

BHER Project

Pre-Departure Manual: Teaching in Dadaab, Kenya Instructor's Handbook

**Secondary Teacher Education Diploma Program
The University of British Columbia
in collaboration with
Moi University, Kenya**

The original manual was created by York University (June 2014)
and has been adapted for UBC instructors

UBC edition, June 9, 2015

Contents

| | |
|---|----|
| Introduction..... | 3 |
| Background on BHER | 4 |
| Why BHER? | 4 |
| What does BHER do? | 4 |
| How does BHER work?..... | 4 |
| Who is involved? | 4 |
| Background on the Secondary Teacher Education Program | 5 |
| Mode of delivery:..... | 5 |
| Credential earned: | 5 |
| Courses in the Secondary Teacher Education Program | 5 |
| <u>Draft</u> Schedule of Entire Program: | 7 |
| Courses in the Secondary Teacher Education Program..... | 8 |
| Practicum Guidelines for the Secondary Teacher Education Program..... | 8 |
| Practicum Assessment Guidelines | 10 |
| Classroom Space and Technology | 14 |
| Classroom Space..... | 14 |
| Classroom Technology | 14 |
| Desks and chairs | 15 |
| Roles and Responsibilities | 15 |
| Timelines and Expectations | 16 |
| Instructor’s Program Checklist | 16 |
| Before the start of the program: | 16 |
| Throughout the program: | 16 |
| At the end of each course:..... | 17 |
| Program and Curriculum..... | 17 |
| Travel Logistics | 18 |
| Flights | 18 |
| Ground transportation: | 18 |
| Visa | 18 |
| Accommodations | 19 |
| Nairobi: Methodist Guest House | 19 |
| Dadaab: the UNHCR Guesthouse..... | 19 |
| Telecommunications | 20 |
| Phone..... | 20 |
| Cash and Expenses..... | 22 |
| Per Diem, Travel Insurance and Immunizations..... | 23 |

- Tracking and Claiming your Expenses 24
- Visiting Dadaab 24
 - Windle Trust Kenya 25
 - Permission to visit Dadaab..... 25
- Security Issues in Dadaab 25
 - Security procedures in Dadaab 26
- Travel Health 27
 - Travel Health Insurance:..... 27
 - Travel Health**: 27
 - Drinking Water 28
 - Other Concerns for Health and Well-Being: 28
 - Culture Shock..... 28
- General tips on travel safety: 28
- Packing..... 29
 - Baggage weight restrictions:..... 29
 - Left luggage: 29
 - Dress: 29
 - Suggestions for your Packing List 30
- Pre-Departure Travel Checklist 31
- Useful Links for Travelers 31
- Emergency Contact Information..... 32

Introduction

Thank you for participating in the Borderless Higher Education for Refugees project and its Secondary Teacher Education Diploma jointly offered by The University of British Columbia and Moi University. The Moi conferred diploma will be delivered in Dadaab, Kenya in a combination of face-to-face and online courses.

In addition to the Moi-UBC partnership, York University (Canada) is offering an elementary certificate (one year) followed by a second year offered by Kenyatta University (Kenya). Upon completion of the two years, students will receive a Primary Teacher Education Diploma from Kenyatta University.

This booklet has been designed to help you plan for your travel to Kenya 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 360,000 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 (InSTEP offered by WUSC and Windle Trust);
- 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 or 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 six partners: Kenyatta University, Moi University, The University of British Columbia, York University, Windle Trust Kenya and World University Service of Canada. The BHER

project is supported by the Department of Foreign Affairs Trade and Development (DFATD) and participating partners.

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 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 of 2014-2016, 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 will also 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 143 Mathematics (4) DSE 419 Chemistry (4) DSE 415 Biology (4) |

| During AUGUST 2015 | Sept - DECEMBER 2015 | Jan - APRIL 2016 |
|--|--|--|
| EDUC 270 Communication Skills (3)** DSE 106 Curriculum Dev. (3)* DSE 304 Peace Education (3) DSE 416 Biology (4) DSE 179 Literature (4) | EDUC 172 LANGUAGE ACROSS THE CURRICULUM (3)* [<i>Sept-Nov</i>] on-line EDUC 490 GENERAL SCIENCE METHODS (2) [<i>Sept-Nov</i>] on-line DSE 105 Social Issues (3) DSE 170 English (4) DSE 214 IRE (2) | EPSE 171 ADOLESCENT YEARS (3)* [<i>Jan-March</i>] on-line EDUC 275 Global Education (3)** EDUC 272 Chemistry (2) EDUC 278 Biology (2) EDUC 276 Mathematics (2) DSE 202 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) [<i>Sept-Nov</i>] on-line DSE 116 IRE (2) DSE 174 Literature (4) | EPSE 271 Teaching Special Needs (3)*, ** EDUC 273 HISTORY (2) [<i>Jan-March</i>] on-line 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

** GTA 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.

Courses in the Secondary Teacher Education Program

The Secondary Teacher Education Diploma is a Moi conferred diploma. In order to meet their standards we will follow the following criteria for students continuing within the program. Evaluation: the courses are weighted 30% coursework / 70% exam. In the 30% portion of the course taught directly to the students, we are expecting students to achieve a grade of 40%. UBC courses require a 50 % to pass.

GRADING:

Grade your courses as you typically would, using a UBC grading scheme. The final grade for each of your courses will be based on a 70% final exam. The remaining 30% of the grade will be based on continuous assessments gathered from the assignments given to students by the instructors at any time prior to the final exam. There may be circumstances where assignments may be submitted after the final exam. In all 30% of the course is coursework (completed with a minimum grade of 40%). The final exam pass is 50%, as is the overall course when calculated coursework and exam together.

Supplementary exams: In the case that a student has failed to meet the 50% minimum to pass the final examination – one supplementary exam (per-course) will be allowed at the next examination session.

Note: (Giving a B+ grade at Moi is considered excellent, whereas it is an A+ at UBC).

Practicum Guidelines for the Secondary Teacher Education Program

Goals of Practicum

- 1) For incentive teachers, practicum offers individuals an opportunity to systematically plan and reflect on their teaching while receiving formal feedback.
- 2) For those without prior teaching experience, practicum offers individuals an opportunity to practice teaching, to systematically plan and reflect on their teaching, and to receive regular feedback on their teaching.

Practicum Sites

- 1) For incentive teachers (Dadaab Camp school teachers): practicum will take place in their regular Dadaab Camp classrooms.
- 2) For those without prior teaching experience:
 - a. Dadaab Camp students will be placed with qualified Kenyan national teachers in Dadaab Camp classrooms.
 - b. Students from the host community will be placed in local schools.

Practicum Duration and Supervision

First Year: May – July (EDUC 179) (pass/fail)

- 1) Incentive teachers practicum: Emphasis will be placed on incentive teachers meeting monthly to share their classroom experiences of planning and implementing instruction. A practicum coordinator will facilitate these meetings. We anticipate these meetings being organized by camp or school (with the ideal size of 20 students per meeting group).
- 2) For those students without prior teaching experience: Between May to July, these students need to spend a total of two weeks in a host community classroom. Emphasis is placed on observation as well as assisting the host teacher. One or two meetings will be planned for these student teachers to share their experiences.

Second Year: May – July (EDUC 279) (pass/fail)

All students will be visited and assessed at least twice, once in each of their two teaching subjects. Monthly meetings will be organized by camp or school: thus allowing student teachers to share their classroom experiences of planning and implementing instruction.

Expectations while on Practicum

For both years, all students on practicum are required to do the following:

- a) Maintain class register.
- b) Up-to-date scheme of work/unit plans and lesson plans.
- c) Undertake all responsibilities of a classroom teacher during the time of instruction.
- d) Teach a minimum of 4 classes per day with a maximum of 6 a day over ten weeks.
- e) Student teachers must be present for all of their teaching days. Only in exceptional circumstances may the student teacher seek prior permission from the Program Coordinator to be absent for a day.

Year 1. Practicum expectation – Students will adhere to the above expectations, and assessment of their performance will be generally formative.

Year 2. Practicum expectations—Students will adhere to the above expectations, and assessment of their performance will be generally summative.

Practicum Placement

Non-incentive teachers will be placed in local schools in consultation with a practicum coordinator. Student teachers can recommend possible schools for their practicum.

All local students will receive a letter they can present to their school heads. The practicum coordinator will facilitate this process. If local students are employed, they need to make their own arrangements with their employer for their absence during practicum.

Practicum Coordinator and Supervisor Guidelines

Practicum Coordinator

- 1) Ensure regular communication with the UBC Teacher Education Office.
- 2) Ensure implementation of the practicum guidelines.
- 3) Ensure everyone has a practicum placement site and communicate the specifications of each placement to UBC – school name/ location and contact names with subject area for sponsor teacher (when applicable).
- 4) Assign supervision duties.
- 5) The practicum coordinator will also be a practicum supervisor.
- 6) In the second year, it is strongly recommended that the practicum coordinator visit each student at least once (this may or may not be a visit to assess practice).
- 7) Arrange special assistance for those deemed not to be meeting the expected standards to qualify as teachers.
- 8) Upon the completion of each practicum, the coordinator, in consultation with the School sponsor teacher (if applicable) will provide a report and a final grade (pass/fail) for each student. The precise form of this report will be determined / revised to best suit the needs of this program and to reflect the teaching environment.

Practicum Supervision

First Year

- 1) Practicum supervisors will facilitate the regular camp or school based meetings.
- 2) Ideally, this facilitation should result in student teachers sharing their classroom experiences of planning and implementing instruction.
- 3) While the supervisor will give some feedback, emphasis will be given to the community of student teachers providing feedback to one another.
- 4) Ensure all student teachers attend and participate in these meetings.
- 5) While formal observations are not expected for all students, it would be preferable if the non-incentive teachers received formative feedback from a formal observation.
- 6) Provide an attendance record to the practicum coordinator.

Second Year

- 1) Continue facilitating the regular meetings.
- 2) Observing and assessing student teaching.
- 3) Oral formative feedback will also be given.
- 4) Determination of successful completion of practicum.

Practicum Assessment Guidelines

<http://dadaab.educ.ubc.ca/students/>

Practicum Guidelines for Secondary Teacher Education Program

The Secondary Teacher Education Program in Dadaab – jointly offered through Moi University with The University of British Columbia is made up of both coursework and two practicum experiences.

Goals of Practicum

- 3) For incentive teachers, practicum offers individuals an opportunity to systematically plan and reflect on their teaching while receiving formal feedback.
- 4) For those without prior teaching experience, practicum offers individuals an opportunity to practice teaching, to systematically plan and reflect on their teaching, and to receive regular feedback on their teaching.

Where:

Practicum sites are in secondary classrooms where Student Teachers have the opportunity to teach in their two subject specializations. Some placements will be within schools in the host community, whereas others will take place within the refugee camp schools. The Practicum Coordinator in Dadaab arranges all placements.

When:

Practicum Duration and Supervision

First Practicum: May – July (EDUC 179) (pass/fail)

This practicum takes place following successful completion of the first half of required coursework. Minimum for all students: 8 periods per week of experience in a classroom where their subject specialization is taught. This time entails both observation and teaching practice under supervision and independent. (This should be planned over approx. 6 weeks during

- 3) Incentive teachers practicum: Emphasis will be placed on incentive teachers meeting regularly to share their classroom experiences of planning and teaching. A practicum coordinator will facilitate these meetings.
- 4) Students without prior teaching experience: Emphasis is placed on observation as well as assisting the host teacher. One or two meetings will be planned for these student teachers to share their experiences.

Second practicum: May – July (EDUC 279) (graded)

This practicum takes place following successful completion of the second half of required coursework. Minimum for all students: 8 periods per week of experience in a classroom where they teach both of their subject specializations.

All students will be visited and assessed at least twice, once in each of their two teaching subjects. A minimum of monthly meetings will be organized in camp or school: thus allowing student teachers to share their classroom experiences of planning and teaching.

Eligibility: In order to be eligible to proceed to practicum, students must have attended and completed all of the preceding coursework for their specializations and core courses. Failure to successfully complete **any** course will result in a student not being eligible to proceed to the practicum.

Expectations while on Practicum

For both years, all students on practicum are required to do the following:

- f) Maintain class register.
- g) Up-to-date scheme of work/unit plans and lesson plans.
- h) Undertake all responsibilities of a classroom teacher during the time of instruction.
- i) Teach a minimum of 8 periods per week over the practicum schedule.
- j) Student teachers must be present for all of their teaching days. Only in exceptional circumstances may the student teacher seek prior permission from the Program Coordinator to be absent for a day.
- k) Participate in regular meetings with other student teachers—facilitated by the program coordinator—to share teaching experiences and feedback.

Practicum expectation – Students will adhere to the above expectations, and assessment of their performance will be generally formative in year 1; and generally summative in year 2.

Practicum Guidelines

The following guidelines are recommended for Dadaab Student Teachers while on practicum. (This guide is adapted and modified from UBC Teacher Education Office Policies and Guidelines and Practicum checklist).

Observe

- Observe students inside and outside of the classroom.
- Focus on students as they learn and teachers as they teach.
- Ask questions of other teachers in the school, the administration, and the practicum coordinator. Ask questions of your peers.

Be collegial

- Become acquainted with the school advisor and establish a working relationship
- If you are new to the school, learn about the philosophy and culture of the school.
- Become familiar with any of the resources that the school has.
- Consult with the practicum advisor and administrator at the school regarding schedule, routines, and general expectations for teachers,
- Speak positively about colleagues and advisors in social situations.

Plan, Teach, Reflect

- Plan to be at the school at the appropriate time in order to plan and prepare for class and discussions with students and advisors/ administration.
- Prepare to teach lessons. When planning keep in mind: what are your goals? How will you ensure learning takes place for all students? How will you assess for learning? How your assessment of learning take place? How will your students reflect on their learning?

- Begin to set goals for professional development.
- Speak to the practicum coordinator if there are concerns about *any* aspect of the practicum.

Demonstrate professional behaviour

- Show enthusiasm, initiative, adaptability, and curiosity.
- Treat students, teachers, and members of staff with respect.
- Assume the role of the teacher.
- Behave in accordance with professional ethical standards. Become familiar with the code of conduct for your region- See TSC the current Code of Conduct as published by the Teacher Service Commission for Kenya. Also become familiar with KNUT - <http://www.knut.or.ke> - Kenya National Union of Teachers.
- Respect boundaries between teachers and student sin all interactions, including social media.
- Be dependable and punctual.
- Be prepared to teach: plan for every lesson/ sequence/ scheme of work and share plans with school advisors/ (practicum coordinator) in advance of any observed lesson.
- If going to be absent, notify school and practicum coordinator directly. Prior to absence, leave lesson plans for class teacher.

Cooperate, collaborate, and contribute

- Be receptive to suggestions and feedback on improvements to teaching and act on them accordingly.
- Reflect on your emerging practice as a teacher and be willing to share your reflections on teaching with your peer teaching support group and the practicum coordinator.
- When possible, observe other teachers and student teachers.
- Contribute to the life of the school outside of the classroom.

Reflect

- Reflect on your own emerging practice.
 - Keep a notebook to record your teaching reflections, strategies, recourses, and suggestions along with other ideas for professional development.
 - Be familiar with the expectations as outlined in the Performance Checklist for Practicum EDUC 179 (first practicum). Reflect on these expectations, and integrate them into your teaching practice.
-

Supplemental Practicum

For those students who fail either practicum they may be given an opportunity to repeat their practicum the **following** May – July, ideally in a different school.

Students will *only* be given **one** opportunity to repeat an EDUC 179 practicum and **one** opportunity to repeat an EDUC 279 practicum.

*note Year 1 EDUC 179 Performance Checklist following this document for your reference.

Upon the completion of Practicum 1, Student Teachers are required to meet expectations for virtually all items on this checklist. They are expected to have demonstrated the ability to plan, implement and evaluate teaching at a standard expected of a **beginning teacher**. *The Faculty reserves the right to require candidates to withdraw from the Faculty and/or to withhold its recommendation for certification if they are considered to be unsuited to proceed with the study or practice of teaching.*

Section 1: Professional Qualities

1. Demonstrates enthusiasm and positive attitude for teaching/learning
2. Assumes the role of the teacher
3. Communicates effectively with students' families
4. Demonstrates a commitment to high professional and ethical standards
5. Is dependable, punctual, and responsible
6. Is respectful and cooperative with advisors and other professionals
7. Contributes to the classroom and school community

Comments

| |
|--|
| |
|--|

Section 2: Inquiry & Reflective Practice

1. Acts on advice to improve practice
2. Uses effective cycle of questioning, reflection and action
3. Links educational research to classroom practice

| |
|--|
| |
|--|

Section 3: Curriculum, Pedagogy & Assessment

1. Selects appropriate goals/objectives (*in accordance with regional curriculum*)
2. Prepares detailed scheme of work in advance
3. Designs logically organized scheme of work that support identified goals/objectives
4. Designs scheme of work that engage students in meaningful learning
5. Maintains appropriate records (assessment/attendance)
6. Implements suitable introductions and conclusions
7. Uses diverse and pedagogically sound teaching strategies to engage all learners
8. Uses appropriate resources that enhance/improve teaching
9. Uses subject appropriate assessment, evaluation and reporting strategies
10. Uses assessment to set learning goals, motivate student learning and guide teaching
11. Provides timely and effective feedback to students
12. Demonstrates understanding of subject content

| |
|--|
| |
|--|

Section 4: Individual Differences and Social Justice

1. Shows an understanding of and seeks to address educational inequalities
2. Demonstrates positive regard for students and families of all ability, culture, religion, gender.
3. Understands and builds on the resources that multilingual students bring to their learning
4. Demonstrates sensitivity to individual differences

| |
|--|
| |
|--|

Section 5: Language, Literacies & Cultures

1. Communicates curriculum content clearly and accessibly
2. Adjusts register of language (e.g. tone/formality/vocabulary) according to audience and/or context
3. Demonstrates understanding and skill in using a variety of modes to communicate (e.g., linguistic, audio-visual, gestural)
4. Emphasizes language development in all curriculum areas

| |
|--|
| |
|--|

Section 6: Classroom Climate

1. Organizes the physical environment for learning
2. Develops rapport with students
3. Establishes appropriate/safe classroom procedures
4. Reinforces classroom expectations
5. Maintains an engaged and participatory environment
6. Uses suitable gestures, proximity, wait-time.

| |
|--|
| |
|--|

-----The above page is a sample of performance checklist – for student teacher reference-----

Classroom Space and Technology

Classroom Space

If 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 University of British Columbia or Moi University will be in session at the same time as York University in the first year program. The University of British Columbia or Moi University will be in session at the same time as Kenyatta University in the second year program. We have negotiated that we will have access to BHER classrooms and one computer lab while the primary program will have access to one classroom and one computer lab. Should our instructors wish to teach the entire secondary cohort in one session, we will negotiate with Kenyatta University to borrow their large (80+ seating) classroom spaces. These are nearby in the same compound.

While this is the initial agreement, the team of instructors on the ground can adjust these agreements to suit contextual and pedagogical needs. For example, the secondary program may forfeit their BHER classroom in order to use both computer labs simultaneously. Any negotiation should be mutually agreeable and involve BHER Project Liaison Officer.

Classroom Technology

BHER classrooms should include the following items:

- Screen (at the front of the classroom)
- Data Projector
- White board

Kenyatta classrooms should include access to:

- Screen (at the front of the classroom)
- Data Projector (There will be a staff member who will assist you in locating the projector)

There will be at least 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.

Some classes will be taught in the computer labs, which are air conditioned. Other BHER classrooms are only equipped with fans.

A high speed internet connection will be available in all classrooms- though reliable and continuous connection cannot be guaranteed.

Note that most students will have limited access to technology outside the classroom, and will not be bringing laptops to class with them. Nor will they necessarily bring paper and pens to class.

UBC will arrange for an exercise book and pen to be purchased for each student (via Windle). As possible, an exercise book will be provided for each course. Extra paper is limited.

Due to security regulations, you will not be able to access the classrooms/computer labs in the evenings after about 6:00 pm. We encourage you to travel with a personal laptop to allow for preparatory work in the evenings.

Desks and chairs

Each BHER 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.

Kenyatta classrooms will have at least 80 tablet chairs which can also be arranged as desired.

Roles and Responsibilities

The University of British Columbia and Moi University are responsible for delivering high-quality programs to participants. We endeavour to hire instructors who we believe will have the experience and skills to deliver these courses to these high standards. A full outline of instructors' roles and responsibilities can be found on the instructor's contract.

- **Program Coordinators:** Rita Irwin and Samson Nashon have oversight of the UBC course delivery while Jackson Too at Moi University has oversight over the Moi course delivery. In addition, Tom Sork (UBC) has oversight over all matters related to finance and administration, particularly in regard to reporting to DFATD.
 - Program Coordinators are ultimately responsible for the creation and delivery of quality programming, ensuring that the course outlines, course expectations, course materials and assessment of learning, adhere to the course descriptions approved by UBC Senate.
 - UBC Program Coordinators are also responsible for ensuring UBC follows the financial allocations and administrative details as outlined in the DFATD funding envelope.
- **Course Instructors:** As with all credit courses, course instructors are responsible for the delivery of courses and programs:
 - Instructors who are teaching different courses to the same cohort of students in the program may choose to work together to create exciting and interesting activities that will engage students in their learning.
 - If instructors have questions or concerns about budget and/or course delivery, they should speak with the one of the UBC Program Coordinators.
 - Instructors should remember that as instructors in The University British Columbia portion of the program, they are representatives of UBC.
 - If instructors have concerns about the academic progress of a participant, they should speak immediately to Lorrie in the TEO and she will also communicate with Khalif or Misoy in Dadaab regarding student advising. Should concerns continue, do also alert Samson Nashon or Rita Irwin. As with all credit courses, students' participation and attendance are integral components of their learning.
 - Attendance: please keep daily attendance records, and forward these to Lorrie (UBC – TEO) & Emily (BHER) at the end of each week. Please follow-up daily with BHER staff during the time of on-site instruction, so that can immediately follow-up on missing students.
 - Instructors are responsible for setting up the final 70% exam for their course and marking it upon completion. Please send all marks to Lorrie for record keeping. Grades are uploaded as typical through the SIS by the instructor. Please see Lorrie/ Rita/ Samson for timeline in mark submission. If a supplemental exam is needed, please communicate with Lorrie about this.
- **Teaching Assistants:** As with all Teaching Assistant positions, Teaching Assistants for UBC programs should refer to the CUPE Collective Agreement for an outline of their responsibilities.
 - Since the BHER program is delivered outside Canada to students who have never studied in a Canadian university before, students may need support in areas that are not required by those who attend classes in-person at UBC. They may need additional information on essay-writing,

classroom attendance, study skills, and other items that may be different from their current practices.

- If you are on site while the primary instructor is at UBC, then your responsibility increase on site to include all manner of instruction as outlined by your primary instructor.
- Work with instructors to set the final 70% exam for their course and assist with marking the exams.

If partners have any confusion about your role, please clarify that you are an employee of UBC and that you are delivering courses that are integral to a Moi University Diploma Program.

Timelines and Expectations

- Prior to the commencement of programs and the arrival of students, instructors are required to attend an orientation at UBC.
- Students are granted UBC course credits from the Faculty of Education. These credits will be transferred to a recognized Moi Diploma at the end of the program.
- At the end of the program, a program evaluation form will be provided. Instructors are asked to facilitate the completion of these evaluation forms for UBC courses. Instructors are also asked to attend a “debriefing” session at the end of their courses and at the end of the program as a whole to provide feedback for future programs.

Instructor’s Program Checklist

Before the start of the program:

- Attend the orientation meeting;
- Prepare a course to be taught before the start of your course.
- Sign and submit your signed contract, emergency contact information and other required documents;
- If this is the first course you have taught at UBC since June 2014, you will also need to complete a mandatory harassment and bullying workshop. See the online training course at: <http://bullyingandharassment.ubc.ca/training-events/> Submit your certificate to Rhea Ravager at hea.ravanera@ubc.ca
- Submit a course outline to Carla Norris, Administrative Assistant to the Associate Dean, Teacher Education, in the Faculty of Education.
- Obtain class list before the course begins.

Throughout the program:

- Teach your course, according to your course outline.
- Provide regular feedback and support to students in order to assist their learning.
- Take attendance each day: you may have a class leader help you with this.
- If on-site students are not completing assignments or if they are not meeting program expectations, you should discuss the situation with Miso or Khalid (or other Windle Trust employees in Dadaab) first who will work with you to help as needed. Should concerns continue, please contact Samson Nashon or Rita Irwin.
- If online students are not completing assignments or if they are not meeting program expectations, you should go to Samson Nashon or Rita Irwin (who may consult with Misoy / Khalif).
- As with all credit courses at UBC, students who do not meet course expectations should not receive a passing grade in their course(s). However, do provide opportunities to complete the required work that meets minimum standard – as per an interim report including a firm deadline for completion and a clear expectation of standard. Lorrie can assist with any necessary interim reports.

- ❑ Regularly reflect on strategies with students to help them plan on how to best implement their learning in the context of their own school.

At the end of each course:

- ❑ Have students complete a specially designed Dadaab course feedback form will need to be given out to students at the end of each class. If in hard copy form, then need to be returned to Rita Irwin. If in online version, Rita will receive a copy from PDCE. Copies of these forms will be shared with the instructors, program coordinators and PDCE support staff.
- ❑ Prepare your final exam to be given at the end of April and/or early May each year. (Exam schedule may be updated to allow for a second exam period and supplemental exams). Check with Lorrie regarding the layout of your exam. She can provide you with a basic template.
- ❑ Submit your marks online, and follow all regular grade-reporting procedures, as with any UBC University credit course;
- ❑ Alert Samson, Rita (cc' Lorrie) as to any student who is failing a course before submitting your grades;
- ❑ When back in Vancouver, attend the debriefing meeting to provide feedback to the Program Coordinators in the Faculty of Education;
- ❑ After each course instructors prepare a written report on the course. This should be submitted to Rita Irwin within a month after visiting the camp, or after completing the online delivery of the course.

Program and Curriculum

Since these courses are UBC credit-bearing courses, please remember:

- The curriculum must remain rigorous and you should encourage students to challenge themselves to think about the classroom/school/other educational contexts in new and exciting ways, and incorporate updated research. Readings should balance theory and practice.
- Teaching should be delivered by modeling a variety of “best practices” and reflective learning. Students may need more formal introductions to these strategies, since they may not have encountered them before.
- Regular reflection and discussion are encouraged. They will help students bridge their learning with their local classroom context.
- Programs should build students’ knowledge, thinking and understanding of the topics outlined in the course profile.
- It is essential that all BHER courses build a culture of inclusion in the classroom. Instructors should give careful attention to gender and equity issues in the classroom.
- Include time for facilitated discussion and group reflection in each lesson.
- All programs must adhere to copyright laws. UBC no longer subscribes to Access Copyright, so you must follow all policies outlined at <http://copyright.ubc.ca/>
- For face-to-face credit courses, you have the same photocopying budget as other courses do.
 - Please complete your photocopying prior to your departure; keep in mind that these copies will be extra weight in your luggage. We can also arrange for copying to be done in Dadaab – we should alert Windle Trust in advance of the course starting.
- Please consider cultural relevance when planning your course. You may want to spend extra time on certain topics, or prepare students for tasks in a different way than you might do in Canada.
 - Sometimes in international programs, instructors with International Education have found that program participants have indicated, “This is not relevant for my class”, or “This wouldn’t work in my classroom.” Instructors should discuss *why* they think that the strategies and theories might not work in their context, and encourage students to “make the strategies their own” by making modifications, variations, etc.

- At the end of all of the UBC courses and practicum, UBC will transfer the UBC credits to Moi University. Moi will ensure each student has completed all aspects of their program and award them a Secondary Teacher Education Diploma.
- Attendance should be taken in classes. While a limit of absences isn't being offered, students should attend class all of the time even though very exceptional circumstance may be accepted.
 - If you have concerns about the attendance and/or participation of a class participant, please speak to the person directly, then to Misoy (Dadaab) and should the situation continue, to then involve Samson Nashon or Rita Irwin.
 - Likewise, please ensure that **ONLY** those who have registered for the course and who are on your attendance list attend the class. UBC has not authorized any additional people to "sit in" or observe the class.
 - **Moi University will supply Moi identification cards for each student.** These will be used for security purposes each day. If they are on lanyards', they may assist you in identifying each student more easily.

Travel Logistics

Flights

Vancouver to Nairobi:

UBC will make your flight arrangements for you. See Carla Norris in TEO (contact info is at the end of this document) who will help you make these travel arrangements. DFATD regulations require that three price quotations are supplied for the most direct route. We are required to use the least expensive flights. Be prepared for a long flight; most travel itineraries take between 20-30 hours to reach Nairobi.

Nairobi to Dadaab:

Flights to Dadaab (which last about one hour) are operated by ALS Somalia. Carla Norris in the TEO will arrange these flights. These are special flights for aid workers, and will be arranged for you through our partner NGO, Windle Trust Kenya (administrative contact: Jully Odanga jully@windle.org). 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 use the Windle Trust driver rather than a taxi, as this person will know exactly where to take you.

Note that ALS, the airline that will fly you to Dadaab, allows a maximum baggage weight of 20 kgs, including all carry-ons (this policy is not consistently applied, and seems to be much stricter when flying Dadaab-Nairobi than Nairobi-Dadaab). Flying Nairobi to Dadaab will definitely only allow 20 kgs for your suitcase. Try to pack lightly! If your luggage will exceed this weight, please discuss this with Carla Norris a week in advance so she can arrange to purchase extra cargo allowance. If this is not done, there is a risk of luggage being left behind at the airport.

Ground transportation:

In Nairobi, Windle Trust will arrange for your driver. He will pick you up from the Nairobi airport on arrival. He will be there with a sign with your name.

The taxi fare will be charged to Windle Trust and UBC will reimburse them. In order to keep careful track of the fare, please ensure that you remind the driver at the beginning of the taxi ride that he needs to keep track of mileage. At the end of the trip, you will need to sign a form that says the mileage you have taken. This is essential so please do not forget as we do not want to cover someone else's fare.

Visa

Kenyan visas can be arranged prior to departure from Vancouver. Information on how to do this can be obtained from Carla Norris in TEO. However, a Kenyan visa can be collected at the airport on arrival in Kenya. **Be sure to carry \$50 in US cash for this purpose.** If you do it locally in Vancouver (Abbotsford Office), there

will be no charge (even they they advertise a charge – the consulate has agreed to wave the fees for people working on this project).

If you apply in Canada, you can contact Mr. Imbenzi, Kenyan Consular General. Please mention to you are working with the Dadaab Refugee Camp Secondary Teacher Education Diploma between UBC and Moi.

Imbenzi George M.A. PAA Ph.D.(Cand)
Foreign/Public Policy Analyst
Executive Director (MYERT/HC-G)
2864 Cottonwood Street Abbotsford BC V4X 1K5
BC Direct Lines: 1 778.786.2562 Or 1 778 786-2588
Ottawa Direct Line: 1 613 216-2250
FAX: 1 604.857-1467
Cell Phone 604 807-4723
Email: myert@shaw.ca Or Imbenzi@shaw.calf

You will be applying for a single entry visa. If asked, you may wish to state that you are traveling on business for humanitarian work and that you are in Kenya to support the work of a Kenyan NGO, Windle Trust Kenya. Do NOT imply that you are working for pay in Kenya (you are not, but you are employed in Canada) or that you are in Kenya to conduct research, as these activities would require a different kind of visa, and your entry to the country may be refused.

Accommodations

Nairobi: Methodist Guest House

Accommodation in Nairobi will be provided at the Methodist Guest House. This modest hotel is near the Windle Trust offices and is relatively close to the Wilson Airport. It is safe, secure, comfortable and offers wifi, a pool, and a restaurant. Please pay for your accommodation using a credit card, save your receipts and submit them to UBC upon your return.

Methodist Guest House
Lavington Green, Oloitokitok Road P.O. Box 25086 - 00603, Nairobi, Kenya
Tel: +254 (20) 3871080 / 3877700/ 3867225 / 3862387 / 3877779
Cell phone: + 254 722 205784 / 733699994 / 724 253467
Fax: +254 (20) 3862385 E-mail: reservations@methodistguesthouse.org

Dadaab: the UNHCR Guesthouse

In Dadaab, you will stay in the UNHCR guesthouse. Should you need to be reached, here is the official information:

Street Address of the UNHCR compound:
35 Rhapta Road, Westlands, Nairobi

Mailing Address:
Po Box 43801-00100 GPO Nairobi, Kenya

Phone: +254 20 423 2000
Fax: +254 20 423 2080
Email: kenna.unhcr.org

Accommodations in Dadaab are simple, and include a bed with a mosquito net, a TV, a desk and chair, a mini-fridge and often 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; 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 or you could bring your own.

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: Available at a modest cost at the cantina on the compound. Meals usually include some form of meat (most often chicken or fish), vegetables (especially cabbage and dark leafy greens) and lots of starch (potatoes, rice, or ugali, Kenya's cornmeal staple). Breakfast offerings include fried doughnuts, sausages, crepe-like pancakes and omelettes. With repetition, the food can seem a bit greasy and unvaried. You may wish to travel with some snacks, (e.g. nuts, dried fruit, granola bars, peanut butter for your toast).

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 a couple of hours early in the morning and again for a couple hours each evening. It is often not air-conditioned, so can be hot. There is also a tennis court onsite.

Wi-fi: This is generally not provided. York BHER people will have at least one USB "internet stick" available for use so their instructors can download their emails, but the USB stick is slow and limited in its effectiveness. Some believe smartphones offer the best internet/email service and you may, in fact, get a better internet connection to your computer by tethering it to your smartphone.

UBC visitors have typically been able to approach the IT person in the compound who will take your laptop aside and enter the UNHCR confidential password information. Should they do this for you, it will be on a one-time basis and will last for the duration of your stay. This will allow you to Skype those in Canada for very little cost.

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.

Telecommunications

Phone

Please note that BHER and Faculty of Education are not able to cover/reimburse the cost of mobile phone communication while in Kenya.

For staying connected with home while in Kenya and especially in Dadaab there are several options:

1. Purchase a Kenyan phone for about 7000 KS + minutes (Safaricom minutes are really cheap)
2. Purchase a Kenyan SIM card for an unlocked Canadian iPhone + minutes
3. Use iMessage with Wi-Fi for iPhone to iPhone text message connection – no charge
4. Use WhatsApp with Wi-Fi for android to android or iPhone to android texting – both phones (sender and receiver) need to have the app.
5. Use Skype with Wi-Fi.

For emergency connections:

InReach Satellite 2-way communicator (you should put key numbers in this phone – UNHCR, Windle Trust, Nairobi, and Canada).

Having a mobile phone while in Kenya is extremely useful both for arranging logistics while in Kenya (contacting colleagues, drivers, etc.) and for staying in touch with friends and family at home. Mobile phone rates are very affordable, and Safaricom (the country's dominant mobile network provider) charges 5 KES per minute for calls to Canada – about 6 cents.

If you have a smart phone (e.g., iPhone, Android, Blackberry), it is possible to use it in Kenya, and this is one way to stay connected to the internet and email while in Dadaab. You will probably need to arrange for your mobile phone to be “unlocked” from your Canadian mobile phone company before you travel; all cell phone companies in Canada are now required to let you do this after the first 90 days of your contract. They may charge you a one-time fee for this (Bell charges \$50 to unlock an iPhone, for example). Note that neither the BHER project, nor the Faculty of Education are able to reimburse this cost.

If you chose to use a smart phone, we recommend using Safaricom for mobile coverage in Kenya, since they offer the best coverage in Dadaab. Once in Kenya, visit a Safaricom shop; there may be one in the airport, or if you have a free day in Nairobi before traveling to Dadaab, the Windle Trust driver can take you to one in the Yaya centre. We are uncertain of the availability of Safaricom shops in Dadaab. You can purchase a SIM card for your mobile phone, as well as pre-paid phone/text minutes and prepaid data credit. A Safaricom technician will install the SIM card and set you up with everything you need. You will be able to easily buy more minutes/data credit while in Dadaab – this credit is sold everywhere.

If you are able to connect to the internet in Dadaab, Skype works very well for calling long distance or video calls to Canada.

Satellite Phone

From InReach website:

"inReach is the first device to offer a reliable two-way connection for routine or emergency communication, on the world's only truly global network. inReach is fast becoming a preferred means of connecting and protecting employees that work-off-the-grid. With inReach, everyone can breathe easier knowing that even the most isolated individuals can request help and be reached and rescued, anywhere in the world. Unlike other satellite communicators, inReach offers a two-way connection for added peace of mind in critical situations, and embeds precise location coordinates in sent messages. And inReach maintains signal lock even in difficult GPS environments"

You may consider this form of communication. If you do, it will require an upfront cost plus a monthly fee that can be cancelled when not in use. See <http://www.inreachcanada.com/>

Internet

There may be Wi-Fi access to the internet from the UNHCR compound. If this is available at the time of your arrival check in with Misoy for password access.

However, to be certain that you have Internet access you will require back-up.

Prior to going to Dadaab, set up your Internet access arrangements. There are two recommended options:

1) A purchased modem that uses a cellular connection (a USB stick that acts as a cell phone connection to the internet) will be available for you when you arrive. Misoy will provide this to you. This modem will be loaded with an initial data bundle. You may need to reload this data bundle during your stay. This is easily purchasable in Dadaab. *Remember to submit receipts for any top-up data you purchased.

2) **PRIOR** to departing CANADA, you may wish to have your cellular service provider unlock your **smart phone** (they will do this for a fee). When you get to Kenya, you can then get a Safaricom sim card. There are many Safaricom Shops in Nairobi. You can then buy prepaid bundles of data and top up your plan at any time while in Dadaab. You will then be able to tether your phone to your computer to gain internet access.

Safaricom stores in Nairobi: 24 locations. <http://www.safaricom.co.ke>

You can buy a sim card or a modem at the Safaricom Store.

Modem: <http://www.safaricom.co.ke/personal/internet/getting-started/modem>

Data bundles: <http://www.safaricom.co.ke/personal/internet/data-plans/prepay-data-bundles>

Data top-up scratch cards

<http://www.safaricom.co.ke/personal/prepay/my-safaricom-line/recharge-methods/scratch-cards>

Cash and Expenses

We recommend carrying American cash and exchanging it for Kenyan Shillings (KES) in Nairobi, as exchange rates given on Canadian cash are often poor. Cash can also be obtained at the airport using one of the ATMs.

In Nairobi, your only cash expenses are likely to be your tourism costs and any shopping you decide to do. You can pay for all charges (food, drink, etc) at the Methodist Guest House by international credit card.

You will not be able to withdraw cash or use a credit card while in Dadaab, so plan to travel to Dadaab with all the cash you require on hand.

You will need be charged 4000 KES per night for the UNHCR accommodation. UBC will have paid for this in advance of your trip.

You are unlikely to spend much more than KES 1100 for food per day in Dadaab. We recommend budgeting about KES 1400 (approximately CAD \$17) per day in Dadaab.

Here is a sample budget for an individual spending 12 days in Dadaab and two days in Nairobi with BHER. The table is based on an exchange rate of \$1 USD = KES 85. Check the website www.oanda.com/currency/converter for current exchange rates close to the time of your departure.

| Item | Cost, KES | Cost, USD | Frequency | Total, KES | Total, USD |
|---|--|-----------------------------------|------------|-------------|------------|
| IN NAIROBI: | | | | | |
| Visa | n/a | \$50 | 1 | | \$50 US |
| Taxi between int'l airport and hotel | Sign for Windle Trust// If driver resists, cover and keep receipts | (may want \$50 to cover) | 2 | (KES 4,387) | (\$50 US) |
| Taxi between Wilson airport and hotel | Sign for Windle Trust// If driver resists, cover and keep receipts | (may want \$50 to cover) | 2 | (KES 4,387) | (\$50 US) |
| Methodist Guest House (include meals in rate) | Credit card \$75 CAD per night: receipts required | | | | |
| IN DADAAB: | | | | | |
| Daily food expenses in Dadaab (need KES) | 200 KS B 300 KS L 400 KS D 50 KS /drink = 1400 KS total per day | \$16 US or \$17 CAD per day | 12 days in | KES 16,800 | \$191 US |
| UNHCR Accommodations | KES 4000/ Night (UBC | \$45 US or \$50 CAN | 12 days in | | |

| | | | | | |
|--|-------------------------------|-----------------------|--|-------------------|--|
| (need KES) | will pay in advance to UNHCR) | | | | |
| PERSONAL OPTIONS: | | | | | |
| Day of tourism around Nairobi | (KES 9500) | (\$113 CAD per day) | | | |
| Smart phone set-up and minutes/data | (KES 3000) | (\$34 US or \$37 CAN) | | | |
| Total USD Cash before any items put on credit card or personal items | | | | KES 16,800 | \$321 US (exchange all to KES except for \$50 US for visa) |
| Total to carry | | | | KES 26,000 | \$341 US |

For those spending 12 days in Dadaab, we would recommend traveling with about \$340 USD. It is best to exchange your Canadian money for USD before leaving Canada. You will need US \$50 at the airport on arrival to purchase your visa. Then, change US \$300 to KES at the airport. Alternatively, you can take this from the ATM at the airport.

If you require any further funds while in Nairobi, ensure that you take more out from the ATM at the airport or at a Barclays Bank.

Per Diem, Travel Insurance and Immunizations

The BHER project is based at York University and funded by the Department of Foreign Affairs, Trade and Development (DFATD). Reimbursements of travel expenses for those teaching in Dadaab will be handled in the following way to be consistent with what York University is doing and to comply with DFATD eligibility rules. York has a different policy for travel medical insurance and immunizations.

Per Diem Payments while staying in Nairobi:

The per diem rate in Nairobi is \$92.00 CAD per day as per BHER project and DFATD guidelines broken down as follows:

| | |
|-------------|---------|
| Breakfast | \$15.65 |
| Lunch | \$23.35 |
| Dinner | \$30.75 |
| Incidentals | \$22.25 |

Per Diem Payments while staying in Dadaab:

The per diem rate in Dadaab is \$45.00 CAD per day broken down as follows:

| | |
|-------------|---------|
| Breakfast | \$7.50 |
| Lunch | \$11.50 |
| Dinner | \$15.00 |
| Incidentals | \$11.00 |

Claims for per diem can be made for any meals that are not otherwise included in room rates, airline flights, etc. No receipts are necessary to claim per diem in either Nairobi or Dadaab.

Travel Health Insurance and Immunizations

DFATD does not include either travel health insurance or immunizations as eligible expenses, so we cannot reimburse travellers for these expenses out of project funds. However, UBC will reimburse travellers to Dabaab for both these costs up to a maximum of \$450.00 CAD upon presentation of receipts. This reimbursement will be from funds unrelated to the BHER project.

Tracking and Claiming your Expenses

BHER and thus UBC will directly cover all accommodation in Dadaab, as well as all flights. Food and drink costs in Dadaab are to be paid from your per diem.

The following expenses are reimbursable from BHER. Please be sure to keep receipts if you are paying directly for these costs.

- Transportation to/from the airport in Canada
- Hotel costs in Nairobi
- Accommodations in Dadaab
- Food (covered in per diem)
- Drinking water and other beverages (covered in per diem)
- Room charges such as laundry, cable TV, mini bar, telecommunications (e.g. Methodist Guest House)

The following expenses will not be reimbursed by BHER although The Faculty of Education will cover those with *:

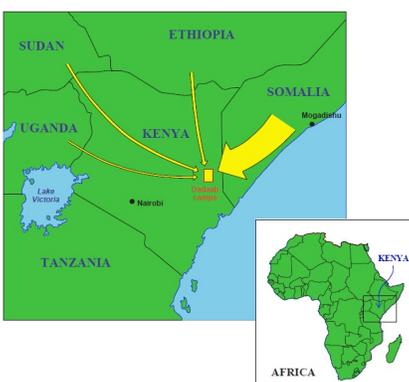
- Communications costs (mobile phones)
- Tourism
- Vaccinations and other travel health expenses*
- Travel health insurance*

Upon return to Canada, you will need to compile all receipts and prepare a UBC expense claim report for submission to the BHER program. All expense claims to come through Hana who will then collate them and send them to Shapoor. Shapoor Marfatia in PDCE will process your teaching appointment as well as all receipts. (If there are questions about expenses, Hana, Lorrie or Rita can ask Shapoor directly.) Upon your return from the camp, please go to this site to fill in your travel claim. The balance (actual less advance) will be paid to you. http://pdce-educ.sites.olt.ubc.ca/files/2013/03/PDCE-travel_claim_form.pdf

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 360,000.

Aid operations are the primary business in Dadaab. The town has an airstrip, with flights in and out three times per week (Monday, Wednesday and Friday). 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”).

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 primary and secondary schools across the Dadaab camps. There are some community schools in the Dadaab camps in which parents have pooled their funds to create a school. When in Dadaab, WTK acts as our host and sponsor.

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: TBA
- Program Officer : Agnes Chepkirui (TBA)
- ICT Officer : Kenneth Saita (TBA)

Kenneth (TBA) will provide logistical support to instructors while they are on the ground in Dadaab.

In addition to these individuals, **Misoy** is the Windle Trust Coordinator in the camp and is ready and willing to help as needed. Some of these individuals will be helping us with practicum supervision.

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. UBC will complete this request on your behalf, through Windle Trust Kenya. Please see Carla Norris in TEO. On arrival, WTK staff will take you for a meeting with a representative of the Kenyan Department of Refugee Affairs.

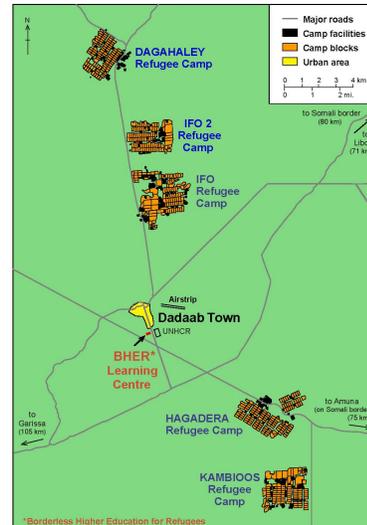
Security Issues in Dadaab

Dadaab has a history of insecurity. The government of Canada's Country Travel Advice webpage (on June 7, 2014) for Kenya states the following:

Avoid all travel to northeast Kenya within 150 km of the Somali border... Although Kenya's border with Somalia has been closed since January 2007, Somali militias and bandit groups have carried out cross-border attacks against foreigners and humanitarian workers in this region. Some of these incidents have resulted in injuries and death. In the past year, there have been two attacks associated with kidnapping of humanitarian aid workers at the Dadaab Refugee Camp, 80 km from the Somali border. The risk of such attacks in the region remains extremely high.

There is a persistent threat of improvised explosive device (IED) or small-arms attacks by both militant and criminal Somali gangs along the porous border. On July 27, 2011, a police officer was killed and three others wounded by an IED near Mandera in North Eastern province. In the same vicinity, four civilian passengers died when their vehicle was hit by a rocket-propelled grenade on October 27, 2011. This threat of attack, and the ongoing security concerns over migratory movements connected to the continuing famine have prompted the government to deploy additional police and military.

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



Banditry is common throughout the Northeastern province in the area bordering Somalia. Attacks directed primarily at foreign aid workers and refugee camps, as well as disputes between Somali clans, make the region unstable and dangerous. Kenyan efforts to restrict Somali incursions and gun-running have curtailed travel to the northern areas near the Somali border.”

(<http://travel.gc.ca/destinations/kenya>)

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 UBC personnel in Dadaab follow all security procedures as instructed by the UNHCR and Windle Trust Kenya.

Before travelling to Dadaab

Before arriving in Dadaab, UNHCR recommends that you complete the security testing on the UNHCR website: LEARN.UNHCR.ORG You should log on as an external partner (naming BHER) and mention Jacqueline Strecker strecker@unhcr.org as your contact person. UNHCR recommends that each instructor complete course I and II on their website. Because you will need to get clearance from Jacqueline before undertaking the courses, please allow several days to complete these courses.

Security procedures in Dadaab

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

- **Security officers:** All NGOs employ a security officer, and all arriving visitors are required to be briefed by a security officer shortly after arrival. This briefing will be arranged for you.
- **Security badges:** All individuals inside the UNHCR compound must wear 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 NGO you enter, including at the BHER Learning Centre.
- **Guidelines for international visitors:** Because international visitors are considered “high value targets” for kidnappings, there are several extra precautions that they must take. International workers are not permitted to spend the night in the camps or in the town outside the UNHCR compound, may not visit residential blocks in the camps outside of secure NGO compounds, and may have other limitations placed on their movements outside the UNHCR compound.
- **Vehicle procedures:** All NGOs 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.
- 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.

Should you need to contact an on-site security officer, please contact:

Vadim Egorov, Field Safety Advisor, UNHCR, Dadaab, Kenya (phone: + 254 70 525 3236)

- **GTA travelling to Dadaab:** See appendix on page 33 for process and links via **Go Global** for UBC students travelling abroad.

Travel Health

Travel Health Insurance:

UBC strongly recommends that you purchase travel insurance prior to traveling to Kenya. If you have coverage through UBC, it will not be adequate. In particular, you should look for coverage that has no exclusion for injuries resulting from an act of terrorism and review whether there are policy limitations that affect coverage in a location such as Dadaab. One carrier you may want to check is a Danish company called ihi Bupa (www.ihigroup.com or see <http://travelchimps.com/travel-insurance-health/trip-and-medical-insurance-visiting-country-against-travel-advice.php>). It is up to you to review the specific details of the policy you are considering and to select the policy you consider appropriate for your circumstances.

Other possibilities include:

IAMAT Membership (http://www.iamat.org/about_membership_benefits.cfm) Free for one year

Provides access to qualified IAMAT affiliated doctors and clinics in more than 90 countries and 350 cities.

Participating doctors and mental health practitioners are fluent in English, will refer you to a specialist in all fields of medicine and report to your own doctor if required. Membership also entitles card holder to IAMAT rates

AMREF - Flying Doctors Insurance (<http://www.flydoc.org/products/individual-tourists>) \$16USD / person / month. AMREF Flying Doctors provides medical evacuations for patients in serious medical conditions, using both air and ground ambulances.

Costs for travel health insurance will vary depending on your personal profile, but could be in the range of USD 200 or more. The BHER Program and UBC are unable to reimburse you for this expense.

Travel Health:**

Before you travel, we recommend that you meet with a travel health specialist. This expense is not covered by BC Health Care and you will be charged a fee to see the physician. Travel Clinic – Vancouver Coastal Health is one of several travel clinics (see <http://travelclinic.vch.ca/>). BHER and the Faculty of Education are unable to reimburse you for this expense. The travel health specialist will make recommendations about vaccinations depending on your travel and vaccination history and personal health profile.

Vaccinations:

Some vaccinations are considered essential, while others are treated as more optional. Some of the vaccinations commonly recommended for Kenya include:

For most travelers:

Hepatitis A

Polio (there was a polio outbreak in Dadaab last year, so it's important this is up to date!)

Typhoid

Yellow Fever

Cholera

Tetanus

(may prescribe antibiotics in case you need them)

For some travelers:

Hepatitis B

Meningitis

Rabies

Malaria:

Your doctor will likely recommend that you take an antimalarial medication while in Kenya. The three most commonly prescribed are doxycycline, mefloquine and a Atovaquone-proguanil.

Please note that BHER and the Faculty of Education are unable to cover the costs of vaccinations or anti-malarial medications.

Please note that some vaccinations must be completed *well in advance* of your travel. Please consult with a medical professional about the timing of your vaccinations as well.

*** Nothing listed above is intended as medical advice! Please talk these matters over with a travel health expert*

Drinking Water

- Do not drink water right out of the tap in Nairobi or Dadaab. Use bottled water for drinking as well as brushing your teeth. In Dadaab, there are some specific taps which reportedly offer clean drinking water. Nevertheless, we recommend you use bottled water.

Other Concerns for Health and Well-Being:

- It will be very hot in Dadaab. Your room at the UNHCR will be air-conditioned, but your classroom will not be. Be sure to dress accordingly, drink plenty of water, and take breaks if you need to. For cultural reasons, it is recommended that you dress conservatively, without a lot of exposed skin.
- Consider how you will cope with jetlag, since there are only a couple of days provided prior to teaching for full days. It may be difficult, but it is possible to do so successfully.
- Consider food and drink choices; it is wise to be cautious of uncooked vegetables, undercooked meat, and food that has been left standing out for extended periods.
- The Centre for Disease Control provides tips for travellers at <http://wwwnc.cdc.gov/travel/page/survival-guide> and the Canadian government also offers resources for healthy travel at <http://travel.gc.ca/travelling/health-safety>

Culture Shock

- Recognize if you are experiencing culture shock. Things will be different in any other country; recognize that although things may be different, they are not necessarily better or worse. You can find resources on culture shock at <http://travel.gc.ca/travelling/living-abroad/culture-shock>

General tips on travel safety:

- When traveling, do not leave your bags or belongings unattended at any time. Security personnel in airports, bus depots, and train stations are often instructed to remove or destroy any unattended luggage. Do not agree to carry or look after luggage for anyone.
- When using local transportation, avoid traveling in old, poorly maintained vehicles that do not have seat belts. Use a seat belt at all times. At the airport take taxis from designated locations only and do not assume that anyone in a uniform with a nametag is an authorized person.
- Inquire about the safety records of different bus companies. When taking a taxi, it is good advice to sit in the back seat.
- Never keep all of your documents and money in one place or one suitcase.
- Use caution when traveling alone. Women especially should not walk alone at night. Try to find an escort. In some countries it is dangerous to take a taxi alone at night for both men and women.

- Keep the host organization (in this case, the local staff of Windle Trust Kenya) informed of your whereabouts. You should let the host organization and York International know of any traveling that you plan to do. **You must also register with the Canadian High Commission for Kenya.**
- Have sufficient funds or a credit card on hand to purchase emergency items.
- Be alert to your surroundings and the people with whom you have contact. Be wary of people who seem over friendly or overly interested in you. Be cautious when you meet new people, and do not give out your address or phone number.
- If you bring a laptop or other electronic devices, have a security code to access information and ensure that your files are backed up at home prior to travel; do *not* bring your back-up files with you.
- Exercise good judgment about what sorts of places to frequent during the day and at night, and avoid being on the street at late hours more than necessary.
- Avoid alcohol consumption in quantities that might impair your judgment.
- Don't flash money, documents or electronics in public places. Keep small bills in your pocket and use them whenever possible to pay for things. Be discrete in displaying your passport.
- Keep in touch with the current political situation by listening daily to the television or radio if available. If not, ask friends, host family, and colleagues to share with you any relevant information they learn. In case of an emergency, remain in contact with the host organization and York University.
- **Make sure that you are registered with the closest Canadian Embassy or Consulate or High Commission, which can be done online at <http://travel.gc.ca/travelling/registration>.**
- Assume responsibility for all the elements necessary for your personal preparation for the program and participate fully in orientations.

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 from Nairobi to Dadaab but it will definitely include all of these items from Dadaab to Nairobi, although if you are travelling with someone you can use another person's unused portion. Try to pack lightly if you can. If your luggage will exceed this weight, please discuss this with Carla Norris one week in advance so she can arrange to purchase extra cargo allowance.

The only baggage that can be over the limit must be given to Windle Trust in advance of your flight to Dadaab. This will be taken by truck to Dadaab and will take several days. You will be charged for this transport.

Left luggage:

If you are carrying additional luggage that does not need to accompany you to Dadaab (eg for onward travel) you may leave it in the left luggage office at the Methodist Guest House for no charge. Leave no valuables, and lock your suitcase!

Dress:

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

Shorts are not appropriate work attire for men or women.

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.

For women, there is no need to cover your head with a headscarf. However, it is quite a good idea to carry a couple of light scarves – they can make a top more conservative, make great sun covers, and are practical for mopping sweat!

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. “TOMS” style canvas shoes are very popular with aid workers in Dadaab.

It is unlikely to get chilly in Dadaab, but the temperature in Nairobi can drop to the low teens at night. We would advise packing at least one sweater.

Suggestions for your Packing List

- Flashlight/headlamp and extra batteries (it’s dark on the UNHCR compound at night!)
- Swiss army knife (not permitted in carry-on luggage)
- Unlocked smart phone, if desired
- Laptop (backed up at home in advance; password protected)
- Socket adaptors (Kenya uses British sockets)
- Mosquito repellent
- Sunscreen
- Water bottle
- American cash (have \$50 cash on hand for your visa on arrival)
- Print-outs of all flight tickets (international itineraries and flight to Dadaab) and passport
- Sleep/jetlag aids (e.g., melatonin, Advil, Starbucks travel coffee packets)
- Medicine for an upset stomach (e.g., Pepto Bismol, Immodium)
- Pocket packs of tissues (for when toilet paper isn’t available)
- Flipflops for wear in the shower
- Great books to read (you may be without TV and the internet in the evenings!)
- Ziploc bags
- Small luggage locks
- Hand sanitizer
- Baby wipes
- Sanitary napkins (if appropriate)
- Shampoo, soap, etc: these are not provided at the UNHCR compound
- Additional photo ID (e.g., driver’s license, UBC card): You will need to leave a piece of photo ID at the UNHCR gate on arrival in order to secure a UNHCR visitor’s pass, and you don’t want to give them your passport! They *may* accept an UBC card. If not, a driver’s license or health card should be fine. You will get this back when you leave.

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 package of all required supplies for the program (e.g., printed handouts, course outlines);
- Have a passport valid for at least six months beyond your stay;
- Are carrying documents that include flight information, travel information, addresses of destination, etc.
- Packed personal medications (including personal prescriptions, Tylenol, Gravol and other travel medications);
- Packed professional clothing that is appropriate for the weather;
- Visited the travel health clinic at least one month before travel;
- Made sure that you are registered with the Canadian High Commission in Kenya. You can do so online at: <http://travel.gc.ca/travelling/registration>;
- If you are travelling on a non Canadian passport, please contact the High Commission for your country.
- Provide emergency contact information to Carla Norris, prior to leaving for Kenya.
- Obtained American cash

Useful Links for Travelers

- Registration of Canadians Abroad (ROCA)** <http://travel.gc.ca/travelling/registration>
 - This service is provided so that the Canadian government (DFATD) can contact and assist you in an emergency in a foreign country, such as a natural disaster or civil unrest, or inform you of a family emergency at home. Registration is required by the BHER project, and personal information provided on the registration form is used in accordance with the Privacy Act.
- DFATD Travel Reports and Warnings** <http://travel.gc.ca/destinations/kenya>
 - The Department of Foreign Affairs, Trade and Development (DFATD) travel reports offer information on safety and security, local laws and customs, entry requirements, health conditions and other important travel issues.
- Travel Clinics in Vancouver. You can find several in the area however this one is central and specializes as a travel clinic: <http://travelclinic.vch.ca/>
- CIA – The World Factbook <https://www.cia.gov/library/publications/the-world-factbook/>
- Peacecorps Personal Safety and Awareness Workbook <http://gloaled.us/peacecorps/personal-safety-and-awareness-workbook.asp>
- CIL Country Insights <http://www.intercultures.ca/cil-cai/overview-apercu-eng.asp?iso=ke> and <http://www.intercultures.ca/cil-cai/overview-apercu-eng.asp?iso=so>
- Canadian Consulates Around the World <http://www.travel.gc.ca/assistance/embassies>
 - There is a Kenyan Consulate Office in Abbotsford. They often provide Visas for our Dadaab program for free although we cannot guarantee it each time. They also take note of where we are at Kenya for their own records. See: http://www.kenyaconsulatebc.ca/kenyaconsulatebc_008.htm
- There are several videos and articles online about Dadaab. This site profiles some of the stories of the people who live there: <http://www.dadaabstories.org/>.
- Please also go to the BHER website: <http://crs.yorku.ca/bher> and review the materials provided there, including the BHER project video .

Emergency Contact Information

While you are in Kenya, we would like to ensure that all aspects of the program go as smoothly as possible. You are being provided with a number of contacts here in order to ensure that you will have a smooth experience.

Please remember that as with any international experience, there is an element of the unknown. Classrooms may not be exactly as you had imagined, and just as when you teach in Canada, there are times that the technology may not work as anticipated.

Please be prepared to be flexible in many regards, and if you are unsure of a request or a situation, please contact the appropriate person to clarify. Please also remember that in a different culture, things may operate differently than they do in Canada. As a UBC employee, please maintain your “cool” and do your best to resolve any challenges to the best of your ability.

Please also ensure that you have purchased your own travel health insurance.

Contacts:

| | |
|--|---|
| <p>Mr. Philemon kimeli Misoy, Project Liaison, BHER Windle Trust Kenya (Dadaab) Email (preferred): messo2003@yahoo.com misoy@windle.org Mobile: 254723889291</p> <p>Practicum Coordination in Dadaab: Khalif Omar Kobane kobane@windle.org Mobile: 254714206323</p> | <p>Rita Irwin Associate Dean, Teacher Education Faculty of Education, UBC Phone: 1-604-822-1216 or 1-604-822-5322 Mobile: 1-604-220-3659 Email: rita.irwin@ubc.ca</p> |
| <p>Samson Nashon Deputy Head, EDCP Faculty of Education, UBC Phone: 1-604-822-5315 Mobile: 1-604-992-5719 Email: samson.nashon@ubc.ca</p> | <p>Tom Sork Senior Associate Dean, Faculty of Education, UBC Phone: 1-604-619-5826 or 1-604-822-5211 Mobile : 1-604-619-3435 Email: tom.sork@ubc.ca</p> |
| <p>Carla Norris Assistant to the Associate Dean, Faculty of Education, Teacher Education UBC, Phone: 604 822 1216 Email: carla.norris@ubc.ca</p> | <p>Lorrie Miller Program Coordinator, Teacher Education Faculty of Education, UBC Phone 1-604-822-9128 Mobile: 1-778-868-2173 Email: Lorrie.miller@ubc.ca</p> |

| | |
|--|--|
| | |
|--|--|

Appendix

i. GTA / GRA: process for travelling abroad:

In addition to the process included in the instructor/ faculty process for travelling to Dadaab, GTA/ GRA must also complete this process via Go Global:

Read the following about what this Safety abroad is: <http://safetyabroad.ubc.ca>

Go to this link: <http://safetyabroad.ubc.ca/get-started> and complete the process for registering to travel to Dadaab with Safety Abroad at UBC.

It is suggested that you meet with a Go Global rep asap since students cannot travel until those forms are approved. This may take several drafts in order to obtain approval and all the requisite signatures. Note that all flight/ground travel details must be secured before it can be approved.