Validation Chart Phase 1

InSTEP/Bridging Program

OBJECTIVE: To agree upon the criteria and expected outputs of the InSTEP program to be included in the Feasibility Study Report 2012.

Phase I Considerations	Validation (agreed upon outputs for each segment of Phase 1)
Admissions	Men: High School graduation minimum C plain or its equivalent and involved in incentive teaching. Women: 1) highschool graduation and involved in incentive teaching (C- minus or its equivalent preference but flexible admission for women); 2) high school graduation and a) doing incentive work outside of teaching, b) not working; 20-25% of students to come from Dadaab and Fafi districts 30% of students to be female in Year 1 (i.e. 60 women to go into Year 1 InSTEP program), 40% of students to be female in Year 2, 50% of students to be female in Year 3 and forward. - Where possible, participants will work as incentive teachers throughout program. Otherwise, participants will be expected to complete a 1-2 month practicum placement. *sliding scale for admissions will start with teachers and see how many enter and then open up if needed to other incentive

	workers, especially in the case of women

Draft criteria chart for WUSC program copied below.

Suggested evaluation procedure: formative evaluation after each component and a summative evaluation at the end that is designed with input from the primary and secondary certificate teams as well. |
| Program and Curriculum Development | English for Academic Purposes, Information and Communications Technologies, Research Skills

- skills geared towards the BHER program specifically, not just generalized skills (including exposure to online learning)

  - including: types and components of computer systems, input and output devices, storage devices and media, computer networks, data types, the effects of using ICT, the ways in which ICT is used, systems analysis and design, definition of e-learning, comparative of e-learning and conventional learning, techniques of e-learning for beginner (demystifying e-learning)
  - see other key skills listed in FSR

- need to consider culturally and contextually relevant and appropriate pedagogy – the ways in which curriculum is taught and designed -- as much as content |

	• gender equity principles to be built into InSTEP program for all students (female and male) participating in the program • InSTEP programming around women's needs and schedules (e.g. gender segregated classrooms and other accommodations as needed)
Incorporation of Learning Technologies	During the ICT component, InSTEP will help learners become familiar with the distance learning and e-training platforms that the later phases of the program will use.
Space/time (location, hours of operation, etc.)	InSTEP would be offered at the high schools in the town and in the three camps, hours of operation as per the InSTEP description.
Personnel	• aim for 50/50 gender split of teaching staff in InSTEP • qualified Kenyan nationals (certified teachers) • support from AVU/KU/UBC • draw up TORs • possibility of graduate students from partner universities to offer support 7 Kenyan Certified teachers as listed in funding application budget on 3 month contracts. For both the English as Academic Purposes and Research Methods Components, WTK will employ 7 Kenyan certified teachers on three (EAP) and two (RM) month contracts. Each camp

	secondary school will have two teachers with one available for Dadaab town. See Annex 2 at bottom of this section of chart. *challenge that ICT is responsibility of AVU in the budget and so WTK/WUSC has not budgeted this portion.
Monitoring & Evaluation	• internal program monitoring and evaluation; external evaluations by funders; course evaluations by students, etc. • need to constantly/continually return to results/analysis from research data collected – explain decisions in reference to research (e.g. face-to-face vs. online, distance/transportation, single or mixed gender classes)
Cost-benefit of model	• need some articulation of rationale for cost-benefit of this program • feedback from possible funders suggests program is quite expensive, therefore need to argue in favor of decisions
Funding for programs not covered in current grant applications	Funding options for the pre-university (InSTEP) programme and the community mobilizers is underway. Other aspects of the proposed programme will be included in this FSR as various granting agencies/ foundations may be interested in funding these aspects (e.g. remedial classes for girls; scholarships for girls to study outside the camps; in-service

	support to teachers).
Volunteer support/mentoring	Creation of a formal Mentoring Network made up of volunteers from, among other groups, the New Scholars Network of the RRN; Toronto & Vancouver WUSC Students Network.
Challenges	Barriers confronting girls' access, retention and achievement are grounded in social-cultural norms which put girls in a subordinate position to boys. Strict gender roles also form barriers to girls' education. Key constraints for girls include: • Girls are responsible for most domestic work. As household survival depends on girls' domestic work, it is given priority over attending school. Domestic work also limits girls' time for studying at home or attending extra classes. • Poverty often forces girls to supplement household income by taking on jobs or staying at home to enable other family members to work. • Early marriage: Upon reaching puberty many girls are removed from school for protection reasons while awaiting marriage. Alternatively, if married at an early age, they drop out of school to take on the burden of domestic work. • The practice of female circumcision triggers health problems and more absences from school. • Lack of access to sanitary napkins

	and lack of privacy in schools means that some girls miss several days of school every month during menstruation.
	• Shyness and minority status in the class gives girls less confidence to ask questions to understand their schoolwork.

The non-refugee communities in Dadaab are some of the poorest in Kenya. As such, they do not have the resources to fully equip their schools to serve the children of their community. The international community has generally given greater attention to the refugees and it is widely perceived that refugees are leading a better life than local community members. Refugees have good hospitals, good schools, potable water and well-established community services amenities. This makes the host community feel neglected despite their hospitality. As a result, the local communities have become increasingly hostile towards refugees and aid agencies working in the area. It is therefore important to try and narrow the quality and access disparities between refugee education and host community education.

The non-refugee population in surrounding communities have very low educational enrolment rates. An analysis conducted in 2007 to map schooling levels of all persons aged six and above indicates that only 19.5% of children from the county around Dadaab (Garissa county) have ever enrolled in |

	school. This is contrasted with a national average of 76.8%.[1] Enrolment rates are low for both boys and girls.
Other	

Annex 1: InSTEP admissions criteria

Criteria	Rationale	Evaluation Indicator	Challenges
Secondary School Graduate	Basic skills necessary	Boys: C Girls: pass (see above for further detail re the admission of girls/women	Will still have a challenge getting sufficient number of girls.
Current or past incentive teacher	See immediate results in classroom Motivates the teachers and others to become teachers	Record of employment	Different schedules between secondary and primary teachers
Percentage from Local community	Ensure diversity and local relevance	20-25 %	
Percentage of girls	Work towards gender equity	30 – 50%	Will we get enough?
Statement or letter of intent	To evaluate commitment to		
Agreement from parents/guardians	To ensure buy in from family	Meeting and signed letter	
Score on an entrance exam	To assess previous learning	Minimum score	Evaluation tool is yet to be designed
Equity across camps	To mitigate against accusations of	Recruit certain # from each camp	How do we manage if one camp does not have sufficient

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1 Kenya National Bureau of Statistics, Analysis Section 2008

Criteria	Rationale	Evaluation Indicator	Challenges
	favouritism		numbers
Percentage of special needs students	To ensure equity	5% special needs	Accessibility of schools. How do we determine special needs?

Annex 2 Phase 1 InSTEP timetable

Topic	Component	Hours	December	April	August	Location	Notes
English for Academic Purposes	1	96				Secondary schools in camps and community	The EAP will also include other key elements such as gender/confli resolution, etc.
	2	96				Secondary schools in camps and community	
	3	96				BHER Learning Centre	Assuming learning centre is ready b August 2013
Research Methods	1	48				Secondary schools in camps and community	
	2	48				Secondary schools in camps and community	
Information and Communication Technology	1	48				BHER Learning Centre	AVU allocated costs for ICT training
	2	48				BHER Learning Centre	
# of WTK Teachers			14	14	7		in budget
Hours of instruction per day			6	6	8?		Assuming 6 days a week for 4 week for each break period

Validation Chart Phase 2A & 3A

(Certificate of Completion in Educational Studies, Elementary)

OBJECTIVE: To agree upon the criteria and expected outputs of the Phase 2A & 3A to be included in the Feasibility Study Report 2012.

Phase 2A & 3A Considerations	Validation (agreed upon outputs for each segment of Phase 2A & 3A)
Admissions	- successful completion of InSTEP program, evaluated through an examination - Standard of admissions: for men, C plain; for women, C- - currently working as teacher in elementary school or prepared to return to elementary school teaching - currently doing other incentive work but interested in becoming a teacher 30% of students to be female in Year 1, 40% of students to be female in Year 2, 50% of students to be female in Year 3 and forward
Program and Curriculum Development	- KU is working on a 30 credit (10 unit) programme that, when taken after the YU 30 credit Certificate of Completion in Education Studies (Elementary), will qualify for a KU Diploma in Early Childhood Education (K-8) - the importance of local context and relevancy will be examined as much as possible in all courses throughout all BHER programmes - special needs training through Inclusive Education course

	• Remedial Support for girls provided through Mentoring Network and on-site tutorial.
Incorporation of Learning Technologies	• classroom-based, action-research project as part of on-line Independent Study course offered in between face-to-face terms in May-July. • distance education/online version of Global Issues and Education course offered in between face-to-face terms in Sept.-Nov.
Space/time (location, hours of operation, etc.)	BHER programme to be offered at the BHER/ODEL Learning Centre. The Centre will be located in renovated buildings in Dadaab town offered to the project by the local Member of Parliament. At minimum, the space will include 4 classrooms that will accommodate 40 students each, four computer labs with 40 workstations each, an office; accommodation, kitchen and cafeteria for 10 staff members. The site will be used year-round for BHER students and staff, but most of the face-to-face instruction will take place during the holidays in April, August, and December. The facility will be solar powered. A wall and laser-wire fence, and guard will provide security. The BHER/ODEL Learning Centre will be open year round, but classes will be offered in April, August and December.
Personnel	• YU Certificate of Completion in Educational Studies (Elementary), York tenure stream, seconded or contract faculty will be hired on contract to teach York University courses – could also be from any of the collaborating universities

	• KU Diploma program courses taught by KU Faculty – could also be from any of the collaborating universities • Experienced, well-regarded teachers in the camps or communities may be hired as Community Teaching/Learning Resource Persons to help co-design and co-teach Certificate and Diploma courses. Their work will help with local curriculum content and local community engagement. Overall responsibility for courses rests with Course Directors.
Monitoring & Evaluation	• see granting agency indicators • see InSTEP M&E above
Cost-benefit of model	• compared to scholarship models this is a very cost-benefit model
Challenges	• funding for stipend, transportation, lunch, etc. not secured cultural barriers to gender equity initiatives • special needs considerations • records, transcripts, proof of admission, documentation of qualification, etc. lost during migration • logistics for 1-2 month practicum placements for students who are not working as incentive teachers • employment prospects for newly certified teachers. Will new teachers replace uncertified incentive teachers? Will availability of new teachers lead to the creation of more schools? a reduction in the pupil/teacher ratio?

	Other	

Annex 3 Phase 2A Certificate of Completion in Educational Studies (Elementary) Timetable

	Session One: Four Weeks 120 hours of direct instruction	
April 2013 Sunday - Thursday	**Group A Modules**	**Group B Modules**
0800 – 1000	**1:** Models of Education (Dadaab) (Instructor 1) 40 hours/3 credits	**2:** Teaching English Language Arts (Instructor 2) 40 hours/3 credits
1000 – 1200	**2:** Teaching English Language Arts (Instructor 2) 40 hours/3 credits	**3:** Socialization and Human Development (Instructor 3) 40 hours/3 credits**:**
1500 – 1700	**3:** Socialization and Human Development (Instructor 3) 40 hours/3 credits**:**	**1:** Models of Education (Dadaab) (Instructor 1) 40 hours/3 credits

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

	Session Two: Four Weeks 120 hours of direct instruction	
August 2013 Sunday - Thursday	**Group A Modules**	**Group B Modules**
0800 – 1000	**4:** Teaching Mathematics, Science & Technology (Instructor 4) 40 hours/3 credits	**5:** Inclusive Education (Instructor 5) 40 hours/3 credits
1000 – 1200	**5:** Inclusive Education (Instructor 5) 40 hours/3 credits	**6:** Integrating Curriculum: Teaching Social Studies & Creative Arts (Instructor 6) 40 hours/3 credits
1500 – 1700	**6:** Integrating Curriculum: Teaching Social Studies & Creative Arts (Instructor 6) 40 hours/3 credits	**4:** Teaching Mathematics, Science & Technology (Instructor 4) 40 hours/3 credits

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

	Session Three: Two Weeks 80 hours of direct instruction	
December 2013 Sunday - Thursday	**Group A Modules**	**Group B Modules**
0800 - 1200	**7:** Educating for a Sustainable Future (Instructor 7) 40 hours/3 credits	**8:** Teaching Health & Physical Education (Instructor 8) 40 hours/3 credits
1300 - 1700	**8:** Teaching Health & Physical Education (Instructor 8) 40 hours/3 credits	**7:** Educating for a Sustainable Future (Instructor 7) 40 hours/3 credits

Validation Chart Phase 2B & 3B

(Diploma in Teacher Education, Secondary)

OBJECTIVE: To agree upon the criteria and expected outputs of the Phase 2B & 3B to be included in the Feasibility Study Report 2012.

Phase 2B & 3B Considerations	Validation (agreed upon outputs for each segment of Phase 2B & 3B)
Admissions	- successful completion of InSTEP program, evaluated through an examination - Standard of admissions: for men, C plain; for women, C- - currently working as teacher in secondary school or prepared to return to secondary school teaching - currently working as a teacher in elementary school with an interest in becoming certified to teach in secondary school - currently doing other incentive work but interested in becoming a teacher 30% of students to be female in Year 1, 40% of students to be female in Year 2, 50% of students to be female in Year 3 and forward.
Program and Curriculum Development	- UBC/Moi design complete - Remedial Support for girls offered through Mentoring Network and on-site tutorials
Incorporation of Learning Technologies	- blended – CD-ROMs, MP3 players, laptops, animations/simulations - use of existing science labs, enhancement as necessary (additional fundraising outside of may be needed)

Space/time (location, hours of operation, etc.)	• year round • practicum during teaching time/school year • BHER/ODEL Learning Centre for teaching: see above for Phase 2A & 3A
Personnel	• Courses will be taught by tenure stream and contract faculty from the University of British Columbia and Moi University • Experienced, well-regarded teachers in the camps or communities may be hired as Community Teaching/Learning Resource Persons to help co-design and co-teach Certificate and Diploma courses. Their work will help with local curriculum content and local community engagement. Overall responsibility for courses rests with Course Directors
Monitoring & Evaluation	• see granting agency indicators • see InSTEP M&E above
Cost-benefit of model	UBC-Moi to complete?
Challenges	Funding – approval by University for revenue neutral model Employment prospects for newly certified teachers (see comments in Phase 2A & 3A)
Other	Explore possibility of sharing courses across elementary and secondary programmes

Annex 3 Phases 2B & 3B Diploma in Teacher Education (Secondary) Sample Timetable

Course length:

　　39 hrs/course = 3 cr

　　26 hrs/course = 2 cr

~Available instructional time:

　　7.5 hrs/day x 6 days = 45 hrs/wk

　　45 hrs/wk x 3 wk = 135 hrs per term

Term 1			Term 2			Term 3		
3 cr	Educ in Adolescent Years (UBC)		4 cr	Subject Area Content 1 (MOI)		3 cr	POT (UBC)	
3 cr	Peace Educ (MOI)		4 cr	Subject Area Content 1 (MOI)		2 cr	Subject Area Methods 1 (UBC)	
3 cr	Language Across the Curriculum (UBC)					2 cr	Subject Area Methods 1 (UBC)	
9 cr			8 cr			7 cr		

Year 1 Term 1 Weeks 1-3 Sample 1 (3 hrs pre + 3 hrs post course work)

	pre	Week 1						Week 2						Week 3		post	
		M	Tu	W	Th	F	S	M	Tu	W	Th	F	S	M	Tu		
Peace	3	5.5	7.5	7.5	4.5	4.5	4									3	
Adol	3				3.0	1.0		7.5	7.5	7.5	3					3	
Lang	3										4.5	4.5	7.5	7.5	7.5	3	

Year 1 Term 1 Weeks 1-3 Sample 2 (5 hrs pre + 5 hrs post course work)

	pre	Week 1						Week 2						Week 3		post	
		M	Tu	W	Th	F	S	M	Tu	W	Th	F	S	M	Tu		
Peace	5	5.5	7.5	4.5	4.5	4	3									5	39
Adol	5			3.0	3.0	1.0	4	7.5	7.5	3.0						5	39
Lang	5									4.5	7.5	5.0	7.5	4.5		5	39

Year 1 Term 1 Week 1-3 Hours (sample 1)

	Hours	Week 1						Week 2						Week 3		Hours	Tot
	Pre	M	Tu	W	Th	F	S	M	Tu	W	Th	F	S	M	Tu	Post	
Peace	3															3	39
Adol	3															3	39
Lang	3															3	39

Year 1 Term 3 Weeks 1-2 Sample 1

	pre	Week 1						Week 2						Week 3		post	
		M	Tu	W	Th	F	S	M	Tu	W	Th	F	S	M	Tu		
POT	5	5.5	7.5	7.5	4.5	4.5	4									5	39
Meth1	3				3.0	1.0	4	4	4	4						3	26
Meth2	3							3	3	3	6	5				3	26

Year 1 Term 3 Weeks 1-2 Sample 1

	Pre	Week 1						Week 2						Week 3		Post	
		M	Tu	W	Th	F	S	M	Tu	W	Th	F	S	M	Tu		
POT	5															5	39
Meth1	3															3	26
Meth2	3															3	26

Electives: Methods 1 + Methods 2 = 9 courses (2 Moi+ 7 UBC instructors)

Biology

Math — Sciences — Chemistry

Physics

Geography

English Language — Humanities — History Government

Religious Studies — Business Educ
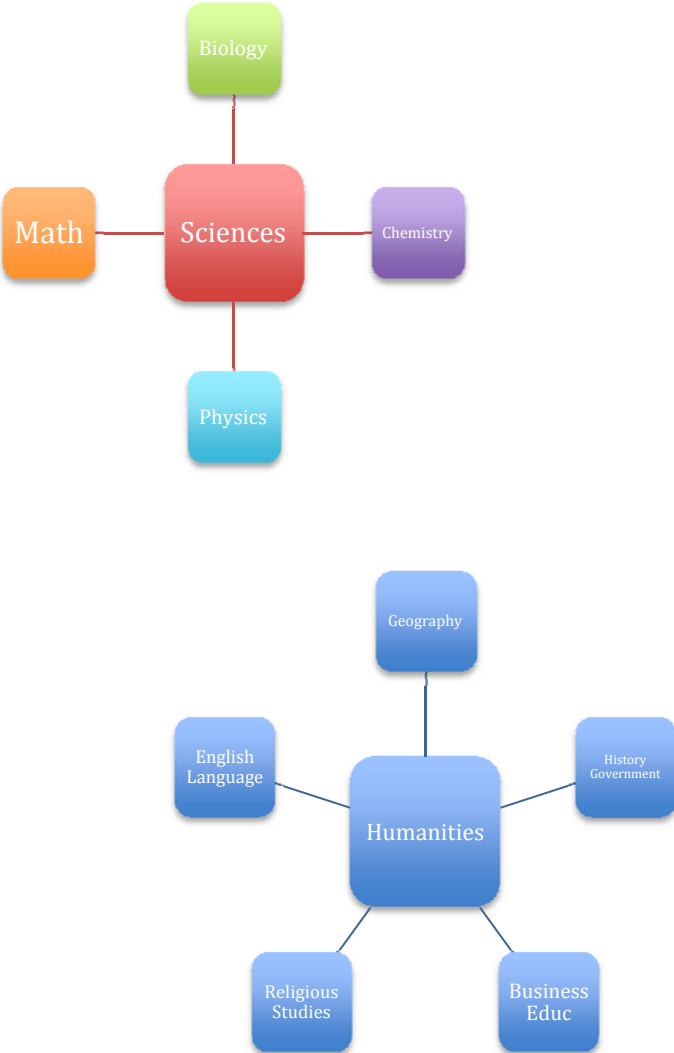
Validation Chart Phase 4

(Bachelor's Degree Programs)

OBJECTIVE: To agree upon the criteria and expected outputs of the Phase 4 to be included in the Feasibility Study Report 2012.

Phase 4 Considerations	Validations (agree upon outputs for each segment of Phase 4)
Admissions	Successful completion of 60 credits (20 units) from Phases 2 and 3 including prerequisites for selected degree strand. • 30% of students to be female in Year 1, 40% of students to be female in Year 2, 50% of students to be female in Year 3 and forward
Program and Curriculum Development 30 additional credits that incorporate all of the 60 credits earned in Phases 2 and 3.(Ordinary Degee) Or 60 additional credits that incorporate 60 credits earned in Phases 2 and 3. (Honours Degree) Or 60 additional credits that incorporate 30 credits earned in Phases 2 and 3. (Ordinary Degree)	• Leads: KU - Moi (120 credit/40 unit) Degree in Education – confident • Leads: KU (120 credit/40 unit) Degree in Community Development and Extension (with YU – IDS Program) confident • Leads: KU - YU (120 credit/40 unit) Degree in Public Administration-confident • Lead: YU (90 credit/30 unit) Degree in Administrative Studies (Business) confident • Lead: YU (90 credit/30 unit, 120 credit/40 unit) Degree in Community Health Studies – (with UBC/MOI) exploratory discussions, possible • Lead : YU (120 credit/40 unit) Degree in Science (maybe with FES, maybe with FSE) exploratory discussions, possible

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	• All Partner institutions to offer online courses to support degree offering at other institutions • Remedial support for girls provided through the Mentoring Network and on-site tutorials • AVU UBC - MOI: Consult with above proposed program leads and/or propose other programs
Incorporation of Learning Technologies	Courses should be 80-100% on-line (supported by on-site generalist TAs and specialist off-site (on-line) TAs) by Phase 4.
Space/time (location, hours of operation, etc.)	Year round offerings on-line at BHER Learning Centre; cell-phone ap.s, MP3, CD-ROM possibilities for distance learning.
Personnel	Courses will be taught by tenure stream and contract faculty from five partner Universities YU, KU, UBC, MU, AVU
Monitoring & Evaluation	As above.
Cost-benefit of model	
Challenges	On-line and innovative distance education course options need to be developed New programmes need to be approved by Faculty Councils and University Senates Memoranda of Understanding (MOUs) and Memoranda of Agreement (MOAs) need to be negotiated.
Other	