the morning, so you will need to arrive in Nairobi the day before. The flight usually departs at 7:30 am, and passengers are required to arrive two hours in advance of their flight (i.e., by 5:30 am) in order to complete enhanced security checks. This is a strict requirement. **Please do not be late for your flight. There are only three flights each week, and if you miss your flight we will probably be unable to rebook you. As a result you may forfeit your teaching contract. Costs associated with missed flight will not be funded by the BHER project and must be absorbed by Moi University; eventually, your institutions may come back to you for costs incurred.**

Your ticket on ALS will only become available 48 hours before you travel. It will be emailed to you by Jully Odanga of Windle Trust Kenya, and you will need to print it out yourself. Should you not receive this in a timely fashion, please call Jully Odanga of Windle Trust Kenya directly at 070898641. When Jully sends you your flight ticket, she will include instructions on how to find the departure terminal in Wilson Airport. Please review these carefully, as the terminal can be difficult to locate.

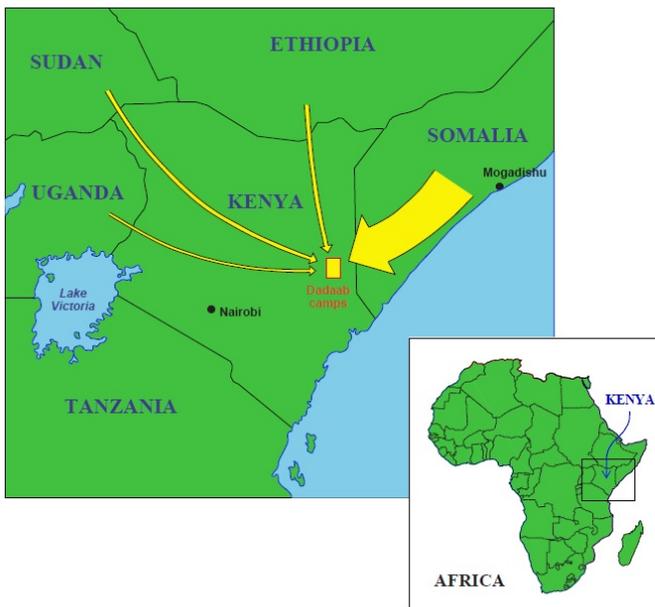
Note that ALS, the airline that will fly you to Dadaab, **allows a maximum baggage weight of 20 kgs**, which *may* include purses/laptop bags (this policy is not consistently applied, and seems to be much stricter when flying Dadaab-Nairobi than Nairobi-Dadaab). If your luggage will exceed this weight, please discuss this with Emily Antze several days in advance so she can arrange to purchase extra cargo allowance; this can be done if the extra baggage weight is necessary to transport essential instructional materials to Dadaab. If this is not done, there is a risk of luggage being left behind at the airport.

Visiting Dadaab:

Orientation to Dadaab:

Dadaab is located in North-Eastern Kenya, near the border with Somalia. Dadaab itself is quite a small town. The “Dadaab refugee camp” is actually a series of camps, located north and south of the town. The population of these camps collectively is about 350,000.

Aid operations are the primary business in Dadaab. The town has an airstrip, with flights in and out three times per week. Aid operations in Dadaab are directed by the UNHCR (the UN Refugee Agency). The UNHCR and most NGOs active in the area have their headquarters within a large walled and gated compound operated by the UNHCR (the “UNHCR compound”).



BHER Learning Centre and the Dadaab Refugee Camps
Garissa County, Kenya



Windle Trust Kenya

Windle Trust Kenya (WTK) is a Kenyan NGO and one of the BHER project partner agencies, and has a well-respected history of delivering education programs in Dadaab, including operating all of the secondary schools across the Dadaab camps. WTK, as the BHER partner on the ground, runs operations of the Learning Centre and the activities associated with the BHER project. The executive director of WTK is Dr. Marangu Njogu, and Ms. Norah Kariba is the senior program manager in Dadaab.

The BHER project has its own team of three field staff who manage the project locally. All three are employed through WTK. These three individuals are:

- Project Liaison: Philemon Misoy (goes by “Misoy”)
- Program Officer : Khalif Kobane
- ICT Officer : Nickson Rutto

Misoy, Khalif and Nickson will provide logistical support to BHER instructors while they are on the ground in Dadaab.

Permission to visit Dadaab

Because of security concerns in the region, special permission from the Kenyan government is required in order to travel to Dadaab. BHER will complete this request on your behalf, through Windle Trust Kenya. On arrival, WTK staff will take you for a mandatory meeting with a representative of the Kenyan Department of Refugee Affairs.

Security in Dadaab

Dadaab has a history of insecurity. While major violent events against aid workers are not frequent in Dadaab, they are a risk which must be taken very seriously. It is essential that all Moi University personnel in Dadaab follow all security procedures as instructed by the UNHCR and Windle Trust Kenya. **Every alert, however insignificant it may seem, needs to be considered and acted on immediately.**

Security procedures in Dadaab

Security measures employed in Dadaab include, but are not limited to, the following:

- **Security officers:** All agencies operating in Dadaab employ a Security Officer, and all arriving visitors are required to be briefed by a Security Officer of the organization that supports their travel shortly after arrival. This briefing will be arranged for you by a Windle Trust Kenya security officer.
- **Security badges:** All individuals inside the UNHCR compound must carry a badge at all times. You will be issued a guest security badge at the gate upon arrival, in exchange for a piece of photo ID which will be held at the gate for the duration of your stay. You must carry this badge with you at all times and display it when entering the UNHCR compound.
- **Security checkpoints:** Your badge will be checked and you may be asked to pass through a metal detector at the gates of every agency you enter, including at the BHER Learning Centre.
- **Guidelines for visitors:** Due to recently elevated security protocols, visitors and staff in Dadaab are not encouraged to leave the UNHCR compound independently or walk in the town. Please do not leave the UNHCR compound independently/on foot without first consulting with Windle Trust Kenya Security Officers.
- **Vehicle procedures:** All agencies active in the camps use distinctive white UNHCR-branded 4 wheel drive vehicles. Drivers carry radios. Vehicles may only travel along the roads to the camps with the police-escorted convoy that travels to and returns from the camps at a set time each day, or travel may be with a privately recruited police escort. All vehicles are searched on entry to the UNHCR compound.
- **Monitoring of security at the BHER learning centre:** Whenever BHER intensive terms are in session, armed police are present at the learning centre throughout the day. Students are checked at the gate and frisked on arrival.

In addition, in respect of local culture, we suggest that the clothing that you wear be more conservative in nature, not showing a lot of exposed skin.

Accommodation in Dadaab

In Dadaab, you will stay in the UNHCR guesthouse. Rooms in Dadaab are simple, and include a bed with a mosquito net, a TV, a desk and chair, a mini-fridge and a locking wardrobe/ cabinet where you may keep your clothes/bags/valuables. Each room has a simple bathroom with a toilet, sink and shower (no hot water). Rooms are air-conditioned, and are cleaned daily. Electricity is almost always available.

Linens and laundry: Sheets and towels are provided and are laundered regularly by housekeeping. They can also wash your laundry for you (except for undergarments). Simply place your soiled laundry in the basket provided and leave it outside your room in the morning on a weekday; it will be returned dried and folded later the same day. This service is included with the room rental at no additional charge. For undergarments, you should be able to purchase detergent powder at a small convenience shop within the UNHCR compound; your bathroom will contain plastic basins which you can use for washing.

Water: Do not drink water directly from the taps. In Dadaab, there are some specific taps which reportedly offer clean drinking water. Nevertheless, we recommend you use bottled water.

Food: is available at a modest cost at the cantina on the compound (cost for 3 meals per day is around 800 shillings daily). With repetition, the food can seem a bit greasy and unvaried. There are very limited groceries available in Dadaab, so if you have any favourite snacks you may want to bring them from home.

Exercise: There is a gym onsite near the cantina in the UNHCR guesthouse compound, with hand weights, weight machines and some cardio machines. It is open for about two hours early in the morning and again for about two hours each evening. It is often not air-conditioned, so exercising there can be hot. There is also a tennis court onsite. Running/jogging within the UNHCR compound is common and safe.

Wi-fi: is not provided. BHER will have at least one USB “internet stick” or other modem available for use so you can download your emails. Please speak to the BHER ICT Technician Nickson Rutto to arrange access to this.

Security: We believe the security in the UNHCR guesthouse to be excellent. However, it is always wise to lock your cash/valuables away in the locking closet when you are out.

Packing

Baggage weight restrictions:

Note that ALS, the airline that will fly you to Dadaab, allows a maximum baggage weight of 20 kgs, which *may* include purses/laptop bags (this policy is not consistently applied). Try to pack lightly if you can. If your luggage will exceed this weight, **please discuss this with Emily Antze at least a week in advance so she can arrange to purchase extra cargo allowance.**

Dress:

In selecting your clothes for Dadaab, you must balance the extreme heat of the area with the local cultural norms.

Women will likely be more comfortable in loose, conservative clothing. Long trousers or skirts that fall well below the knee are best. If your skirt/trousers are form-fitting, you may wish to choose longer, flowing tops. Avoid low-cut and tank-tops. Full length sleeves are not required, but you will want to cover your upper arms. There is no need to cover your head with a headscarf.

You can likely dress more casually/less conservatively while inside the UNHCR compound (e.g., at the cantina, at the gym) in the evenings, as this is populated primarily by Kenyan aid workers.

Shoes: Dadaab is extremely sandy/dusty; at times, walking here is almost like walking on a beach. Bring a couple of pairs of light sandals or closed toed shoes.

It is unlikely to get chilly in Dadaab, but occasionally at night during the rainy season it could be cool. You should bring at least one sweater.

Suggestions for your Packing List

- Flashlight/headlamp and extra batteries (it is dark on the UNHCR compound at night.)
- Laptop, if desired (backed up at home in advance; password protected)
- Mosquito repellent
- Water bottle
- Cash (access to bank machines in Dadaab is minimal). We estimate that KES 10,000 would amply meet the needs of most visitors for a seven-day period.
- Shampoo, soap, etc: these are not provided at the UNHCR compound

There is no need to carry bedding or towels; these will be provided at the UNHCR.

Pre-Departure Travel Checklist

Prior to your departure date, please ensure that you have completed the following tasks:

- Have provided a course outline to David Wamamili Wanyonyi and Emily Antze, **including a statement on how the course will address issues of gender and equity**

- Have arranged printing of required supplies for the program (e.g., printed handouts, course outlines);

- Have discussed and finalized arrangements for any special materials required for the course (eg equipment, chemicals, books) with Philemon Misoy;

- Have received and printed ticket to Dadaab from Jully Odinga.

Background on the Secondary Teacher Education Program

The Secondary Teacher Education Diploma will be delivered by the Faculties of Education at Moi University and The University of British Columbia, Canada from August 2014 through July 2017. The program has admitted two cohorts, one beginning in 2014 and one beginning in 2015. All Cohort 2 students are specializing in English or History and IRE, and are joined by some students from Cohort 1; all students with these subject specializations will graduate in 2017. Many Cohort 1 students are specializing in Biology, Chemistry and/or Mathematics; students with these subject specializations will graduate in 2016.

Whenever possible, courses will be delivered on site with the assistance of online materials. All courses have been developed online and it may be necessary to offer most courses totally online. Any face-to-face courses will be offered through full-time intensive study in August, December and April, when schools are closed and teachers are on school break, to allow individuals currently working as teachers to participate. All online courses will begin in mid to late September and end during the intensive December session, or begin in mid to late January and end in the intensive April session. May through July will not have any online courses so that diploma students can dedicate themselves to their practica.

This program will prepare its participants to be effective educators to secondary (Form 1-4) students while offering them opportunities for rich reading, writing, course discussion and critical thought.

Students will receive a visiting student number from UBC and be able to access all library resources during the term of their program. Students also have receive a Moi student number with the same privileges from them.

Mode of delivery:

The Secondary Teacher Education Diploma is an official Moi University Diploma, consisting of Moi University and University of British Columbia courses taught by Moi and UBC University instructors. Course content will be delivered in Dadaab by Moi and UBC University faculty, using a combination of face-to-face and online/distance teaching methodologies.

Both face-to-face and online course components will be delivered at the BHER Learning Centre in the town of Dadaab; this Learning Centre will house internet-connected computers, which BHER students may use to access online course content and complete coursework. If appropriate, diploma students may conduct their online learning at computer labs in their home camps.

Credential earned:

Students who complete the Secondary Teacher Education Diploma will be issued a transcript from Moi University that includes courses from UBC and Moi. The transcript will show that they have successfully completed a 60 credit University Diploma from Moi University in partnership with The University of British Columbia. This Diploma is officially recognized by the Teachers' Service Commission of Kenya.

Courses in the Secondary Teacher Education Program

All students will take ten courses together and one practicum in each of the two years. In addition to this, each student will have two teaching subjects. Subject area content courses and subject area methods are spread across the terms to allow for various combinations of *teachables*. Therefore some students may have a lighter term while some others may have a heavier term and the reverse will be true for another term.

Courses all students will take (30 credits):

EDUC 170 (3)	Principles of Teaching
EPSE 171 (3)	Education in Adolescent Years
EDUC 172 (3)	Language Across the Curriculum
EDUC 270 (3)	Communication Skills
EDUC 275 (3)	Global Education

EPSE 271 (3)	Special Education
DSE 105 (3)	Social Issues in Ed
DSE 298 (3)	Peace Education
DSE 106 (3)	Curriculum Development
DSE 202 (3)	ICT in Education

Practicum courses all students will take (6 credits):

EDUC 179 (3)	First Year Practicum (pass/fail)
EDUC 279 (3)	Second Year Practicum (graded)

Teaching subjects (24 credits):

- a) Students have two teachable areas.
 b) For each teachable subject, students take two content courses (4 credits with acronym DSE) and 2 teaching methods courses (2 credits with EDUC acronym with the exception of Literature and IRE that have DSE acronyms).

Biology EDUC 177 (2) EDUC 278 (2) DSE 415 (4) DSE 416 (4)	Chemistry EDUC 490 (2) EDUC 272 (2) DSE 418 (4) DSE 419 (4)	Mathematics EDUC 176 (2) EDUC 276 (2) DSE 140 (4) DSE 143 (4)	
English EDUC 175 (2) EDUC 280 (2) DSE 170 (4) DSE 175 (4)	Literature DSE 174 (4) DSE 179 (4) DSE 281 (4)	History EDUC 173 (2) EDUC 273 (2) DSE 137 (4) DSE 236 (4)	Islamic Religious Ed DSE 116 (2) DSE 214 (2) DSE 120 (4) DSE 220 (4)

Six Combinations:

- 1) BIO/CHEM = 32 credits UBC + 28 credits MU = 60 credits
- 2) MAT/BIO = 32 credits UBC + 28 credits MU = 60 credits
- 3) MAT/CHEM = 32 credits UBC + 28 credits MU = 60 credits
- 4) ENG/LIT = 28 credits UBC + 32 credits MU = 60 credits
- 5) HIST/IRE = 28 credits UBC + 32 credits MU = 60 credits.

Draft Schedule of Entire Program:

AUGUST 2014	Sept- DECEMBER 2014	Jan- APRIL 2015
EPSE 171 Adolescent Years (3)** EDUC 172 Language Across the Curriculum (3)** DSE 106 Curriculum Dev. (3) DSE 140 Mathematics (4)	EDUC 170 Principles of Teaching (3) EDUC 176 Math Teaching I (2) EDUC 177 Science Teaching (2) DSE 418 Chemistry I (4)	EPSE 271 Teaching Special Needs (3) (DSE course moved to Aug & Nov/DEC)

During AUGUST 2015	Sept - DECEMBER 2015	Jan - APRIL 2016
<u>EDUC 270</u> Communication Skills (3)** DSE 106 Curriculum Dev. (3)* <u>DSE 304</u> Peace Education (3) DSE 416 Biology (4) DSE 179 Literature (4) DSE 143 (Math) 4	EDUC 172 LANGUAGE ACROSS THE CURRICULUM (3)* [Sept-Nov] <i>on-line</i> EDUC 490 GENERAL SCIENCE METHODS (2) [Sept-Nov] <i>on-line</i> <u>DSE 105</u> Social Issues (3) DSE 170 English (4) DSE 214 IRE (2) DSE 419 Chemistry DSE 415 Biology	EPSE 171 ADOLESCENT YEARS (3)* [Jan-March] <i>on-line</i> <u>EDUC 275</u> Global Education (3)** EDUC 272 Chemistry (2) EDUC 278 Biology (2) EDUC 276 Mathematics (2) <u>DSE 202</u> ICT in Education (3) DSE 137 History (4)

During AUGUST 2016	Sept - DECEMBER 2016	Jan - APRIL 2017
EDUC 173 History (2)** EDUC 175 English (2) DSE 120 IRE (4) DSE 236 History (4) DSE 281 Literature (4)	EDUC 170 Principles of Teaching (3)* EDUC 280 ENGLISH/LIT METHODS (2) [Sept-Nov] <i>on-line</i> DSE 116 IRE (2) DSE 174 Literature (4)	EPSE 271 Teaching Special Needs (3)*, ** EDUC 273 HISTORY (2) [Jan-March] <i>on-line</i> DSE 220 IRE (4) DSE 175 English (4)

EDUC Courses delivered totally online are in *italic* CAPS (Jan-March and Sept-Nov)

* Repeated courses for Cohort 2

** Graduate Teaching Assistant assigned to the course (allowed 2 per year)
Double class is underlined – includes 1st and 2nd year intake in one group

Schedules for Specializations:

Biology, Chemistry and Mathematics specializations will take their core and specialization courses (content and methods) in 2014-2015 and 2015-2016.

English, Literature, History, and Islamic Religious Studies specializations will be admitted in 2014 as well as in 2015. Those admitted in 2014 will complete their program within three years (2014-2017) while those admitted in 2015 will complete their program in two years (2015-2017). Practicum for these cohorts will be May – July in 2016 & 2017.

Schedules for Practicum:

EDUC 179 (year 1) & **EDUC 279** (year 2) (pass/fail)

All practicum will take place between May through July each year. Our intention is to keep this time frame free of online courses so that diploma students can focus on their teaching.