

Increased access and Skills for Tertiary Education Program InSTEP

Overall Objective	Students intending to enrol in the certificate and diploma program have the necessary skills in English for Academic Purposes, Information and Communication Technologies and Research in order to succeed in tertiary education.
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Component	English for Academic Purposes
Rationale	In order to succeed in a tertiary education program, the students will need to improve their ability at English for Academic Purposes. The reason for this focus is two-fold: 1) a significant portion of the refugee community in Dadaab camps did not necessarily learn English or study in English in their country of origin; however, the Kenyan national curriculum is facilitated in English and it is the Kenyan curriculum that is taught in the camps; as a result, English language skills can be a major barrier to success in schools; 2) English is the language of instruction in the partnering universities offering the certificate and degree programs and is necessary for students to succeed in the tertiary degree programs.
Specific Objectives	<p>By the end of the InSTEP program, the students will be able to:</p> <ul style="list-style-type: none"> • be more confident in the use of the English Language • speak more accurately, clearly and with greater sense of appropriate delivery and confidence • listen to spoken English from a variety of sources and national/ ethnic origins more closely and to identify language problems general and specific when they arise • Listen and respond appropriately to information and instructions • comprehend more deeply and effectively news broadcasts, radio and TV programs, videos, speeches, debates, meetings and other media • read a wider variety of written material with a greater degree of understanding and enjoyment • write logically and meaningfully a wide range of reports, business correspondences, minutes, summaries, descriptive and argumentative essays. • share with each other their own problems and experiences to help build a more harmonious society at large
Time Allocation	210 hours
Resources	6-12 teacher trainers

Component	Research Skills
Rationale	University diploma and degree course require students to have strong skills in order to research, analyse and write in depth on relevant topics.
Specific Objectives	<p>By the end of the InSTEP program the students will be able to:</p> <ul style="list-style-type: none"> • Understand the different research methodologies required for different disciplines • Choose a research topic that is relevant to their program • Develop a working thesis for a topic • Research their topic using a variety of sources including online, sample questionnaires, focus groups, and library research • Analyse their data and organize into chapters and sections for cross reference

	<ul style="list-style-type: none"> • Plan and write out logical progressions of chapters containing their research findings. • Write a 10,000 word research paper.
Time Allocation	30 hours
Resources	6-12 teacher trainers

Component	Information and Communication Technology
Rationale	Information and Communication Technologies (ICTs) have become indispensable management and communication tools. The use of ICTs has become so central that the definition of literacy has become expanded to include ability to use ICTs in almost all activities. Students will need to acquire and upgrade ICT skills in order to be successful in their academic pursuits.
Specific Objectives	By the end of the InSTEP, the students will: <ul style="list-style-type: none"> • become capable information and communication technology users • acquire skills in seeking, analyzing, and evaluating information • acquire skills in the use ICT for problem solving and decision making • acquire skills in the creative and effective users of productivity tools • acquire skills in the use ICTs for communication, collaboration, publication, and production • acquire skills required to be informed, responsible, and contributing citizens
Time Allocation	120 Hours
Resources	3 – 6 ICT trainers Computer labs at secondary schools, BHER computer lab when available, AVU online learning platform

Component	Cross-Cutting Themes
Rationale	While the main objective of the InSTEP is to develop the key skills necessary for students to succeed in tertiary education, it will be important to also increase the students' knowledge and understanding of the issues relevant to their current context and to the possible degree program they may follow later.
Specific Objectives	By the end of InSTEP, students will have researched, read, discussed and written assignments on the following cross cutting themes: <ul style="list-style-type: none"> • Health – including issues of HIV and AIDS and Sexual and Reproductive Health Rights • Education – including issues of quality education delivery, culturally relevant pedagogy and peace education • Governance – including issues of leadership, public policy formulation and administration • International Development – including issues of gender, livelihoods and peace building • Natural Sciences – including issues of environment and climate change • Social Justice – including inclusivity, human rights and conflict resolution
Time Allocation	360 hours – all content will be directed towards these cross cutting themes
Resources	Teachers and students will be able to use online, print and local knowledge sources for content. It is expected that the program will access the considerable expertise available in Dadaab (from local leaders to international NGOs) as guest speakers and research support for these components

InSTEP Term 1 - August

Overall Term 1 Objective	Students intending to enrol in the certificate and diploma program have been introduced to the BHER program, have mastered the basic ICT, EAP and research skills necessary for tertiary education and have explored the cross cutting themes of Health and Education.
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Component	English for Academic Purposes
Rationale	The first term is intended to introduce the students to the program and build the basic reading, writing, listening and speaking skills necessary to succeed in tertiary education
Specific Objectives	<p>By the end of term 1, the students will be able to :</p> <ul style="list-style-type: none"> • Apply key grammatical rules to their writing including: verb, tenses, auxiliaries, conditionals and passives; direct and indirect speech; articles; spelling; punctuation; comparisons; relatives; prepositions, particles, adverbs, adjectives and word order • Write guided compositions weekly on the topic of their choice. • Apply effective relevant vocabulary, turning passive into active, and raising levels of passive in both formal activities and informally through discussions based on students' interests and requests • Improve their reading skills through formal reading comprehensions especially based on key issues of war and peace, AIDS, the environment, gender and human rights as well as the key cross-cutting themes for InSTEP, and exposure to a wide range of materials including newspapers, magazines, novels and reports • Listen and respond to a variety of formal listening comprehensions based on a wide variety of media from BBC and other news broadcasts, feature programmes and recordings of meetings; newspaper and magazine articles; folk and short stories; poetry and drama. Viewing of selected educational feature films • Deliver presentations in front of class and effectively respond to questions
Time Allocation	70 hours
Resources	6-12 teacher trainers

Component	Research Skills
Rationale	The first term is intended to introduce the students to the concept of independent, focussed research and build the basic skills necessary to succeed in tertiary education
Specific Objectives	<p>By the end of term 1, the students will be able to:</p> <ul style="list-style-type: none"> • Understand the meaning and purpose of research including: <ul style="list-style-type: none"> • Definition of research • Purposes of research • Sources of knowledge

	<ul style="list-style-type: none"> • Types of research • Understand and apply basic terms in Research • Develop an effective problem statement • Understand the characteristics of, and develop a, strong hypothesis.
Time Allocation	10 hours
Resources	6-13 teacher trainers

Component	Information and Communication Technology
Rationale	The first term is intended to introduce students to basic notions of ICTs and basic computer skills necessary to succeed both in the InSTEP and the later degree and diploma programs.
Specific Objectives	<p>By the end of term 1, the students will:</p> <ul style="list-style-type: none"> • Have acquired input skills (keyboarding and use of mouse). • Become acquainted with the computer interfaces • Become acquainted with ICT terminology • Become acquainted with input and output devices • Appreciate how the computer is related to its networked environment • Perform basic navigation of a windows based operating system
Time Allocation	40 hours
Resources	3-6 ICT trainers, Computer labs at secondary schools, BHER computer lab when available, AVU online learning platform, AVU e-modules

Component	Cross-Cutting Themes
Rationale	The first term is a good place to focus on education as the majority of students are teachers and the knowledge can be applied to their classes immediately after term 1. Health issues are also very important for teachers to address with their students and communities from the start.
Specific Objectives	<p>By the end of term 1, students will have researched, read, discussed and written assignments on the following cross cutting themes:</p> <ul style="list-style-type: none"> • Health – including issues of HIV and AIDS and Sexual and Reproductive Health Rights • Education – including issues of quality education delivery, culturally relevant pedagogy and peace education
Time Allocation	120 hours – all content will be directed towards these cross cutting themes
Resources	Teachers and students will be able to use online, print and local knowledge sources for content. It is expected that the program will access the considerable expertise available in Dadaab (from local leaders to international NGOs) as guest speakers and research support for these components

InSTEP Term 2 – November - December

Overall Term 2 Objective	Students are effectively applying their knowledge and skills in ICT, EAP and research to increasingly complex issues and have explored the cross cutting themes of international development and governance.
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Component	English for Academic Purposes
Rationale	The second term is intended to deepen the basic reading, writing, listening and speaking skills necessary to succeed in tertiary education
Specific Objectives	<p>By the end of term 2, the students will be able to:</p> <ul style="list-style-type: none"> • Continue to effectively apply appropriate grammar to their writing and speaking • Continue to enlarge effective relevant vocabulary base • Continue to improve reading skills through formal reading comprehensions especially based on key cross-cutting themes • Continue to develop listening skills through formal listening • Develop note-taking skills as preparation for seminars or workshops, minutes for meetings • Enhance speaking skills through: class debates on topics relevant to education, camp life, social problems, community, national and worldwide issues; • Upgrade writing skills through practice in both literary and business writing: official and personal letters; typical CV format; minutes of meetings and communicative posters/notices
Time Allocation	70 hours
Resources	6-12 teacher trainers

Component	Research Skills
Rationale	The second term is intended to deepen the research skills necessary to succeed in tertiary education
Specific Objectives	<p>By the end of term 2, the students will be able to:</p> <ul style="list-style-type: none"> • Understand and perform a literature review including: <ul style="list-style-type: none"> • The purpose of literature review • Steps in carrying literature review • Sources of literature • Understand and apply research methods (Sampling), • Use and design research instruments, • Analyze Data
Time Allocation	10 hours
Resources	6-14 teacher trainers

Component	Information and Communication Technology
Rationale	The second term is intended to increase the students' application of the computer programs necessary to succeed both in the InSTEP and the later degree and diploma programs.
Specific Objectives	<p>ICT Basic Skills 2: Text, Graphics and Information Management Productivity Tools</p> <p>By the end of term 2, the students will be able to:</p> <ul style="list-style-type: none"> • Understand and work within the Windows computer operating system • Demonstrate use of a word-processing program e.g. Open Office Word Compile to produce a Word-processed document • Demonstrate use of a desktop publishing software to produce a document e.g. newsletter • Demonstrate use of a numeric productivity tool (e.g. Microsoft Excel) to create document e.g. student register • Demonstrate use of a database management tool (e.g. Microsoft Access) • Demonstrate use of a presentation tool (e.g. Microsoft PowerPoint)
Time Allocation	40 hours
Resources	3-6 ICT trainers Computer labs at secondary schools, BHER computer lab when available, AVU online learning platform

Component	Cross-Cutting Themes
Rationale	In the second term students will focus on international development and governance issues that are relevant to their lives in Dadaab and to their future education and career choices.
Specific Objectives	<p>By the end of term 2 , students will have researched, read, discussed and written assignments on the following cross cutting themes:</p> <ul style="list-style-type: none"> • Governance – including issues of leadership, public policy formulation and administration • International Development – including issues of gender, livelihoods and peace building
Time Allocation	120 hours – all content will be directed towards these cross cutting themes
Resources	Teachers and students will be able to use online, print and local knowledge sources for content. It is expected that the program will access the considerable expertise available in Dadaab (from local leaders to international NGOs) as guest speakers and research support for these components

InSTEP Term 3 – March-April

Overall Term 3 Objective	Students have mastered their knowledge and skills in ICT, EAP and research necessary to succeed in tertiary education and have explored the cross cutting themes of natural sciences and social justice.
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Component	English for Academic Purposes
Rationale	The third term is intended to develop mastery of the basic reading, writing, listening and speaking skills necessary to succeed in tertiary education
Specific Objectives	<p>By the end of term 3, the students will be able to:</p> <ul style="list-style-type: none"> • Effectively apply appropriate grammar to their speaking and writing • Write persuasive guided compositions on a variety of topics • Apply their enlarged vocabulary base to a variety of writing and speaking environments • Comprehend and effectively respond to a wide range of materials including newspapers, magazines, novels and reports • Comprehend and effectively respond to a wide variety of media from BBC and other news broadcasts, feature programmes and recordings of meetings; newspaper and magazine articles; folk and short stories; poetry and drama. • Complete a robust academic research project based on original fieldwork on an aspect of life in the camp/Dadaab under one of the cross-cutting themes as chosen by the student
Time Allocation	70 hours
Resources	6-12 teacher trainers

Component	Research Skills
Rationale	The third term is intended to develop mastery of the research skills necessary to succeed in tertiary education
Specific Objectives	<p>By the end of term 3, the students will be able to:</p> <ul style="list-style-type: none"> • Complete a robust academic research project based on original fieldwork on an aspect of life in the camp/Dadaab under one of the cross-cutting themes as chosen by the student • Complete the above project in accordance with a specific format and through intensive interviewing, drafting and writing and typing, to deliberately put students under real-life pressure
Time Allocation	10 hours
Resources	6-15 teacher trainers

Component	Information and Communication Technology
Rationale	The third term is designed to have students integrate their previous ICT skills into applications necessary to succeed both in the InSTEP and the later degree and diploma programs.
Specific Objectives	<p>ICT Basic Skills 3: Multimedia Design and Applications</p> <p>By the end of term 3, the students will be able to:</p> <ul style="list-style-type: none"> • Capture, edit, design and integrate objects into a teaching document using graphics software. • Integrate audio, video and other clips into a teaching document • Identify available Internet applet resources for use in subject documents • Integrate the various productivity tools and multimedia components in the compilation of teaching materials.
Time Allocation	40 hours
Resources	3-6 ICT trainers, computer labs at secondary schools, BHER computer lab when available, AVU online learning platform, AVU e-modules

Component	Cross-Cutting Themes
Rationale	In the third term students will focus on natural sciences and social justice issues that are relevant to their lives in Dadaab and to their future education and career choices.
Specific Objectives	<p>By the end of term 3, students will have researched, read, discussed and written assignments on the following cross cutting themes:</p> <ul style="list-style-type: none"> • Natural Sciences – including issues of environment and climate change • Social Justice – including inclusivity, human rights and conflict resolution
Time Allocation	120 hours – all content will be directed towards these cross cutting themes
Resources	Teachers and students will be able to use online, print and local knowledge sources for content. It is expected that the program will access the considerable expertise available in Dadaab (from local leaders to international NGOs) as guest speakers and research support for these components