Borderless Higher Education for Refugees (BHER)
Annual Partnership Meeting

Marshall Cohen Governance Room, York University Keele Campus
Toronto, Canada
Thursday June 12 – Friday June 13, 2014

MEETING REPORT

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Table of Contents

Acronyms

AVU	African Virtual University
BHER	Borderless Higher Education for Refugees
CM	Community Mobilizer
DFATD	Department of Foreign Affairs, Trade and Development
EAP	English for Academic Purposes
GEC	Gender and Equity Committee
HREQ	Human Rights and Equity Studies
ICT	Information and Communications Technology (InSTEP module)
IDRC	International Development Research Centre (Canada)
IEC	Inclusive Education Councilor
InSTEP	Increased access and Skills for Tertiary Education
KCSE	Kenyan Certificate of Secondary Education
KU	Kenyatta University
LA&PS	Liberal Arts and Professional Studies
MU	Moi University
RM	Research Methods (InSTEP module)
UBC	University of British Columbia
WTK	Windle Trust Kenya
WUSC	World University Services Canada
YU	York University

Executive Summary

The Annual Partnership Meeting reported in this document is part of the activities toward the implementation of the Borderless Higher Education for Refugees (BHER) project (2013-2018). The project is funded by the Department of Foreign Affairs, Trade and Development (DFATD) of the Government of Canada with additional support provided by participating institutions, Kenyatta University (KU), Moi University (MU), University of British Columbia (UBC), Windle Trust Kenya (WTK), World University Service Canada (WUSC) and York University (YU). United Nations High Commissioner for Refugees (UNHCR) lends its continuous financial and programmatic support to the various facets of this project.

The meeting was organized by and held at York University. The objectives of this two-day meeting were to review the accomplishments of the project over the past year and a half of operation and identify strategies for reaching project targets in the year ahead. Providing higher education for refugee and local students in Dadaab over a five year period framed the discussion and strategic planning. It further identified where further collaboration could be developed and gaps filled. Observers from institutions interested in BHER lent their insight towards the development of various facets of the project.

The main points made by participants concerning their contributions toward the implementation of the BHER project are as follows:

Program Delivery:
➢ More than 200 students in Cohort One completed the university preparation program, Increased Access to Skills in Tertiary Education Program (InSTEP). Partner institutions are preparing for a second cohort of 200 students will begin InSTEP in August 2014. The program needs to be reformatted to best suit the needs of students and demands of the various components of the project;
➢ Further consideration should be given to developing a certificate to mark completion of InSTEP and determining whether InSTEP should be provided by one of the partner universities;
➢ Certificate in Educational Studies – Elementary (CES-E) and Diploma in Teacher Education – Secondary (DTE-S) programs were developed. Instruction of the programs to Cohort One will start in August 2014;
➢ The BHER Learning Centre is now complete, and BHER instruction of academic programs will be conducted there for the first time in August 2014;
➢ Development of the degree programs is ongoing. KU is developing degrees in Public Policy and Administration (PPA) and Community Development and Extension (CDE) and MU is in the early stages of preparing a degree in Community Health Promotion (CHP). YU is preparing a 3-year degree in Liberal Arts;
➢ The continued mobility of refugees in Dadaab requires BHER to become a truly 'borderless' program that will allow students to continue their education regardless

of their location. All partner institutions should prioritize developing online courses. Moving the BHER program into a virtual space supports the objective to be a 'borderless' program, accessible to students regardless of their location.

Sustainability
➢ Project partners all have an obligation to explore potential sources of funding to support BHER in the upcoming years if BHER will continue past the five-year mark. All partners should seek new sources of funding to support the BHER project;
➢ Project partners must also seek partnerships with other academic institutions that can support the project by providing courses towards degree programs. The Partnership Committee should work on identifying potential partner institutions that could provide courses towards the degree programs. In particular, the committee will work towards establishing partnerships with Somali universities;

Monitoring and Evaluation
➢ Indicators in the Performance Measurement Framework (PMF) need to be revised with the collaboration of all partner institutions;
➢ All partner institutions need to be involved in data collection and reporting.

Financial Obligations
➢ All partners need to submit financial forecasts of their programs;
➢ Staying within budget parameters in program delivery and reporting according to requirements are essential to the successful implementation of the project.

Research
➢ Research collaborations between partner institutions are encouraged and needed;
➢ Any individuals involved in BHER that have an interest in initiating or collaborating on a publication about a facet of the project should contact the Research and Knowledge Mobilization Committee.

Advocacy
➢ Kenyan partners should reinforce the benefits of BHER, both for Kenyans in Dadaab that can access educational programs, and as a mechanism for supporting durable solutions in the region.

This Report is structured based on the meeting agenda. The presentations and discussion that occurred during each session are detailed, and each session concludes with a summary box that highlights the key points from the session. Please see Appendix 1 for the complete meeting agenda and Appendix 2 for List of Participants.

Summary of Daily Proceedings

Day 1: Reviewing Year 1 successes and challenges, delivering the Year 2 Work Plan, and program planning for 2014 and beyond

Session I: Introductions

Wenona Giles, BHER Project Director, York University
The meeting opened with greetings from faculties of Liberal Arts and Professional Studies (LA&PS) and Education; these have played key roles in supporting the BHER project through match funding and technical support, including funding for this meeting. The Centre for Refugee Studies (CRS) was thanked as the host department, and for providing resources and advice to the project.

Martin Singer, Dean, Faculty of Liberal Arts and Professional Studies, York University
Attendees were welcomed to Canada, and to York University. Dean Singer spoke about the diversity of Canada as a country that accepts immigrants and asylum seekers from all over the world, as well as the diversity of York's students, the majority of whom are born outside of Canada. He spoke of the BHER project as reflecting York's University's commitment to social change. One of the challenges in welcoming diverse groups of people is that we constantly have to extend our borders and shift our strategies. Dean Singer expressed that he views the BHER project as a positive example of this extension in practice; through the provision of higher education for refugees, York has extended its reach to the world beyond Canada's borders. York University hopes to sustain and expand it through the dedication and passion of its faculty. Students from York are told that they can, should and must make a difference. A project like BHER provides a clear example of making a difference. Dean Singer closed by thanking everyone in attendance for their continued work towards BHER.

Ron Owston, Dean, Faculty of Education, York University
Dean Owston spoke of the Faculty of Education's unique mission to reinvent education for a diverse and complex world, and how this mission is exemplified by the BHER project's provision of education to refugees in a context where traditional methods of education have failed. Dean Owston credited the success of BHER to the partnership that has been created. He expressed confidence that those involved in the project will find the experience very rewarding, and will find that they benefit as much, if not more, than the students they work with; that is why teachers enter into the field of teaching. The Faculty of Education is very grateful to the faculty that represents York in this project. Dean Owston wished the meeting the best of success.

Jennifer Hyndman, Director, Centre for Refugee Studies, York University
Director Hyndman welcomed attendees on behalf of CRS. CRS was born just after
Dadaab was opened and Director Hyndman spoke about her memories of the construction
of the first structures of Dadaab. Now, 22 years later, we are reflecting on what can be
done to provide education to students in these camps. It is an interesting challenge. The
faculty of York present for this meeting have a wealth of experience, as do partners from
WUSC, Windle Trust, and colleagues from Moi and Kenyatta, and UBC. There is a lot of
experience at this table, and, within York, there are also many students that have first
hand experience being refugees in camps. This experience and expertise gives this project
a strong foundation.

Wenona Giles, BHER Project Director, York University
A warm welcome was extended to all of the partners in attendance at the workshop as
Wenona Giles reflected on the exciting and rewarding year-and-a-half since the project
began. She also extended thanks to the project funders, partner institutions and the
university departments at YU for their ongoing support and commitment to the project,
and reminded the partners of the promises that have been made:

1. Over five years, 1,000 refugee and local youth in Dadaab will be given higher
   education, knowledge and skills to contribute productively to society in Dadaab,
   Somalia or elsewhere in the world;
2. We have agreed to engage about 400 teachers and students with NGO and other
   backgrounds in online and onsite university degree programs to improve learning
   opportunities for the more than 18,000 elementary and secondary school pupils in
   Dadaab;
3. We have set a goal of creating new knowledge and insight into these experiences
   of forced migration from within the experience.

Within these goals and promises we are working to support people who want to be
educated to enrich their future prospects and perhaps to assist in the rebuilding of
Somalia. Currently, these young refugees are faced daily with camp violence, urgent
medical and housing needs, and human rights violations. With regards to the third goal
Wenona Giles pointed out that Canadian and Kenyan faculty and students have already
begun to engage with each other and with displaced people and local Kenyans in Dadaab.
She then raised three key issues of importance for the Partnership Meeting:

1. Inequalities

Having partners living in both the Global North and South we are constantly
striving to deal with and eliminate inequalities. This requires trust, openness and a
commitment to working through all divisive issues.

2. The varied and complex politics of Canada and Kenya

We must do our best to prevent the bureaucratic politics of our Canadian
government funder from frustrating the goals of the project. On the Kenyan side,

we must consider the volatile border politics of Kenya and Somalia and the challenges that this poses to the work of our Kenyan colleagues.

3. The safety of ourselves, our staff, professors and students

The BHER classrooms are and will remain exciting spaces of learning, however our presence as teachers in the Dadaab camps has become a threat to those who do not want peace nor the rebuilding of Somalia. Thus learning will need to continue in insecure spaces, though in the most cautious way possible. To this end, online aspects of the courses must be strengthened and other innovative ways of teaching must be developed.

Wenona Giles concluded by reminding the group that while this was the first Annual Partnership Meeting to be held since the commencement of the BHER DFATD grant, it follows in a tradition and builds on the momentum of past BHER workshops held in Kampala in June of 2011, Nairobi in November of 2011 and Toronto in May of 2012.

Wenona Giles then led all attendees in introducing themselves to the group.[1]

Session II: Work Plan Review and Discussion for Year Two

Chair: Aida Orgocka, Project Manager, BHER

Aida Orgocka opened this session by reporting feedback from Rachel Bruneau, the Project Advisor of DFATD, who visited York on June 10th to discuss project implementation. The BHER team was commended for the efforts they have put into the project and for all that was achieved over the first year.

A key date for all partners is the end of the Fiscal Year 2 under DFATD funding: March 31, 2015.

Aida Orgocka established two objectives for this session:
1. Establish partner commitments for Year 2 and a shared understanding of the roles and responsibilities of all partners. This began with a review of the major project milestones, both reached to date and upcoming;[2]
2. Review and agree on data collection, analysis and reporting as described in the performance measurement framework (PMF). Some of the performance indicators must be revised.

Significant Markers and Partner Roles and Responsibilities
Several major milestones have been reached.

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[1] A complete list of attendees is available in Appendix D.
[2] Please see **Appendix A** for further details on progress to date and upcoming project activities.

- **BHER Learning Centre:** The BHER learning centre is now complete, and BHER instruction will be conducted there for the first time in August 2014.
- **InSTEP**: The first InSTEP cohort completed the program in May 2014. Currently, identification and enrollment of 200 students for the second cohort of InSTEP, to begin in August 2014, is underway.
- **Certificate and Diploma:** Course materials for the Certificate in Educational Studies – Elementary (CES-E) and Diploma in Teacher Education – Secondary (DTE-S) programs that begin in August 2014 are being finalized. Kenyatta University faculty are working to pass the Diploma in Teacher Education (Primary) through their Senate.
- **Degrees:** KU is developing degrees in Public Policy and Administration and Community Development and Extension and Moi University (MU) is in the early stages of preparing a degree in Community Health Promotion; YU is developing a degree in Liberal Arts.

There were several key points of discussion around upcoming roles and responsibilities in project outputs:
- Finalization of lists for students who have successfully completed InSTEP and are eligible for admission in CES-S and DTE-S programs has been delayed. This should be completed in the week following the Partnership Meeting.
- Multiple student paths through BHER's certificate, diploma and degree programs: Each degree program has its own entry requirements, with York, as the only non-Kenyan university admitting BHER students able to be more flexible than others. Don explained that students who do not qualify for the KU Diploma program should be able to progress directly from the CES-E to a York University 90-credit (3 year) degree.
- Technical support for BHER students working as teachers: it is important to ensure that BHER student teachers learn approaches that can improve their practice in the context of Dadaab's schools.
- Implementation of Gender and Equity Strategy
- Memoranda of Understanding (MOUs): all BHER partners are currently signatory to a Cooperation Agreement, however further MOUs may be required for specific project components. UBC and MU already have an MOU in place regarding DTE-S, and York and KU may require one for DTE-P.

Key project changes in Year 1:

(1) African Virtual University (AVU) has withdrawn from the BHER partnership, and the ICT module of InSTEP (originally offered by AVU) therefore needs to be reformatted. This module was originally given in all three semesters. The required reformatting may be achieved through integrating ICT into the English for Academic Purposes (EAP) and Research Methods (RM) modules rather than maintaining it as a stand-alone module.
(2) BHER project intends to train teachers thereby improving achievement among students at the primary and secondary level of schooling; this coincides with the Education Strategy for Dadaab and Teacher Education Strategy for Dadaab.

However, in the Year 1 cohort, 40% of students are non-teachers, with many students holding other kinds of jobs within the camps. Achieving a higher ratio of teachers to non-teachers is a goal for the second cohort of students to be admitted in 2014.

(3) InSTEP will be offered until April 2017.

(4) Four degrees will be offered instead of six.

(5) A no cost extension, 6 months beyond the end date of the Contribution Agreement from April 30, 2018 to October 31, 2018 will be requested from DFATD.

Topics for Discussion:

(1) Improving the Delivery of ICT within InSTEP

- ICT in InSTEP was cut short this year
- CES-E and DTE-S instructors know to expect their students to have limited ICT training, and will take responsibility for familiarizing them with ICT tools such as Moodle
- After August, CES-E and DTE-S instructors will be able to provide feedback on BHER students' ICT capabilities and training needs.
- WUSC and WTK propose integrated ICT into English and Research Methods modules of InSTEP in Year 2, rather than delivering a separate module on InSTEP. This will improve students' facility for using ICT in day to day work and study tasks.
- Don Dippo: it is essential that BHER students both gain proficiency in ICT for their own studies and are prepare to employ ICT in the classroom as teachers.
- Jackie Strecker: the UNHCR is working with Vodafone to provide tablets in schools (a limited number), Safaricom is providing free internet in parts of Dadaab, and computer labs have been launched in several secondary schools. Teachers trained by BHER should learn to use these technologies.
- Samson Nashon: learning curve may make online learning more time consuming for ICT-inexperienced students
- Josephine Gitome and Isabella Mbai: There is a risk to integrating ICT into EAP and RM modules; students may not take it seriously or prioritize learning in this area.

(2) Teacher Ratio

- Within cohort 1, 60% of students are teachers, and 40% are non-teachers. Aida Orgocka asked for feedback on a Year 2 target for 70% teachers and 30% non-teachers, noting that ensuring BHER has an impact on primary and secondary school teaching is a key donor priority.
- Marangu Njogu: in agreement with the intention of this policy, but has concerns about restricting ourselves to a firm ratio.
- Jackie Strecker: other non-teaching incentive work is often more attractive than teaching due to higher wages and lighter work loads.
- Don Dippo: BHER has not stipulated that our students must work as teachers because we cannot justify placing additional restrictions on refugees. However,

we do hope that BHER teacher training will recruit new people in to the teaching profession.

- Samson Nashon: is the applicant pool large enough to obtain70% teachers? (Richard Tsalwa shared that we have had 700 applications for Cohort 2)
- Fatuma Chege: many will enroll in our program seeking to leave Dadaab. Can we develop incentives that would encourage them to stay and contribute to education in Dadaab?

(3) Continuation of InSTEP

- BHER does not have funding to deliver certificate/diploma/degree programs for a third or forth cohort of InSTEP.
- Don Dippo: BHER should continue planning InSTEP in case more funding becomes available.

(4) Changes in Project Governance

- Student Mentorship Committee has been dissolved. The mentorship program continues to be developed through the research of Sarah Dryden-Peterson and Negin Dahya, and implementation of mentorship activities is being supported by Graduate Assistant Dacia Douhaibi. This is not funded by DFATD.
- Inter-institutional Certificate/Diploma/Degree Working Groups have been dissolved. These inter-institutional working groups were effective in early stages of academic program development, but now that each program is being led by one institution, each institution can deliver their programs through Curriculum Advisory Committees.
- Partnership, Gender and Equity and Research and Knowledge Mobilization Committee: These have all operated quite effectively since project inception. However, they were previously supported by graduate students (e.g., in taking minutes), and this funding has now expired. Financial support is not available for the committees.

(5) Changes in Human Resources

- Community Mobilizer (CM) position has been phased out. Aida Orgocka explained that the experience of implementation in the first year of the project has shown that recruiting women to the BHER programs requires a different engagement than that offered by Community Mobilizers. The concern is not only to recruit women in the program, but also help them stay. Therefore, it would be more beneficial to have a different kind of position that engages more systematically with students to retain women in the program. Richard Tsalwa reiterated the concern.
- Inclusive Education Counselor (IEC) position has been proposed as a solution with funding from BHER and potentially UNHCR. Aida Orgocka reported that in November 2013, Marangu Njogu and she met with the head of UNHCR in Dadaab, Ahmed Warsame, and received a provisional 'yes' for funding that has not yet come to fruition. Marangu Njogu clarified that revisions to this proposed position will be made in the next month or so, but that they must wait until funding is secured. This individual will work with students in the program in a

mentoring capacity, will monitor attendance and achievement, and will support retention especially for female students, students with disabilities and students from racialized minority groups. There was some debate about the use of the term "counselor", and alternate terms proposed included "Inclusive Education Retention Counselor" and replacing the term "Counselor" with "Liaison".

Upcoming Reporting Deadlines
- Annual report: due to DFATD August 1, 2014
- Semi-annual report: due to DFATD November 1, 2014
    o covers April 1 – September 30, 2014
- Annual Workplan: due to DFATD February 1, 2015
- Risk report: required only when a risk event occurs.

These reports are required by the donor. Aida Orgocka needs feedback on the Annual Report and will be circulating the document to project partners and field staff in the next few weeks for review. The Annual Workplan will also be done collaboratively.

Risk Register and Reporting:
The project's Risk Register was created at project inception, and we are required to report against it when risk events occur; given the Dadaab context, risk is an important consideration throughout the BHER project. With regard to safety risk/risk to personnel, each institution within BHER has its own risk management protocol and should apply this with its own staff.

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Session Highlights
- Identification of significant markers and responsibilities such as the construction of the BHER Learning Centre, the completion of the first InSTEP cohort, and further development of certificate, diploma and degree programs
- Discussion of key topics included (1) integration of ICT within InSTEP modules of EAP and RM, (2) better teacher ratios; (3) changes in project governance; (4) changes in human resources;
- Reminder that each BHER institution has its own risk management protocol that should be followed by its staff

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Session III: Presentations by Partner Institutions

Chair and Introduction to Presentations: Don Dippo

Don Dippo opened this session with a review of the BHER Model for academic programs.[3]

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[3] Please see **Appendix C** for the BHER Project Model presented.

The first year of operation has now ended. The objective of recruiting 200 students (30% female) has been met, and retention has been strong. The admission list for DTE-S offered by UBC and MU has been completed; pending final results from InSTEP, approximately 85 students have been selected provisionally to begin DTE-S in August. York will be accepting all applicants who successfully complete InSTEP and do not enter DTE-S in to CES-E, also starting in August. DTE-S is a 60 credit, 2 year program, and CES-E is a 30-credit, 1-year program that can lead to a second year of study with KU so that students may earn a full 2-year diploma (DTE-P).

BHER Bachelor Degree (2016-2017)
- 60 credits/2 years of study following completion of a BHER certificate/diploma
- 4 degrees to be offered
    - Community Health Promotion (MU)
    - Community Development and Extension (KU)
    - Public Policy and Administration (KU)
    - Liberal Arts (YU)
- KU degrees will be special B.Eds granted by the Faculty of Education;
- KU and MU will offer 4 year degrees of which the first two are in the Certificate/Diploma programs;
- YU will offer a 90 credit, 3 year program allowing students to enter from the 1 year YU CES-E.

Student eligibility based on performance on the Kenyan Certificate of Secondary Education (KCSE) has been an important consideration in developing these programs. KU is unable to consider students with lower than an average of C-, and MU will likely have to set a higher admissions standard for Community Health Promotion, with minimum scores in the science subjects. The BHER project does have several students with KCSE scores in the D range, due to affirmative action policies to promote the enrollment of female students and students with disabilities. These students may only be eligible for the York degree because it does not have a minimum KCSE requirement.

Discussion
Despite the possibility of students performing well in BHER certificate/diploma programs, their KCSE scores cannot be waived in the Kenyan context and may preclude students from obtaining employment in the future. It was decided that those with higher KCSE scores will not be allowed to skip InSTEP or to complete a degree without a BHER diploma because the goal is to maintain a common model for all students. Thus regardless of KCSE scores InSTEP will be a requirement. The partners also expressed their desire to broaden eligibility by eventually considering graduates from any diploma in education, not just the BHER program. There seem to be many individuals in Dadaab who have completed some study in degree or diploma programs.

Don Dippo explained that attrition rates of 20% were expected from year to year, however, the BHER project cannot be complacent about attrition, particularly as female students are likely at greater risk than their male counterparts. Attrition to date has been low, which is a success, but presents a challenge for class size in the degree/diploma.

Partners also expressed an interest in seeking greater involvement in the project by other Canadian and African universities so as to offer a wider variety of degrees. However any such participation would need to be entirely self-funded, as would any additional degrees.

Presentation 1: Windle Trust and WUSC, InSTEP
Marangu Njogu and Tom Tunney

InSTEP students provided positive feedback in year-end surveys. The fact that there are nearly 700 applicants for Year Two is a testament to the success of the first year. Students also provided feedback for improving InSTEP. The following specific issues were raised:

- Limited space in the secondary school classrooms used for InSTEP delivery, leading to overcrowding. This is particularly challenging in the ICT module, as computer labs had insufficient space and computers for the number of students.
- There are limited to no reference books for EAP, RM and ICT making it difficult for students to study;
- Students have to travel long distances to access InSTEP venues;
- The initial InSTEP recruitment process did not net an adequate number of female students forcing a secondary recruitment in December 2013;
- The ICT InSTEP session was not completed in April 2014 as planned due to the withdrawal of AVU as a partner;
- Complications around the contractual understanding for hiring instructors due to DFATD requirements delayed the start and smooth implementation of InSTEP;
- Certification for InSTEP is something that students have asked for. Students are mobile and need something that demonstrates they have completed something meaningful. There must be some way of certifying the students to prove that they completed this program and indicated the skill set that they learned;
- Students expect the instructors for InSTEP to be university lecturers. They want to know that they are receiving the same level of instruction as students in other universities. If WTK hires non-university instructors, students will not have confidence in InSTEP and may drop out. DFATD has particular requirements, but when those requirements threaten the success of the project, BHER management must insist that the rules on hiring procedures change;
- If WTK hires instructors from universities other than those teaching university courses, there might be lack of coordination linking InSTEP students to BHER programs. There are already concerns that the current InSTEP curriculum does not neatly link with the university programs offered through BHER.

InSTEP is intended to encourage students to upgrade their academic skills before being admitted into university courses. There has been some strong push back from students who do not believe they require upgrading, and there is a risk that they will decide InSTEP is not worth the investment. As the certificate and diploma programs begin, it may be easier for students to see the rationale behind InSTEP, but this is currently difficult. Integrating ICT and offering certification for InSTEP completion should be considered. Including a remedial component would also be valuable and we should

consider how to do this through formal and informal ways. If we are looking at preparing students for teaching programs, there are other subject areas that could be integrated such as math. What constitutes a 'pass' from InSTEP or a successful transition into diploma and certificate programs need to be formalized into a policy and implemented.

Presentation 2: York University, Certificate in Educational Studies and Degree in Liberal Arts
Don Dippo and Emily Antze

Don Dippo reviewed the process for degree completion. The details of this process, and the credit requirements, are provided in Don Dippo's presentation slides and are available in the BHER Partnership Meeting shared Dropbox.

- The one-year CES-E will be offered by YU in 2014/2015 and 2015/2016. The daily timetable includes a 3-hour morning instructional session, lunch break, and 3-hour afternoon lesson block. Independent student periods are built in.
- YU is preparing to offer a degree in the social sciences, possibly in Human Rights and Equity Studies (HREQ). This degree will include 2 years of study and will be an ordinary 3-year, 90-credit degree to those entering with a YU's CES-E, or could be offered as a 4 year Honours degree to those entering with 120 credits of advance standing from a BHER diploma.
- Year 1 of the degree will likely consist of 9 credits in online general education, 6 credits of online electives and 15 credits in the major (possibly HREQ). Year two will entail 15 online elective credits and 15 online major credits.

Presentation 3: Moi University and the University of British Columbia: Diploma in Secondary Education
Jackson Too, Tom Sork and Rita Irwin

DTE-S is a 60 credit, two-year program beginning in August, 2014 and co-facilitated by UBC and MU. Recent meetings were held in Eldoret, Kenya on April 21-22nd, 2014 during which representatives of UBC, MU and WTK reviewed the curriculum and course schedule, discussed resources for delivery and drafted a schedule of implementation. Program admissions have already begun:

- 84 applicants out of 205 have been accepted to the program
- 90% men, 10% women
- mainly science oriented students
- majority from Dadaab, though also from other areas

Diploma Program Tentative Schedule 2014-2016

- 1/3rd of each course to be taught online
    - 1 UBC course taught fully online
- for security reasons instructors have been told not to be predictable with their start times and session length will vary by class

For a detailed breakdown of the tentative schedule please refer to the BHER Partnership Meeting Shared Dropbox.

Practicum
- key part of this diploma
- will be conducted between May and July in both years
- first year:
  - formative, emphasis on sharing challenges
  - emphasis on facilitation
- second year:
  - supervised practicum
  - 2 supervised visits and assessments
- final exam in each course (as per MU regulations)
  to be held in April or May
- will work with students who do not have their own classrooms or are not teachers to find classrooms with a Kenyan national teacher
- procedure for students who do not do well in their practicum or struggle in the classroom will be developed.

Discussion
Partners inquired about the percentage of female applicants to the DTE-S program. There were 19, and only 8 were accepted. Emily Antze indicated that applicants had the opportunity to select either CES-E or DTE-S as a first choice, and to apply to both programs. Applicants were aware of the admission requirements for DTE-S, so many female students with insufficient KCSE scores would have self-selected in to CES-E, which has a lower KCSE threshold, and chosen not to apply to DTE-S. Few female students were eligible for DTE-S because female students were accepted to BHER with lower KCSE scores than their male counterparts as an affirmative action measure.

Presentation 4: Moi University, Degree in Health Promotion
 Isabella Mbai

A draft of the curriculum for the BHER Health Promotion Degree is ready for circulation. Courses in the curriculum have been primarily borrowed from the BSc. Nursing Program and the School of Public Health. The program has been approved by the Dean and is expected to begin in 2016.

Main Challenges and Concerns:

(1) lack of time and money to allow faculty participation in curriculum development
(2) once the curriculum is approved MU approval is very slow;
(3) very restrictive entry requirement for the College of Health Sciences;
(4) acceptable education certificates must be heavily science based;
(5) 2 years may be too short a period to include all core courses.

Beryl Pilkington added that considerations must be made concerning what programs at York could possibly contribute to this nursing degree as it is a logical connection to combine a health foundation to an education degree. The $58,000 in funding from IDRC will be used for further research on the knowledge community health workers have, and what knowledge they need to effectively continue their work.

Presentation 5: Kenyatta University, Diploma in Primary Education and Degrees in Public Policy and Administration & Community Development and Extension
Josephine Gitome and Fatuma Chege

The DTE-P will draw from pre-existing courses in the school of education at KU, modifying them slightly to better fit the BHER context. All BHER academic programs at KU will be housed within the school of education.
- KU will deliver DTE-P for one year to each cohort of students who have completed one year of CES-E with YU, and will accept all YU CES-E credits towards DTE-P, so that a DTE-P diploma comprises 2 years of academic credits.
- KU will offer two Bachelor's degrees: Community Development and Extension, and Public Policy and Administration. Both degrees will consist of 2 years of specialized courses (20-27 units), and will accept 2 years of credits from the education diplomas. Both degrees will be B.Ed.s, granted by the Faculty of Education.
- During both the diploma and degree phases, faculty members from KU will deliver courses in a 'blended' model consisting of both face to face interaction and ICT-supported online learning. ICT skills will be encouraged during activities such as video-conferencing, research and assignment delivery.
- Entrance requirements will be lowered for female students to ensure participation.

Conclusion
These presentations challenge the group to innovate and be creative. All our institutions should be encouraged to come up with strategies to meet and address the challenges that BHER presents. Due to the unpredictable nature of Dadaab and the movement of refugees in and out of refugee camps, a flexible and mobile program is a priority.

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Session Highlights
- Student feedback for the improvement of InSTEP identified issues such as certification of InSTEP;
- YU is preparing to implement a 1 year CES-E as well as a 3-year degree in the social sciences, possibly in Human Rights and Equity Studies
- MU and UBC have developed the Diploma in Secondary Education. 84 applicants have been accepted to the program, which will have a large emphasis on the practicum components
- A draft of the curriculum for the Community Health Promotion Degree from MU is ready for circulation within the institution;
- KU is developing a Diploma in Primary Education and Degrees in Public Policy and Administration & Community Development and Extension with an emphasis on ICT-supported online learning

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Session IV: Breakout Groups – InSTEP, Certificates and Diplomas and Degrees

InSTEP: WUSC, WTK, YU

Discussants in this group were Aida Orgocka, Richard Tsalwa, Tom Tunney, Marangu Njogu, Jackie Strecker, Negin Dahya and Dacia Douhaibi.

Three central issues were discussed: admissions for Cohort Two, integrating ICT into EAP and RM curricula and the hiring process for four instructors. Students must be enrolled and instructors hired by **July 15th**.

Admissions
- The admissions committee will have one admissions officer and one faculty member from KU and one representative from MU. Admissions should follow the same process as last year but more teachers should be admitted. The objective for female enrollment is 40% and must be reached.
- There are no financial resources to administer the admissions processes for this, or any future cohort. Aida Orgocka requested that Richard Tsalwa provide a budget for travel expenses, accommodation and per diems for the staff from MU and KU to complete the admissions process.
    - o Option 1: Find additional funding. Marangu Njogu stated that WTK will not contribute.
    - o Option 2: Tom Tunney recommended a second option in the event funding cannot be found; applications divided and distributed via mail to MU, KU and WTK for review, followed by conversations via Skype for follow up.
    - o Option 3: drawing funds from the fourth session of InSTEP to direct towards the admissions process for this second session. Moving forward, there seems to be clear advantages to having the application process online.

Integrating ICT into EAP and RM Modules
- During the first delivery of InSTEP, instructors were not working from a set curriculum; it is essential that moving forward there are clear outlines and materials established before the start of InSTEP.
- Integrating RM with ICT will facilitate skills for utilizing online resources. The instructors hired must have proficiency in teaching ICT alongside EAP and RM.
- Jackie Strecker: UNHCR has an ICT instructor trained in teaching others to integrate ICT into the curriculum. This individual could be a resource made available to BHER to support ICT integration in InSTEP.

Hiring InSTEP Instructors
- The process of hiring instructors has not yet started.

- InSTEP should consult with universities to determine what professors at the certificate and diploma level expect students to have when they finish InSTEP.
- Sourcing instructors has been a challenge due to DFATD regulations requiring BHER to hire individuals who are not full-time professors at public institutions. Faculty from private institutions are exempt from this restriction.
- Moving forward, instructors should be in place well in advance of the beginning of InSTEP to have a period of orientation preceding the start of the program.
- Aida Orgocka: The instructors teaching InSTEP may be university professors as long as they are not working full-time in a public/government funded institution, but they should have an understanding of what students need to learn before entering first year university and should be presenting basic knowledge.
- Marangu Njogu: BHER management at York should approach KU and MU and find out which faculty members are part-time from the relevant Deans, get a list of who qualifies, and encourage the Deans to tell their part-time staff to apply to BHER positions.

The following decisions were made regarding hiring instructors and integrating ICT:
- EAP should be a central focus of the curriculum taught in August and incorporate ICT as InSTEP moves to subsequent sessions;
- At the end of the August session the instructors from InSTEP, CES-E and DTE-S should meet and work on developing a more standardized outline for the subsequent sessions. This will not carry any additional cost as everyone is in the same place at this time. Tom Tunney will be in Kenya at this time and will meet with YU, MU and KU faculty;
- When the call for applicants is issued terms of reference will indicate expectations of curriculum and ICT integration. Outcomes for each InSTEP session will be clear. Negin Dahya will assist in developing curriculum guidelines that will support the terms of reference provided. Further instruction on required outcomes and targets will be given to instructors during orientation;
- Instructors hired must commit to teaching in all three InSTEP terms;
- Because ICT will be integrated into EAP and RM, time committed to each of these modules should be adjusted.

Discussion in Plenary Session
There were concerns that instructors will not be able to teach both EAP or RM and ICT. To mitigate that challenge, the ICT person that works with UNHCR will be available to support the instructors and promote the incorporation of ICT. Negin Dahya will also be available to provide some insight into how to do this. ICT at the InSTEP level will be very basic – the instructors do not need to have particular expertise in ICT.

Certificates and Diplomas: KU, YU, MU, UBC

Discussants in this group were Richard Tsalwa, Marangu Njogu, Lorraine Otoide, Brenda Corrigan-Elliot, Isha DeCoito, Colette Granger, Margaret Manson, Rita Irwin and Farhia Abdi.

The central points of discussion in this group were logistics for instructors traveling to Dadaab, security risks and information on teaching space.

Logistics:
- **Insurance**: Ihi Bupa Insurance was recommended. The cost is about $220 for 20 days, depending on the applicant's personal profile (age, etc).
- **Travel health**: Vaccination costs are approximately $660 in Toronto.
- **Immigration/Visa**: Those getting a visa on arrival should say that they are doing humanitarian work with WTK. Getting a visa before departure is recommended.
- **Security Protocols**: Every institution is responsible for its own security protocol.

Teaching Space:
- BHER shares a campus with KU at the ODeL Centre. There are two computer labs and three classrooms available. Additional space can be arranged through ODeL if required.
- It is likely too hot, but instructors can run sessions outdoors.
- The high schools in the camps do have science labs, but the BHER Learning Centre does not. It is not recommended to attempt arranging space in local schools due to security concerns. It may be possible to borrow materials from high schools when they are not in session, but that will depend on the availability of transport vehicles.
- There is one printer in the BHER Learning Centre that must be used very minimally. There is no large volume photocopying available.
- Instructors should put all materials on a USB and attempt to teach paperlessly. This will also mitigate issues resulting from internet connectivity loss, which is somewhat frequent.
- To increase security, all students will be issued a student ID and will pass through security before teachers enter the BHER Learning Centre.

Several differences between the approaches of partner institutions were identified. YU provides instructors with two days off and UBC has one day off. There was discussion around whether to adopt a standard model. Both institutions will have the same start and end times each day but that UBC/Moi will teach 6 days/week and York will (ordinarily) teach 5 days/week. In regards to the inclusion of a practicum component, no supervision is included in the YU program because the diploma YU is issuing does not certify teachers. KU emphasized that when their institution issues a teaching diploma, at least one session of practicum must be included in the program in order for the diploma to be recognized in the Kenyan system.

Discussion in Plenary Session
Aida Orgocka brought up the individual risk management protocols of each institution. At each meeting all partners are asked to report on this but at this point only WUSC has done so. Don Dippo suggested that BHER create its own risk management protocol. When anyone arrives in Dadaab they immediately fall under UNHCR security procedures and should be briefed. There are also online modules and training manuals offered by

UNHCR online. Jackie Strecker will speak with the UNHCR security team and provide UNHCR's online resource to BHER staff traveling to Dadaab.

Concern was also raised that that the Certificate is not an accredited professional credential. Richard Tsalwa, however felt that most students are aware of this, and Emily Antze explained that the information package provided to all students clearly outlines the limits of the certificate. The certificate is important to allow those with low KCSE scores to enroll in YU courses.

Degrees: KU, YU, MU
Discussants in this group were Josephine Gitome, Isabella Mbai, Emily Antze, Tania Gupta, Beryl Pilkington, Erin Riley, Tom Sork and Nicole Maine.

Josephine Gitome gave an overview of the planned KU degrees:
- KU plans to offer a degree in Community Development and Extension, and one in Public Policy and Administration.
- For Community Development and Extension, core courses have been drawn from four different departments. A total of 20 units will be offered.
- The degree in Public Policy and Administration is based on the recently developed regular B.A. in PPA offered by a dedicated department at KU.
- KU will have an entry requirement of C- on the KCSE, and students will enter the program having previously earned a diploma in education.
- The proposed degree plans have been put together with the KU DTE-P in one 69-page document, which clearly outlines the programs and what they entail. This document will be used to seek approval for BHER programs from the KU senate.

Isabella Mbai discussed the MU degree planning for a degree in health promotion.
- This degree, likely a BSc will be offered by the MU Faculty of Nursing.
- MU faculty members have been considering what professional healthcare roles students will be prepared for and what skills they must acquire.
- MU faculty have developed a draft degree description for the BHER BSc in health promotion, which Isabella Mbai presented as a "draft zero." This draft includes course descriptions drawn from the school of nursing, as well as graduate-level courses from the Moi School of Public Health.
- Graduate courses will not be offered in this degree – rather, the curriculum of these graduate courses could be revised to suit the undergraduate level, with new course codes assigned.
- MU is currently expecting an entry requirement of C+ on the KCSE, but recognizes that this is likely to eliminate most female candidates. This issue will need to be revisited.

Emily Antze explained the 3 year ordinary degree and 4 year Honours degree that York will offer.
- Students may complete 2 years of a York degree after a one year certificate to create a 3 year degree. This will accommodate students who have lower KCSE grades but have passed the certificate program.

- YU has more flexibility to accommodate and transfer courses from other universities.
- YU degrees are still in development, and may be offered by the department of Human Rights and Equity Studies (HREQ). Tania Das Gupta from HREQ spoke briefly about the department's commitment to social justice and its history of correspondence courses.

Institutions must find possible overlaps in courses offered by each partner to make programs more cost and time efficient. This may be a challenge for the Kenyan institutions, though it is an issue that must be discussed before degree programs are finalized. In particular, there may be opportunities to overlap courses between the KU degrees in Public Policy and Administration and Community Development and Extension with relative ease; KU will explore this option.

Discussion in the Plenary Session
Wenona Giles emphasized that it is important that institutions offering degree programs collaborate on sharing courses between degree programs and that the Partnership Committee actively seek out other institutions to offer courses. BHER partner institutions are a consortium and have agreed to respect each other's ability to give credit for courses. Finding points of overlap between courses would have a significant impact on the budget and accepting course credits across institutions is critical for students who may leave the camps and continue their education. Offering distance courses, or degree programs, would also support the portability of the programs. Tania Das Gupta pointed out the experience that many YU professors have offering correspondence courses; some professors may be unwilling to modify their courses and resources should be found to support developing online courses.

Jackie Strecker asked if a direct path from the one-year CES-E to the degree program might encourage students who meet the degree criteria to move directly from CES-E to the degree. Emily Antze suggested that the YU degree could begin in 2016 rather than 2015, so that individuals who complete CES-E and are not eligible for DTE-P or choose not to pursue it must wait for a year before enrolling in a degree.

> **Session Highlights**
> - EAP should be a central focus of the InSTEP curriculum taught in August and incorporate ICT as InSTEP moves to subsequent sessions
> - Female enrollment in InSTEP must be 40% for cohort 2
> - InSTEP students must be enrolled and 4 instructors hired by July 15th, 2014
> - KU has developed a proposal for their planned degrees in Community Development and Extension, and Public Policy and Administration
> - MU is at 'draft zero' in the development of their BSc in Health Promotion degree
> - YU is in the preliminary stages of developing a 3-year ordinary degree/4-year Honours degree in Human Rights and Equity Studies with the flexibility to accommodate and transfer courses from other universities
> - All institutions should be looking for possible overlaps in courses offered by each partner to make programs more cost and time efficient

Day 2: Collaborating for Sustainability within the BHER Consortium

Welcome from Rhonda Lenton, Vice President Academic and Provost, York University
When Wenona Giles first approached the university administration about the BHER project, it was clear to VP Lenton that BHER would be a big project with a lot of support. It would be a crime to let bureaucracy stand in the way of the development of BHER, and York has a stated commitment to social justice – and this is a commitment that the administration truly supports. Many universities talk about student success and student engagement, but BHER really advances York's commitment to social justice. VP Lenton emphasized that "we should never let bureaucracy stand in the way of innovation" and that the BHER project is an exemplar of a multi-institutional partnership that was thought in a unique way and created a unique model. The BHER partnership brought an amazing project to fruition and to great success. There has already been a lot of discussion and awareness of what BHER has achieved within York's administration. The administration is available to support the further development of BHER, particularly to expand the degree options that are available. On behalf of the president and herself, VP Lenton congratulated everyone on what they have been able to achieve. Although there is a big team behind Wenona Giles and Don Dippo, they were recognized in particular for their commitment and perseverance, regardless of the obstacles faced and the requirements given by the administration.

Session V: BHER Project Finances
Led by Ian Tytler

Ian Tytler reviewed the budget and the reporting requirements of DFATD. This presentation is available in the BHER Partnership Meeting shared Dropbox folder. The majority of the information referenced in the presentation is also found in the Contribution Agreement, which is in the Cooperation Agreement under Schedule 1.

All partners must submit a financial forecast for all aspects of the five-year program by **June 30th, 2014**. All partners must submit this forecast to ensure the project stays on budget, or so changes to the budget can be made in light of additional costs not currently covered in the budget. Partners must also submit annual and semi-annual forecasts.

DFATD has the right to audit costs until April 2021. All BHER project partners must keep accurate and complete documentation until that time to ensure that no funds are clawed back due to incorrect use or poor documentation. An audit is happening to March 31, 2014, and future audits can be expected. DFATD will check four key things:

1. Did the project achieve its deliverables?
2. Are expenses claimed allowed under the terms in the Contribution Agreement?
3. Are expenses reasonable and directly related to the project's implementation?

4. Are expenses documented and supported according to DFATD's requirements as outlined in the Contribution Agreement?

If the answer to any of these questions is 'no', DFATD will deny the expense and claw back the funding. As the lead institution, York has to report to DFATD and expects partners to provide documentation as requested by DFATD. If DFATD claws back any funds as a result of a partner's failure to document or use funds properly, that partner must reimburse YU. Specific expense categories (staff, subcontractors, travel, construction and equipment, other supplies, taxes and ineligible expenses) and details on each category are included in the presentation in the Dropbox.

Discussion:
The first question posed was what the documentation requirements are for the matching funds for Canadian partners. UBC, for example, is required to match salaries at 50%. Ian Tytler responded that in the eyes of DFATD, all transactions are viewed as cash transactions, barring the WUSC costs of sending a student to Dadaab as a program assistant. At York, there are two cost centres: one to keep track of what is funded by DFATD and one for what is charged to YU. Salaries are charged 50% to each cost centre and the time sheet reflects the full 100% of the cost.

Josephine Gitome asked whether partners are able to use some of the allotment towards direct costs to cover the difference between the fixed amount of an institution, if higher, and the 8.99% overhead allowance set by DFATD. Ian Tytler stated that BHER is locked into the 8.99% allotted by the donor. If institutions call 'indirect' costs 'direct' the funder will deny the difference. Samson Nashon stated that funding constraints such as this one are a challenge to successful implementation of the project, particularly in terms of attracting instructors who expect certain levels of compensation for working in Dadaab. If other projects can provide higher incentives, BHER will not be competitive in securing lecturers for the diploma and degree programs.

Concerns were expressed about the time-sharing arrangements for lecturers from partner institutions. DFATD is very strict about full time faculty not earning more than their salary. Compensation is provided to the institutions to reimburse faculty for a workload they would otherwise have. Josephine Gitome stated that typically the instructors from KU going to Dadaab have already assumed a full workload from the Kenyan government, which is three units of instruction per year, and courses in Dadaab are additional units, for which they are treated as part-time instructors and paid an additional amount. Lecturers are also given an additional hardship allowance of 30% of the part-time payment and travel and accommodation costs. The message has now circulated that to go to Dadaab, there is a set amount that is paid; a precedent has been set through KU's other programs in the region. Isabella Mbai indicated that this is typical at MU as well.

This system is not allowed according to BHER regulations. DFATD requires that faculty not work above a standard load or receive payment above a full time salary. Wenona Giles and Don Dippo suggested that as long as the BHER course is part of a faculty member's normal load, they may be able to take on an additional course as extra work

provided by the university. As long as this other course is not the BHER course, DFATD might not take exception to this. The KU partners indicated that the Vice-Chancellor of KU provides a letter stating that the university approves a faculty member to teach one additional unit. BHER needs evidence that this is normal practice in Kenya. Josephine Gitome will provide partners with the KU policy.

Concerns were also raised regarding DFATD restrictions on hiring instructors that are not full-time faculty at Kenyan universities and regarding certification for InSTEP. Josephine Gitome suggested that students value WUSC's non-accredited university preparedness program because they know they are coming to Canada, but InSTEP is viewed differently. Students want confirmation that a university certifies the pre-admission course. Students also view instructors that are not affiliated with a university as lacking credibility. Although there is no way around the restriction of hiring full-time faculty, Don Dippo stated that part-time or contract faculty are also affiliated with the universities; ensuring students of this would address the concern. Further, InSTEP was developed based on the expertise of WUSC and their long-term relationship with WTK. As such, it has credibility. When students begin, and benefit from, university courses, many of their concerns may also be dismissed. Wenona Giles suggested that in future years BHER could consider bringing InSTEP into the universities. To have university accreditation on an InSTEP certificate would require the university to control InSTEP, which would require funding adjustments. The next InSTEP session begins in August and will continue as planned. Certification could be developed moving forward.

Session Highlights
- All partners must submit a financial forecast for all aspects of the five-year program by **June 30th, 2014**.
- DFATD has the right to audit costs until April 2021. All BHER project partners must keep accurate and complete documentation until that time to ensure that no funds are clawed back due to incorrect use or poor documentation

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Session VI: Project Gaps: The Enabling Fund, Classroom Space for 2015 and other Key Project Gaps
Led by Emily Antze

The 'enabling fund' – Aida Orgocka presented briefly on the "Enabling Fund".
- Relates to the practicalities of student support in Dadaab including food, transportation and feminine hygiene products, all of which enable students to access courses at the BHER Learning Centre.
- Solar lamps for studying purposes were highlighted as a pressing need.
- Visits to Nairobi and Dadaab demonstrated the difficulty finding donors to provide funding for food or transportation.
- Food and transportation, to the end of 2014, requires $151,686.00 USD, $60,000 for the certificate program alone.
- The financial details of the enabling fund area available in the BHER Partnership Meeting shared Dropbox.

Jackie Strecker reported that UNHCR wants to support the BHER project before the end of 2014 and would possibly contribute $30-40,000 to the enabling fund. UNHCR, however, operates on a fiscal year structure and as such funding is only allocated at the end of the year on an annual basis and will not be reliable long-term. UNHCR will require a firm commitment/quote concerning the funding allocations.

Rita Irwin reported that UBC is initiating fundraising for food and transportation.

Solar Lamps – Aida Orgocka shared information on the current campaign
A 'Crowd Funding' campaign is running to raise funds for solar lamps for female BHER Students.
- May 12, 2014 to July 1, 2014
- only16% of $16,500 fundraising goal has been achieved
  - this will not allow for the purchase of lamps for all (400) students
  - it is enough to provide lamps to all women in Cohort 1

Several different purposes for the funding were suggested (lunch, lamps to women only) though Rita Irwin felt strongly that funding must be used only for its promised intentions. Jackie Strecker suggested approaching students to determine how funds should best be allocated. A rental program or an emphasis on girls without prior access to lamps were suggested, though Fatuma Chege indicated there would be limitations to access for some girls; lamps may be given to male members within a household.

Transportation
- high cost of transportation to the BHER Learning Centre for students
  - logistical issues concerning the number of buses running at certain times
    - this is a particular issue for those travelling from Dagahaley
- bus rental was discussed
  - though likely very expensive
- Richard Tsalwa: suggested giving students a weekly cash allotment
  - attendance records could be used for weekly distribution
  - would encourage attendance

Classroom Space
- classroom space is an immediate issue for August
  - sufficient number of classrooms but not large enough to accommodate expected class sizes
  - double cohort expected in August 2015
- two unused buildings were suggested, however they are in very poor condition
- no money in the construction budget to facilitate the renovation of buildings
- moving online as much as possible would solve many issues

Session Highlights
- The 'enabling fund' requires additional funding. It provides for the practicalities of student support (financial support for food, transportation and feminine

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> hygiene products)
> - Transportation is a pressing issue: students should receive funding based on attendance

Session VII: BHER Committee Reports

A) Partnership Committee, Wenona Giles

The success of the BHER, and the progress that has been made, is connected to the commitment of the partners to the monthly partnership meetings, particularly in light of the variety of time zones involved. The Kenyan colleagues have made terrific efforts to participate in these meetings. A significant dimension of this global partnership is the technical aspect of the communication structures. The project should write about this to share our growing expertise.

During meetings the Partnership Committee typically reviews monthly updates and formal annual and semiannual reports, establishes reporting procedures, inducts new members of the partnership, reviews resources and recommends fundraising initiatives. The minutes for these monthly meetings are available in the general BHER Partnership Committee Dropbox.

B) Gender and Equity Committee, Aida Orgocka

Gender and equity have been main concerns of the project from the outset. Improving women's access to higher education is not just a requirement of the donor; it is also a pillar of the program. The first year target to enroll at least 30% women was reached and the target is 40% for second cohort. The Gender and Equity committee advises the project on how to reach these targets and retain these levels throughout the program.

Several key challenges must be addressed to ensure retention of female students. The safety and security of accessing the BHER Learning Centre is the first. A second is access to technology; women are less likely to use the computers or have access to mobile devices, a key concern due to the heavy reliance of the BHER program on online teaching and learning. According to InSTEP instructors, women are also less likely to be active during class time. Furthermore, admission requirements often prohibit women with low KCSE scores from accessing certain institutions.

Finally, we must also address how to deal with stereotyping and review course materials for gender sensitivity. One solution could be requiring instructors to submit a summary of how their course addresses issues around gender and equity and supports participation by female students.

Discussion

There was general agreement that course instructors should be required to submit a course summary related to gender and equity. The partners discussed the ways in which the Kenyan postsecondary system permanently limits the opportunities available to those with low KCSE, particularly women. Such students are more likely to take the YU route and, as such, there will be an opportunity to showcase the success of these students at the degree level.

Strategies were identified for increasing the participation of women during class time. Access to IT, safety and access to feminine hygiene products are ongoing issues. Isabella Mbai suggested providing girls with access to computers and phones during breaks so that they can gain the skills to better use this technology. Samuel Nashon also suggested that we need an IEC who is well versed in gender and equity issues.

The Gender and Equity Committee's Meeting Notes are available in the BHER GEC Dropbox.

C) Research and Knowledge Mobilization Committee, Cynthia Nicol

The main goals of the Research and Knowledge Mobilization Committee (RKMC) are to develop structures and processes to promote excellence and collaboration and to provide consultations and assistance with funding applications. The committee is currently developing a dynamic structure where all BHER members can share their work and can host discussions, potentially through a Google blog.

BHER partners should consider implementing guidelines for taking photos of BHER related projects as well as options for streamlining the process of seeking ethical consent for conducting research that is respectful to the culture, place and participants being researched to avoid issues with accessibility, permission and participant exhaustion.

a. "Living Learning and Teaching in a Refugee Camp," Cynthia Nicol

This initiative is a collaboration between UBC, MU and WTK. Funding was awarded by SSHRC and the Hampton Partnership Initiative towards the project goal: gaining a deeper understanding of the experiences of refugee teachers. The project also aims to improve opportunities for ongoing teacher learning and to disseminate rich accounts of teacher learning. There is currently a four-year timeline of 'informing, inquiring and imagining,' developed with the help of six WUSC students completing transcription, research and website production. Partners participating in this research project communicate and share information through a private blog.

b. "Developing a Community Health Professional Degree Program as a Model for Improving Access to Primary Health Care for Refugees in Dadaab, Kenya," Beryl Pilkington

This research project is funded through IDRC. The results of fieldwork in Dadaab indicated that there was demand for a degree in healthcare. While it is not feasible to

provide a nursing degree in the camps, community health workers are critically important to the delivery of health care, extending the reach of other more traditional, formal health care strategies.

Project objectives:
>(1) To investigate the quality of current health worker training and utilization in Dadaab;
>(2) To determine the potential for adapting the health curricula from current partner organizations to the refugee context;
>(3) To determine how universities and humanitarian and education NGOs may collaborate to build health care capacity though developing an educational model to prepare community health professionals.

Project description:
- 21 month participatory action research project
  - workshop to be held in mid September, 2014
- 4 community researchers from Dadaab will be hired to collect data over 2-3 months
  - research groups with community health workers and BHER students
  - in-depth interviews with NGO and government service providers
    - in hospitals/health posts in Dadaab
- want to gain insight into training and preparation in this context
- a research paper concerning healthcare provision in Dadaab will be circulated
  - a post-fieldwork workshop will then be held to review findings (August 2015)

Researchers on this project include Beryl Pilkington, Isabella Mbai, Dr. Izzeldin Abuelaish at the University of Toronto and Dr. Erica Frank at UBC.

Discussion

Wenona Giles spoke to the importance of this research towards developing an evidence-based community health program. Isabella Mbai added that there are many people currently providing care who have very little education. This provides an opportunity to give health workers in developing countries an equivalent education to those in other developed countries. The value in collaborating with a Somali university on the development of this program was also discussed. UBC may have a list of professors teaching in Somali universities that could be contracted. Students in Dadaab may also be able to provide this information.

>c. **"Transnationalism in Refugee Education: Academic E-Mentoring in the Somali Diaspora,"** Sarah Dryden-Peterson and Negin Dahya

The Harvard Weatherhead Centre for International Affairs funds this project.

Project Description:

- Objective: to learn more about the kinds of supports that enable students to be successful. The intersections of support, technology and gender are the key considerations in this project.
- Data has already been collected; Negin Dahya conducted 29 interviews in Dadaab, Toronto and Nairobi with BHER students and others.
- There is an active online survey with over 300 responses, 44% from Somali women.
- Preliminary analysis indicates relationships with family, teachers and peers are important to academic success.
- Sarah Dryden-Peterson and Negin Dahya developed a timeline for several exemplar students to demonstrate how supportive agencies, challenging events and barriers, affect how students make their way towards certain outcomes.
- This project is also investigating how differential access to technologies and online access is gendered.

Negin Dahya reported that an online community for female students has been developed as a strategy for providing additional support for female students. This online community is a private Facebook forum started in December 2013 for women who came into the InSTEP program late and were identified as being behind. The women gave their consent to participate. Dacia Douhaibi added that InSTEP students have been partnered with female members of the New Scholars Network to facilitate smaller discussion groups. Many students are more communicative in smaller private messaging groups. A significant benefit of the online community is real-time conversations around concerns and challenges students have. Participation has fluctuated based on whether students were attending courses or not; during the time between InSTEP sessions there is less communication. Students have reported that regardless of their level of participation, they value having the online forum as a resource. An additional forum is being established that will be inclusive of all male and female students.

Isabella Mbai asked whether all of the students participating in the online community were over the age of 18 given that they had given consent. Emily Antze responded that the majority of BHER students are mature students, but she does have demographic information and will check whether any students are younger than 18. Sarah Dryden-Peterson added that groups should be carefully moderated to ensure that the discussions are appropriate. There is also a risk that participants may not understand the implications of online conversation.

d. "Teaching and Learning Science, Mathematics and Technology in a Kenyan Context," Lorraine Otoide

The proposed mixed-methods study will focus on two courses, specifically primary/junior level mathematics; and science, mathematics, and technology taught through the BHER program in Dadaab, Kenya. This study will address how teacher candidates adopt and implement practices (such as integration and inquiry) in the teaching of primary level mathematics, science, and technology, while preserving Indigenous perspectives. Through the use of a Likert-scale survey, reflections, focus

group discussions and course work, the researchers will focus on the following key research questions:

1. If, and how does the integration of inquiry practices enhance teacher candidates' learning science and mathematics in a Kenyan context?
2. Does the integration of inquiry practices provide evidence of learning that involves reflection, is developmental, is integrative, and is self-directive? If so, how?
3. How can Indigenous and Western perspectives be effectively integrated in the teaching of science, technology, and mathematics?
4. What are the benefits of integrating Western and Indigenous perspectives in math and science courses in a Kenyan context?

Lorraine Otoide and Isha DeCoito are working on this project.

e. Books in Initial Stages

Wenona Giles spoke to the importance of disseminating the knowledge gained through this project. Possible topics for publications include an institutional ethnography of the BHER project, innovative pedagogy, precarity, transnational mentorship and north-south partnerships. An edited volume on these topics could be developed with collaborative authorship. Any BHER partners interested in contributing should contact Wenona Giles.

Wenona Giles strongly encouraged Canadian and Kenyan faculty to be as collaborative as possible in all research. It is important that all projects are submitted to the relevant Kenyan University for permission. Samuel Nashon and Josephine Gitome also stated that these collaborations are important, and that faculty from the Kenyan institutions are keen to partner. Partnerships will prevent replication of research projects and research fatigue from BHER students.

All individuals or groups intending to initiate research must inform the Knowledge Mobilization Committee of proposed projects. This will support coordination around collaboration on project development and implementation and prevent over saturation of students in Dadaab. Jackie Strecker added that UNHCR must be informed of research that takes place in the camps.

Session Highlights
- The Partnership Committee meets monthly to ensure the smooth operation of the BHER project
- The GEC works to improve women's access to higher education by targeting enrollment and addressing retention issues as they apply to female students
- The RKMC aims to promote excellence and collaboration through development of a dynamic structure to facilitate the sharing of work and news for all BHER partners
- Canadian and Kenyan faculty to be as collaborative as possible in all research and inform the RKMC about all upcoming or potential research projects

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Session VIII: Revision of Performance Measurement Framework
Led by Aida Orgocka

This session was originally planned for Knowledge Mobilization and Public Relations. However, these were covered in the discussion regarding current and future research. The session was replaced with a discussion on the revisions for the Project's Performance Measurement Framework (PMF) carried on from the previous day.

Reporting on projects, activities and results

Aida Orgocka reviewed output requirements 112, 131 and 211 in the performance measurement framework (PMF) and requested input from the BHER partners.[4] The PMF was developed by YU, UBC and WUSC and is subject to review and approval by DFATD. DFATD requires results based monitoring and evaluations systems and funding is based on specific achievement expectations. The ultimate outcome identified in the PMF is: to improve the achievement of students in primary and secondary schools in Dadaab by improving the qualification of teachers in the camps through education.

In Year 2 key outputs include offering InSTEP, enrolling 200 students (40% women) in InSTEP, and achieving an 80% completion rate. Fatuma Chege recommended that the language of this completion rate be revised to identify the percentage of women specifically BHER should set as a target for completion. Although age was also discussed as a qualifier that could be included in outputs, it was disregarded.

Output 112: Teachers' education certificate and diploma programs offered to refugee and local teachers.

- Currently, the target is to enroll 160 students (30% of whom are women). Fatuma Chege recommended changing the language to 'at least' 30% women.
- Class attendance was suggested as an indicator of retention, because there is a difference between enrollment and completion. Monitoring attendance is also a mechanism for keeping abreast of what challenges students, particularly women, may face completing their program.
- Tom Sork: A standard for the required number of hours a student must attend each course should also be established, particularly because security related disruptions may prevent classes from being delivered. The number of hours students use the online courses/resources/discussion boards could be monitored by the teacher administering the courses.
- Aida Orgocka: BHER management will ensure that faculty know they need to collect and report these types of data. A standard form for collecting data on will be developed so that all instructors are using the same reporting structure.

Output 131: Technical support provided to facilitate effective teaching and learning in

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[4] The PMF is available in the BHER Partnership Meeting shared Dropbox folder.

the primary and secondary levels of schooling.

- Yearly or midpoint evaluations and interviews were suggested to get more meaningful data.
- Don Dippo: the word 'guidelines' is not appropriate because it does not connect in any way with what BHER is working to achieve. Courses are intended to take people through a process that enables them to be effective teachers and learners.
- Tom Tunney: there should be an evaluation to assess how teaching strategies and habits change as a result of what BHER students learn in courses. This would also demonstrate how students apply what they learn.
- Aida Orgocka: the term 'guidelines' will be replaced with 'courses' in the PMF and language developed for an indicator around that.
- Reports produced by practicum supervisors can provide the data for this indicator.
- Cynthia Nicol: the research project she is developing could inform the development of indicators for this output.

Output 211: Technical and material support to partners for gender programming and in the development of gender-sensitive curricula and programs.

The challenge in achieving this output is maintaining a balance between ensuring that curricula is sensitive to gender while avoiding being too disciplinary by telling instructors what they should teach.

- Amani El Jack: use an outcome assessment at the end of each year or period. A standard measure is used in her department used to assess the mechanisms for building in gender sensitive teaching. If instructors know they will be assessed on how well they do this, they will take it seriously. She will share the standard measures used at the end of programs in her department with the group.
- Fatuma Chege: one of the responsibilities given to instructors is demonstrating how they assess how gender sensitive their courses are. If instructors know that at the end of the course they have to account for gender sensitivity, it will become part of the exercises and assignments in the course.
- Tom Tunney: every instructor should articulate a strategy for incorporating gender sensitivity into his or her curriculum. This could be an indicator – an articulated plan. Student evaluations could also be an indicator. During the orientation there could be a few hours dedicated to reviewing strategies and further developing them.

Aida Orgocka will do the first revision of the PMF based on this discussion and hold a Skype meeting on the revisions. The revisions should be done by **June 30th, 2014**.

Session Highlights
- A standard form for collecting data will be developed. The data will be used as an indicator for Output 112
- Reports produced by practicum supervisors will provide data for an indicator for Output 131;
- Clearly developed plans for incorporating gender sensitivity into his or her

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curriculum will be submitted by instructors. These strategic plans will be used as an indicator for Output 211.

Session IX: Sustainability of BHER

A) Sustainability of BHER, Josephine Gitome

Josephine Gitome outlined the current political situation in Kenya, particularly as it applies to the Somali refugee population, and presented the Tripartite Agreement signed between UNHCR and the Kenyan and Somali governments. These developments are important because of their implications for the future of BHER.

- The Tripartite Agreement, signed on November 10, 2013, establishes a legal framework and presents a five-year plan to manage the voluntary repatriation of Somali refugees.
- Action on repatriating refugees from Dadaab has already started. For example, six students whose enrollment in a KU program in Dadaab campus is sponsored by the Danish Refugee Council have left as the result of this action. This may also affect BHER enrollment and retention of students.
- For many refugees, the five-year BHER program is too long; they may not be in Dadaab long enough to complete the degree program.
- A critical challenge moving forward will be developing strategies for retaining students regardless of their movement, particularly through online structures.
- Returnees face significant challenges including risks to their safety and limited economic opportunities. These risks strongly support the need for mechanisms to keep students progressing though BHER and completing their education.
  - social rifts between returnees and Somalis that remained
  - Returnees add to the pre-existing population of IDPs in Somalia, already living in places with inadequate water, sanitation, health and education
  - Limited opportunities for youth may result in their recruitment into Al Shabab.

There have been increasing levels of violence in Kenya in recent months and the violence is commonly associated with the refugees from Somalia. The Kenyan government recently enforced re-encampment of Somalis and Kenyans feel fatigued with refugees. The security situation in Kenya remains tense and it is important for those traveling to Dadaab in the coming months to follow security protocols.

B) Alternative program/funding models and collaborations to support BHER's long term sustainability, Tom Tunney

Collaboration between institutions on course sharing has been discussed as a cost-saving strategy within the BHER partnership. UNHCR should be encouraged to consider BHER as an extension of secondary education into tertiary education and support the project

through fundraising initiatives. This is particularly relevant as a result of the forced encampment of Somalis in Kenya; opportunities to access tertiary education outside of the camps have been terminated. Diaspora alumni might be able to raise funds for BHER students. NGOs and companies could also be approached and encouraged to support BHER. The Kenyan government has yet to contribute to this project. WUSC has networks in many countries around the world and students at KU and MU could advocate for contributions from the Kenyan government. BHER has already done the work of establishing foundational infrastructure for tertiary education; BHER could be an educational resource centre for Dadaab providing many facets of educational needs. If BHER is a centerpiece or platform for broader tertiary educational desires, further support may be forthcoming.

Discussion
Discussion focused on how BHER will ensure that students will be able to complete their programs, particularly in light of the current political context in Kenya. Canadian institutions are prepared to offer online courses and Josephine Gitome and Isabella Mbai stated that Kenyan institutions will work towards establishing online options as well. KU has partnered with the University of Geneva to offer a course that is completely online aside from registration and exams, a model BHER could follow. Future investment should be directed towards building BHER's capacity to become a virtual, 'borderless' program. BHER should also seek partnership with Somali universities so students who return to Somalia can complete their BHER program using the universities' facilities.

Don Dippo observed that at this point we are 1.5 years into the project with 3.5 years remaining, but in reality it has been 7 years since the very first conversations about the project. BHER is beginning to wind down and unless additional funding sources are found the project will come to an end. Despite initial optimism, it has become clear that large institutions with money to do more than just sponsor individual students often require scholarship agreements. It has been difficult to find support as a result. Ultimately there must be a backup plan for support in the future. Don Dippo suggested creating a 'stripped-down,' minimalized version of BHER that funding organizations may be more likely to support and universities in the consortium might be more willing to continue to participate even without external funding. If we can get to a point where continued participation costs very little, we might find that universities are willing to "absorb" the costs in order to continue to be part of the BHER project. We must consider what the minimum we need to provide to students in Dadaab to continue studying is. Jackie Strecker acknowledged that breaking down costs into a 'per-student rate' may help when advocating for funding.

Wenona Giles reminded the partners that the key question here is: 'what is the space of BHER?' We must view BHER in a truly borderless way. The movement of students should not mean the end of access to our programs. Josephine Mbai suggested an emphasis on researching and 'tracking' where exactly students are relocating to determine key institutions for partnership. Kenyan credentials will be recognized for students that repatriate to Somalia, however this is not the case in Canada or the US.

Wenona Giles emphasized that BHER should not engage in the voluntary repatriation process because she does not feel it is voluntary and, further, many refugees who are 'forced' to repatriate they often do not go home but are rather 're-displaced' to neighbouring countries. This is why the title of 'borderless' is so important. Wenona Giles strongly urged against the use of the word 'tracking' with reference to the movement of refugees out of Dadaab. We must rather be open to receiving contact from students anywhere in the world and help them to complete their degree from places that we may not necessarily have any affiliations with.

Session Highlights

- BHER must be prepared to be truly borderless to serve students that continue to be mobile.
- Resettlement of students elsewhere should not mean the end of access to our programs.

Closing Remarks
Wenona Giles and Don Dippo

Wenona Giles remarked that the final session, focused on the sustainability of BHER, was an interesting panel to close the meeting on. There are interesting issues at play and everyone involved with BHER can learn a lot from the different perspective that each partner brought to the table. The wealth of knowledge and experience that each member of the BHER partnership brings will also aid the project in addressing the challenges that emerge. This project is focused on those people who are living in the refugee camps and the local population who want to access higher education. This population may be largely sequestered in the camps now, but where they are located tomorrow may be different. BHER has to be "nimble" as a result, and all team members must be knowledgeable about all sides of this partnership.

Don Dippo added that at the outset of this meeting thanks were expressed to everyone who put their time, effort and energy into this project. It is a demanding project and there are frustrations with colleagues, institutions and funding agencies. If people did not share the vision of BHER and what it can do for real people in the real world, we would have long given it up. "Feeling gratitude and not expressing it is like wrapping a gift and not giving it." We are all grateful for the effort, company and commitment of everyone here and recognize and appreciate the time, effort, and energy of those in Canada, in Kenya, and elsewhere who contribute to BHER but who were not present in the Partnership Meeting

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Appendix 1: Agenda

Day 1: Thursday, June 12th
  *Theme: Reviewing Year 1 successes and challenges, delivering the Year 2 work plan,
  and program planning for 2014 and beyond.*

9:00   Welcome from:
          Martin Singer, Dean, Faculty of Liberal Arts and Professional Studies, York
          University
          Ron Owston, Dean, Faculty of Education, York University
          Jennifer Hyndman, Director, Centre for Refugee Studies, York University;

9:30   Introductions, overview and discussion of BHER developments in Year 1.
          Led by: Wenona Giles.

10:15 Break for coffee

10:30 Review and discussion of Annual Work Plan. Led by Aida Orgocka.

12:00 Box lunch

13:00 Presentations by Partner institutions
          Chair and Introduction to Presentations: Don Dippo
          Windle Trust and WUSC: InSTEP (Marangu Njogu, Tom Tunney)
          YU: Certificate in Educational Studies and degree in social sciences (Don
          Dippo/Emily Antze)
          MU with UBC: Diploma in Secondary Education (Jackson Too, Tom Sork)
          MU: degree in Health Promotion (Isabella Mbai)
          KU: Diploma in Primary Education and degrees in Public Policy and
          Administration & Community Development and Extension (Josephine Gitome,
          Fatuma Chege)

15:00 Breakout groups: discussion of material presented by Partners and questions
          raised in presentations.
          InSTEP: WUSC, WTK, YU representative
          Chair: Aida Orgocka, **Rapporteur:** Dacia Douhabi
          Location: Marshall Cohen Governance Room
          Certificates, Diplomas (KU, YU, MU, UBC)
          Chair: Don Dippo, **Rapporteur**: Farhia Abdi
          Location: Kaneff 857
          Degrees: KU, YU, MU
          Chair: Emily Antze, **Rapporteur:** Nicole Maine
          Location: Kaneff 830

16:00 Report back in Marshall Cohen Governance Room. **Chair:** Wenona Giles

18:00 Close of Meeting

Day 2: Friday, June 13th

Theme: Collaboration for sustainability within the BHER consortium

9:00 Welcome from Rhonda Lenton, Vice-President Academic and Provost, York University

9:15 BHER Project Finances, led by Ian Tytler
Requirements
Reporting
Payment

10:45 Break

11:00 Project gaps: the enabling fund, classroom space for 2015, and other key project gaps. **Chair:** Emily Antze

12:00 BHER Committee reports/research for 2013-14 and discussion:
Partnership Committee (led by Wenona Giles)
Gender and Equity Committee (led by Aida Orgocka/Emily Antze)
Research and Knowledge Mobilization Committee (led by Cynthia Nicol)
Living, learning and teaching in a refugee camp. Principal Investigator is Cynthia Nicol. Funded by SSHRC.
Developing a Community Health Professional (CHP) Degree Program as a Model for Improving Access to Primary Health Care for Refugees in Dadaab, Kenya. (*Principal Investigator is Beryl Pilkington, School of Nursing, York University*). Funded by IDRC.
Transnationalism in Refugee Education: Academic E-Mentoring in the Somali Diaspora. Principal investigator is Sarah Dryden-Peterson of the Harvard Graduate School of Education. Funded by Harvard Weatherhead Centre for International Affairs. (Negin Dahya and Dacia Douhaibi also spoke to the project)
Books in initial stages (Wenona Giles):
Ethnography of the BHER model (ethnographic "manual" on BHER for use in other marginalized sites)
Edited collection of research papers related to the BHER project, encompassing theoretical and empirical work by current BHER researchers and others beyond BHER on the following topics including others: knowledge and precarity; education for sustainable development; innovative pedagogy; north-south partnerships; the politics of resource mobilization; transnational mentoring; cross-cutting themes such as gender, class, ethnicity, racialization.

13:00 Working lunch (Group discussions) to discuss the above Research projects

14:15 Knowledge mobilization and public relations
Chair: Aida Orgocka
Reporting on research projects, other activities and results
Public relations and external communication of research and other BHER related initiatives

15:45 The future sustainability of BHER:
Political context (led by Josephine Gitome)
Tripartite Agreement - Kenyan and Somalia Governments and UNHCR on resettlement back to Somalia.
Emergency situations in Dadaab
Alternate program/funding models and collaborations to build BHER's long term sustainability (led by Marangu Njogu)
Scholarship model (Don Dippo)
Partnership with Dadaab education NGOs (led by Marangu Njogu)
Partnership with UNHCR (led by Jackie Strecker)

17:45 Close of meeting

Appendix 2: List of Participants

Name	Institution	Role	Email Address
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