

Higher Education in Emergencies

# GENEVA SUMMER SCHOOL

2018-2019

Student Capstone  
Projects  
Turkana West Campus



# Higher Education in Emergencies

## Geneva Summer School 2018-2019

### Student Capstone Projects –

### Turkana West Campus

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# Introduction

At the World Humanitarian Summit in May 2016, over 30 major donor and aid organizations agreed on the adoption of the *Grand Bargain*, a package of reforms designed to improve the efficiency of aid delivery. Today, 63 countries, donors and aid organizations have signed up to the Grand Bargain commitments, aimed to supply more means to people in need, with local and national responders receiving more support and funding tools as part of multi-year funding, as well as a larger percentage of non-earmarked funds. In September 2016, all 193 member States of the United Nations adopted the *New York Declaration for Refugees and Migrants* (Resolution 71/1), to which the *Comprehensive Refugee Response Framework (CRRF)* was annexed, and which subsequently paved the way for the *Global Compact on Refugees*, adopted in December 2018. The Geneva Summer School Higher Education in Emergencies was, at that time, planning for its 3<sup>rd</sup> edition. Having focused, from its inception in 2015, on empowering refugees to improve their lives and livelihoods through access to post-secondary education opportunities, it was but logical for changes in humanitarian policy to lead to a permanent transfer of the Geneva Summer School HEiE to the South. It was hoped that, in this way, it would help fulfill commitment #5 of the Grand Bargain, to invest in local capacity, thereby empowering local actors to prevent, respond and recover from disasters.

With the support of several donors, most notably the Canton of Geneva's Service de la Solidarité internationale, Open Society Foundations and the Swiss Development Cooperation, investment in national and local response capacities was boosted through unprecedented interest in the two-week residential course with participants hailing from a large number of Least Developed Countries, countries afflicted by conflict and crisis, and refugee communities. The participants shared a diversity of languages and cultures, and covered a geographic territory ranging from Afghanistan to the Western Sahara, and as far east as Myanmar. While many of them already had significant experience in Education in Emergencies, the field of Higher Education in Emergencies was but emerging and interest in it had increased rapidly in the wake of the wave of displacement due to the war in Syria.

With the support of local partners, notably Kenyatta University, UNHCR HQ (Education), UNHCR Sub-Office Kakuma, and the United Nations Office at Nairobi (UNON), the 2018 edition of the Geneva Summer School Higher Education in Emergencies - and the two editions offered in 2019 owing to high demand - provided participants with an overview of the rights-based approach to education - the legal framework for EiE and HEiE, innovative and culturally sensitive digital pedagogies, EiE Minimum Standards, programming and accountability tools designed to fit within the humanitarian response framework, and an introduction to responsible research in fragile contexts with vulnerable populations. A number of participants have since gone on to complete the University of Geneva's Certificate in Advanced Studies (CAS) in Higher Education in Emergencies, for which the two-week Summer School constituted the required residential module.

With all three editions taking place in Kenya, the approach of feeding into an already existing project, the development of the Turkana West Campus in

Kakuma/Kalobeyei, was designed to amplify the impact of local capacity building. The capstone project phase of the Geneva Summer School was planned as a simulation exercise, with participants working collaboratively. Equipped with a USB key containing some 50 background documents related to the Turkana context, and with access to a group of experts, faculty of the Geneva Summer School as well as representatives from UNHCR, INEE, local NGOs and refugee learners, the teams had but four days in Kakuma refugee camp to apply the theoretical knowledge acquired during the first week of the course and to design and complete their projects, as well as to present them to faculty and invited experts at the UNHCR Kakuma compound. Working within the connectivity constraints of the camp, the teams were encouraged to explore and exploit local knowledge and expertise to secure solid project design and to contribute to the local knowledge base regarding the Turkana West Campus.

In keeping with the research ethics approach modeled during the course, this collection of 11 capstone projects, the result of close collaboration between local community members and course participants, is herewith shared back with the very community that welcomed the Geneva Summer School, in the hope that some of the ideas elaborated in these projects might be further developed and refined locally with a view to advancing the Turkana West Campus project. May the collection serve as a local resource book that inspires students in Kakuma to contribute to the construction of their campus.

Planning and organizing a summer school in a refugee camp requires thinking outside the box and the support of many colleagues and partners willing to innovate. Sincerest thanks go to the following for their valuable contributions: the then Head of UNHCR Sub-Office Kakuma, Tayyar Sukru Cansizoglu; Associate Education Officer, UNHCR Sub-Office, Kakuma, Mohamud Hure; UNHCR Connected Education Officer, Jaqueline Strecker; and UNHCR Education Specialist, Charley Wright; UNON's then Director-General, Sahle-Work Zewde who opened the UNON compound to the 2018 edition of the Geneva Summer School; Kenyatta University's Vice-Chancellor, Professor Paul Wainana and the two successive directors of KU Dadaab Center, Dr. Josephine Gitome and Dr. Teresa Mwoma; faculty and student support staff of the Geneva Summer School in Kenya, Dr. Djemila Carron, Prof. Jennifer DeBoer, Dr. Aida Orgocka, Dr. Miheso Marguerite O'Connor, Dr. Rhoda Gitonga, Bente Sandal-Aasen (INEE), Dr. Saba Bokhari (UNESCO), Dr. John Paul O'Keefe, and executive coordinator Ian Newton.

Barbara Moser-Mercer

## Preface

Higher education is a critical part of the education continuum and access to this sector is a motivation for refugees in primary and secondary school. UNHCR has set a goal to achieve 15% enrolment for college eligible refugees by 2030. While this target for 2030 looks low, only 3% of refugees are currently enrolled in tertiary education programmes and it will take significant efforts and resources to move the needle.

Tertiary education access in Kakuma refugee camps and nearby Kalobeyei Settlement that host nearly 200,000 refugees from across the Eastern Africa region was mainly supported through scholarships such as the DAFI program, funded by Germany, for study at local universities, WUSC (World University Service of Canada) for study in Canada, and others. In recent years, several local and international universities have provided onsite, online and blended certified higher education opportunities. While these partners have contributed to expanding the higher education space for refugees and host community, their reach remains minimal vis-à-vis the demand due to Kakuma's remote locality, high cost of available connectivity and limited digital and physical infrastructure. In order to maximize the potential for these universities and partners to scale-up their reach, the set-up of a Turkana West University Campus with the requisite physical and digital infrastructure was initiated by UNHCR and the Turkana County Government. This higher education space is designed to provide a platform for various training institutions to collaborate, run programmes and develop a vibrant community of tertiary institutions that work collaboratively and in partnership to expand higher education provision for the growing number of secondary school graduates.

The campus development is conceived as modular with the construction of the first module comprised of five (5) academic and technology buildings underway and set to be finalised soon. Once completed, the campus will be operational with a capacity to host 1,000 students annually and universities will start using the space to run their programmes. The construction is accompanied by the equipment of the space with solar energy, computers and tablets. The set-up will also allow multiple study programmes to run in parallel creating a university atmosphere.

The capstone projects developed through the different editions of the *Geneva Summer School Higher Education in Emergencies* held in Kakuma camp provide excellent resources and ideas to refine the development of the Turkana West campus. UNHCR, local authorities and university partners will leverage some of the ideas as this innovative space is operationalised.

Mohamud Hure  
Associate Education Officer  
UNHCR Sub-Office Kakuma, Kenya

# Turkana Integrator Model - INUA ELIMU

Higher Education in Emergency  
Situations: Building a Model for  
Higher Education in an Integrated  
Settlement in Turkana County

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Project team members:

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Burhan Bayazid

Waleed Murshed

Mohamed Ali Mohamud

Elena Mora

**Date: December 2019**

# Executive Summary

The average time a refugee spends living at Kakuma refugee camp is seventeen years. Whilst primary education is available to most refugees, tertiary education opportunities in the camp are scarce. In fact, research shows that only 1% of refugee youth in the world go to university and 3% have access to it. We believe that addressing this gap in tertiary education provision could address aspects of self-reliance in refugees as well as increasing the opportunities of harmonious interactions amongst its youth. Our team was tasked with the creation of a new Higher Education model that serves the needs of both Kakuma refugee camp and Kalobeyei integrated settlement. Our team created an innovative aggregator model focused on a strong cohesive approach, which uses collaboration, innovation and reflection as tools to build a sustainable and flexible framework that goes from local action into the global sphere. The aim of our model is to contribute to the improvement of the socio-economic conditions of the refugees and host communities in Turkana County, as well as to reduce over-dependence on humanitarian aid. It further encourages and supports refugees to achieve durable solutions for themselves whilst engaging host communities towards valuing the presence of their refugee neighbors. It assumes the need for a logical and relevant progression in the education provision, promoting continuity from primary to tertiary education and beyond, that is, the much-needed elements of employability, repatriation and resettlement. This model should empower refugees to become global citizens, despite their protracted displacement status. Students in Kalobeyei and Kakuma camp would be provided with the tools to become life-long learners in order for them to give back to themselves, their communities, their countries of origin and the African continent, as a whole. The Global Compact on Refugees acknowledges that education and recognition of qualifications can increase the chances of young refugees and their families having an independent working life and can reduce dependence on humanitarian aid. Potential, talent and motivation do exist in Kakuma and our model presents a strong cohesive force based exclusively on local voices. We believe that it is essential that refugees and host communities are connected and their lives enhanced in a sustainable manner. Synergies and partnerships would need to be created for this model to succeed and education should serve the purpose of offering life-long learning opportunities, which will ultimately allow the people of Kakuma and Kalobeyei to become their own agents of change.

## Team Division

Osama Antabi: Rationale and gap analysis

Burhan Bayazid: Cross cutting issues and budget

Waleed Murshed and Mohamed Ali Mohamud: Monitoring and evaluation

Elena Mora: Background information, timeline and model design

## Acknowledgements

This simulation project was carried out in Kakuma camp. Our team had the opportunity to interview local refugees and learners of some of the programs presented in our project. Being able to talk to the local community members has been invaluable to understand the needs this model seeks to meet and it has constituted the best compass to give direction to our ideas. We are grateful to Kakuma's welcoming community for opening their doors to us. We would like to give special thanks to Pascal Zigashane, from URISE, and Grace Muvunyi, from INUA ELIMU, their input was an inspiring force to validate our ideas.

## List of Acronyms and Abbreviations

INEE	Inter-agency Network for Education in Emergencies
HE	Higher Education
KU	Kenyatta University
PSS	Psychological and Social support
SEL	Social and Emotional Learning
UNHCR	United Nations High Commissioner for Refugees

## Background Information

In Kakuma refugee camp, the average time a refugee spends living at the camp is seventeen years. Whilst primary education is available to most refugees, research shows that only 1% of refugee youth in the world go to University. Perhaps it is for this reason that the economic potential of Kakuma has not been fully utilized, something which has landed in the form of disappointment in the host communities, who feel that there has been little benefit from the presence of refugees in their area. This matter has created tensions and it blocks communities from living in peace and harmony. If not addressed, discrimination and prejudice might arise and spread as a virus. We strongly believe that addressing the gap in tertiary education provision could address aspects of self-reliance in refugee communities as well as connect community members in a more harmonious manner, something essential in order to maintain peace in the area.

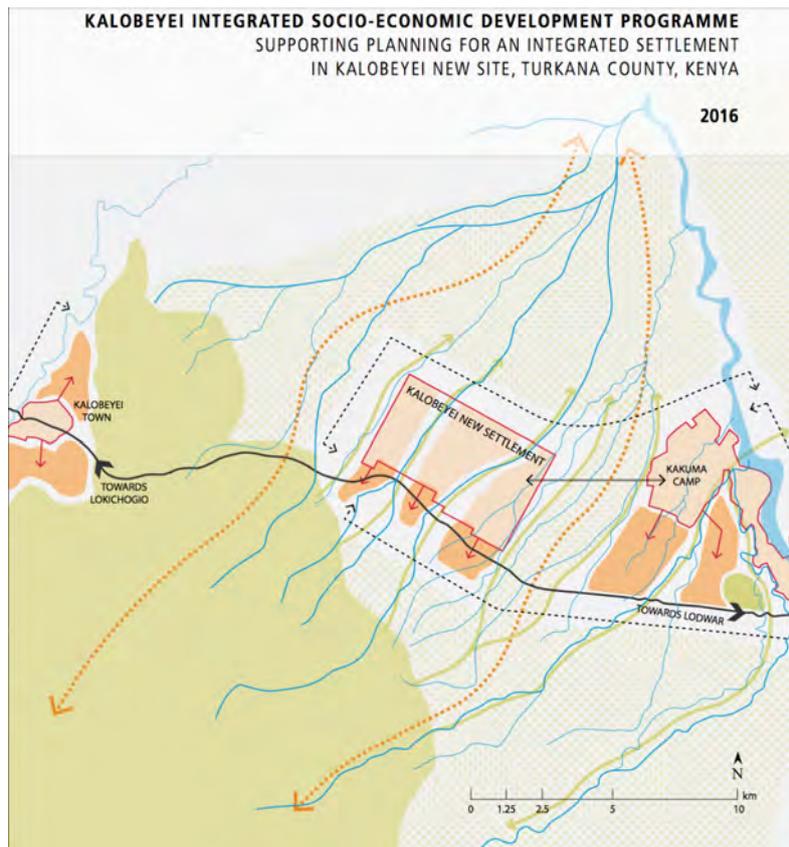
Guided by the Kalobeyei Integrated Social and Economic Development Plan (KISED), our team has created a new Higher Education model that serves the higher education needs of both Kakuma refugee camp and Kalobeyei integrated settlement. This innovative aggregator model focuses on a strong cohesive approach and it draws from collaboration, innovation and reflection as tools to build a sustainable and flexible framework from local action into the global sphere. The ultimate aim of this model is to contribute to the improvement of the socio-economic conditions of the refugees and host communities in Turkana County, as

well as to reduce over-dependence on humanitarian aid. We hope that this model encourages and supports refugees to achieve durable solutions for themselves but that it also helps host communities to value the presence of their refugee neighbors by appreciating their contributions.

Kalobeyei represents a very innovative settlement approach to welcome refugees, as opposed to a more traditional refugee camp approach. The aim of this settlement is to enable refugees to become more self-reliant in the long term. This education model assumes the need for a logical and relevant progression in the education provision, promoting continuity from Primary to Tertiary education and beyond, that is, the much-needed elements of employability, repatriation, resettlement and overall, a way to empower refugees as global citizens, despite their protracted status. With our model, students belonging to Kalobeyei and Kakuma camp could be provided with the tools to become life-long learners in order for them to give back to themselves, their communities, their countries of origin and the African continent, as a whole.

The Global Compact on Refugees acknowledges that education and recognition of qualifications can increase the chances of young refugees and their families having an independent working life and can reduce dependence on humanitarian aid. It is a fact that both potential and talent do exist in Kakuma. However, despite the very many interesting initiatives currently in place in the area, and which address the needs of refugees and host communities, the provision of tertiary education is, disappointingly, very scarce. In this context, how can such a thriving community progress without the right academic tools? Our model presents a strong cohesive solution based exclusively on local voices. We believe that it is essential that refugees and host communities are empowered, connected and their lives enhanced in a sustainable manner. Synergies and partnerships would need to be created, both with external and internal stakeholders, and Education should serve the purpose of offering life-long learning opportunities, which will ultimately allow the people of Kakuma and Kalobeyei to become their own agents of change.

## Map of the region



## The process: A conceptual map was born

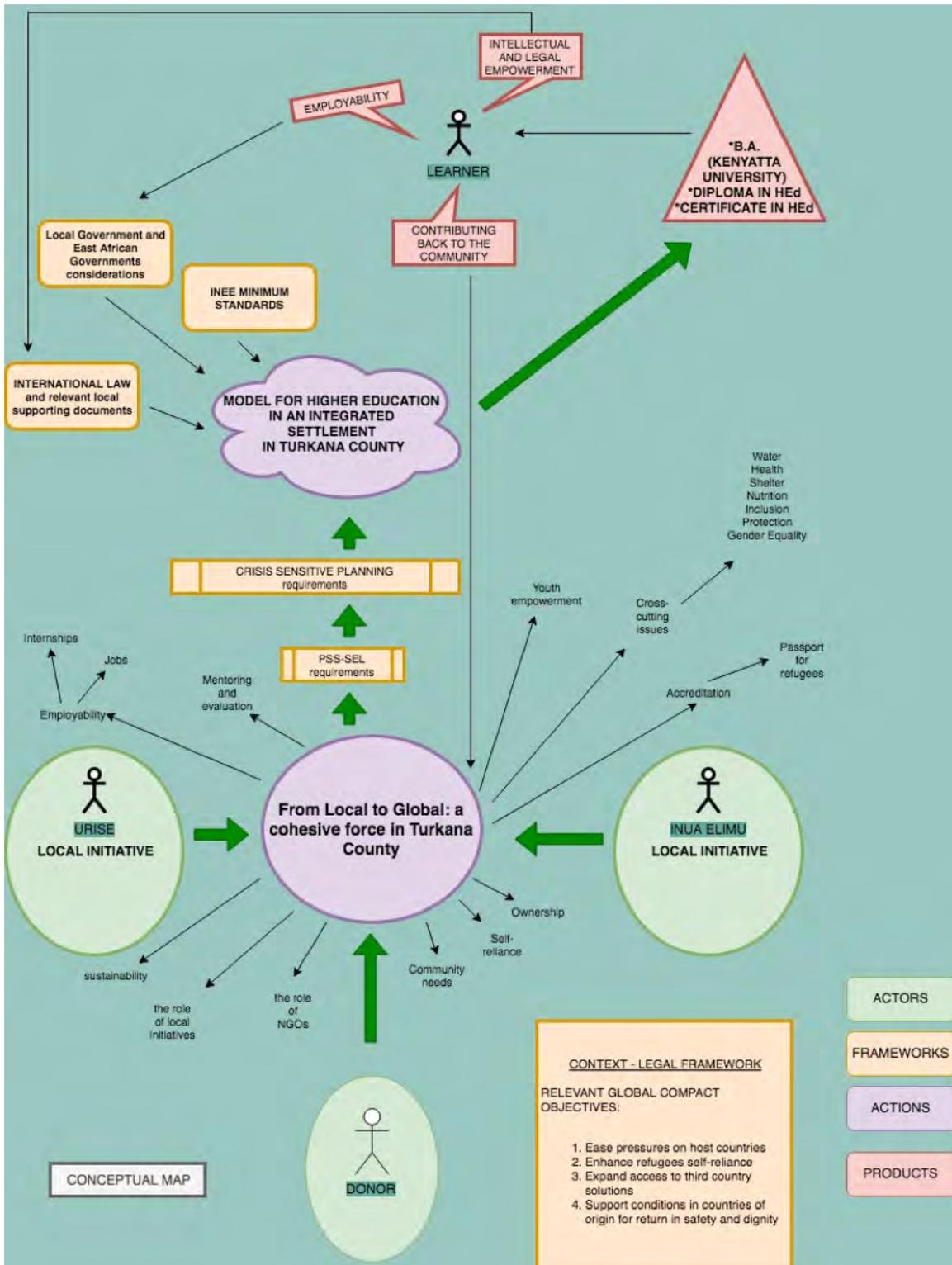


Our journey started in Kenyatta University, where we spent the first week of our Geneva Summer School program. During this week, we were exposed to lectures ranging from International Law to Connected Learning, Research Methods, Minimum Standards frameworks (INEE) and Monitoring and Evaluation procedures. We had time to get to know each other and reflect every

evening on what had been discussed and learnt during the morning and afternoon sessions. The group bonded and our diverse backgrounds proved to be an asset for everyone. We grew together both individually and as a group.



# Conceptual map



The second week was spent in Kakuma refugee camp, in the UNHCR compound, where we had the opportunity to focus on a Capstone Project and interact with the local community to a certain extent. Our team had to work on a simulation activity in the field. This activity required us to focus on the Kalobeyei integrated settlement in Turkana County in Kenya and we were tasked with the creation of a new HE model that would serve the needs of both Kakuma refugee camp and Kalobeyei integrated settlement.

We started our brainstorming process by creating a conceptual map whose main purpose was to keep us focused whilst ensuring that we did not ‘reinvent the wheel’. For this, we started investigating successful local initiatives and tried to design a model based on local voices, considering the needs of refugees and host communities and finding a flexible path that would allow us to play around with potential budget constraints. We found that URISE and INUA ELIMU were two excellent local initiatives which had a successful track record and much potential, therefore we decided to meet with representatives of both local initiatives to explore how we could integrate them into our model.



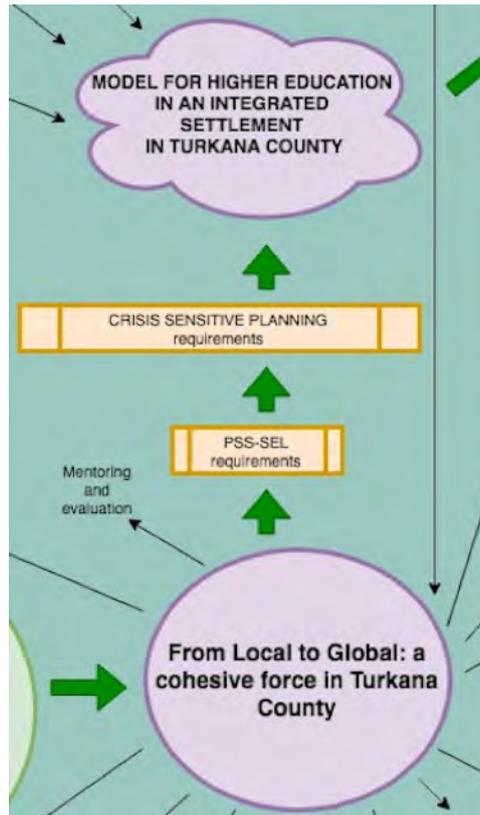
After having spoken to Grace and Pascal, from INUA ELIMU and URISE respectively, we decided that our project would be based on the synergy of these two local initiatives in partnership with one another and with the aim of building a framework that could address the objectives of the Global Compact on Refugees, namely to ease pressures on host countries, enhance refugees’ self-reliance, expand access to third country solutions and support conditions in countries of origin for return in safety and dignity.



The donor requirements were clear to us and whilst we were reassured that we would have \$ 500,000 available for our model, after discussing with the ILO representative regarding potential agreements with other governments in the region and how our model could address employability matters in those countries, this organization assured us that they would be able to contribute further monetarily, should our project be solid and address relevant issues of employability. For this, it seemed clear to us that essential aspects of accreditation had to be considered and addressed, for example the initiative of creating a passport for refugees would support this aspect of our research. Furthermore, allowing a clear vision regarding a strong connection between the model producing strong university graduates would undoubtedly encourage governments to remain positive regarding future agreements in regards to repatriation and resettlement issues:

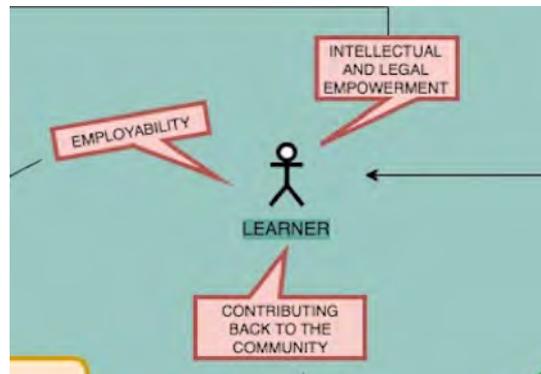
*“The research is clear: #Refugees have extraordinary untapped economic potential and we all benefit when they are welcomed into the work force.”* The Immigrant Learning Centre. 13 January 2020, 10:45 p.m. Tweet.

Another element of our research, which we found essential, was the filter that our model would have to undergo in order to meet the basic needs of a contextualization process. In order to achieve this, three basic elements would have to be contemplated in any intervention: crisis sensitive planning, psycho-social support (PSS) and social and emotional learning provision (SEL). These three aspects would have to be integrated in the model for wellbeing to be at the forefront of needs addressed for such vulnerable communities.

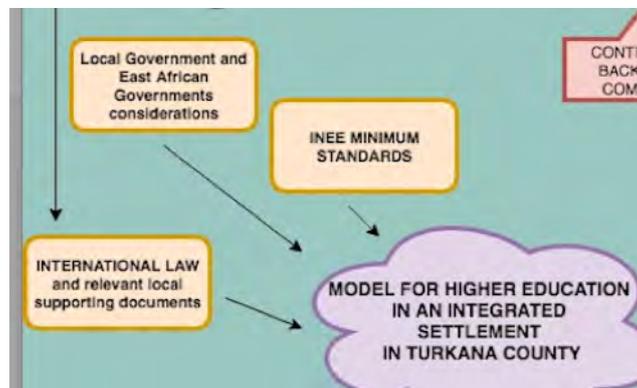


Another very important aspect of our project was cohesion. We believed that for a community to live in harmony, all different actors have to be interconnected in one way or another. We realized through our research and conversations with locals that there were already many initiatives that were providing different HE courses, but it was not that clear to us the extent to which they were working together to target the needs of the learners of the community in a more effective manner. At this point, we decided that we had to look at the current provision of HE courses and find a way to bring cohesion. After reading more in depth about the plans from the local government and the refugee communities, we identified that self-reliance was an essential part of their strategic plan, and that a new project potentially materializing in a university campus was underway. Having learnt about crisis sensitive situations the previous week, as well as the importance of sudden changes expected in emergency situations, we came up with the idea of creating a virtual model which could progressively materialize in more learning or working spaces depending on budget availability, starting on a virtual level and progressively developing into proper physical learning or working spaces such as classrooms, departments, maker spaces, etc. At this point, Grace, from INUA ELIMU, shared with us the current learning pathways that exist in InZone. Students are able to pursue a BA in International Relations with KU or with Moi University following a system of credits. We thought that this was a very smart methodology to incorporate into our model in order to increase the accessibility, availability and affordability of these courses throughout Kakuma

and Kalobeyei. The final product would therefore be an empowered learner with potential to become employed and who would ultimately be able to contribute to his/her community in one way or another.



Finally, it was also clear to us that a model for HE could not exist without an evidence-based approach in order to meet the minimum quality standards. For this reason, our model is fed by the following considerations: a solid audit against the INEE minimum standards, the prior considerations at a local, national and East African level and a strong commitment to aspects of International Law that would ensure that the basic human rights of the community members were protected at all cost.



## Rationale and Needs Analysis

Refugees in Kakuma and Kalobeyi have twelve secondary schools and fifty primary schools, but no universities in the field. This situation has created a gap for delivering access to HE for all qualifying graduates meaning that many refugees will have no access to HE opportunities. Refugees therefore represent a burden for a developed country like Kenya, due to the lack of adequate learning opportunities or vocational education. Building the capacity and reliance to reach their full potential and support not only helps their communities but also the host country. Equipping refugees in Kakuma and Kalobeyi with the minimum requirements of the country of origin or third countries will give them new opportunities for resettlement or integration and, on the other hand, it will also pave the way for social cohesion and peace-building in the region. The higher education opportunities that would be provided by the URISE and INUA ELIMU partnership would empower refugees in Kakuma and Kalobeyi to advocate for the rights of refugees. Kenyan Government is also working on policies for refugees to support inclusive education including TVET, Teacher Training, and Higher education. The importance of self-reliance is increasingly ubiquitous in the literature of refugees in Kenya. According to a World Bank report published in March 2019, refugees in Kenya are still economically vulnerable, HE would also provide vocational education that will enhance self-reliance of refugees. In the 1951 Convention relating to the status of refugees, Articles 22 and 24 emphasize clearly that the host country shall accord to refugees the same treatment as is accorded to nationals in education and labor. Based on this higher education as a means for livelihood is a right, not a gift, from the host country and the national community. Furthermore, the right to HE has been stressed in many international conventions, such as the Basic Education Act and it is also emphasized in INEE minimum standards where all levels of education including higher education should be considered in coordination activities.

In Kenya, there are 74 universities, which can be part of a connected learning chain; they are ranging from vocational institutions to higher academic studies. With limited resources and funding, and having agreements with these academic bodies, our model would be a cost-effective solution that offers easier access to all their academic programs. In all its forms, HE promotes life skills and citizenship, which is the main drive for sustainable development.

There is a shortage of qualified teachers in Kakuma camp and Kalobeyi settlement, according to the Education Cluster; this is another reason to offer the young generation higher education opportunities so that they will be able to support themselves and their communities. This is further represented in our model by means of a theme on Teacher Training as well as community building initiatives, which create a space of availability for young mothers.

Supporting an existing initiative, this model ensures sustainability, ownership, and acceptance from the refugees and host community. The proposed partner has been offering limited HE opportunities to qualifying graduates since 2017 and, based on a recent assessment conducted by the proposed partner, there is an acute need for HE in both Kakuma and Kalobeyei, so the demand for such an intervention is there, and what is needed now is to expand this initiative to reach more beneficiaries. URiSE partner is a group of youth who are originally refugees in Kakuma and Kalobeyei and have a strong relation with the communities there, especially with the targeted group, something which will have a good impact on the implementation and on ensuring acceptance from the community when achieving the outcome of the proposed program.

## Gap and needs analysis

In both Kakuma and Kalobeyei, youth represent about 60% of the total population who, after graduating from high school have no place to go and nothing to do. Kalobeyei represents a settlement approach, as opposed to a refugee camp approach, that enables refugees to become more self-reliant in the long term. This does not only reduce the burden on donors, but also gives refugees a greater sense of self-worth, this could only be achieved through providing higher education; URiSE initiative could, with very limited resources, provide 700 HE opportunities, but the gap is still vast, and this initiative needs to be expanded to respond to the huge demand and needs of refugees. The government of Kenya is committed to implement national, international and regional commitments to education. The millennium development goals (MDGs), education for all goals (EFA) goals, post 2015 education targets, the sessional paper no 14 of 2013 of reforming education and training and the basic education Act (2013) have all emphasized the need to provide quality education. All of these goals and aims could only be achieved if the education continuum is realized and as long as HE is available for refugees in Kalobeyei and Kakuma. Shortage of teachers in Kakuma and Kalobeyei could be addressed if HE is provided to the youth; this is a direct need that we will be addressing; not only the need for teachers, but also the need for better living conditions, for more reliant communities, or even opening new opportunities for refugees to have a chance of being resettled or to contribute to the host community's development.

## Model Design

During our week in Kakuma refugee camp, we were tasked with a capstone project based on developing a workable model to strengthen HE for the



integrated settlement of Kalobeyei, where host community and refugee populations co-reside, and Kakuma refugee camp. Our team identified that there were many great initiatives in place already, which were succeeding in the region.



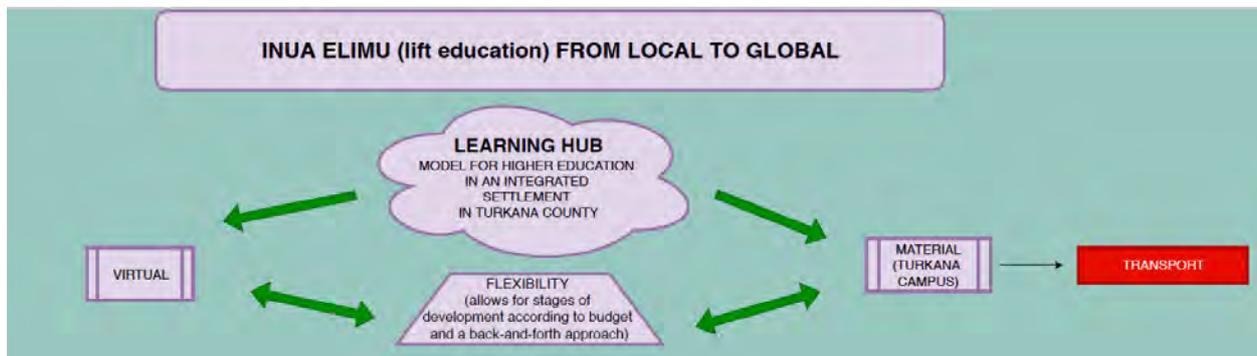
We learnt about the particularities of Kakuma and its unique context. Kakuma had grown in the past few years in innovation and potential. Different organizations had already identified the need to address HE matters and there were some very interesting courses in place. We even had the opportunity to speak to some of the participants of these courses as part of the hands-on



collaborative activities of the capstone project and we could ask questions of different sorts to understand well how successful these programs were. In 2015, a Kenyan public university,

Masinde Muliro University of Science and Technology (MMUST), built a satellite campus on the outskirts of Kakuma Refugee Camp and the Turkana West University Campus is set to open in the next few months. In this context, it was obvious to us that we had to create a model that would support these local vocal voices. We had to find successful current practices and advocate for them. We had to create a model flexible enough to happen in the short term, yet solid enough to be sustainable in the long term.

With all this in mind, we thought that the birth of this program had to be in the virtual sphere and it had to be created by assembling all the very best educational practices and initiatives in alignment with future strategic planning already identified by the region. The methodology had to come from a cohesive and participatory force and it had to generate a solid ecosystem considering the budget reality that we were given and eventually leading to the creation of a university campus. Given the geographic territory of the community that our project had to serve, we soon identified that transport was one of the issues that had to be addressed in the long term. However, having learnt about connected learning and the extreme potential that online-teaching can offer to poor-resourced communities, we concluded that we could use the InZone model of connected learning to reach out to the whole region, until material spaces, such as departments, faculties, libraries, classrooms and other physical equipment and facilities, could be built in the long term. Having this back-and-forth approach from the virtual to the material at any point in time would also guarantee that by the time the physical spaces are built, the virtual ones would have matured into strong learning spaces, hence allowing for a fluidity of progression in the way that the model could be created, instead of linear, rather dionysian, since its natural development would serve the context of emergency situations in education, which could potentially be somewhat chaotic. This approach would ensure that we would be working towards solid physical spaces, but that these would never compromise the essence of the virtual learning spaces, allowing the ecosystem and the relationships amongst their parts in constant positive fluid motion.



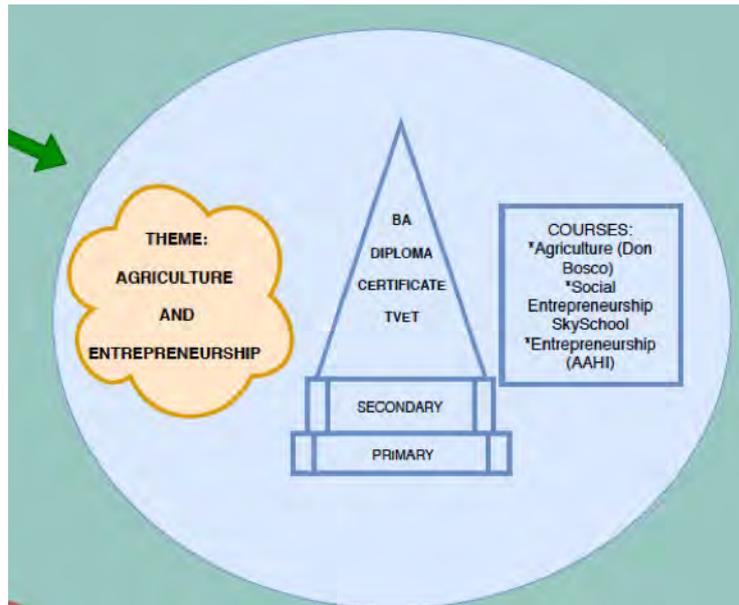
Our next step was to work on the cohesive aspect of the model. We identified that the contents of study that this project would have to be based on would be falling into four themes connected to the needs of the community in terms of capacity building and self-reliance. Bearing this in mind, this model had to offer learning opportunities that would allow students from the region to bring back to their communities aspects that would increase their self-reliance, understood in the following sense:

“The framework is based upon UNHCR’s definition of self-reliance, and outlines indicators for both self-reliance outcomes and self-reliance enabling factors relevant to the individual, household, and community levels. It understands self-reliance as a bi-dimensional concept, comprising both the attainment of essential socio-economic needs and the capacity to meet such needs independently from aid.” (Betts et al, 2019)

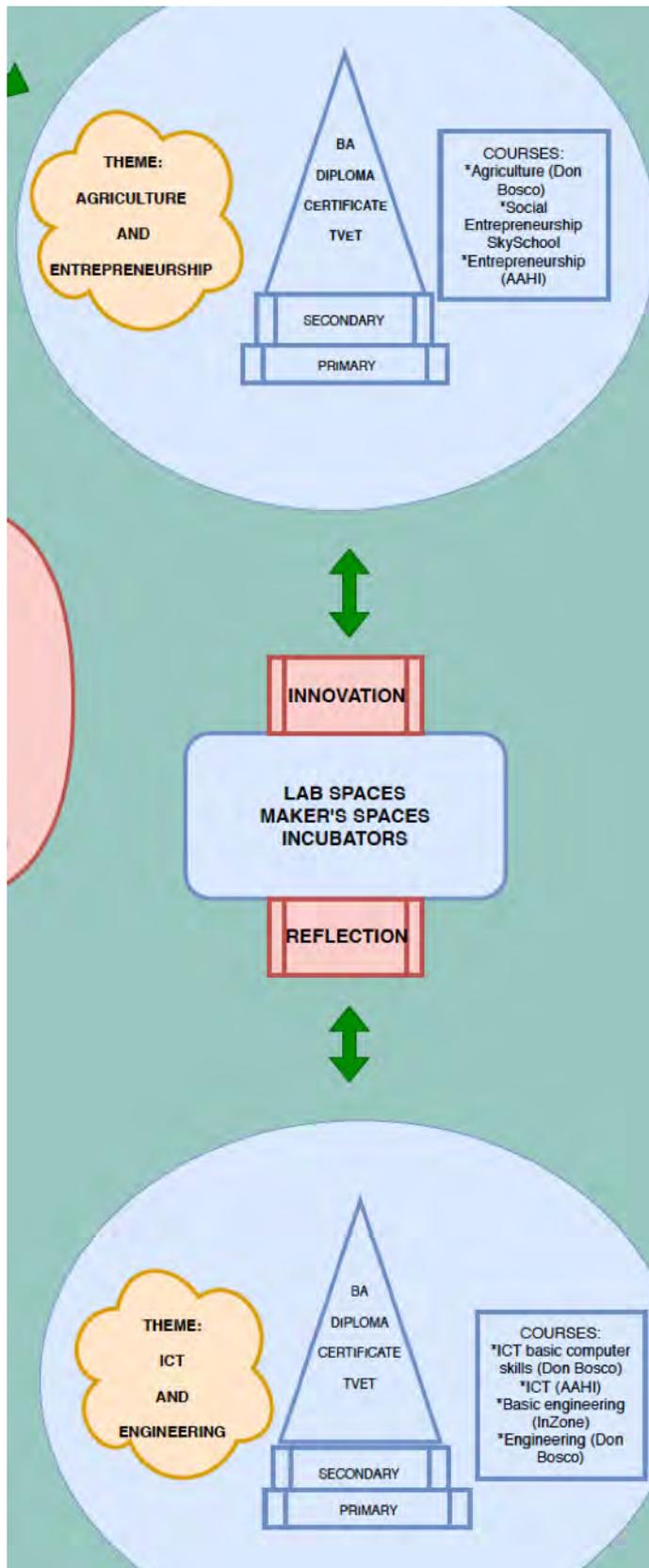
The four different themes that we understood were needed to increase self-reliance were:

1. Health and Sports (covered by addressing aspects of: protection, water, sanitation, hygiene, nutrition, diseases, teamwork, collaboration, character development, music and arts, community building)
2. Languages and Teacher Training (covered by addressing aspects of: education, PSS, SEL, identity, intercultural understanding, critical thinking, indigenous voices and traditions, community building)
3. Agriculture and Entrepreneurship (covered by addressing aspects of: livestock, resources, sustainable energy, flora and fauna, farming, water, markets, businesses, economy, community building)
4. ICT and Engineering (covered by addressing aspects of: transport, communications, trade, innovation, infrastructures, community building).

After agreeing on these four main themes, we had to ensure that we identified the courses that are currently available. It was very encouraging to find out that there is already an excellent provision for courses that address these themes. The greater variety in courses offered would allow for a more inclusive approach. Motivating students to fulfil their dreams based on their talents would help address better retention rates of enrolment. This model is fed by local voices and community building is integrated in all of the themes on purpose, nurturing the cohesive force which is ultimately going to bring the community together.

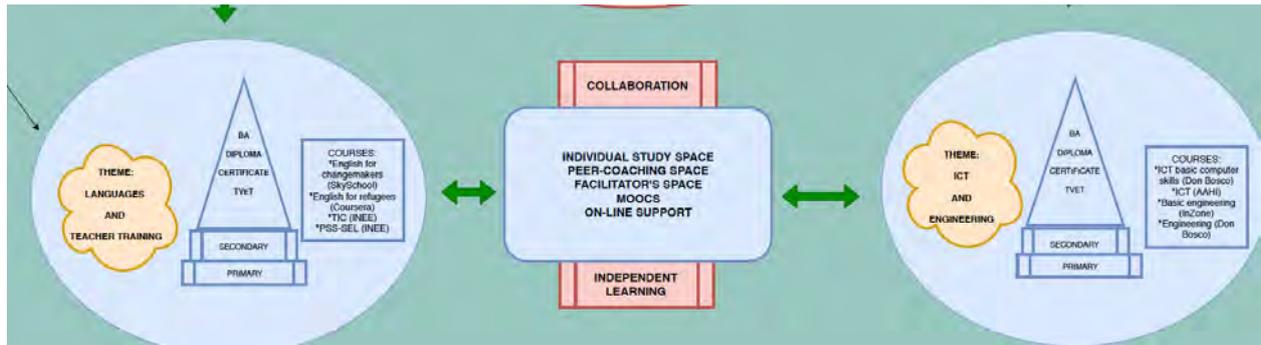


Primary Education is available to the members of the communities that we are targeting. As part of this cohesive force, we believe that our model should take into consideration a progression; continuity across the various education levels ought to ensure that students' talents are identified in the early stages of Primary Education through mentoring programs, leading the students to pursue their dreams further in HE in a logical manner. This is represented in the diagram as a pyramid.

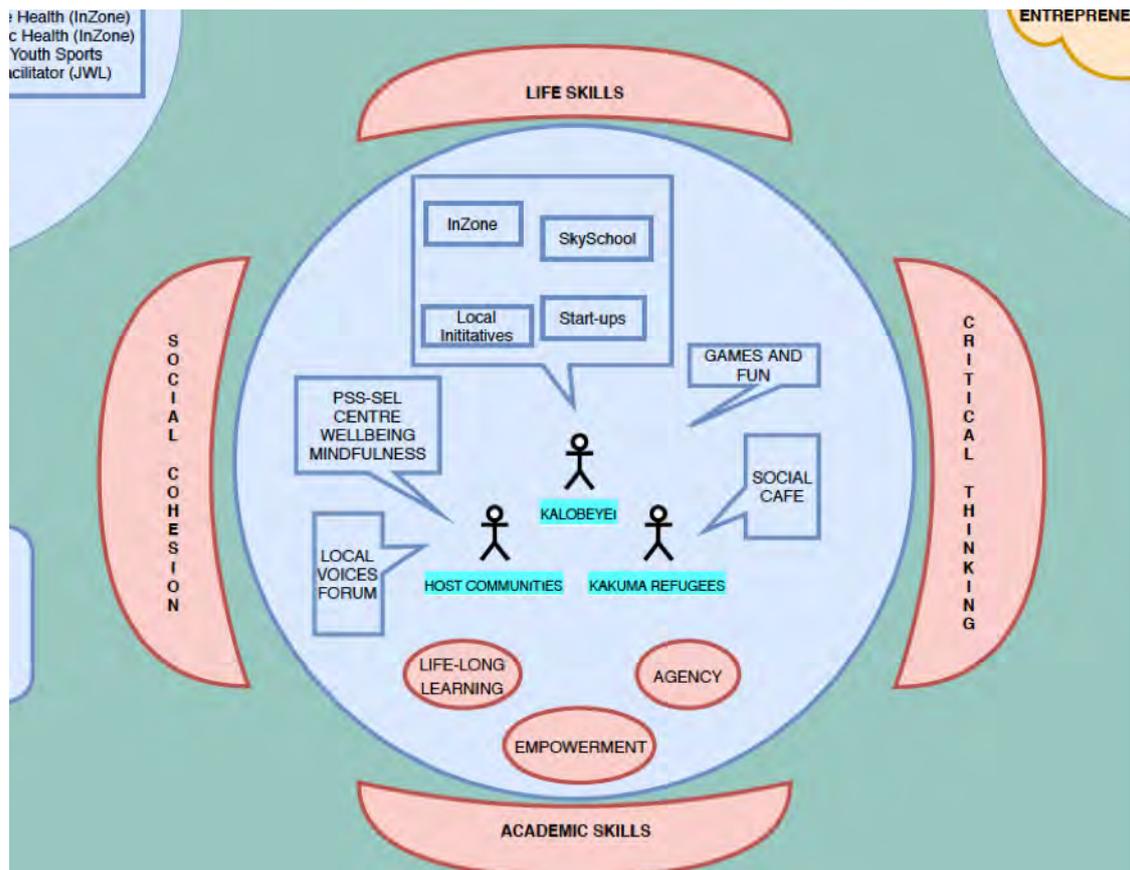


For these projects to be able to come to life, learning spaces are important. Our model would promote skill-based teaching and learning by advocating for spaces that promote innovation, reflection, collaboration and independent learning.

Every theme, and therefore every course, would have to be supported by spaces that advocate for the development of these skills. Lab spaces would ensure hands-on experiments, maker spaces would empower students to become creative thinkers, incubators would give opportunities for pragmatic venues, independent study spaces would increase autonomy amongst students, peer-coaching and facilitator spaces would favor interactions and social connections, and MOOCs and online support would enhance digital literacy using a connected learning model.



Finally, our model resources itself with the voices of those who would participate in it, that is, the members of the community. For this, social cohesion had to be represented in it. Kakuma and Kalobeyi combined constitutes an extremely diverse space with over 80 languages, many different ways of seeing the world and multiple traditions. It is therefore essential that proper spaces be designed for the purpose of dialogue and intercultural understanding. The central part of our model proposes a very important element that merges the development of academic skills with life skills. This model is innovative and, as such, the way it looks into education goes far beyond what happens in a classroom. A student who graduated from our model is one who is aware of the needs of the community and who works towards making a positive change in it. There is a direct connection between this student enrolling in a course and the way that his or her journey would eventually nurture the community. In order to achieve this, we created a central space with these three important elements: agency, life-long learning and empowerment. Students would become agents of change in their own communities, they would feel empowered in order to increase their confidence and strengthen their character, and they would also become life-long learners. These three aspects in action would create a cycle that guides themselves and their own communities towards becoming self-reliant citizens of Turkana County.



We would like to reinforce the fact that this model should be a venue to support local initiatives which are genuinely transformative and that this ecosystem would be able to foster interdisciplinary links which add fluidity to it. For example, there was already a very innovative project led by INUA ELIMU which links the Arts and Pedagogy by building capacity as well as by bringing cohesion to the whole community. This interdisciplinary link is an example of what this model could do by allowing the voices of Turkana County to be heard. Empowering local citizens in Turkana county is much more than listening to them, it is about letting them thrive, for they are the ones that know their communities better than anyone. Participatory methodologies and approaches are extremely important for this project to succeed.

### Partnerships and synergies with other actors

Our model has been designed considering local voices that express the needs of refugees and host communities. We found that URISE and INUA ELIMU were two excellent local initiatives which had a successful track record and much potential, and in our simulation this partnership would therefore be extremely important. Other synergies and partnerships would need to be created, both with external and internal stakeholders, and these are clearly reflected in the diagrams and further explained throughout this document.

## Budget

Line no.	Description	Amount in USD
2	Course center running cost	50,000
3	Trainers fees	100,000
4	Outreach activities	25,000
5	Project staff cost	125,000
6	Baseline and end line evaluation cost	50,000
7	External audit	25,000
8	Support cost 3%	15,000
		390

## Time-line

This model draws from local initiatives that are currently functioning in Kakuma. Its back-and-forth approach means that these initiatives would be the starting point towards continuing the creation of virtual learning spaces which would fill the gaps in HE. It would be expected that, in the period of a year, the basic virtual spaces that bring cohesion to the model are created. The first stage would focus on bringing the current initiatives together, the second stage on strengthening ties and focusing on joint aims, the third stage should allow the virtual space to be defined as a whole.

## Monitoring and Evaluation, Accountability and Learning (MEAL)

### Monitoring

Ensuring that the delivery of assistance reaches equally the target of most affected youth from all ethnic and religious groups in Kakuma, our organization will take steps during 2020 to review, and where necessary, clarify the criteria used to identify beneficiaries among youth in Kakuma refugee camp and other locations such as rural areas, and the host community. We will also ensure that gender sensitivity is being taken into consideration leading to strengthened mechanisms used during the monitoring and evaluation; accountability and lessons learnt processes will ensure that diversity and inclusive approaches are in place. Our organization will be identifying irregularities that affect the safe and

protected environment at the learning centers in the camps. Our organization has established a framework for monitoring operations at multiple levels. This framework includes situation monitoring at the learning centers of the Kakuma refugee camp, tracking developments and trends that impact the humanitarian programming of our organization by JENA, household assessments, teachers' checklists, multi sector assessments and situation reports.

**Response monitoring** which tracks the progressive steps taken to reach the targets in the project plan. During 2020, our project monitoring will be conducted by using relevant field tools to monitor output indicators. We will report monthly to the relevant higher education cluster on the status of output targets, disaggregated by geographic area, gender, and ethnic groups.

**Impact monitoring** which measures progress against the strategic objectives and the impact of the project to enable benchmarking; each indicator will include a baseline and annual target.

**Project plan monitoring** which reinforces and cross-checks existing monitoring mechanisms. During 2020, monitoring will be conducted through an independent section in our organization (MEAL). This specialized monitoring process will assess the accuracy of reporting by reviewing and comparing results with information contained in tracking documents. Using beneficiary interviews, physical observation and key informant interviews, MEAL team monitors will also verify the delivery of humanitarian assistance and supplies to intended beneficiaries and targeted formal and non-formal facilities in the refugee camp learning centers.

## Evaluation

Our organization will conduct baseline, mid, and end line evaluations which will be carried out by the MEAL team to evaluate the progress and the impact of the project activities and to compare what is the major change (positive and adding value, or negative with adverse consequences on impact) that the program activities achieved. This evaluation will be linked to the core goal to ensure that all children from different ethnicities have equal access to quality and inclusive and protected education.

## Accountability

Our organization will ensure it meets the IASC Commitments to Affected Populations, taking into consideration gender-sensitivity issues. Information will be shared with the public and local communities will be involved in programmatic decision making; furthermore, feedback and complaint mechanisms will be established, and lessons learned incorporated into all new projects to ensure

programming is informed by and adapted to community needs and priorities. Our organization will particularly ensure that the voices of vulnerable groups such as male and female youth refugees, and host communities are heard. The MEAL team will train staff, teachers, and local authorities on accountability to affected populations.

## Lessons learnt

Our organization, through collecting data and feedback, will have regular review meetings with the stakeholders and local authorities (male and female youth, community and system lead staff) to improve the implementation and ensure the learning process is part of the regular review and improvement and modification of our activities and will support the transparency of our organization against the people in need and any external audience. For example, the project and its design considers the importance of gender issues, particularly the high drop-out rate of females, by supporting and empowering those female refugees to join the higher education centers via different activities such as supporting establishment of Child Day Care rooms at those centers and supporting the provision of safe transportation of female learners to their respective homes. Advocacy campaigns at the community and national levels are an integral part of our project design to ensure that education for female learners is supported by the Kakuma community. As for protection considerations our project is designed in line with the INEE Minimum Standards regarding safety and security, and WASH facilities.

## Cross-cutting issues

In our model we will take into consideration the following 3 cross cutting issues:

- Student participation: In course design and implementation methods
- Gender sensitivity: We will analyze gender differences and design services to meet the needs of all women and men to address GBV issues
- Inclusive education: We will start acknowledging that all people can learn, respect all the differences in age, gender, ethnicity, language and disability and participate in promoting an inclusive society.

## Impact, Exit Strategy, Hand-over

This project plan has considered in its design a clear exit strategy and sustainability after the program of our organization concludes in Kakuma. The plan emphasizes inclusion of and handover to the office of HE at Kakuma and to the local education authorities to enable them to continue activities in Kakuma. This is reflected in our project plan as follows:

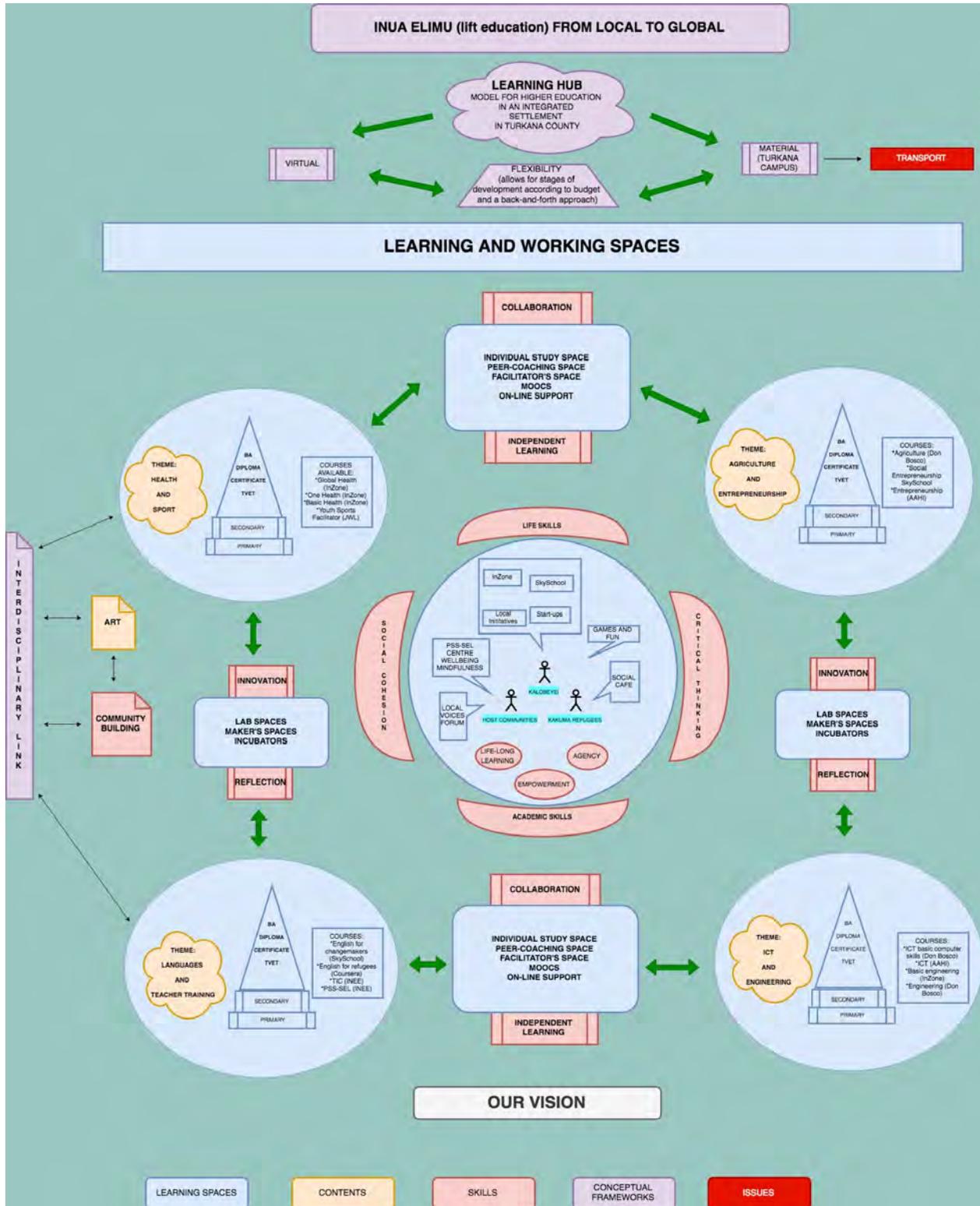
In our proposal we are suggesting working with existing initiatives which have been supporting refugees for more than three years; this means we are only expanding a current intervention that already includes the different aspects of any intervention which are, demand-driven, ownership, and local community participation. This will ensure sustainability and continuity of education services even after the end of the project.

Involving stakeholders such as local authorities, UN agencies, donors, international and local universities, as our proposed model suggests, is another factor that will support sustainability, in the sense that success stories and evidence-based results will encourage all stakeholders to continue supporting this project to achieve its long term impact of building the capacity of refugees to earn a decent living and being active in their communities; this will give a positive impression to donors and even to the Kenyan government, because improved self-reliance will have a positive impact on all stakeholders.

According to studies conducted the term “graduation” refers to the exit of a program from specific communities or a project site once the project has achieved the intended results. Thus, a graduation strategy is the specific plan describing how the beneficiary will be discharged/disengaged from further assistance while assuring that achievement of the program’s objective (with regard to that particular beneficiary) is not jeopardized, and that further progress toward the stated objective will be made. As our model proposes, refugees who will benefit from this model will also be participating in running and managing it in the future by utilizing the expertise they gained from this model and through supporting their communities and taking the lead in managing education activities.

On-going and timely monitoring of the outcomes of this project are critical to its successful implementation. The monitoring of benchmarks will in fact be integrated into the overall model’s monitoring and evaluation plan. As mentioned before, the group of youth refugees who launched the URISE initiative will be supported during the implementation to build effective monitoring and evaluation mechanisms and support the conduct of a comprehensive evaluation and assessment of impact of the higher education in emergencies response, and document and use lessons learnt to improve future actions in Kakuma and Kalobeyei. This will lead to a complete and gradual handover of these activities to refugees without any gap in programming.

# Comprehensive Design of the Higher Education Model



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# Turkana Integrated Education (TIE)

Building a Model for Higher Education in an Integrated Settlement in Turkana County, Kenya

Project team members:

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Elisabeth Waechtler

Noor Shaiwani

Pauline Westerbarkey

**Date: September 2018**

## Executive Summary

This project seeks to enhance access to higher education for refugees and host community members as part of a collaboration between TIE, a community-based organization run by refugees, MMUST, which has a campus in Kakuma-Kalobeyei, and Kenyatta University which supports through its open and distance-learning platform. The project emphasizes the importance of everyone's enjoying the right to education, irrespective of where they reside. The collaborative model is designed as a pilot with potential for scaling to other refugee contexts.

## Who We Are

We started as a community-based organization and are looking to establish national and international partnerships to develop a model of blended learning for conflict-sensitive integrated higher education in Kalobeyei, Turkana County.

## Our model

Establish an integrated higher education center in Kalobeyei Village III, next to the secondary school, together with national and international higher education institutions, authorities, refugee and host communities, non-governmental organizations, humanitarian actors and external partners with the aim to increase access to higher education, and enhance integration and employability.

## Our mission

Turkana Integrated Education (TIE) is a community-based organization (CBO). Our main objective, approved by the International General Assembly (GSS and UNON) on September 17, 2018, is as follows:

- We want to build a just world that defends the rights of all, including refugees and other displaced populations, to higher education in emergencies and crises and strengthen human rights.

## Our ambition

Our ambition comes from our goal. This is our compass:

- Let us act together so that 50 million refugees and displaced people can learn and lead change in their societies.

## Our strategy

TIE's strategy is based on three official documents:

- The 2030 Agenda for Sustainable Development (Sustainable Development Goals, in particular 4-Education and 5-Gender Equality)
- The International Convention on the Rights of the Child (CIDE)
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and against refugee women in particular.

TIE enables young refugees and host communities to act against the root causes of exclusion, vulnerability and discrimination.

- We accompany refugee youth and host communities to achieve self-reliance and give them the opportunity to learn at school and lead change in their societies.
- We prepare young people and communities for humanitarian crises and help them rebuild after a disaster, with special attention given to girls and young women.

## Our values

- Our values are the foundation of our actions. Developed by TIE staff and approved by its General Assembly on 19 September 2018, they apply to the entire organization.
- We value diversity and independence: we respect the value of each individual, recognize differences and challenge inequalities. We are strengthening access to higher education in emergencies and crises, empowering refugees and young people, with special attention to women, and help them change their future. We encourage our colleagues and partners to realize their full potential and thrive in their work.
- We are transparent and accountable: we create trust and fairness by being open, honest and sharing experiences. We fulfil our responsibilities and respect our commitments to stakeholders (youth, refugee and IDP communities, communities living in the poorest regions of the world), and we encourage as many people as possible to do so.

- We work together: the key to our success is collaboration. By sharing knowledge and know-how with communities, youth and displaced people, our colleagues and partners, we seek and apply solutions to contribute to a more just world.
- We aim for lasting impact: we are persevering and are doing all we can to change the lives of refugees and young people and to achieve equality for girls and respect for human rights. We are committed to making a positive impact in the long term by being bold, optimistic, efficient and creative.

## Our status

Community-based organization (CBO)

## Higher Education for Refugees and Host Communities

Education is a human right, and an empowerment right necessary to the fulfilment of other human rights. Refugees and host communities in Turkana are lacking opportunities to access higher education and their human rights are thus violated. Turkana Integrated Education believes in education for all in order to achieve a more just, peaceful world. We particularly look to conflict-sensitive blended learning approaches and creating learning spaces accessible to all, irrespective of their status as a host community or a refugee, their nationality, ethnicity, gender, religion.

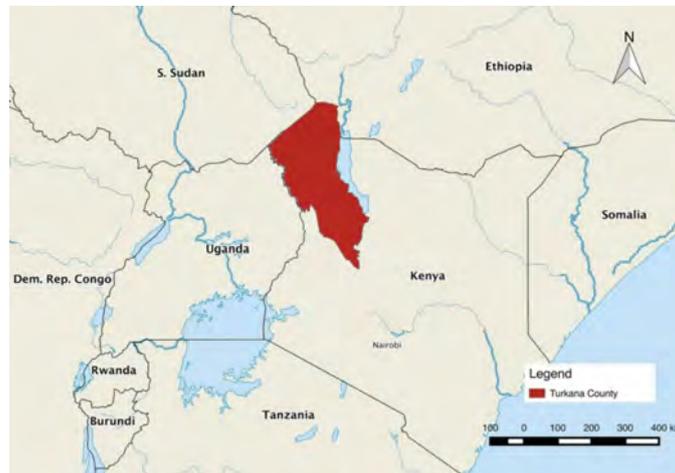
To build a sustainable learning environment in higher education at the Kalobeyei settlement, it is necessary to implement not only an educational program which helps the students from host and refugee communities to improve their employability, but also to strengthen human resources in training teachers and lecturers, who can sustain the educational program that is planned. This will not only ensure the sustainability of the project, but also expand the learning-capacity in the settlement. Our project is built on strong interactions between the host community and the refugee community. Therefore, we provide a connected learning environment which enables students from both communities to learn together and learn from each other. We think of our project as a wholesome approach to integration. Therefore, we also support the integration of refugee teachers and lecturers into the universities from the host country through our educational concept. There will be lecturers from the local universities cooperating and cofacilitating with qualified members of the refugee community. To strengthen those, the host universities will cooperate with international universities to provide advanced trainings for teachers and lecturers from the settlement.

## National and Local Context: Needs Related to Education

1. Education on public health /sanitation
2. Business-related courses that will facilitate integration into the labor market
3. Construction of ICT center
4. Teachers and lecturers: Empowerment trainings
5. Awareness-raising regarding girl child education.
6. 2017: School shooting leads to calls for separating refugee and host community education → need for inclusive integrated approach.

## Geographical Mapping

### Turkana County

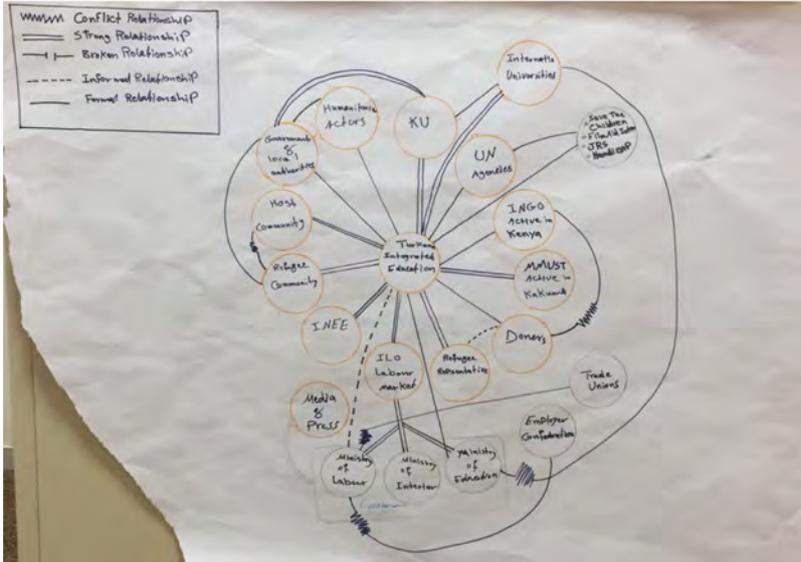
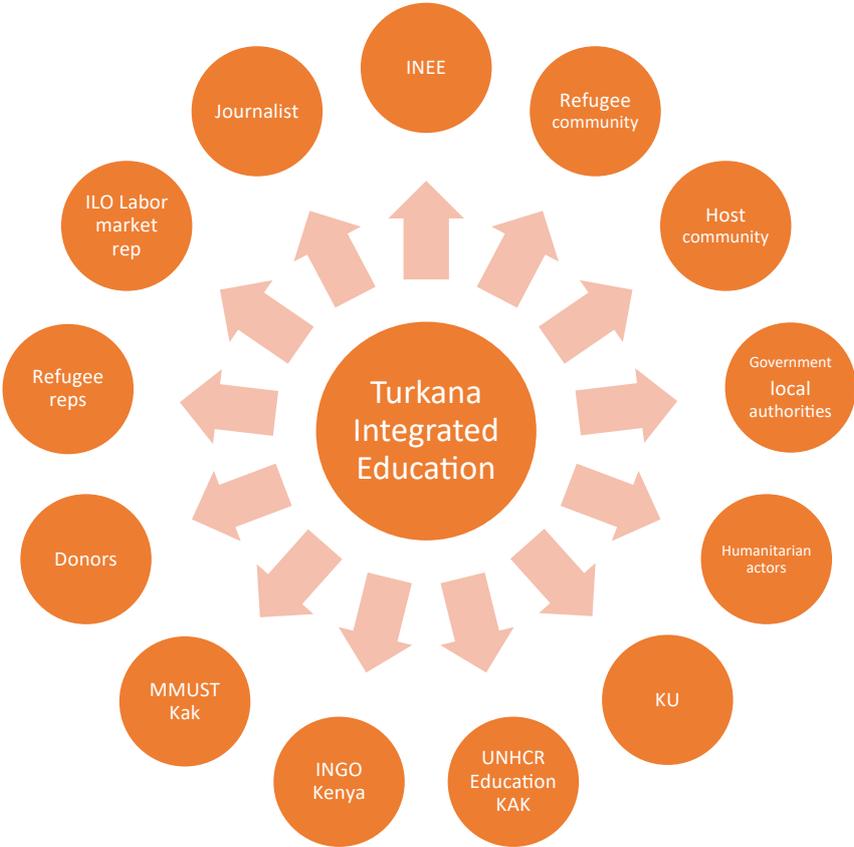


### Kalobeyei Settlement

10km from Kakuma or 45 minutes on motorbike.



# Stakeholder Mapping



## Risk Analysis

A risk is defined in project management as a situation or event that may impact the success of our project. Project Risk = Possibility that the project will not run as planned.

Different types of risks can be identified in this approach:

- Risks associated with external stakeholders: corruption, community conflict, etc.
- Internal risks: members of the project team, senior management, etc.
- Risks associated with projects: technological needs, logistics, etc.
- Risks associated with events: political instability, conflicts, etc.

In project management, risk analysis is a proactive approach that aims to anticipate events that may occur in order to better prepare or reduce the chances of them happening.

## Identification of Project Risks

### External risks

- Risks associated with external stakeholders

Name's risk	Degree			Probability			Measure resolution
	Low	way	high	1	2	3	
Corruption			x			x	Awareness/mobilization
Early marriage(pregnancies)		x			x		Campaign and mobilization
Sexually transmitted infection		x		x			Mobilization, strict follow up of internal regulations
Poverty							
Low involvement of local authorities		x			x		Sensitize local authorities on the importance and impact of the project. Encourage their involvement in the process of project implementation.
Community conflict of interest		x					Integration of community members
Pressure from outside group			x				
Weather condition		x					

## Internal risks

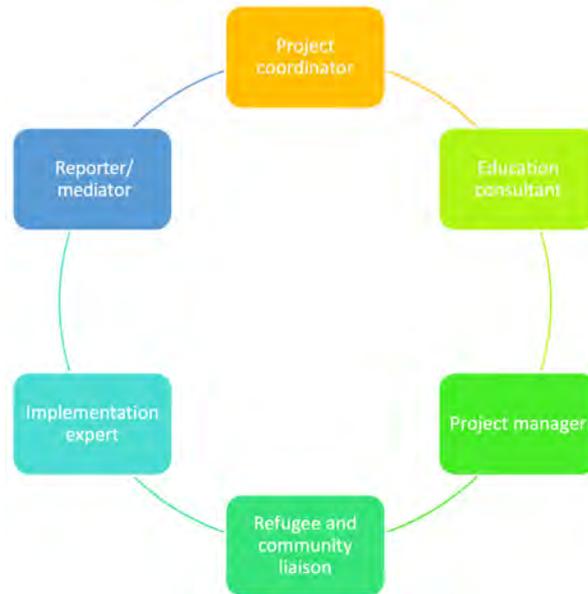
- Risks associated with projects and internal risks

Name's risk	Degree			Probability			Measure resolution
	Low	way	high	1	2	3	
Legal risk		x			x		Respect of rules and regulations
Disagreement between team members.	x			x			Follow and respect decisions taken in the meetings
Human resource capacity			x		x		Qualified & experienced human resources
Supply chain		x				x	Get access to products and labour market sourcing supplies
IT and Technology			x			x	Available ICT infrastructure and skills
Competence risk			x		x		Training for capacity building
Fund liquidity			x				

## Roles and ToR

Project coordinator	<ul style="list-style-type: none"><li>• Liaison with authorities, stakeholders, govt agencies, UN agencies etc.</li><li>• Communications and outreach, fundraising</li><li>• Participation in cluster meetings</li><li>• Establishing feedback mechanisms with external actors</li></ul>
Education consultant	<ul style="list-style-type: none"><li>• Expertise on learning environments</li><li>• Curriculum development, quality check and accreditation</li><li>• Outreach for academic partners / establishing partnerships</li></ul>
Project management	<ul style="list-style-type: none"><li>• Development of concept notes, frameworks</li><li>• Operational planning (of content)</li><li>• Manage assessments and secondary data review at the implementation level</li><li>• Overlook into integration of the different modalities of the delivery of the projects</li></ul>
Refugee and community liaison	<ul style="list-style-type: none"><li>• Liaising with stakeholders, refugee students and communities on the ground</li><li>• Developing needs assessment for students</li></ul>
Implementation expert	<ul style="list-style-type: none"><li>• Kakuma and Kalobeyei expert, community mapping and mobilization</li><li>• Implementation and monitoring</li><li>• Establishing feedback mechanisms with communities</li></ul>
Reporter/mediator	<ul style="list-style-type: none"><li>• Operational planning of team work – team management</li><li>• Reporting</li><li>• Mediating between roles and languages</li><li>• Press relations</li></ul>

## Visualization of Roles



## Education Model



## Courses

1. Develop language skills available to turn people into translators and/or language teachers
2. Bridge programs into Higher Learning
  - i. ICT skills
  - ii. Language
  - iii. Information and data literacy
  - iv. Academic standards
  - v. Academic writing
3. Courses:
  - i. Human resources:
    - i. Public health and sanitation, midwifery
    - ii. Teacher training
    - iii. Languages and intercultural mediation and exchange
    - iv. → Health consultancy center, translation work, language hub where you also teach academic writing
  - ii. Self-employability skills
    - i. Entrepreneurship and project management skills
    - ii. → students can then be employed in the community by us and international organizations
  - iii. OPTIONAL: Introduction to research standards (optional, these participants can someday do M&E for our projects)
4. Socialization events for host community and refugee communities
  - i. During learning days: Cooking lunch together in big kitchen/two different people responsible every day
  - ii. Arts workshops,
  - iii. Cooking classes

# Timeline

## 3-Year Plan

YEAR	MONTHS	ACTIVITIES	
1 <sup>st</sup> year	2 months	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> month – project plan and project implementation plan</li> <li>• 1<sup>st</sup> month – M&amp;E plan</li> <li>• 1<sup>st</sup> month – long-term strategy development</li> <li>• 1<sup>st</sup> month – Development of pedagogy                             <ul style="list-style-type: none"> <li>○ curriculum development</li> <li>○ entry requirements</li> <li>○ accreditation</li> </ul> </li> <li>• 1<sup>st</sup> month – Human resources                             <ul style="list-style-type: none"> <li>○ Recruitment</li> <li>○ Capacity building</li> <li>○ Does MMUST have full accessibility?</li> </ul> </li> <li>• 2<sup>nd</sup> month – teacher training and induction</li> <li>• 2<sup>nd</sup> month – Logistical setup of the facility                             <ul style="list-style-type: none"> <li>○ Facility/center</li> <li>○ Materials</li> <li>○ TLM and IT equipment</li> <li>○ WASH</li> <li>○ Wells</li> <li>○ Kitchen</li> <li>○ Test accessibility and trials</li> </ul> </li> </ul>	
		9 months	Classes
		1 month	Exams Feedback
2 <sup>nd</sup> year	1 month	Break Evaluation Update teacher capacities (lessons learned)	
	9 months	Classes	
	1 month	Exams Feedback	
	1 month	Break Evaluation Update teacher capacities (lessons learned)	
3 <sup>rd</sup> year	9 months	Classes	
	1 month	Exams Feedback	
	2 months	Research M&E Follow-up Update curriculum for continuous project	

# Literature Review – Background Information

## Turkana – Kakuma – Kalobeyei

- Turkana culture
  - 70 % pastoralist lifestyle, yearly peace festival near the Ugandan border
  - Here, elders of different tribes pledged peace over 40 years ago and renew and celebrate this peace for three days every September
  - In Turkana: grave of Nayeche, legendary mother of all Turkana people and a holy place only to be visited with locals – also site of another festival
  - Tourism and cultural festival, mixing traditions and modernity.
- Vision: prosperous, peaceful and just county with an empowered community enjoying equal opportunities
- Mission: facilitate socio-economic transformation through sustainable use of resources to ensure high quality life for all residents
- Turkana economy
  - Second largest county in Kenya
  - Huge oil deposits that are currently explored, extraction on an industrial scale to exploit wind, sun, flowing water and underground steam for sustainable energy
  - Potential for agriculture and commercialized pastoralism
  - Recently discovered underground water reservoirs show optimism for a region that used to be plagued with drought and famine → new irrigation schemes
  - Fishing industry from Lake Turkana, milk and Aloe Vera soap processing factories, grain milling plant
  - Strategic location for cross-border trade, oil pipeline, highway to South Sudan under construction, daily flights to Nairobi
  - County currently working on attracting more tourism
- Fiscal Strategy 2018
  - Public and private spending have been increasing
  - More jobs
  - More modern medical care
  - More people accessing quality education
  - Increased construction activities, real estate and private development, new road connecting Kenya and South Sudan
  - Growth of agricultural sector
  - Danger: drought – which will affect agriculture and livestock → number of people in need of humanitarian relief will increase

- Displacement due to drought expected – conflict, malnourishment and other related risks
- Businesses are expected to boom with reforms for a conducive business environment
- Number of households with electricity has grown
- Number of network masts is increasing, fiber optic cables, upgrade of network → expansion of ICT sector
- Inflation possible as consequence of drought-related food price increases
- Kakuma refugee population
  - Total: 148.000 people
  - Biggest group: 79.000 people (53%) from South Sudan, 30.000 of them 18-59 years old
  - Second biggest group: 34.000 (23%) from Somalia

- Kalobeyei
  - 2014 *Turkana Roundtable on the Integration of Refugees and Host Community Economies*
  - Protracted refugee situation means need for more long-term solutions: agreement to develop a settlement that would promote the self-reliance of refugees and host communities by providing them with better livelihood opportunities and enhanced service delivery
  - → Creation of the Kalobeyei Integrated Social and Economic Development Programme (KISED), a multi-agency collaboration to develop the local economy and service delivery at Kalobeyei.
  - Major paradigm shift through KISED
  - The overall objective of this initiative is to re-orient the refugee assistance program to contribute to improvement of the socio-economic conditions of the refugees and host communities, better prepare the host community to take advantage of emerging economic opportunities in upcoming extraction and potential irrigation-fed agriculture and reduce over-dependence on humanitarian aid and support the refugees to achieve durable solutions
  - Turkana County Governor, 2016: “Let the new Kalobeyei Camp become a Refugee Settlement contrary to the initial Kakuma Camp where both refugees and host communities will benefit mutually.”
  - Huge potential for food production, fertile land
  - Need for support to ensure water accessibility
  - Kalobeyei should provide equal opportunities to refugee and host communities
- Kakuma household vulnerability study 2016
  - Restrictions on livestock ownership in Kakuma and scarcity of water limit livestock and farming activities
  - Small customer base (other refugees), legal constraints and remoteness of the camp are business challenges
  - Only 4.2% of households in Kakuma would be able to sustain themselves without any assistance (valued at 77 Ksh/capita/day for a healthy food basket and essential NFIs)
  - Given current income and spending, only 5.7% could cover all their food needs
  - Speaking to community leaders, reduced assistance for less vulnerable refugee communities was not appreciated, rather, vulnerable groups should receive more (targeting in) → blanket coverage for all (“do no harm”) with incentives to opt out

- Expected vulnerable groups are not always more vulnerable than others. Vulnerability increased as households get larger
- Assistance: unless there is a major change in policy that would give refugees greater freedom to own livestock or to move freely to establish businesses and livelihoods outside of the camp, these refugees will continue to need high levels of assistance.
- Devolution video
  - “Cradle of mankind”.
  - Only permanent alkaline desert lake in the world.
  - Devolution/decentralization (=more power and investment for the regional government with sizeable funding, for example from Norway) has meant more plans to develop the region over the last year.
  - Moving from aid-based approach to partnership approach: In the first phase of devolution a large part of funding went into improving basic infrastructure, constructing roads to improve accessibility of remote areas, basic health through improving facilities, ECDE centers and vocational training centers for the youth.
  - “In the second phase through public participation residents were asked to identify their priorities in all sectors which will be the roadmap for all development activities and will determine budgetary allocations starting next financial year.
  - USAID support on improving food security with project in Kakuma
  - Needed: support to improve county’s early warning system for drought, support to fight against malnutrition.
- Turkana County Investment Plan 2016-2020
  - Education
    - Targets: Raise transition rate from primary to secondary school from 60% to 75%, raise transition rate from secondary to tertiary education from 8% to 15%, and reduce teacher student ratio from 1:27 to 1:20. Many qualified teaches abandon the profession.
    - 338 primary schools, 32 secondary schools, 682 Early Childhood Development centers, 2 polytechnics, 2 colleges, 3 campus universities.
    - Children in Turkana are less likely to access primary education with only 50% enrolled (about 50-50 girls and boys).
    - Poverty at 94.9%. The overall school attendance for the children is at 39% which is far below the country’s school attendance of 70.9%. Many children drop out of primary

and secondary school mainly due to inability to afford cost of education and the limited number of schools; other factors contributing to the low transition rate from primary to secondary and low education enrolment include early pregnancy, children taking care of sick parents, and inadequate infrastructure.

- Goal for 2019: Increase adult education enrolment.
- There was a shooting in a secondary school in October 2017 → security concerns → some people called for separating refugee and host communities
- World Refugee Day 2015 speech:
  - Encouraging sharing of cross-border resources, health services, trade, encourage free movement of people in East Africa, peace meetings to enhance peace in Kenya, Uganda and South Sudan.
  - Thanking the host community for unconditionally accepting the refugees.

## Refugees and education

- Windle Trust Case study: Promising practices in refugee education. Management of high enrolment in refugee secondary schools
  - Not really the problem in Turkana
  - But Daadab and Kakuma have only 12 secondary schools and over 50 primary schools → gap in access to secondary school for all who qualify, which means many miss out and there is limited space in the camps to establish new schools
  - --> Two Schools in One concept: Morning and afternoon cohorts
- Education as an essential component of prevention of youth re-displacement
  - Education keeps refugees in camps or host communities rather than encouraging them to migrate onwards.
  - Education as essential to the sustainability of return for younger people and thus to preventing their re-displacement.
- Global Compact on Refugees, 2018
  - Enhance quality and inclusiveness of all national education systems for refugees and host communities.
  - Education: Include efforts to meet the specific education needs of refugees (including through “safe schools” and innovative methods such as online education) and overcome obstacles to their enrolment and attendance, including through flexible certified learning programs, especially for girls, as well as for persons with disabilities and those suffering from psychosocial trauma. Support will be provided for the development and

implementation of national education sector plans that include refugees. Support will also be provided, where needed, to facilitate recognition of equivalency of academic, professional and vocational qualifications.

- Fostering good relations and peaceful coexistence: Through sports and cultural activities, language learning and education.
- South Sudan regional refugee response plan Jan-Dec 2018
  - Kenya refugee response plan
  - Education requirement: 7.9 million USD
  - Kalobeyei established in 2015 to decongest Kakuma with the goal of promoting integration of the refugee operation in County development initiatives
  - Chronically underfunded
  - Anticipation of an increased population in need of international protection, health, nutrition and WASH assistance
  - Quality of education inadequate, limited opportunities available for girls, inability to return to formal education increases vulnerability to protection risks such as early marriage, drug abuse, recruitment into criminal groups and survival sex
  - Another challenge: provision of safe and sufficient drinking water in Villages II and III
    - → need: 13 elevated steel tanks, 100km of pipeline, 7500 household latrines and higher latrine coverage rate
  - High demand for water resources for agriculture, limited vocational training for women and girls, high business rent, high demand for domestic energy (need: reliable energy sources for cooking)
  - Also needed: shelter for all new arrivals, access roads for timely delivery of services
  - Cash-based transfers for food needs introduced in 2016, significant potential for other sectors such as non-food items, WASH/sanitary materials, education and livelihoods
  - Cash-based interventions: Dual objective of meeting refugee needs in a dignified manner until they have achieved self-reliance and providing a boost to the local economy by increasing purchasing power and opportunities for investing in livelihoods. The aim is to promote mutually beneficial economic relationships and peaceful coexistence between the refugee population and host communities
  - Support to host communities will be integrated in all programming objectives. Protection activities such as legal assistance, prevention and response to SGBV and child protection will

continue. Community-based protection initiatives will be reinforced. Life-saving and essential services such as WASH, shelter, health, nutrition, energy, and education will be provided

- Planned response
  - Address needs resulting from insufficient space for secondary education, extra classrooms, insufficient boarding facilities, curriculum and language shortcomings, shortage of trained teachers, poor water and sanitation
  - Improve education opportunities for girls, children with disabilities, other disadvantaged groups
  - Tertiary education will become one of the key areas where stronger advocacy will be undertaken to increase access and the number of available scholarships
  - → Objective 1: Ensure population has optimal access to education
  - → Objective 2: Provide accredited tertiary education for refugees that impart skills for addressing community needs
    - 160 refugees enrolled in Diploma Courses in Liberal Studies
    - 330 students enrolled in CSLT courses
    - 4 awareness campaigns conducted to increase knowledge of JRS Higher Education provision
    - 80 refugees enrolled in 15-week training in youth empowerment
- Financial requirement for the education sector: 7.907.528 USD
- Youth Agency and peacebuilding: an analysis of the role of formal and non-formal education.

## International and national legal frameworks

- 1969 OAU Convention governing the specific aspects of refugee problems in Africa
  - Art 1. Definition of the term 'refugee'
  - Art 2. Asylum
  - Art 3. Prohibition of subversive activities
  - Art 4. Non-discrimination
  - Art 5. Voluntary repatriation
  - Art 6. Travel documents
  - Art 7. Co-operation of the national authorities with the Organization of African Unity, OAU
  - Art 8. Co-operation with UNHCR
- New York Declaration for Refugees and Migrants

- Calls for development of a Global Compact on Refugees based on Comprehensive Refugee Response Framework (CRRF), and Global Compact for Safe, Orderly and Regular Migration through a state-led process of intergovernmental negotiations
- Member states declared profound solidarity with those forced to flee, reaffirmed obligations to fully respect human rights of refugees and migrants, pledged robust support to countries most affected by displacement
- Leaders' Summit on Refugees in New York 2016: increased financing, expanded access to third country options, strengthened asylum laws and refugee policies in host countries, such as enhanced access to education and work opportunities
- Comprehensive Refugee Response Framework CRRF
  - Developed by UNHCR to ease pressure on host countries, enhance refugee self-reliance, expand access to third-country solutions, support conditions in countries of origin for safe and dignified return
  - New is the comprehensive systematic "whole of society" approach, sustainable and predictable responses, private sector and innovative approaches, long-term planning, governmental leadership, greater inclusion of refugees in host communities
  - Kenya does not have a comprehensive response (as of May 2017)
  - Adoption of Global Compact on Refugees in December 2018
- Education and Training Sector Gender Policy, Kenyan Ministry of Education Science and Technology 2015
  - Currently in place
    - Human rights-based approach towards the realization of equal access to education
    - Introduction of low-cost boarding schools and mobile schools in Arid and Semi-Arid Lands (ASALs), Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008
    - Circular re-entry of girls who drop out of school as a result of pregnancy
    - Affirmative action in the allocation of bursaries
    - Admission of girls in universities and appointment of qualified female education managers at schools and administrative levels
  - Goals
  - Expand access to gender sensitive and responsive quality education → gender-responsive plan to track and support who drops out of school, inclusive physical facilities

- Make all educational institutions gender, age and disability-friendly → gender-responsive community learning resource centers in appropriate places and venues
- Other points on gender: tablets and or laptops for girls and women to take home







# Logframe

TIE project TIE-AFTBL-092018-01 logical Frame work Date: 9/19/2018					
Intervention Logic:					
Impact (Overall objective)					
Vulnerable refugee and host community youth are able to claim and exercise rights vital for achieving higher education.					
#	Outcome (Specific to Project)	#	Verifiable Indicators	Sources of Verification	Assumptions
1	Vulnerable refugee and host community youth are able to continue to higher education in emergencies	1	% of learners who have access to quality higher education (Target: 85%)	Monitoring report Attendance records Evaluation report Learners roster/list	
2	Vulnerable refugee and host community youth are able to progress and demonstrate skills and knowledge development through out the course	2	% of learners who pass the grade/level test (Target: 75%) % of tutors able to replicate key skills learned (Target: 85%)	Attendance records Exam results records Pre-training evaluation Post training evaluation Training Agendas	
3	Vulnerable refugee and host community youth are able to integrate and find opportunities to work and generate income using the learned skills	3	% of learners who are able to exercise the technical skills learned (Target: 65%)	Roster/list of learners employed Roster/list of learners established business	
Outputs					
1.1	Vulnerable youth are provided with the adequate learning space	1.1.1 3	# of community learning center established (Target: 3)	Monitoring report Site visit reports	
		1.1.2	# of youth enrolled in the program (Target: 400, 50% female)	Enrolment list	
1.2	Vulnerable youth are provided adequate learning through blended approach	1.2.1	# of youth attending classroom facilities (Target: 400, 50% female)	Monitoring report Site visit reports	
		1.2.2	# of facilities equipped with adequate resources/materials (Target: 3)	Monitoring report Site visit reports	
2.1	Vulnerable youth are able to progress during the period	2.1.1	# of youth are able to participate in the grade level test (Target: 400, 50% female)	Test records Enrolment list	
		2.1.2	# of youth able to participate in the feedback sessions (Target: 400, 50%)	Feedback reports Learner roster/list	
2.2	Vulnerable refugee and host community human resources (Tutors) and staff are trained and will equipped with adequate technical skills	2.2.1	# of tutors trained in adequate skills (Target: 24, 50% female)	ToT agenda ToT participant lists Pre and post evaluations	
		2.2.2	# of staff and tutors trained in human resources capacity training (Target: 32, 50%)	ToT agenda ToT participant lists Pre and post evaluations	

2.1	Vulnerable youth are able to progress during the period	2.1.1	# of youth are able to participate in the grade level test (Target: 400, 50% female)	Test records Enrolment list	
		2.1.2	# of youth able to participate in the feedback sessions (Target: 400, 50%)	Feedback reports Learners roster/list	
2.2	Vulnerable refugee and host community human resources (Tutors) and staff are trained and will equipped with adequate technical skills	2.2.1	# of tutors trained in adequate skills (Target: 24, 50% female)	ToT agenda ToT participant lists Pre and post evaluations	
		2.2.2	# of staff and tutors trained in human resources capacity training (Target: 32, 50%)	ToT agenda ToT participant lists Pre and post evaluations	
3.1	Vulnerable youth are able to complete the course	3.1.1	# of learners participating in the final exam (Target: 400, 50% female)	Monitoring report Learners roster/list	
		3.1.1	# of learners complete the course (Target: 320, 50% female)	Exam results records Learners roster/list	
3.2	Vulnerable youth able to establish their own business	3.2.1	# of youth established relations in terms of developing primary business establishments (Target: 200, 50% female)	Follow up activities reports Site visits Success stories	
		3.2.2	# of youth employed in different organizations (Target: 200, 50%)	Follow up activities reports Site visits Success stories	
Activities by output					
Output		Inputs		Stakeholders	

# Memorandum of Understanding with KU and MMUST

## MEMORANDUM OF UNDERSTANDING BETWEEN TURKANA INTEGRATED EDUCATION, KENYATA UNIVERSITY, AND MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

This Memorandum of Understanding (MoU) is made and entered into by and between, Kenyatta University (hereinafter referred to as “KU”), Masinde Muliro University of Science and Technology (hereafter referred to as “MMUST”), and Turkana Integrated Education NGO (hereinafter referred to as “TIE”), a not-for-profit organization registered in Kenya.

Whereas the Organization desires to undertake work for the socio-economic development in Turkana West County, Kenya, in the field of vocational education, public health, and higher education in emergencies for the period of three (3) years;

Whereas TIE NGO is aiming to develop and implement a model of blended learning for conflict-sensitive integrated education in Kalobeyei, Turkana County;

Whereas every person is economically stable when in their proper environment. Outside this environment there exists a system of predation and dissatisfactions that come to disturb the established order. Thus, we find ourselves in the face of rebellions, wars, different forms of conflict that lead the way man has changed the environment. Out of their appropriate environment, displaced people, asylum seekers and refugees faced many obstacles and constraints. There is therefore an urgent need to meet basic needs: housing, food and health and many others. We must ensure the right to education and develop opportunities for self-employment.

Thereby, TIE NGO is looking to implement the program in an inclusive manner that will encompass both refugees and the host community in Turkana West County in Kalobeyei Settlement Camp. The blended education program involves many actors, each covering a unique role in delivering this program. Significantly, TIE NGO’s international partners are taking on a fundamental role in delivering the online aspect of our educational program. Without the intervention of our international university partners, the program will terminate and a huge gap in terms of access to higher education and quality education will emerge. It is worth mentioning that the program uses a holistic approach which is based on the needs highlighted by the stakeholders.

In accordance with the bilateral discussions and agreements with both KU and MMUST, the aforementioned actors have agreed on the following:

1. MMUST to support TIE NGO in terms of the provision of the facilities such as space to conduct the educational activities. Moreover, MMUST supports linking the organization with various actors, such as headquarters, faculties, and relevant partners.
2. KU to support TIE NGO in advocating for the organization's blended education program (face to face and online) with the Ministry of Education.
3. KU to support TIE NGO through the inclusion of the organization's program into the university's Online Learning Platform.
4. TIE NGO to establish and strengthen the collaboration and coordination network between the International University and KU and MMUST.

In witness whereof, the undersigned representatives duly authorized by the Government and the Organization, have signed this Memorandum of Understanding.

Done at Nairobi, UN Compound, on 18 September 2018, in English language in two originals, the signatories to retain a signed copy each.

1. Kenyatta University Representative
2. MMUST Representative
3. TIE NGO Representative

# Badilika (The Change) Center

A Change in their Future

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Project team members:

Louise Gichuhi  
Dhinesh Radhakrishnan  
Teresa Mwoma  
Theodomile Nteziriba  
May Massoud  
Paul Padiet  
Qixiao Li

**Date: January 2019**

## Executive Summary

Badilika Center is a conceptual model to strengthen higher education in the specific context of an integrated settlement where host community and refugee populations co-reside and is designed to connect tertiary education students and graduates to meaningful livelihoods.

## Badilika Center

**Description:** Badilika Center is a conceptual model to strengthen higher education in the specific context of an integrated settlement where host community and refugee populations co-reside.

**Vision:** Connecting education to livelihoods through partnerships

Badilika means “change” and the concept is based on empowering community members; refugees or host communities through building their skills and linking them with education and learning opportunities to meet the market needs and make a change in their future.

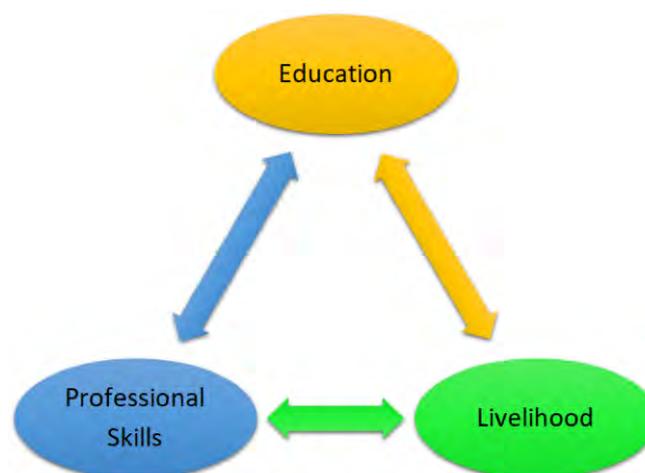


Fig. 1: Core-components of Badilika Center

Badilika center engages with learners from both refugee and the host community to provide educational opportunities connecting to immediate and long-term relevant market needs of the host country/host community. The educational opportunities are provided through strong partnership with organizations in the field of education. Badilika center enables learners to develop professional competence programs leveraging their educational backgrounds. This provides a perfect package of workplace capacity-building for individuals. Through these opportunities, Badilika center allows individuals to identify and sustain their livelihoods through small business and entrepreneurship opportunities.

As shown in Fig 2, Badilika’s educational opportunities are linked to available scholarships like DAFI to connect learners with their educational interests. In addition, partnerships will be developed specifically around programs in science, technology, and entrepreneurship.

Kenya is currently experiencing a shortage of 2 million technical and artisanal employees. There is a growing demand in the country for science and technology-trained workforce members to meet its socio-economic needs. Therefore, providing market relevant educational opportunities allows for improving sustainable livelihood opportunities for learners.

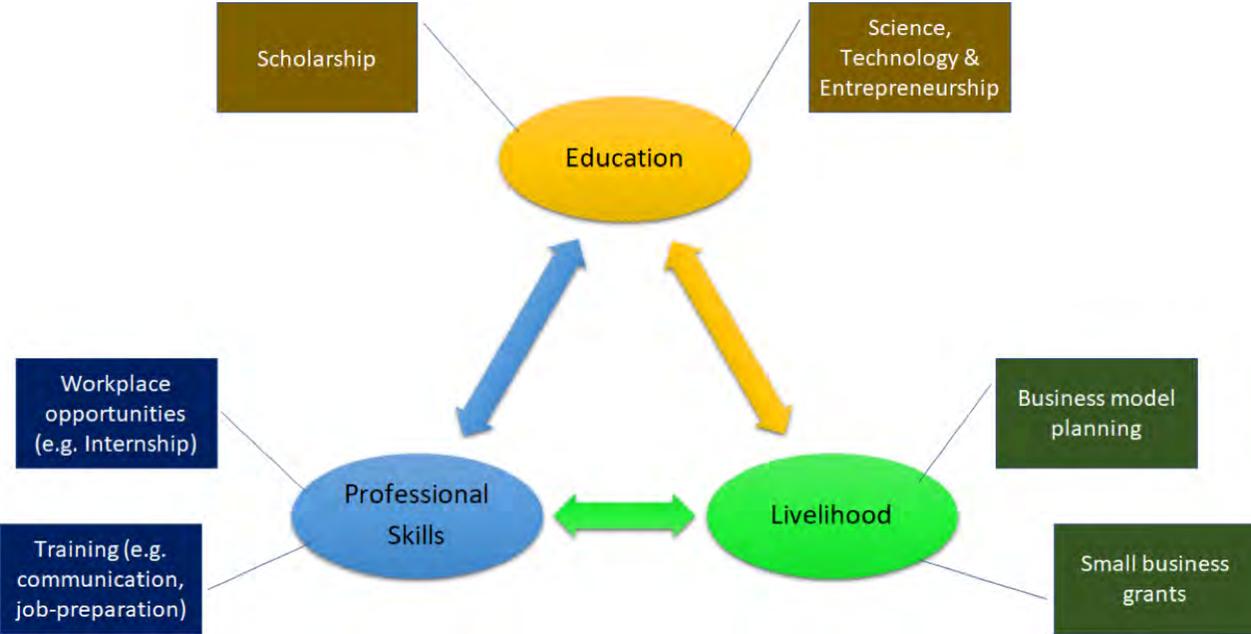


Fig 2: Badilika center offerings

Professional skills opportunities offered at Badilika will include workplace skills through internships, short-term courses for communication and job-preparation (including preparing for interviews and resume writing, etc.). Following an individual’s accomplishment in education, and professional skills training; further avenues towards livelihood opportunities will be sought through promoting local entrepreneurship, and provision of small business grants.

## Badilika Center Operational Model:

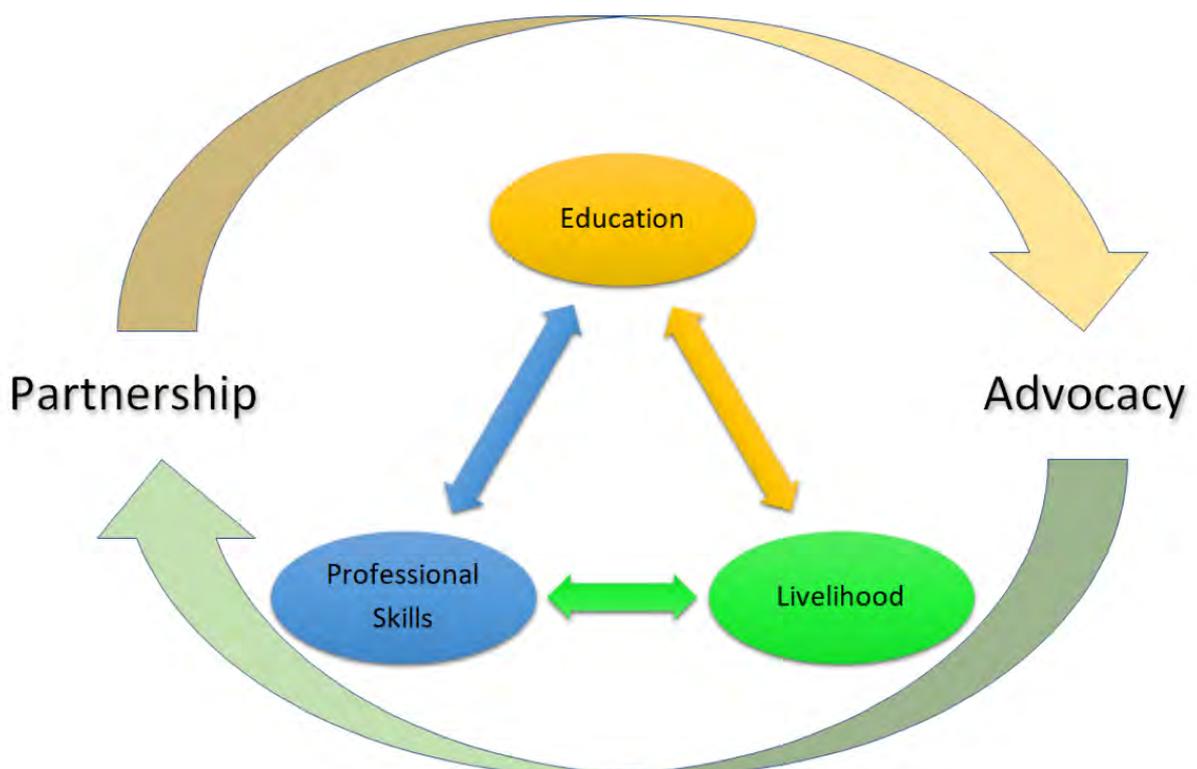
The center's operational model focusses on two values:

### Advocacy:

In-order to create sustainable livelihood opportunities by means of education, Badilika advocates for the needs and opportunities for refugees and host communities members. At the same time Badilika advocates with the communities to break down barriers in an effort to move towards inclusive, equitable educational and career opportunities.

### Partnership:

Badilika stands by its value of creating meaningful partnerships in order to sustain these efforts. Badilika looks forward to partnering with local government, ministries of education and labor, academic institutions, consortiums, donors offering scholarships, international and national NGO's, private enterprise, trade unions, CBO's, and research institutions.



Guidelines & Standards - Partnership

## Stakeholders

- Donor(s)
- Employment NGO
- INEE (Minimum Standards, PSS/SEL)
- ILO (employment)
- University partners
- UNHCR Education officer Kakuma/Kalobeyei
- Refugee consultants

## Identification and selection of partners

Partners will be identified according to their potential to support Badilika's overall vision and vision components.

## Connected Learning in Crisis Consortium

Badilika proposes to collaborate with the CLCC on the following vision components:

### Access to Higher Education

- Acceptance of alternatives to official transcripts to document competencies
- Opportunities for students to upgrade knowledge and/or fill skill gaps (for example, English for academic purposes, research skills, ICT, etc.)
- Advocate for compliance with national accreditation standards
- Advocate for refugees to receive training at nominal or no costs

### Connected Learning Pedagogies

- Provision of a learning environment that is
  - learner centered;
  - fosters the development of knowledge, skills and attitude that are relevant and meaningful for learners.

### Policies

- Access to education and training
- Protection
- Technology use
- Management of the learning environment

Flexible/responsive/appropriate support for

- Peer-to-peer learning; tutoring; mentoring; coaching
- Technical support
- Information literacy throughout the learning process
- Use of pedagogical models that drive the use of technology

Learning materials:

- Appropriate to learner needs
- Contextualized for local educational experiences
- Appropriate to offset technological constraints

Learning pathway design

- Pathway is post-secondary; modularized; based on learning outcomes (employment & entrepreneurship)
- Strengthens learning outcomes that contribute to the development of, e.g., transversal skills, soft skills, life skills, learning fundamentals
- Promotes learner autonomy, self-advocacy and is needs-based
- Contextualizes curricula, outcomes, assessments
- Opens doors to livelihoods, employment, further education

Academic support

- Provides an appropriately designed and delivered orientation component
- Offers accessible and appropriate counselling and support services for psychosocial well-being
- Includes students from the host community and refugee community
- Includes refugee students from a range of different cultural & economic backgrounds

## Inter-agency Network for Education in Emergencies (INEE)

The INEE Minimum Standards take the languages and spirit of human rights law as the basis of education planning. They help to achieve quality education by bringing to life the principles of participation, accountability, non-discrimination and legal protection.

### **Badilika proposes to work with INEE and its different divisions to implement the INEE Minimum Standards in the following domains:**

#### Foundation Standards Domain

##### Domain 2: Access and Learning Environment Domain

- Access and Learning Environment Standard 1 (8): *Equal Access* - All individuals have access to quality and relevant education opportunities.
- Access and Learning Environment Standard 2 (9): *Protection and Well-being*.
- Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.
- Access and Learning Environment Standard 3 (10): *Facilities and Services* Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.
- 'Quality education' is education that is available, accessible, acceptable and adaptable.
- Designing for soft skills: Alongside the hard-skills specific to the subject being studied, curricula can be designed to enhance employability by embedding the development of soft-skills within it as well. Soft skills: lifelong learning, self-advocacy, self-reflection.

##### Domain 3: Teaching and Learning

Badilika trains the future trainers of its future students.

- Access to education is only meaningful if the education programs offer quality teaching and learning. Emergencies may offer opportunities for improving curriculum, teacher training, professional development and support, instruction and learning process and assessment of learning outcomes so that education is relevant, supportive and protective for learners .
- Important decision may need to be made about the type of curriculum offered and the focus of learning priorities.

- Education related to livelihoods and employment, such as small business development, financial literacy, technical and vocational education and training, should be provided to young men and women, particularly those from vulnerable groups who do not complete formal school. Analysis of the labor market and collaboration with the economic and early recovery sectors will better ensure that programs are relevant and that economic skills learned are useful.
- Teaching and Learning Standard 1 (11): *Curricula*- Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.
- Life Skills Learning content and key concepts (e.g. livelihood skills and vocational and technical skills training) to be provided in an inclusive manner.
- Standard 2 (12) Teaching and Learning Standard 2: *Training, Professional Development and Support Teachers* - and other education personnel receive periodic, relevant and structured training according to needs and circumstances.
- Teaching and Learning Standard 3 (13): *Instruction and Learning Processes* - Instruction and learning processes are learner-centered, participatory and inclusive.
- Teaching and Learning Standard 4 (14): *Assessment of Learning Outcomes* - Appropriate methods are used to evaluate and validate learning outcomes.

#### Domain 4: Teachers and other Education Personnel Domain

- Teachers and Other Education Personnel Standard 1 (15): *Recruitment and Selection* - A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.
- Teachers and Other Education Personnel Standard 2 (16): *Conditions of Work* - Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.
- Teachers and Other Education Personnel Standard 3 (17): *Support and Supervision* - Support and supervision mechanisms for teachers and other education personnel function effectively.
- Education Policy Standard 2 (19): *Planning and Implementation* - Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.

## Sustainable Development Goals – partnership with those tracking SDG implementation

Badilika proposes to orient its programming on the following SDGs and adopt relevant SDG indicators to monitor and evaluate its programming:

**Goal 8.** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
  - 8.6.1 Proportion of youth (aged 15–24 years) not in education, employment or training
- 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
  - 8.3.1 Proportion of informal employment in non-agriculture employment, by sex
- 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
  - 8.6.1 Proportion of youth (aged 15–24 years) not in education, employment or training

**Goal 1.** End poverty in all its forms everywhere

- By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
  - 1.1.1 Proportion of population below the international poverty line, by sex, age, employment status and geographical location (urban/rural)

**Goal 4.** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
  - 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by types of skill
- 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for

enrolment in higher education, including vocational training and information and communications technology, technical, engineering and

- 4.b.1 Volume of official development assistance flows for scholarships by sector and type of student

## Identification of policies and guidelines that advance Badilika's vision

The following priorities, policies and guidelines are designed to guide Badilika's programming.

Market-based livelihood interventions for refugees

Allowing refugees to participate in the economy can benefit both refugees and their hosts and this can be supported by policies, guidelines and advocacy through the following channels:

- Governments can create an enabling environment, allowing freedom of movement and the right to work, giving access to markets and public service, and promoting financial inclusion
- Strong engagement by donors, multilateral financial institutions, the private sector, refugees and host communities helps build an economy that can absorb additional labor and create greater opportunities for all. An example of relevant soft law would be
  - The UN's New York Declaration on Refugees and Migrants (2016)
  - The CRRF and the GCR that followed on from the implementation of the Declaration as the world is facing an unprecedented level of human mobility and acknowledged the need for comprehensive responses that engage all stakeholders not only in emergency phases but also in making the transition to sustainable development approaches.
- ILO's Guiding principles on access of refugees and other forcibly displaced persons to the labor market (ILO, November 2016). Voluntary and non-binding, the guiding principles provide an important framework for governments to promote refugees' full enjoyment of the right to work.
- UNHCR's Global Strategy for Livelihood 2014-2018 has contributed to transforming the way the organization is working through the introduction of professionalized, data-driven, market-oriented approaches that strengthen linkages with the private sector and development actors. The Strategy comprises components of protection; age, gender, diversity; equity; access; sustainability;

community empowerment; appropriateness and reliability, enhancement of local markets.

- *Sustainability*: Livelihoods programs are planned for long-term self-reliance. Beyond the initial emergency phase when intensive support may be necessary, initiatives must help people build the knowledge and skills pertinent to their mid-term and long-term goals. Activities will form part of integrated programs that span the project cycle from planning to implementation to phase-out. UNHCR will seek to provide the resources necessary to sustain processes until their completion.
- *Enhance local markets*: Livelihoods programs will strive to strengthen the local market providing an injection of labor, consumers, and traders. UNHCR will work with local governments, businesses, trade and labor associations
- *Building on existing market opportunities*, benefitting both refugees and host communities. Refugees will receive cash-based assistance where appropriate, empowering them to make decisions while supporting local markets.
- UNHCR and the ILO carry out market and value-chain analyses.
- Traditional approaches - strengthening the supply side of the labor market (improving the employability, skill sets and know-how of refugees). The idea is that entrepreneurship training, financial education and vocational training will enable refugees to start micro-enterprises or small income-generating activities that will provide a means of livelihood and lead to self-reliance.
- Sustainable Livelihoods programs: These refer to income-generating activities that result in a positive return on investment sufficient to provide an income and fund the further investment necessary to continue that activity. The key is to fostering sustainable livelihoods should therefore be to provide support to refugees to help start activities in sectors that have market potential beyond the assistance period. Thorough analysis of the existing demand of labor, products and services, and of market systems in which refugees could make a living; According to Betts et al. (2014) such interventions must be based on a sound and comprehensive understanding of existing markets and the private business sectors within which refugees are making a living.
- Livelihoods: A livelihood comprises the capabilities, assets (including material and social resources) and activities required to provide the means of living. A livelihood is sustained when it can last through and recover from various stresses and shocks, and preserve or enhance

assets and capabilities, while not undermining the natural resources base (SEEP Network, 2010).

Minimum criteria to be considered for livelihood programming

- Baseline assessment
- Market assessment (and Value Chain Analysis when relevant)
- Targeting specific livelihood opportunities
- Context-specific livelihood strategic plans
- Partners for implementing programs
- Expertise
- Expenditure
- Microfinance
- Impact measurement

## Terms of Reference for the Project Team

In order to design and implement the Badilika project the following team members are proposed:

### Team leader

- Manage the team and the entire project
- Ensure every member has the same level of understanding
- Facilitate the conversation
- Internal and external coordination
- Assign tasks

### Communication expert/PR

- Identify issues that require consolidation
- Distribute press releases
- Respond to the community
- Engage with social media
- Share information with other groups

### Education expert team to include international and national experts:

- Understand CLCC guidelines and frameworks, local capacities and infrastructure
- Recognize existing models in implementing education programs in different contexts
- Integrate national, international educational strategies and policies
- Incorporate INEE Minimum Standards
- Monitoring and Evaluation in EiE and HEiE
- Advise on school management

- Brings good practices from past successful projects

#### Program manager

- Fundraising, financing and budgeting
- Build partnership needed with colleagues
- Review the plan

#### Community-based liaison

- Connect with the refugee community, host community and our team
- Collect feedback from refugee students and host community
- Initiate a participatory approach within the local community
- Coordinate with education expert for awareness raising and program advocacy (mentorship for girls, capacity building, gap analysis)

#### Recorder and reporting

- Document all content, questions, concerns during the group discussions
- Ensure the timing of group work
- Make sure all team members have the same vocal presence during group discussions
- Reporting out.

# CoLECT

Connected Learning – Empowering  
Communities in Turkana

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Project team members:

Shoaib Haidar

Agatha Abi-Aad

Doaa Faleh

Juvenal Mbonihankuye

Baqi Yunassi

Mohamed Wardheere

**Date: 18 September 2019**

## Executive Summary

This project is designed to ensure increased access to higher education opportunities in Kakuma/Kalobeyei by placing particular emphasis on integration of youth in the camp and the host community and coordinating the project design with existing county government policies and strategies.

## Partners and Roles



## Data Sources:

<https://data2.unhcr.org/en/documents/details/65395>

[www.turkana.gov.ke](http://www.turkana.gov.ke)

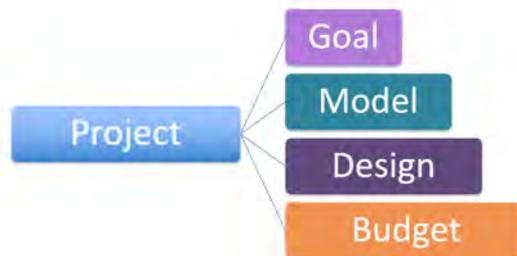
## Vision

Build resilient communities in the Turkana (host communities, refugees, asylum seekers) through access to higher education opportunities.

## Strategy



## Project structure



### Goal

Increase tertiary education pathways for refugees and host community youth.

### Model

**Learners:** they are at the center of our focus in the model attending courses regularly, doing the assignments, and following the instruction of the instructors and facilitators.

**Instructors:** provide technical support to the learners by sharing resources, solving technical problems and evaluating student learning through exams and observation.

**Peer support:** learners support each other by giving feedback, sharing progress and observing each other's performance.

**Coordinator:** facilitates and supports the learning process, provides input to the accreditation process and logistic support to learners.

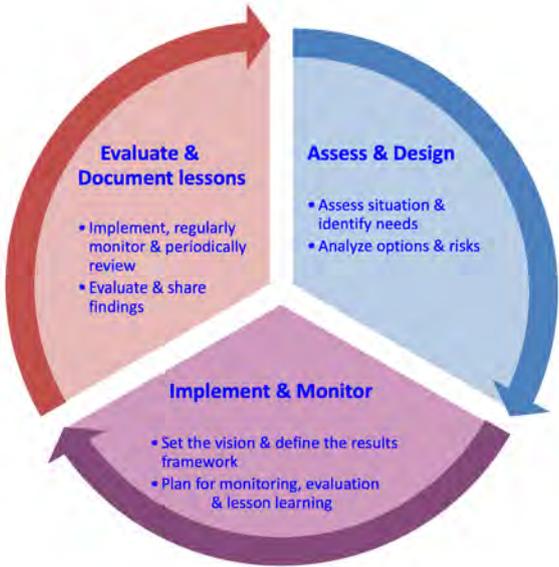
## Design

The project is designed in three phases, with a total duration of three years starting from 2019 and going up to 2021. During these three phases a total of 360 youth, 40% of whom will be female students - 144 girls between 17 and 30 years (37.5% host and 62.5% refugees), and 60% male students - 216 boys between 17 and 30 years (37.5% host and 62.5% refugees) will be attending online courses in partnership with Kenyatta University. On average, 120 students will be admitted in each of the three years.

## Project Budget

CoLECT - 3 year budget proposal						
	Description	Units	# of units	# of months	Cost per unit	Total
<b>Personnel Costs</b>						
	Project coordinator	Staff	2	36	500	36'000
	Project Instructor on-site	Staff	12	30	400	144'000
	M & E officer	Staff	1	34	500	17'000
	IT Officer	Staff	1	34	400	13'600
	Com & student liaison	Staff	2	30	250	15'000
	Community Mobilizer	Staff	2	30	250	15'000
	Tertiary education deployment at government	Staff	3	36	650	70'200
	Project Manager	Staff	1	36	750	27'000
<b>Direct activity costs</b>						
	Teching, assessment and certification cost	Per student	360	30	600	216'000
	learning facility -renovation and maintenance	Lump sum	2		12000	24'000
	Stationary	Lump sum			10000	10'000
	Tablets	Pcs	40		200	8'000
	printers	Pcs	2		200	400
	Computers	Pcs	42		350	14'700
	set-up internet connection	System			1500	1'500
	Digital books readers (E-Readers)	Pcs	40		150	6'000
	Internet connection and communication fees			30	500	15'000
	Furniture	Lump sum			18000	18'000
	Hospitality	Lump sum			3000	3'000
	participants transportation cost					8'640
	set-up solar system, solar system maintenance	Lump sum			10000	10'000
	Cleaning tools and materials					3'000
	Needs assessment /survey	Lump sum			100000	100'000
	research and evidence generation	Lump sum			200000	200'000
	Advocacy (6 events)		6		5000	30'000
	Market linkages/ internships/		240	3	50	36'000
	start-up fund		10		2000	20'000
	Curriculum Development with BNF's involvement	Lump sum			100000	100'000
	Communication materials (leaflets, posters, airtime)	Lump sum				9'000
	Exit Strategy consultancy and report	Lump sum			5000	5'000
<b>Other Costs</b>						
	Support staff cost	Lump sum				100'000
	utilities, office running cost	Lump sum				15'000
	staff communication (Phones, internet, computers)	Lump sum			3000	4'150
	<b>Sub total</b>					<b>1'295'190</b>
	HQ (10%)					129'519
	<b>Total Budget</b>					<b>\$1,424,709</b>

# M&E Framework for Assessment, Monitoring and Evaluation



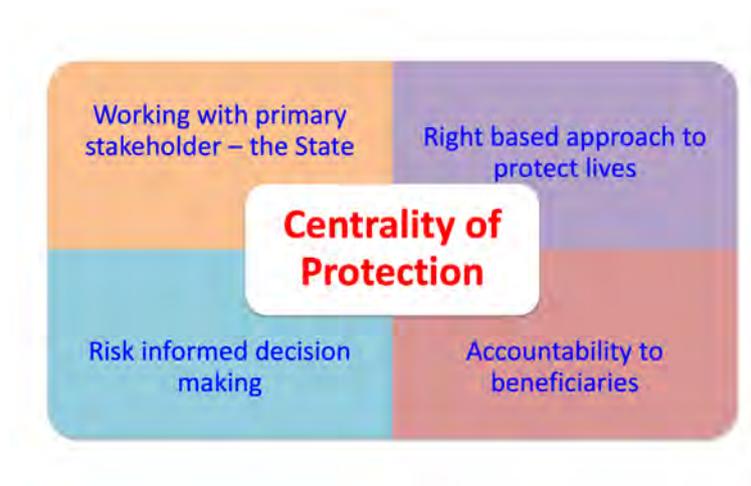
Ensuring ownership, inclusiveness, stakeholders' engagement and accountability to beneficiaries and government.

# Logframe

Goal: Increase tertiary education pathways for refugees and host community youth		
Results	Indicators, Baseline, Target	Means of Verification
<p><b>Outcome 1:</b> By the end of 2021, the provision of online/Blended learning to 360 eligible youth.</p> <p><b>Contributing agencies:</b> Gov of Kenya: Refugees Affairs Secretariat</p> <p>County Government in Turkana</p> <p>UNHCR</p> <p>Mercy Corps (INGO 1)</p> <p>CARE International (INGO 2)</p> <p>Welfare for Kenya (NGO)</p> <p>KYSE (CBO)</p> <p>Kenyatta University (Academia)</p>	<p><b>Indicators per year 2019:</b></p> <p># of Host (Women/men) enrolled in certified blended/ online courses Baseline: 0 Target: 45 (40% girls)</p> <p># of Host (women/men) completing the course Baseline: 0 Target: 36 (40% girls)</p> <p># of refugee &amp; stateless (Women/men) enrolled in certified blended/online courses Baseline: 0 Target: 75 (40% girls)</p> <p># of refugees &amp; stateless (women/men) completing the course Baseline: 0 Target: 60 (40% girls)</p> <p>2 community centers set up to ensure inclusive educational environment (1 ICT Turkana center + 1 in Kakuma) Baseline: 0 Target: 2</p> <p><b>Indicator per year 2020:</b></p> <p># of Host (Women/men) enrolled in certified blended/online courses. Baseline: 45 (40% girls) Target: 90 (40% girls)</p> <p># of Host (women/men) completing the course Baseline: 36 (40% girls) Target: 72 (40% girls)</p> <p># of refugee &amp; stateless (Women/men) enrolled in certified blended/online courses Baseline: 75 (40% girls) Target: 150 (40% girls)</p> <p># of refugees &amp; stateless (women/men) completing the course Baseline: 60 (40% girls) Target: 72 (40% girls)</p> <p>2 community centers set up to ensure inclusive educational environment (1 ICT Turkana center + 1 in Kakuma) Baseline: 2 Target: 2</p>	<p><b>Sources:</b> meetings with youth in Kakuma/Kalobeyei/host</p> <p><b>Methods:</b></p> <ul style="list-style-type: none"> <li>• FGD, minutes of meetings</li> <li>• NGO to allocate their community centers to support the program (1 in Turkana and 1 in Kakuma assuming that Kalobeyei population can easily move outside camp)</li> <li>• Overall population data</li> <li>• Data on eligible population</li> <li>• Data on enrollment</li> <li>• Data on completion</li> <li>• Capturing contacts of current students and alumni to keep communication</li> <li>• Good practices from other countries or lessons learned from KU/InZone and similar programs</li> <li>• Market survey</li> </ul>

	<p><b>Indicator per year 2021:</b></p> <p># of Host (Women/men) enrolled in certified blended/ online courses  Baseline: 90 (40% girls)  Target: 135 (40% girls)</p> <p># of Host (women/men) completing the course  Baseline: 72 (40% girls)  Target: 108 (40% girls)</p> <p># of refugee &amp; stateless (Women/men) enrolled in certified blended/online courses  Baseline: 150 (40% girls)  Target: 225 (40% girls)</p> <p># of refugees &amp; stateless (women/men) completing the course  Baseline: 120 (40% girls)  Target: 160 (40% girls)</p>
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## Centrality of Protection



Centrality of protection runs through the project. We work and engage with the primary stakeholder, that is the state and its functionaries, to reinforce protection. The United Nations “Rights Up Front” Plan of Action is the key guiding document. At risk populations inform our decision making. We have identified who is at risk, how and why. Accountability to affected populations, to identify, understand and support their own protection measures is a key consideration.

## Assessment of needs and design adjustments

(County of Turkana 6 months negotiated to 3)

- Primary, secondary data (eligible population, completion of secondary studies);
- Literature reviews (prior similar programs, lessons learned, policies and treaties signed or ratified by the government);
- FGD with communities, youth refugees, host, women, men, LGBTI, reduced mobility youth, caregivers, academics;
- At the different stages of preparedness, implementation and closure of the project;
- The exercise will feed into the MYRs, YERs and will directly impact the adjustment in implementation;
- Analysis of options and risks.

## Harmonized tool with all stakeholders (HEMIS)

Moving from a well-established MEAL (Monitoring, Evaluation, Accountability and Learning) to a HEMIS (Higher Education Management Information System):

- Capturing student and professor progress, considering online certification/diploma recognized under the state policy framework.
- Inter-agency MEAL working group to standardize and harmonize the tools, reporting at agreed timelines, in support of the log-frame to guide the monitoring, evaluation, learning and reporting.
- In addition, the working group will also guide the implementing partners at the evaluation and research stages and document the lessons learned for an exit strategy, or further support.

## Sustainability



The project team has looked at sustainability at four levels.

The partnerships with Kenyatta University and government departments builds and fosters institutional sustainability. Working very closely with the county government, we see the County Integrated Development Plan as an entry point for institutional, policy and financial sustainability. The staff deployments at the strategy development unit will be key to address the policy, practice and implementation loop. This project is fully aligned with the county government initiatives such as ICT and Digital resource centers. The capacity of the county government will be enhanced to run and operate at least one of the centers in the host community. The likelihood of county government co-funding the center is high. The research and evidence generation will help attract other donors. The project will link with institutional and private sector donors.

# A Brighter Future

A Concept Paper for a Community-Based Organization (CBO) for the Expansion of Access to Higher Education in Kalobeyei Settlement and Kakuma Refugee Camp

Project team members:

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**Date: 20 September 2018**

## Executive Summary

This project leverages the local capacity available in Kakuma/Kalobeyei for increasing and strengthening the offer of higher education opportunities for all through a carefully planned approach of local student management by community-based organizations. Particular attention is being paid to increasing access to higher education for female secondary school graduates.

## Who We Are

We are a community-based organization (CBO) founded and staffed by direct beneficiaries and graduates of higher education programs in Kakuma refugee camp and Kalobeyei settlement.

Our vision is for *A Brighter Future* for refugee and host community populations alike through higher education for all.

Our mission is to increase access to quality higher education in Kakuma refugee camp and Kalobeyei settlement that fosters integration of refugee and host communities.

Through our value-driven approach we work towards the fulfilment of:

- Universal Declaration of Human Rights (UDHR), Article 26: A Right to Education.
- Sustainable Development Goal #4: Quality Education.
- We value human rights for all. In the context of forced displacement, we value human rights for refugee populations and host communities.
- We honor the resilience of community members.
- We value community-led experiences, partnering with external universities, governments, UN agencies, donors, and INGOs, while also centering lived experiences.
- We value protection and wellbeing for all persons who have experienced displacement.

Scope of work for the CBO:

- We are based in Kalobeyei settlement. Our scope spans both the new settlement and Kakuma refugee camp and its multiple zones.
- While our model is specific to this context, we are also mindful of the potential to replicate and scale this model (with contextualization) to other settings.

## Context

- International and national policy frameworks:

We are guided by the ideals of the Universal Declaration of Human Rights, specifically Article 26; and the Sustainable Development Goal #4 of quality education. We are further guided by the International Covenant on Economic, Social and Cultural Rights, which the Government of Kenya signed on May 1, 1972.

- Other treaty laws that guide our work:
  - International Covenant on Economic, Social and Cultural Rights, article 13
  - Convention on the Rights of the Child, article 28
  - Convention on the Elimination of All Forms of Discrimination against Women, article 10
  - Convention on the Rights of Persons with Disabilities, article 24
  - International Convention on the Elimination of All Forms of Racial Discrimination, article 5
  - African Charter on Human and People's Rights, article 17.

### **Kakuma and Kalobeyei settlement history**

Source: UNHCR KENYA PORTAL (<http://www.unhcr.org/ke/kalobeyei-settlement>)

- 1991: Ethiopian refugees migrate to different places in Kenya and eventually to Dadaab and Kakuma.
- 1992: Kakuma Refugee Camp was established and is now home to almost 180,000 people from eighteen different countries. The most recent influx of refugees is from South Sudan. For the first 1 ½ years, the camp is primarily composed of Sudanese refugees.
- 1994: refugees from Uganda in Kakuma 1, Zone 5.
- 1994: refugees from Congo, Burundi, Rwanda in Kakuma 1, Zone 5.
- 1997: refugees from Somalia in Kakuma 1, Zone 7.
- 1998: Kakuma 11 set up (NB: this is stated in the aforementioned source yet is challenged by our resident expert).
- November 2014: a roundtable hosted by the Governor of Turkana County states a “need for a different approach to refugee assistance programming in the county”.
- 2015: during a World Refugee Day commemoration in Kakuma, the people and Government of Turkana officially hand over land to accommodate Kalobeyei integrated settlement.

- 2016-2030: a 14-year project (Kalobeyei Integrated Socio-Economic Development Plan – KISED P) is outlined for the Kalobeyei settlement that will address the following:
  - “sustainable urban and agricultural/livestock development for the host community (estimated population of 20,000) and refugees (estimated population of 60,000)”.
  - “non-discriminatory services for both”.
  - “avoidance of parallel service delivery; promotion of private sector involvement”.

In particular, a site will be developed in an urban center and will follow a Local Economic Development (LED) approach and will “facilitate collaboration between public, business and non-governmental sector partners to create better conditions for economic growth and employment generation in Kalobeyei.” Both communities (refugee and host) “will benefit from: (a) investments in basic infrastructure and access to social services; and (b) increased opportunities for supporting income generating activities. The Program will include features to promote community participation and ownership. Refugee and host communities will play an increased role in prioritizing needs, identifying service delivery and livelihoods interventions, and in monitoring the implementation of projects. The increased community voice and role in budget decision-making, design and implementation of development interventions will support social accountability and could contribute to improved social cohesion between refugees and host communities.” (KISED P)

<https://www.unhcr.org/ke/wp-content/uploads/sites/2/2018/12/KISED P-Strategic-Overview.jpg>

## Background data on education facilities

Source: HEiE course materials for this assignment

- Kakuma currently is home to about 150’000 refugees in 2018.
- The population of Kalobeyei (located about 10 km beyond Kakuma) averages 28,700.
- Number of primary schools for both Kakuma and Kalobeyei: 24, total enrolment about 75,000.
- Number of secondary schools for both Kakuma and Kalobeyei: 6, total enrolment 8683 at the end of 2017.
- Number of languages spoken (as per WFP survey 2017): 87 (most common language: Nuer)

- Curriculum used in schools: Kenyan national curriculum
- Language of primary & secondary curriculum: English

Figure 1. Population data for Kakuma refugee camp by country of origin

Country	F (18-59 YRS)	M (18-59 YRS)	Total (18-59 YRS)	Total
BDI	1,379	1,900	3,279	6,904
ETH	1,213	1,684	2,897	5,609
RWA	136	146	282	528
SOM	7,774	7,510	15,284	34,607
SSD	14,605	16,264	30,869	79,067
SUD	1,504	4,002	5,506	9,559
UGA	267	376	643	1,177
COD	1,904	2,505	4,409	10,102
<b>Grand Total</b>	<b>28, 782</b>	<b>34, 387</b>	<b>63,169 of (63,243)</b>	<b>147,553 of (147,670)</b>

Source: Kakuma Camp Population Statistics by Country of Origin, Sex and Age Group (UNHCR, 2018)

## Problem Statement & Needs

### Summary

Based on the literature reviewed and the needs analysis done, it is evident that there is low access to higher education due to inadequate infrastructure to accommodate form four graduates. Statistics show that out of the cumulative approximately 10,000 form four graduates, only 1,000 (or 10%) have been able to access higher education. Further, the percentage of girls transitioning to higher education is negligible.

There are five schools in Kakuma and one in Kalobeyi with available space for only 1,800 students, hence the need for this project to expand access to university among refugees in Kakuma, Kalobeyi and host communities. By doing this, we expect more graduates who will be self-reliant, and will promote peace among the communities, and countries of origin in case they opt for voluntarily repatriation.

## Methodology for needs assessment

Data were collected using the following methods:

- Individual interviews/meetings with community members, including but not limited to students, local universities and international NGOs
- Focus group discussions with community members and students
- Secondary resources, including but not limited to resources provided by the HEiE course and online materials
- Written communications with other stakeholders.

Briefing documents on Kakuma and Kalobeyei, including but not limited to:

- History of the camp
- Economic context of the camp (household survey data 2017 WFP)
- Education provision in the camp, including examples of relevant actors
- Population statistics (UNHCR 2018).

Further data were collected through consultation with:

- UNHCR Education officer (Kakuma)
- INGO active in Kenya
- Education actor active in Kenya (Kenyatta University representatives)
- Education actor active in Kakuma (Masinde Muliro University - MMUST representative)
- Donor representative
- Refugee representatives (2 student ambassadors)
- Labor market representative (ILO)
- Ourselves, graduates of higher education programs in Kakuma refugee camp.

We, *A Brighter Future*, a local community-based organization based out of Kakuma Refugee camp, have identified the following key needs/problems.

- Extremely low rates of access to higher education
  - Local experts currently estimate an accumulated number of approximately 10,000 higher education-eligible students in Kakuma refugee camp. While there are currently programs in place in Kakuma, there is an immense gap between needs and available study places.
  - With the development of Kalobeyei settlement, we expect numbers of eligible graduates from secondary school to increase.

- There is a further gap and concomitant need related to access for women and people with disabilities/special needs. For women, cultural practices of early marriage and the burden of domestic chores, further contribute to access barriers.
- Limited infrastructure to support the needs and future scalability
  - While higher education and centers within Kakuma exist for on-site programs, the need for physical space and materials far outweighs what is available.
  - Currently, there is no higher education center in Kalobeyei settlement.
  - Limited infrastructure to house on-site (as part of blended learning programs) higher education programs.
- Education programs that will lead to livelihoods and jobs
  - Given limited funding and lack of work permits for refugees to access jobs (donors prioritize job attainment), there is a need for creative ways to achieve long-term self-sufficiency. Key needs articulated by the community include a) training and education around certain disciplines to support entrepreneurial activities, such as business/financial management; b) training around health concerns (global health, public health and sanitation) that focus on prevention vs treatment after a preventable illness has been contracted, and c) teacher training.
- Academic accreditation and certifications
  - While education can serve to support protection and address other needs, documentation of learning and accreditation are also critical. As such, the community has identified certification and accreditation of programs as a priority.
  - Sustainability of programs.
  - Programs are currently heavily reliant on external donors for both start-up and ongoing costs. New models for sustainability are needed. This includes both financial sustainability and human resource sustainability from the perspective of a) capacity to manage programs locally, and b) continuity of programs considering out-migration.
- Limited funding and knowledge of donor community.
  - A donor education gap exists. Specifically, as the call for more private actors increases, the number of new actors holding significant power through resources increases. Partnerships are key.

The following data were provided during an interview with Education Officer, UNHCR Kakuma.

	Primary schools	Secondary Schools	Tertiary programs
# of schools	26 (21 KAK, 5 KAL)	6 (5 KAK, 1 KAL)	
Student profile	Grades 1-8 Ages 6-13 (+ OAL)	Ages 14-17 Many OAL	
% female	40	20	<20
% of population enrolled	70	6	1 (1,200)
# graduates / year	5,000	1,500	

## Stakeholder mapping

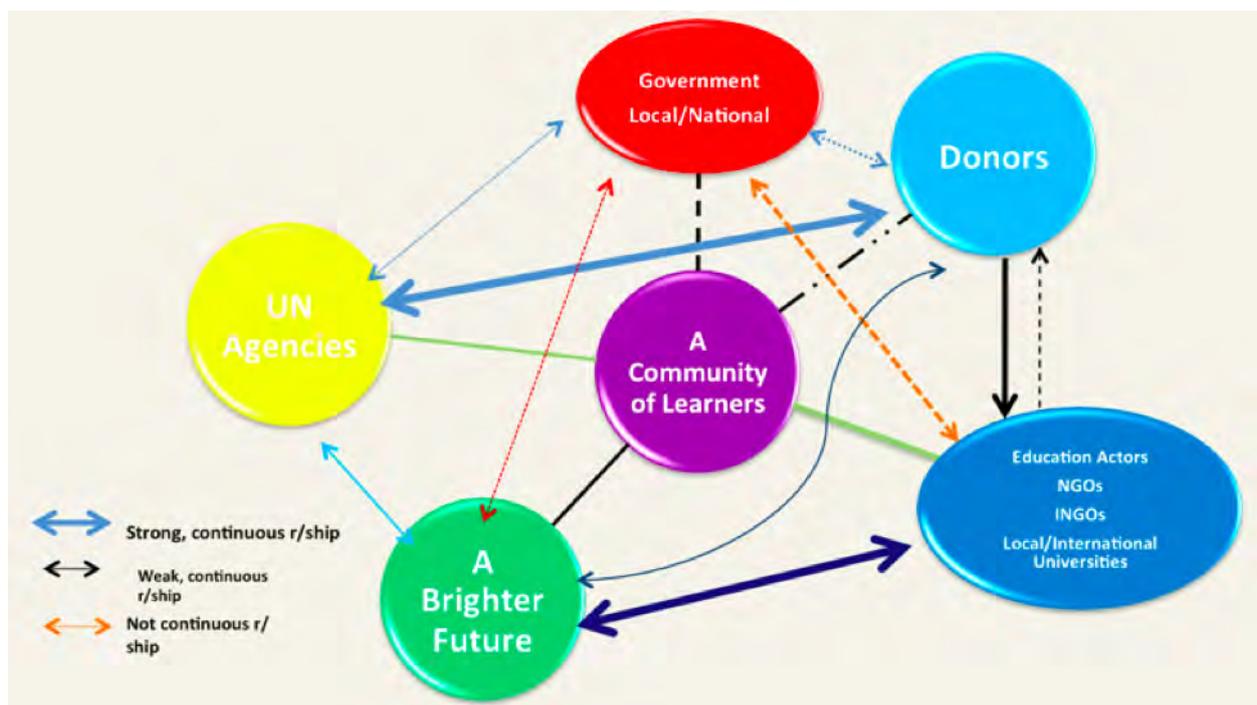


Figure 2. Stakeholder mapping

## Conceptual Model

A Brighter Future focuses on the use of a “blended learning model” to support the HEiE process in Kakuma and Kalobeyei.

We focus on:

- Contextualization
- Learner centered approach

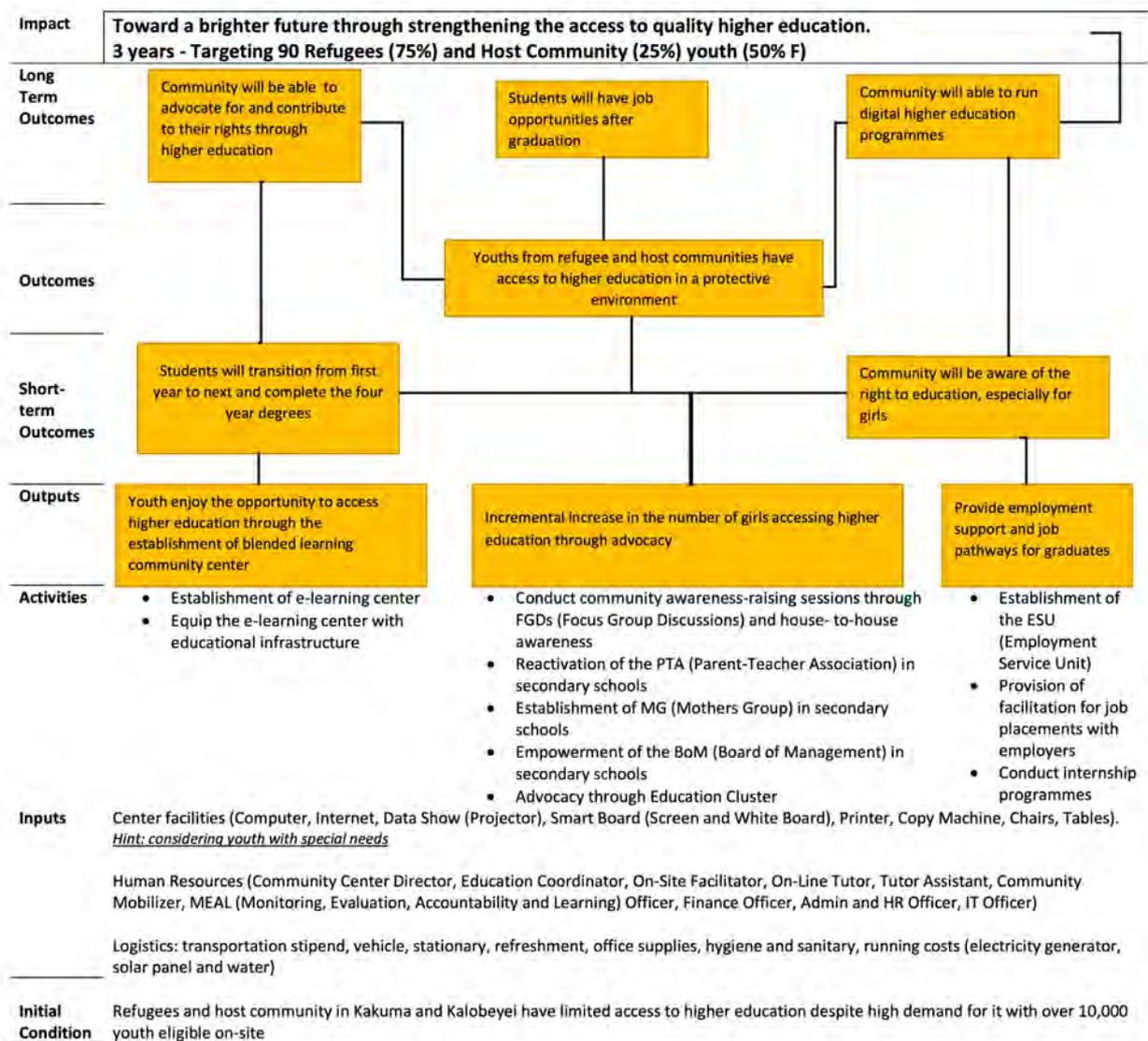
In coordination with:

- Partnership with University of Geneva (UNIGE)
- Memorandum of Understanding with UNIGE (see Attachment 1)

Programs:

- Scholarships for students to participate in blended learning programs.

## Theory of Change



# Logframe

		<b>INTERVENTION LOGIC</b>		Sub-project name: Access to Higher Education for Refugees and Host Communities Sub-project code: -		
		<b>IMPACT (Overall Objective)</b>				
		Toward a brighter future through strengthening the access to quality higher education.				
		<b>#</b>	<b>OUTCOME (Specific Objective)</b>	<b>#</b>	<b>OBJECTIVELY VERIFIABLE INDICATORS</b>	
		1.	Youths from the community of refugees and host communities have access to the higher education in protective environment.	1.a	% of students who pass the final thesis at target level (target: 80%).	
				<ul style="list-style-type: none"> <li>Classes enrolment list/ roster;</li> <li>Learning competences survey and final thesis;</li> <li>Pre and post training survey results;</li> <li>Monitoring incl. outcome surveys.</li> </ul>		
				<ul style="list-style-type: none"> <li>Security, political, economical, and geographical climate remains relatively stable and predictable in target areas, with no mass displacement of people aggravating the humanitarian situation;</li> <li>Government of Kenya collaborates in the establishment of non-formal activities</li> </ul>		
		<b>#</b>	<b>OUTPUT</b>			
<b>RESULTS</b>	1.1	Youth receive the opportunity to higher education through establishment of blended community center.	1.1.a	# of e-learning higher education center established and supported (target: 1)	<ul style="list-style-type: none"> <li>Classes enrolment list;</li> <li>Classes attendance sheets;</li> <li>Procurement requests, distribution tracking sheet and monitoring reports</li> <li>Minutes and attendance records of parental meetings.</li> <li>Procurement requests, distribution tracking sheet and monitoring reports</li> <li>Procurement requests, distribution tracking sheet and monitoring reports</li> </ul>	
			1.1.b	# of girls and boys enrolled in e-learning higher education center (target: 90 (50% female))		
			1.1.c	# of learning Kits distributed (Target: 10)		
		1.2	Increment of the number of girls access to higher education through advocacy.	1.2.a	# of community awareness raising sessions held (target: 12 per month)	<ul style="list-style-type: none"> <li>Attendance Sheets</li> <li>Procurement documents</li> </ul>
				1.2.b	# of community/parents-teachers' meetings held (target: 12 one per month)	
				1.2.c	# of mothers group meetings held (target: 12 one per year)	
				# of Board of Management meetings held (target: 12 one per year)		
	1.3	Provide employment support and jobs pathway for graduates		# of employment service unit established (target: 1)	<ul style="list-style-type: none"> <li>Procurement documents</li> <li>Registration of the graduates in data base</li> <li>The contracts of graduates got the job</li> </ul>	
				# of graduates got enrolled in job opportunities (target: 1)		
		<b>#</b>	<b>ACTIVITIES (by Output)</b>	<b>INPUTS (by Output)</b>		
			<b>Project Management/Support (incl. z-cost)</b>	<b>Project Management/Support (incl. z-cost)</b>		
<b>ACTIVITIES</b>			Community awareness raising and facilitate enrolment campaigns.	<ul style="list-style-type: none"> <li>Project materials, goods, and services (including advocacy and community advisory board meeting);</li> <li>Personnel cost</li> <li>Premises and communication;</li> <li>Travel and transportation (including per diem and vehicle fuel and maintenance);</li> <li>Office running costs, maintenance, consumables, and utilities;</li> <li>Equipment and furniture (including ICT equipment and office furniture);</li> <li>Other costs including meeting, training, Evaluation/ surveys etc.</li> </ul>		
			Capacity building of students to strengthen their capacities to facilitate the learning process			
			Continuation of access to higher education to provide a supportive and protective environment for the refugees and host community youths to learn.			
			Facilitation of target grade level completion examinations.			
			Procurement and distribution of educational facilities.			
			Facilitate MoE Code of Conduct awareness session for DoE staff			
			Facilitate community/parents-teachers' meetings.			

# Budget

Please note that currency listed is in Kenyan shillings (KES)

BUDGET FOR A BRIGHTER TOMMOROW COMMUNITY BASED ORGANISATION						
YEAR ONE	ACTIVITIES	QTY-PROGRAM	RATES (KSH)	TOTAL	QTY-SUPPORT STAFF	RATES TOTAL
Centre Facilities	Computers /Desktops	20	35000	175000	7	35000   245000
	Internet			100,000		
	Smart board	1	50,000	50,000		
	Printer	3	30000	90,000	3	30000   90000
	Projector	3	30000	90,000		
	Photocopying Machine	1	60000	60000		
	Braille machines	2	40000	80,000		
	Magnifying glasses	2	5000	10,000		
	Reader machine	1	30000	30,000		
	Tables	30	2000	6000	7	2000   14000
	Generator	1	100000	100000		
	Chairs	30	5000	175000	7	5000   35000
	Scholarship -Unit cost per year	30	150000	4500000		
logistics	Hiring a car for awareness campaign				2	6000   12000
	Stationary					20000
	Communication-Airtime					10000
	Return ticket to Somalia /Negotiations				2	35000   75000
	Return ticket to Sudan/Negotiations				2	30000   60000
	Accomodation -Somalia /Negotiations				2	5000   10000
	Accomodation -Sudan/ Negotiations				2	5000   10000
Remuneration	Incentives					
	Human Resource Manager				1	5000   5000
	Community Centre Director				1	5000   5000
	Education coordinator				1	5000   5000
	Onsite facilitator				1	5000   5000
	Online Tutor				1	5000   5000
	Technician				1	5000   5000
	Molitoring, Evaluation				1	5000   5000
	Tutor Assistant				1	5000   5000
	Community mobiliser				1	5000   5000
	IT officer				1	5000   5000
Running Costs	Electricity			5000		
	Water			5000		
	Office supplies			10000		5000
	Miscellaneous			20000		
<b>TOTAL AMOUNT</b>				<b>4540000</b>		<b>402,000</b> <b>4942000</b>
<b>YEAR TWO</b>						
	Scholarship -Unit cost per year	60	150000	9000000		
	Hiring a car for awareness campaign				2	6000   12000
	Stationary					20000
	Communication-Airtime					10000
Remuneration	Incentives					
	Human Resource Manager				1	5000   5000
	Community Centre Director				1	5000   5000
	Education coordinator				1	5000   5000
	Onsite facilitator				1	5000   5000
	Online Tutor				1	5000   5000
	Technician				1	5000   5000
	Molitoring, Evaluation				1	5000   5000
	Tutor Assistant				1	5000   5000
	Community mobiliser				1	5000   5000
	IT officer				1	5000   5000
Running Costs	Electricity			5000		
	Water			5000		
	Office supplies			10000		5000
	Miscellaneous			20000		
<b>TOTAL AMOUNT</b>				<b>9040000</b>		<b>97000</b> <b>9137000</b>
<b>YEAR THREE</b>						
	Scholarship -Unit cost per year	90	150000	13500000		
	Hiring a car for awareness campaign				2	6000   12000
	Stationary					20000
	Communication-Airtime					10000
Remuneration	Incentives					
	Human Resource Manager				1	5000   5000
	Community Centre Director				1	5000   5000
	Education coordinator				1	5000   5000
	Onsite facilitator				1	5000   5000
	Online Tutor				1	5000   5000
	Technician				1	5000   5000
	Molitoring, Evaluation				1	5000   5000
	Tutor Assistant				1	5000   5000
	Community mobiliser				1	5000   5000
	IT officer				1	5000   5000
Running Costs	Electricity			5000		
	Water			5000		
	Office supplies			10000		5000
	Miscellaneous			20000		
<b>TOTAL AMOUNT</b>				<b>13540000</b>		<b>97000</b> <b>13637000</b>
<b>OVERALL TOTAL</b>						<b>28,944,000</b>
<b>NOTE</b>	THE SCHOLARSHIP CAN BE AWARDED PER COHORT THE ALUMNI OF THE BRIGHT FUTURE CBO PROGRAM WILL VOLUNTEER THEIR SERVICES FOR THE FIRST THREE YEARS. They will only need incentive pay					

# Sustainability Plan

A sustainability plan is essential not only as part of our commitment to the donor but also because it is at the heart of our work. That is, this project is based on the belief that the community should lead. We present this model in action through the formation of our CBO and submission of this project proposal. As such, community involvement and contributions will serve a key role in the sustainability of the project. This includes but is not limited to:

Financial sustainability:

- Programs will be free to all students. Graduates of our program who find jobs as a result of our program and support will contribute 5 - 10% of their post-graduation salary to the project to support future students. We highlight the significance of this commitment based on consultation with the community.
- The Employment Service Unit will provide job support not only in the context of the camp but also for countries of origin, which the Employment Service Unit will communicate with to identify employment needs so that we can build that into our system (labor market analysis).

Human resource sustainability:

- Local management: Refugees as graduates of the programs will serve as the management team and will ensure sustainability by training rising leaders moving forward.
- Volunteer services and internships: As students graduate from their 1st to 2nd year, the Employment Service Unit will support these students as volunteers and interns in the program, both providing practical experience while also providing quality human resources. Incentives will be provided. Any fees collected through community services or additional education will be reinvested into the project to support future students.

## Conclusion

In closing, we re-iterate our commitment to higher education in emergency contexts in partnership with all stakeholders while also centering our lived experiences. As residents of Kakuma refugee camp, graduates of higher education programs in the camp, and some of us, founders of other CBOs and managers of higher education programs in the camp, we believe we have the perspectives, experiences, skills, capacity, and commitment to support and sustain this project over the long-term for our communities.

**ATTACHMENT 1**

**A Memorandum of Understanding  
Between  
A Brighter Future  
And  
University of Geneva**

This Memorandum of Understanding (MoU) is entered into by A Brighter Future (ABF), a community-based organization established in Kakuma refugee camp in 2009 and University of Geneva (UNIGE) located in Geneva, Switzerland.

ABF and UNIGE are hereby jointly referred to as the “Parties” and each separately as a “Party”.

WHEREAS, UNIGE assists in the technical aspect of the program implementation and provision of consultancy and expertise;

WHEREAS, ABF, a CBO organized under the laws of the Republic of Kenya is tasked with the overall running of the program, seeking funds for the program and arranging facilities and logistics necessary for the implementation of the program;

WHEREAS, the Parties find mutual interests and similar missions in the attainment of quality higher education for Kakuma and Kalobeyei communities;

Therefore, the Parties agree to cooperate in the following areas:

Article I  
Purpose

The purpose of this MoU is to provide guidelines for the cooperation and collaboration of the Parties in areas of common interests.

Article II  
Areas of Cooperation

1. Provision of access to quality higher education to refugee and host community students at Kakuma and Kalobeyei
2. Development of a connected learning model for higher education students at Kakuma and Kalobeyei.
3. Establishment of a technology resource center at Kakuma refugee camp.

Article III  
Exchange of Information

1. The Parties will keep each other informed on issues and areas of common interest on a regular basis.
2. The Parties agree to ensure confidentiality and integrity of information.

Article IV  
Implementation of the MoU

1. All activities under this MoU are subject to the rules, regulations and procedures of UNIGE and ABF.
2. Where ABF will act as an implementing partner of UNIGE, an appropriate implementing partner agreement shall be drawn.
3. In areas of financing, the Parties may agree to co-financing and raise funds together.

This MoU becomes functional and binding once it is signed by the Parties.

# Education for Life (EFL)

Blended Learning for Refugee  
Communities in Kakuma and  
Kalobeyei Settlement, Kenya

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Project team members:

Rebecca Granato  
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Joël Hangi

**Date: September, 2018**

## Executive Summary

Education for Life (EFL) proposes to develop a four-year blended Bachelors program in Agricultural Engineering and Rural Entrepreneurship for refugees in Kakuma, for both resettled refugees and the host community in Kalobeyei. The program will be a joint effort between EFL, Jomo Kenyatta University of Agriculture and Technology in Nairobi, Cornell University and local stakeholders. This program is unique amongst offerings in Kakuma and Kalobeyei in that it focuses on satisfying community needs in terms of employment, food security and water supply.

## Brief Description of Our Organization

*Education for Life* is a non-profit start up organization registered in the United States, but conceptualized by NGO experts forming a leadership team from close to 10 countries. The team's expertise is rooted in higher education programming and includes a community leader from Kakuma refugee camp.

## Project Logic

The EFL team has conducted a thorough needs assessment and identified two gaps within higher education and in the wider communities in Kakuma and Kalobeyei:

1. The need to train local individuals in helping to deliver higher education programs as facilitators;
2. The lack of agricultural and engineering training to address the crises of low supply of food and water within the two sites.

UNHCR biannual report of August 2017 indicated that the number of registrations of new arrivals of refugees between January and August 2017 stood at 19,085 which increases the need for more food and water supply. There is a total of 1,164 (1,017 for Kakuma and 147 from Kalobeyei) new admissions to supplementary feeding programs in management of Moderate Acute Malnutrition (MAM), and 315 (240 from Kakuma and 75 from Kalobeyei) new admissions to outpatient therapeutic care for management of Severe Acute Malnutrition (SAM).

Access to fields and water is the key to successful livelihoods in both Kakuma and Kalobeyei. To establish a functioning water supply, eight wells have been repaired with GIZ's support, which has seen more production of vegetables by more than one third to around 3,200kg. From current studies, over 50% of families in Kakuma and Kalobeyei come from agricultural and entrepreneurial backgrounds, yet few have related skills to support their livelihoods. However, scarcity of water limits these activities in the area resulting in low food supplies.

UNHCR recommends key livelihoods interventions to include improved access to agriculture through the use of optimal water irrigation systems, improved access to self-employment/business to reduce the dependency mind-set of refugees, and also to reduce the percentage of unemployed in the productive age range of 18-59, which currently stands at 41%.

Building on the recognition that UNHCR and other partners seek to promote refugee self-reliance through development of refugees' individual capabilities, and promoting an environment that allows them to access livelihoods opportunities through skills development, enterprise development and consumption development, EFL will enhance a market driven and sustainable initiative that will embrace innovation approaches in agriculture, engineering and business development to give beneficiaries a competitive edge and penetrate new local, regional and international markets. EFL will build on these potential community skills and offer additional, location-specific training to students who have completed secondary school or gained an equivalency through recognized education and training programs.

## Proposed Program

EFL will partner with Jomo Kenyatta University of Agriculture and Technology (JKUAT) in Nairobi and Cornell University in the United States to execute a blended four-year Bachelors of Science degree program in Agricultural Engineering and Rural Entrepreneurship. EFL will work directly with the custodians of secondary education, Windle Trust in Kenya, to cultivate relationships with the secondary schools and to design outreach campaigns among the graduating students. After an application process during which students are assessed by an international committee drawn from the two university partners and representatives from the donor and the local community, students will register in existing courses at JKUAT and Cornell.

Accepted students will take four courses per semester, bringing the students from all four sites together in one virtual classroom, both synchronously and asynchronously. According to the MOU signed between Cornell and JKUAT, the program will be designed by a faculty committee at the two institutions and will be clearly outlined in the four-year program plan; elective choices will not be offered due to limitations in numbers, budget and faculty. Cornell will contribute one course per year to the program, which will be offered in a blended format with matriculated Cornell students alongside students from the refugee community as well as JKUAT students based in Nairobi. Cornell classes will be recognized by JKUAT and will appear on the students' transcripts. All of these courses will be offered in a blended format using the platform from the Refugee Educator Academy at the Carey Institute for Global Good, designed especially for

innovative and student-centered online education. Refugee students will take their courses alongside matriculated students at Jomo Kenyatta and Cornell in specially designed mobile classrooms, equipped with the proper technology, which will move between the two sites, ensuring connectivity. Courses will include both synchronous and asynchronous components, as determined by the curricula committee of participating faculty, and will involve a visit from the professors offering classes to Kakuma and Kalobeyei in the middle of each semester. The mobile units bring many benefits: while Kakuma One has many centers for connectivity, Kakuma Two, Three and Four do not; the mobile units will bring education into these communities, enabling easier attendance for students with disabilities and for girls. While matriculated students in the two sites will enroll in existing courses, they will also complete a community-based project, during their final year of study. This project will encourage entrepreneurial activity, based on the previous three years of learning, and will also encourage linkages with existing providers within the two sites, including the World Food Program; it will be supervised by a Civic Engagement Coordinator who will be trained by the two university partners. The International Labor Organization (ILO) has agreed by way of an MOU to coordinate with the faculty to set up a committee to select the best three projects at the end of the students' educational experience. ILO will provide a monetary award and guidance and support in institutionalizing the selected programs. This will provide employment pathways for these graduates.

In Kakuma and Kalobeyei, local facilitators will serve as the main point of regular contact, coordinating closely with the faculty of record at the two partner institutions and supporting the students in on-the-ground projects, group work, discussions, and assignments. These facilitators will be recruited from amongst the existing pool of relevant B.A., M.A., and, if available, Ph.D. holders in the two sites. Prior to launching the classes, the facilitators will undergo a rigorous blended training program led by the educational specialist in the Kakuma-based core leadership team and in cooperation with faculty at JKUAT and Cornell who will be teaching the courses.

These facilitators will be critical to the success of the program, as they can encourage secondary school graduates to enroll through community ties and discussions with parents, while also providing crisis-specific psychosocial support to the students in the university classes. Important to our program will be encouraging female enrolment, with which facilitators can assist through their community relationships. So, too, offering additional training to these degree holders will build their capacity in the event of their return to their home countries. As we move beyond the pilot phase, these facilitators will support the expansion of the program, helping train additional facilitators in the two sites. In addition to facilitators, EFL will employ English Language support staff, who must hold either

a degree in English from their home country or ESL training. As they will be paid as volunteers; formal equalization of certificates will not be necessary.

The program anticipates accepting 20 students per year during the first three years of the funding cycle (note: as it is a four-year program, we will need to seek additional funding to ensure the completion of three cohorts of students). To promote cooperation with Kalobeyei's host community, we will reserve four places per year in the program to which these students will be given preference during the application process. Should the host community not fill these places, they will revert to the refugee community.

## Scope

Training Agricultural Engineers and rural entrepreneurs from Kakuma Refugee Camp and Kalobeyei Resettlement Camp who can in turn set up agricultural enterprises as a result of having acquired farming technological knowledge and skills. These will help solve the problem of food and water shortage in the camp and host communities.

## Geographical Mapping of Kakuma and Kalobeyei

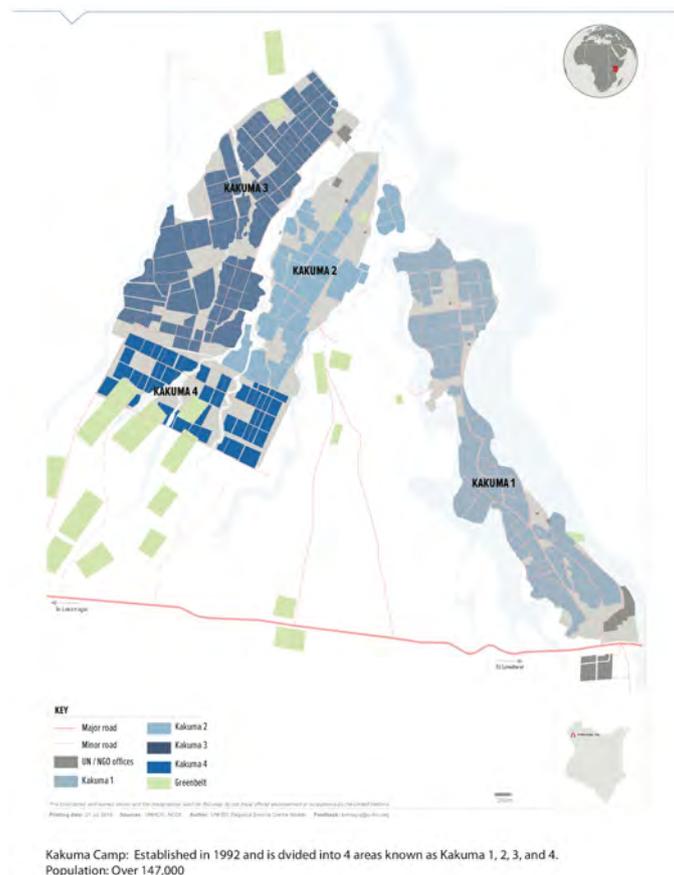
Kakuma and Kalobeyei are located in Turkana County of the north-western region of Kenya, 120 kilometers from Lodwar District Headquarters and 95 kilometers from the Lokichoggio Kenya- Sudan border (indicated by a black dot on the map).

# Kakuma

Kakuma Refugee Camp serves refugees who have been forcibly displaced from their home countries due to war or persecution. It was established in 1992 to serve Sudanese refugees, and has since expanded to serve refugees from Somalia, Ethiopia, Burundi, the Democratic Republic of Congo, Eritrea, Uganda, and Rwanda. According to current UNHCR statistics, the camp population stands at just close to 180,000 refugees. In 2007, Kakuma Refugee Camp hosted 21% of the total refugee population in Kenya (UNHCR Fact Sheet, September 2008).

The local Kenyan population is largely comprised of nomadic pastoralists from the Turkana community. According to the 1999 Kenya Census, the population of Kakuma town is 97,114 persons, making it nearly twice as populous as the camp.

Life in the semi-arid desert environment of Kakuma is rather challenging. The area has always been full of problems: dust storms, high temperatures, poisonous spiders, snakes, and scorpions, outbreaks of malaria, cholera, and other hardships. The average daytime temperature is 40 degrees Celsius, or 104 degrees Fahrenheit.



## Kalobeyei

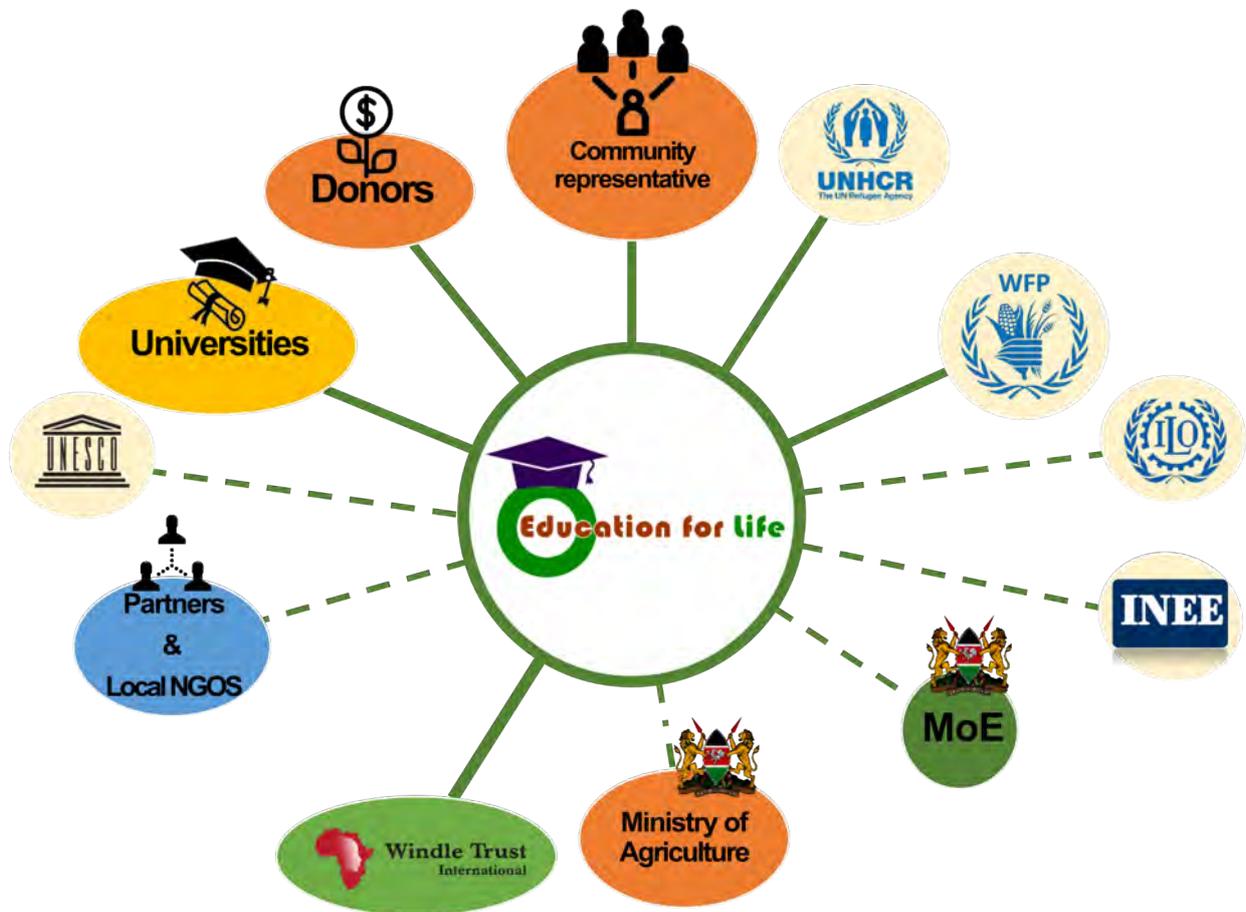
UNHCR and the Ministry of Interior and Coordination of National Government agreed with the Turkana County Government to develop a settlement that would promote the self-reliance of refugees and host communities by providing them with better livelihood opportunities and enhanced service delivery. In collaboration with the World Bank, UNHCR developed the Kalobeyei Integrated Social and Economic Development Plan (KISED P), a multi-agency collaboration to develop the local economy and service delivery at Kalobeyei. This represents a major paradigm shift from refugee dependency to refugee self-reliance. The overall objective of this initiative is to re-orient the refugee assistance program to contribute to improvement of the socio-economic conditions of the refugees and host communities, better prepare the host community to take advantage of emerging economic opportunities in upcoming extraction and potential irrigation-fed agriculture and reduce over-dependence on humanitarian aid and support the refugees to achieve durable solutions.



Kalobeyei Integrated Settlement is approximately 3.5Km from Kakuma Camps and was established in June 2016.  
Population: 38,000

## Stakeholder Analysis

For the program in the two refugees camps of Kakuma and Kalobeyei, the project team conducted the stakeholder analysis and identified the key stakeholders, including: the Kenyan Ministry of Education (MoE) and Commission of University Education (CUE), university partners (Jomo Kenyatta University of Agriculture and Technology) and Cornell University, local NGOs working in the camp, International NGOs (IsraAid), UNHCR, community representatives, donors, the Ministry of Agriculture, and the local construction authority.



## Implementing Partners

### Jomo Kenyatta University of Agriculture and Technology

Jomo Kenyatta University of Agriculture and Technology (JKUAT) is one of the Public Universities in Kenya offering a Bachelor in Science in Agricultural Engineering and Rural Entrepreneurship. JKUAT dates back to 1981 when it was a Middle Level College; it became a university in 1994 and is now the only university in Kenya graduating students with a B.Sc. in Agricultural Engineering and Rural Entrepreneurship.

### Cornell University

Cornell University is a private university dating back to 1868, and a member of the Ivy League in the United States. With eight undergraduate programs, including one of America's leading programs in agricultural studies, Cornell is a critical partner for EFL: the university offers an international face to the program, lending legitimacy for graduates who migrate beyond Kenya.

### The Carey Institute for Global Good, Refugee Educator Academy

The Carey Institute's mission is to improve professional learning and knowledge sharing in and across civil society organizations through programming, research, and services, particularly in the education sector. Its Centre for Learning in Practice (CLiP) is dedicated to promoting the education of all people through the advancement of a sustainable learning framework—a set of core workforce and professional development methods and tools for use by a range of public and non-profit organizations:

- Online Communities that produce value
- Reflection that is embedded in work
- Knowledge Exchange that is strategic, experiential, and empowering
- Analytics that produce data for action, innovation, and improvement
- Content that is curated, open, and applied

### The World Food Programme (WFP)

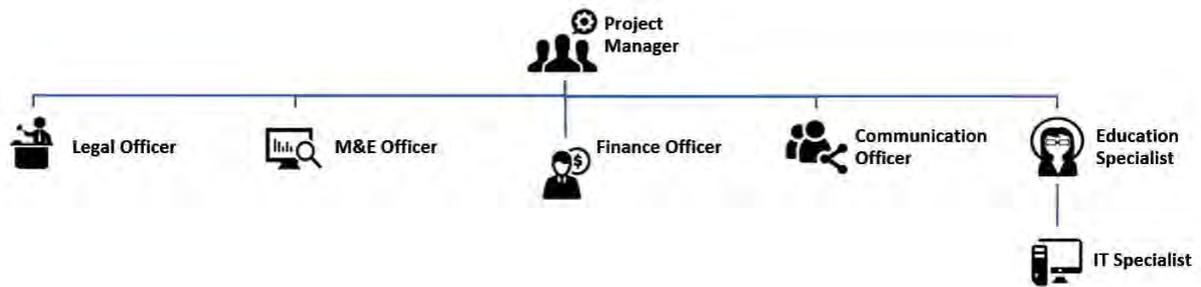
WFP is the food assistance branch of the United Nations and the world's largest humanitarian organization addressing hunger issues and promoting food security. According to the WFP, it provides food assistance to an average of 80 million people in 76 countries each year.

## Role and functions of stakeholders

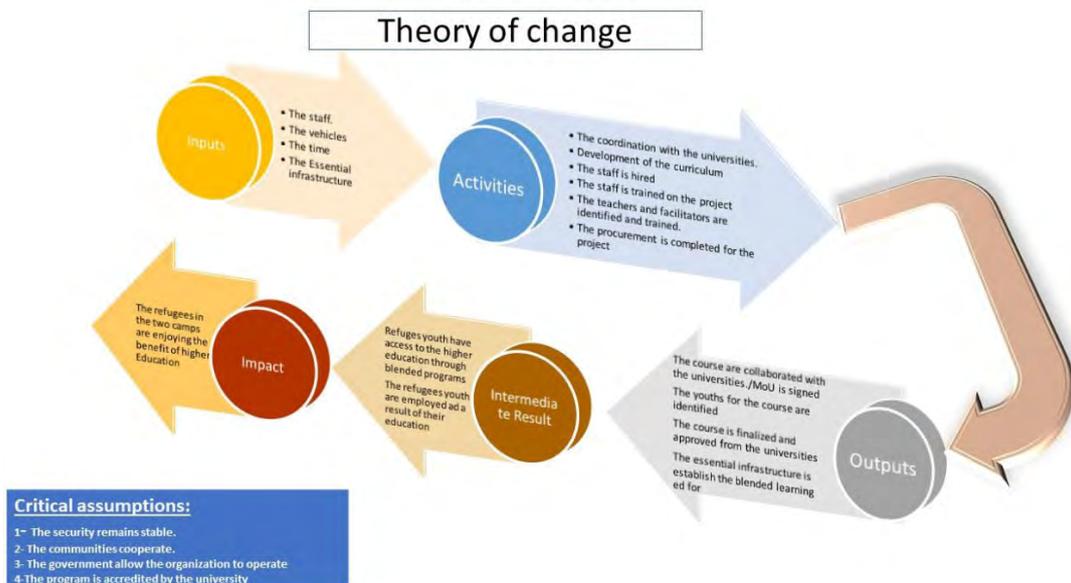
A complete stakeholder analysis which is necessary for the success of our project was carried out by our team. We are currently in discussions and are preparing to sign the following MOU and MOA agreements:

1. Ministry of Education (MoE) - To collaborate in provision of HE, we are working on a formal MOU with the MoE, which will speak to linking EFL to CUE and states legal requirements. We also understand that the MoE provides funding through the Constituency Development Fund (CDF), and Governors Fund and Ministry of Gender and Special Programmes.
2. Cornell University and JKAUT - We have signed individual MOUs with Cornell and JKAUT, and we are currently working on an agreement between Cornell, EFL and JKAUT that will speak to the ways in which the curriculum will be developed, how students participate in courses and how credits will be transferred from Cornell classes to JKAUT.
3. International NGOs - We are considering an MOA with international NGOs, including IsraAid (one of several Israeli NGOs working to improve the lives of Kenyans by providing Israeli Technology and expertise).
4. World Food Programme – After year one of the program, once we have produced results, we will explore an MOU with the WFP to sell them local produce.
5. We have explored NGOs that provide hardware and software.
6. We are working with the Governor of Turkana and also key Kakuma Community Leaders, as identified by our Community Outreach Specialist, to ensure support for our program. The Community Leaders will provide necessary information in terms of baseline surveys, planning engagements, and linking EFL to the community.
7. We are working towards an MOU with the Windle Trust, which coordinates access to secondary school graduates.
8. We have signed an MOU with UNHCR to ensure a continued presence of our leadership team in Kakuma and Kalobeyei, and to help us coordinate activities with other organizations on the ground.
9. We have coordinated with The Ministry of Agriculture and will be signing an MOA to provide appropriate guidelines in Kenyan agricultural policies for sustainability of the project.
10. We have contacted the Department of Refugee Affairs (DRA) and will sign an MOU to provide legal authority to settle and run activities of the organization in the camps.

## Project Team



## Theory of Change



## Resources Available

1. Turkana has fertile land with water retaining soil.
2. Turkana has three rainy seasons (February, August, and December), which often flood the area. This is a good opportunity for water harvesting.
3. Most people in Kakuma do not have formal employment and so agriculture can be an important livelihood.

## Risks and Challenges

Programs in crisis areas face a host of risks and challenges. Below we outline key risks and challenges and also address possible solutions.

1. **Gender:** According to many reports from NGOs and donors, approximately 19% of students<sup>1</sup> enrolled in university programs in Kakuma are women. Females face many challenges, including being needed at home, improper sanitary products that don't allow them to leave the house at certain points during the month, childcare issues, and the threat of sexual harassment. To address this, EFL will offer childcare services free of charge to matriculated female students, facilitators and ESL support staff. Additionally, gender-sensitive training will be a key part of the facilitator training prior to the launch of the program and whenever new facilitators are brought on board. Furthermore, Kenya has a low pass rate for women taking tertiary education entry exams to matriculate into universities. While addressing this is beyond the scope of our project, we recommend another organization offer a preparatory program for female students seeking university entrance so they can retake the exams and achieve a higher score.
2. **Work Permits:** A major challenge of building a program in these two communities is the issue of work permits. The application process is complicated and can take four months or more. As a solution to this, EFL will offer volunteer stipends, abiding by the Kenyan legal limit of no more than \$110 per month per person. As we train the first cohort of teachers, we will support them in applying for their work permits during the training phase.
3. **Credentialing:** Another challenge in terms of sustainability is moving the leadership team into the refugee and host communities. For this university project to be community driven, the Kenyan Ministry of Education will need to recognize the credentials of those who were university professors in their home countries. Practically speaking, equalizing secondary school certificates necessitates students

physically moving from the camps to Nairobi. This requires special permission, as well as documentation that students often do not have. Indeed, many students have only hand-written documents, which are not recognized, or have completed course work at programs that are not recognized by the Kenyan MOE.

4. **Linguistic challenges:** Kakuma and Kalobeyei are culturally and linguistically diverse. Given our partnerships with JKUAT and Cornell, EFL's courses will be offered for English enhancement. This will necessitate language screening during the application process, but also language support during the four-year program.
5. **Retention:** According to the Kakuma community representatives, incentivizing students to apply and complete the program is a challenge. If prospective students already have jobs, they may not want to leave them to attend a university program.
6. **Job market:** While our program addresses a gap with its major in B.Sc. in Agricultural Engineering and Rural Entrepreneurship, the market within the camp and the resettlement area will require growth in order to absorb the graduates. To address this, we have incorporated a substantial community/civic engagement project which will encourage entrepreneurial thinking, help students cultivate relationships with existing projects/donors, and offer potential post-graduation pathways.
7. **Post-graduation pathways:** Should graduates seek international online employment opportunities, a serious challenge is payment. Without the current existence of digital wallets, transferring funds involves exorbitant costs rendering such work financially unsustainable. We have had an initial conversation with Education for All about our joint concern for this and interest in changing the status quo.

## Sustainability

After the initial tranche of funding is completed, cohort one will have one more year of study, while cohorts two and three will have more years until graduation. Furthermore, we intend this program to enrol a fourth cohort and beyond. We will seek additional donor support from private donors, the Safaricom Foundation, EU donors, and others. The costs of certain aspects of the program will decrease after the first year, including those for the platform and for the mobile units. Likewise, salary costs will decrease after three years, as once locally-based individuals have work permits, they can be phased in to replace the international hires, who carry larger salaries. This will reduce the annual budget by thousands of dollars a year.

After the first year, when the first three capstone projects are selected by ILO to be institutionalized, EFL will develop a scheme in which students will be required to work a certain number of hours to cover their tuition costs.

Transforming learned agricultural engineering skills into actual farms to grow and sell produce to the NGOs. We will partner with the World Food Program and the *Bamba chakula* project; this will support a long run of the project as well as improve living standards of this population as well as those of the host community.

As farming requires innovative ideas and advanced technology, especially in Kakuma and Kalobeyei refugee camps which are located in semi desert places, EFL has hired four Chinese agricultural engineers in charge of making the cultivation process faster.

As a pilot project the products for start-up could be legumes, vegetables (peppers, tomatoes, potatoes, spinach, carrots, etc.) for each location, as they need a maximum period of three months to grow; in addition, the quantity will be 1 ton of product per category with an estimated income from the project of about 50,000 Ksh (50 Ksh per kilo).

## Phase-out Strategy

The phase-out strategy describes how the project is going to be handed over to the project partners/stakeholders. The strategy will describe the specific activities that need to be undertaken before project closure.

In the full proposal for the *Education for Life* project we will include the below details of the main actions:

- Defining the activities that need to be sustained;
- Describing whether these activities change post-project;
- Defining the resource implications of continuing the activities;
- Identifying stakeholders to whom activities will be handed over through signing an agreement.



# G.A.L.

Girls as Leaders

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Project team members:

Subindra Bogati

Zeina Aawaydate

Salad Arale

Claudio Freitas

Imonje Rosemary Khiteiyi

Valentine Mukuria

**Date: 06 March 2019**

## Executive summary:

Girls as Leaders (GAL) is designed to improve retention of refugee girls in primary school and to promote their transition to and retention in secondary school through a unique teacher training diploma program and its accompanying mentorship program.

## What is CRP?

Community-led Relief Programs (CRP) engages various state and non-state actors such as community leaders, women activists, government authorities, educationalists and international stakeholders that are concerned about their local community development.

## GAL and the SDGs



This project is in line with sustainable development goal No.4 on education, especially goal No. 4.1, which states that *“By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes”*;



*4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.”*

## GAL and NWOW

**Girls as Leaders-GAL** embraces all three dimensions of the NWOW (New Ways of Working), such as Collective outcome, Comparative advantage, and a Multi-year timeframe, as it sees development of the community through the empowerment of girls.

**Collective outcome:** GAL engages community leaders, state and non-state actors and partners with different sister organizations in tackling issues of gender inequality.

**Comparative advantage:** GAL reduces the gender sensitivity risks by increasing awareness of vulnerable and deprived girls through formal education by equipping

them with the leadership skills to tackle gender inequality amongst the communities in refugee communities.

**Multi-year timeframe:** GAL is a sustainable initiative that, although relying on the funding of its international donor partners, increases the number of skilled, self-motivated female teachers that remain in refugee schools to mentor their fellow brothers and sisters even after graduation.

## What is GAL?

Education enlightens refugee girls, enabling them to learn about themselves and the world around them, while striving to rebuild their lives and communities.

Through GAL refugee girls give back to the community in ensuring no one is left behind through combatting school dropout rates; turning the tide for the girl child means makes their education a priority.

This is to show that higher education can nurture a new generation of change-makers that can take the lead in identifying solutions to refugee challenges.

## Vision

Create a self-reliant community in Kalobeyei.

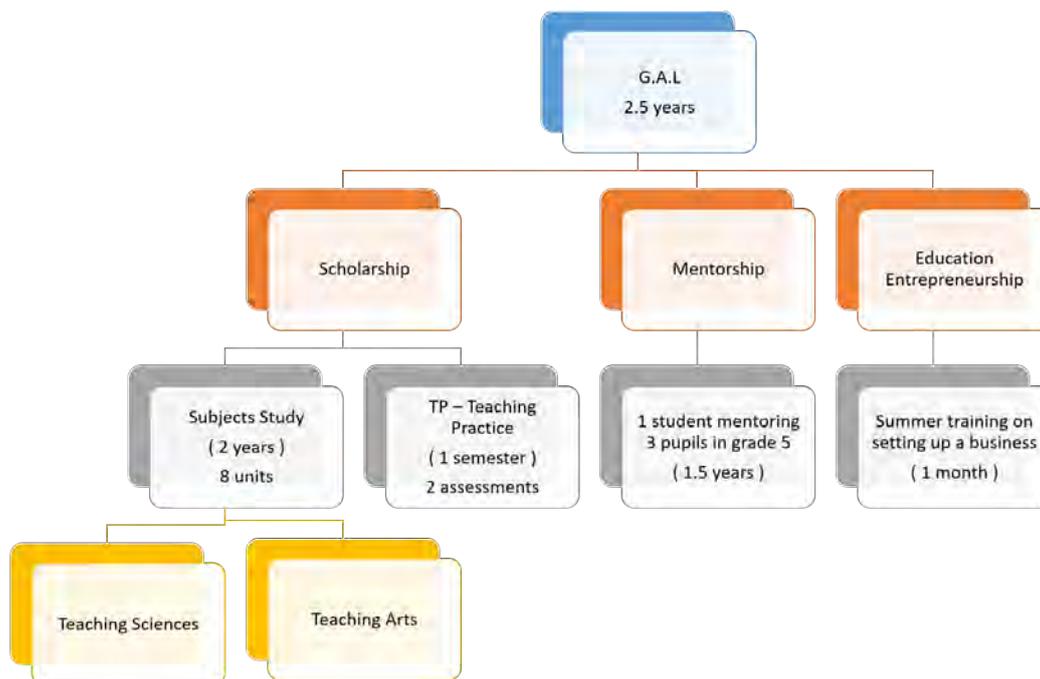
## Mission

Providing education opportunities for young people to create ripples of change for generations to come.

## Approach

Engaging various state and non-state actors such as community leaders, women activists, government authorities, educationists and international stakeholders that are concerned with and care about local community development.

## The model



## Structure of Study

When structuring an EiE program for students the program needs to take into consideration possibilities of student mobility either through resettlement, voluntary repatriation and/or return to the country of origin.

To ensure that programs are flexible, this organization has proposed a two-and-a-half year blended diploma in secondary teacher education in partnership with Kenyatta University accessible to students from Kalobeyei integrated settlement in Turkana County, Kenya.

## Course structure: contact (26 units; 35 hours each)

The course includes the following components:

- Diploma in secondary teacher education (2 1/2 years)
- Subject areas - 8 units: Science (Mathematics, Biology, Chemistry); Arts (English, Literature, History, Religious Education). A student is expected to take either Science or Arts. Whatever category is selected, the student teacher has to specialize in two teaching subjects (e.g. Science – Mathematics and Biology).
- Education component - 16 units: Core areas (Psychology, Foundations, Curriculum Development and Communication Technology).

- Each unit = 5 days
- Each unit = 35 hours
- Teaching strategies: Integrated approach – one faculty member takes more than 1 unit each semester.
- Delivery mode: Face-to-face (20%); online/offline presentations, quizzes, assignments and virtual tutoring (80%).

## Assessment of students enrolled in the program

Assessment: Continuous assessment; online presentations, quizzes, assignments = 30 %; and Examinations = 70%.

Teaching practice (2 units) (3 months) – at the end of 1st year.

Teaching Practice = 2 assessments = 100%.

## Mentorship Program

### How will mentorship work?

The organization will negotiate to work with primary schools in a way that the girl students who will be admitted into the program will be partnered with at least one girl from grade 5 in the primary schools from the camp to walk them through educational and social development while in school and ensuring that this girl transitions into secondary school.

The assumption for selecting grade 5 girls is that it is at this level where dropout commences to then build up at grade 6 and 7; hence, psycho-social support through the mentorship program is vital for this intervention at this point.

This initiative has extended benefits to the community, teacher trainees, and girl child retention, completion and transition into secondary school; it increases the percentage of girl children entering into secondary and higher education.

It will improve leadership skills and social responsibility of teacher trainees.

Attainment of mentorship skills is a key component of the teaching profession.

Education empowers by giving refugees the knowledge and skills to live productive, fulfilling and independent lives.

Education enlightens refugee girls, enabling them to learn about themselves and the world around them, while striving to rebuild their lives and communities.

It is giving back to the community by ensuring that no one is left behind; it reduces dropout rates; turns the tide for girl children and thus makes their education a priority.

This is to show that higher education can nurture a new generation of change-makers that can take the lead in identifying solutions to refugee challenges.

## Mentorship component

Student teacher trainees in the program are paired with grade 5 pupils (the time when drop-out occurs) at the beginning of their teaching practice; they are expected to accompany the pupils until completion of the diploma program.

Student teacher trainees receive training in the following areas:

1. Psychosocial support
2. Mentorship and coaching skills
3. Effective listening
4. Problem-solving approaches

## Entrepreneurship Summer Camp

Student teacher trainees will participate in a summer school where they learn more about social entrepreneurship and setting up businesses that are directly solving problems related to access to Education. Not only does this widen their horizon and their scope of interest, but it offers them alternative paths into creating sustainable income and employment, and contributes to solving the most pressing issues around them.

Social entrepreneurs usually are people that have a greater sense of responsibility towards their community than others, and are less likely to leave and give up on their people. This component will be a win-win situation, a first step into a sustainable solution for access to and retention in education both for university students and for young girl pupils in schools with a predominant refugee population.

This component will be delivered in the summer, offering a 6-weeks intensive training that culminates in a hands-on capstone project. Students will be offered seed funding of 500 \$ for their winning idea.

The summer camp will cover the following subjects:

- Design thinking for social causes
- Innovation in education
- Field work and community data collection

- Brainstorming ideas and possible solutions
- Prototyping solutions

## Risk Assessment of the Project

<b>Risk</b>	<b>Level of risk</b>	<b>Contingency</b>
Internet connection	Low	Offline course software Partnering with an NGO that provides computers
Electricity	Low	Partnering with an NGO that offers reliable power supply
Space	Low	Partnering with an NGO that has a space
Security issues for girls	Medium	Courses offered during day light Engaging community leaders as chaperones
Retention into the program	Medium	Recruiting larger numbers at the outset Incentives for staying in the program Community awareness program Linking the program to a big picture impact Sign an agreement to ensure commitment PSS-SEL support
Gender sensitivity (boys complaining)	Low	Community awareness program on the vision of the project
Employment	Medium	Internships with potential employers (Schools, NGOs, ...)
University changing the terms of the Diploma program	Low	Signing an agreement with the University
Donors cutting funding	Low	Searching multiple sources of funding
Dropping out of the project	Medium	Recruiting 20 % more at the beginning of the project

## Budget

Items	Cost (USD)	Remarks
<b>PROJECT RELATED</b>		
Entrance	\$420.00	Registration fees / student = 21 \$
Tuition	\$36,000.00	Tuition fee / student / year = 600 \$
Stipend	\$54,000.00	Stipend = 100 \$ / month for 9 months / year
Facilitators	\$12,000.00	12 courses that are e-delivered on site
Trips for teachers	\$7,200.00	24 trips for on-site teachers, @ 300\$ per ticket
Internet	\$15,000.00	
Mentorships	\$10,000.00	
<b>ADMIN COSTS</b>		
Salaries	\$38,000.00	500 \$ * 2 employees for 38 months
Stationary and Communication	\$3,800.00	100 \$ a month for stationary
Transportation cost	\$3,800.00	100 \$ a month for transportation of facilitators and team
Admin (rent + electricity)	\$19,000.00	500 \$ as rent and admin cost
<b>Total</b>	\$199,220.00	
Cost per student	\$9,961.00	

# RAFIKI

Higher Education for Refugee &  
Host Community Youth

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Project team members:

Arcade Arakaza

Mirwais Fahez

Cedric Boywa

Neha Bhatia

Karen Roberts

Christopher Otieno Omolo

**Date: 20 September 2018**

## Executive Summary

This project aims to facilitate the transition from secondary to tertiary/higher education by offering bridging programs and supporting diploma students throughout their higher education careers; the programs offer a special focus on integrating more female learners into the cohorts it supports.

## Vision

RAFIKI believes in inclusive and equitable quality education as a key to sustainable development, and seeks to promote access to higher education opportunities for all.

## Aim/Objectives

- To promote inclusive and equitable quality education for all, with a special focus on girls in marginalized societies.
- By providing relevant and quality education, to empower persons at the margins to freely participate in the cultural life of the community and to share in scientific advancements and its benefits.
- Facilitating ICT education opportunities for girls to be empowered to contribute to innovative solutions to problems facing their communities.

## Background

### Kakuma & Kalobeyei camp context

Kakuma is a refugee camp and Kalobeyei is an integrated settlement in North-western Kenya, located at the border of Ethiopia, South Sudan, and Uganda.

- Population of Kakuma = 167,000
- Population of Kalobeyei = 28,700

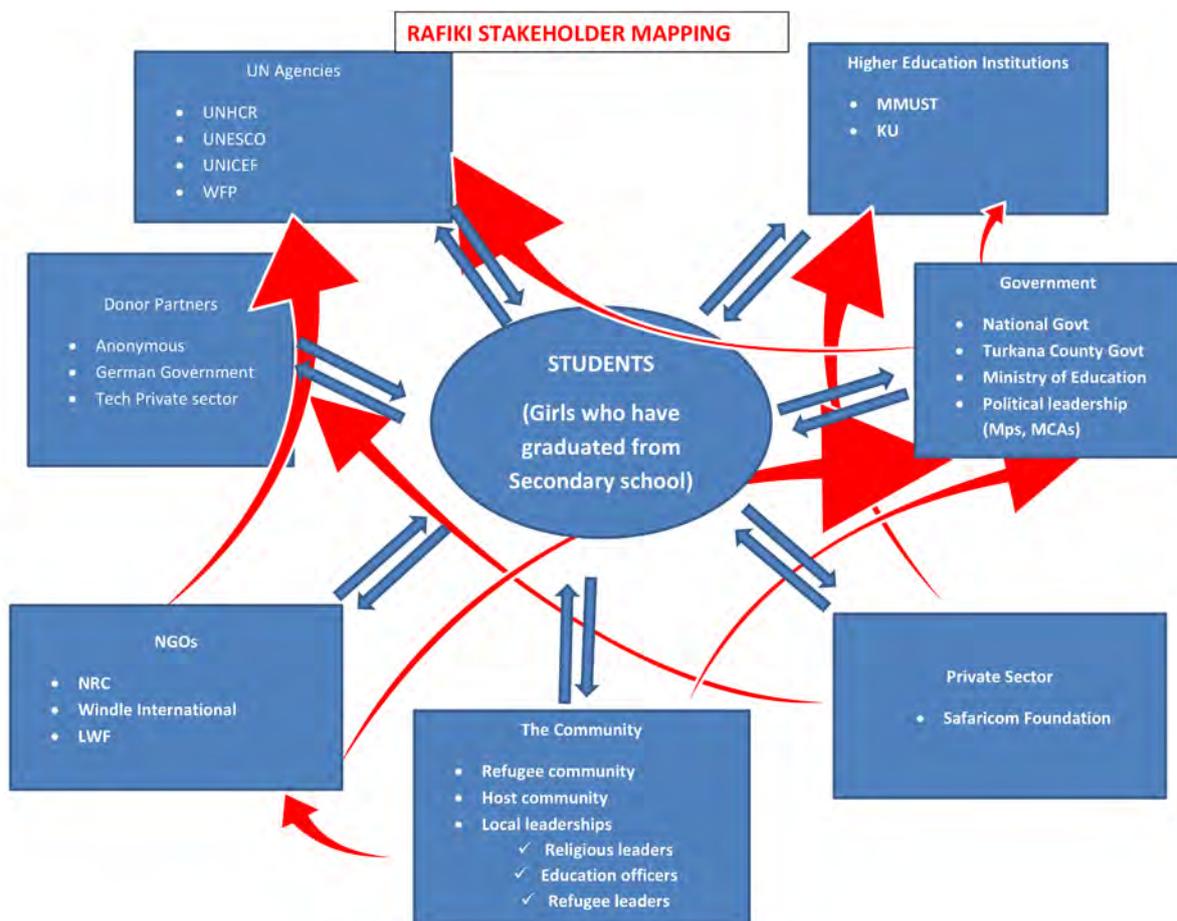
After 20 years of humanitarian assistance, the focus of support is shifting towards better integration of host and refugee communities and shared economic development.

- 75% of school-aged children in Kakuma Refugee Camp attend primary school.
- 6% of these students progress to secondary school.
- 1% move on to higher education.
- World-wide the enrolment average in higher education is 37%.

Why?

- Insufficient opportunities available in higher education
- Very few people with the pre-qualifications to enrol and succeed in higher education, with women particularly underrepresented
- Insufficient slots for enrolment in secondary school
- Girls do not perform as well as their male peers in school due to their household duties, cultural barriers, and a lack of investment in their education.

## Stakeholder Mapping



## Situation analysis

Existing higher education opportunities are limited and do not fulfil the needs of the camp population

- University Scholarships (DAFI and WUSC)
- Connected learning programs (JWL, SNU, InZone, KU)

Current education structures do not empower girls to succeed

- Restricted resources are often allocated to men
- Women face heightened domestic demands
- Women face restrictions to their mobility and ability to attend class

Refugee and host communities are not yet integrated. KISED P is still in its early phase of implementation.

## Needs assessment

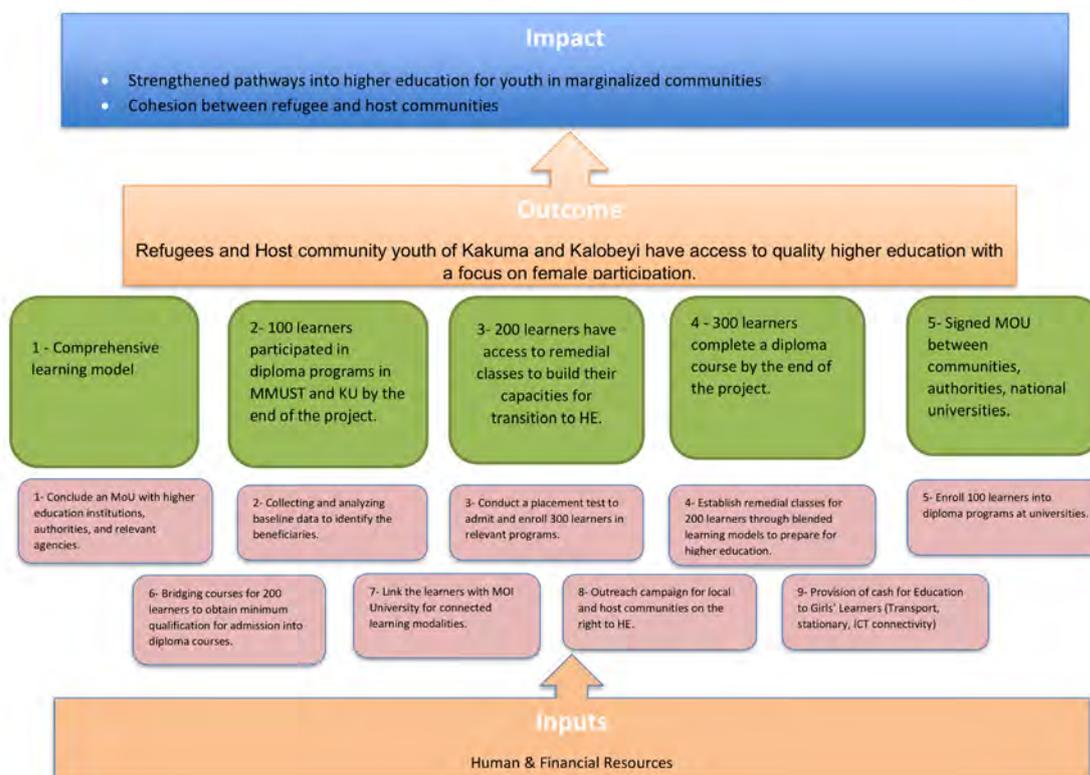
Based on comprehensive consultations with local community and academic representatives, the primary needs identified in this education ecosystem are:

1. HE opportunities for refugees: There are insufficient slots for qualified post-secondary students to access higher education opportunities.
2. *Preparation of female refugees: Girls are disproportionately underrepresented in higher education opportunities due to lack of preparation and other barriers to access.*
3. EdTech: There is a need for ICT education in the camp to promote innovative solutions to problems facing the community.
4. Integration: There is a need for increased integration and social cohesion between the refugees and the host communities.

## Why is access to and retention in HE for female learners a problem?

Without higher education for women, there are fewer chances for them to develop their full potential and society's ability to grow socially and economically is severely compromised.

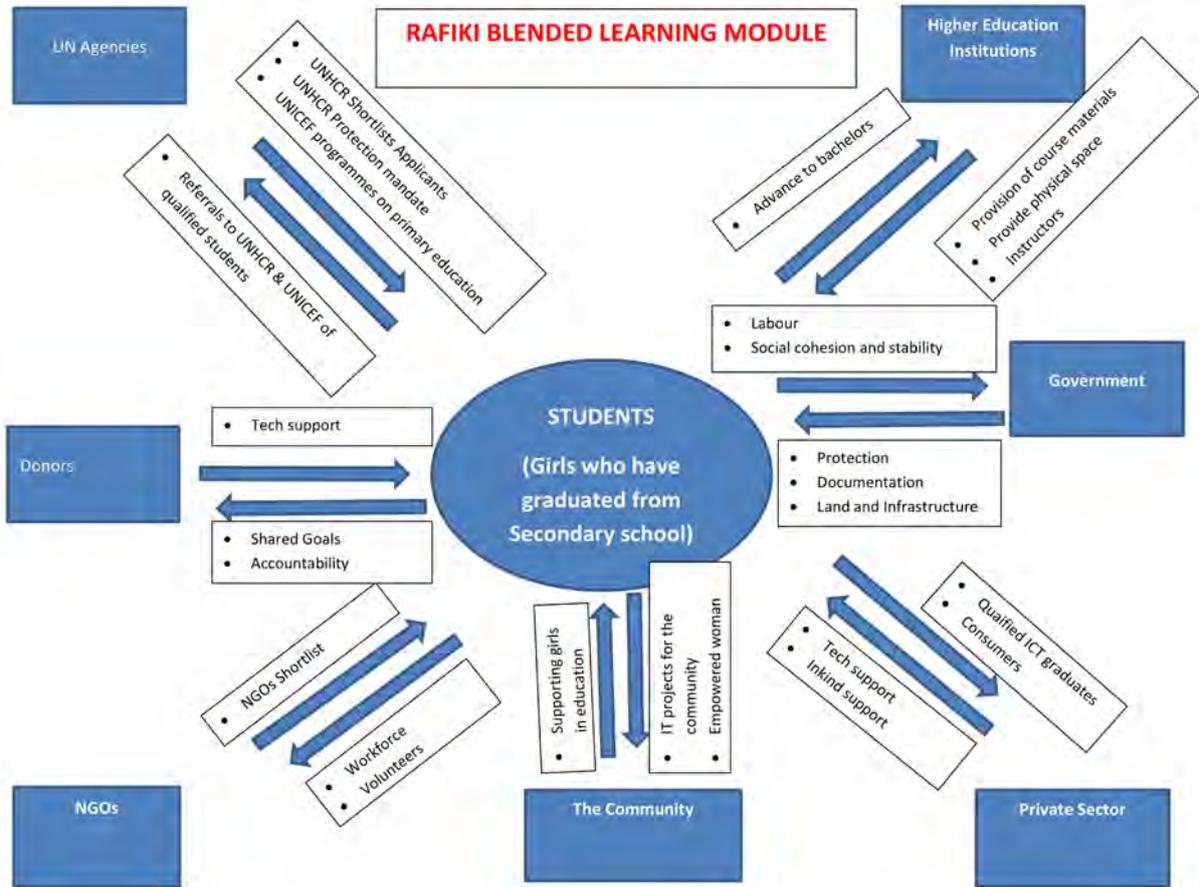
## Theory of Change



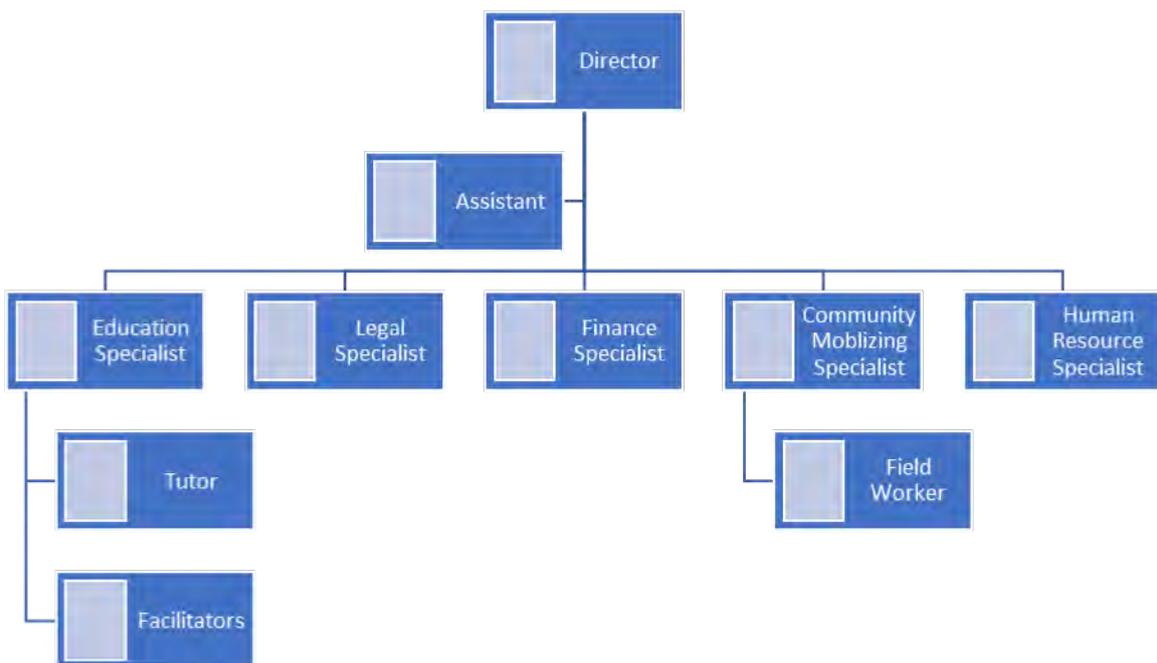
## Risk Analysis

Objectives	Indicators	Assumptions/Risks	Risk mitigation
Refugees and Host community youth of Kakuma and Kalobeyi have access to quality higher education with a focus on female participation.	<p># of marginalized youth represented in higher education</p> <p>Shared classroom and learning space for refugee and host communities</p> <p>Reduced conflict between refugee and host communities</p>	<p>Continued support and active cooperation from authorities and communities</p> <p>Influx of additional refugees</p> <p>Voluntary repatriation takes place at larger scale</p>	<p>Continue advocacy and feedback meetings with key stakeholders to ensure the project is on track.</p> <p>Foster project ownership through participatory steering mechanisms</p> <p>Contingency plan for influx of refugees</p> <p>Cross-border facilitation</p>

# Connected Learning Model



# Management



## Budget

RAFIKI connected learning project for refugees and host communities:  
36 Months/all amounts in \$

Description	Funding required	Shared cost	Total cost
Personnel	423,000.00		423,000.00
Travel	701,568.00		701,568.00
Internet connectivity		136,800.00	136,800.00
Equipment	8,000.00		8,000.00
Office supplies	19,280.00		19,280.00
Direct program cost	1,357,600.00		1,357,600.00
<b>Total Project cost</b>	<b>2,509,448.00</b>	<b>136,800.00</b>	<b>2,646,248.00</b>

## Sustainability

- Social networking among host & refugee communities
- Communities and learners aware of their right to higher education
- Education institutions and local/ global humanitarian sector share interest
- Remedial assistance improves the quality/capacity of learners
- Learners are supported/exposed to connected learning
- More qualified teachers available to improve the quality of primary and secondary education in the communities to ensure retention and subsequent access to higher education.

# Elimu International

Enabling Both Refugee and Host  
Community Access to Higher  
Education

Project team members:

John Ede

Rose Khitiei Imonje

Chrislaure Marceline Sonfack Kenfack

Martin Njue

Pesanayi Gwirayi

Kerry Bystrom

**Date: January 2018**

## Executive Summary

Elimu International strives to be a leader in enabling both refugee and host community access to higher education in Turkana County, Kenya, by supporting the transition from secondary to tertiary education through relevant bridge programming.

## Elimu International

Elimu has the following core objectives:

- Ensure people-in-motion (IDPs, refugees and migrants) in Turkana County have the right qualifications to enter into higher education
- Facilitate inclusive access to higher education for persons in Turkana Country (Kalobeyei, Kakuma, surrounding host community, with attention to gender, people-in-motion special needs) more broadly through mentoring and support
- Lobby for and help higher education institutions to implement flexible qualifications recognition guidelines regarding foreign learners.

## Context

Elimu operates in the context of a refugee camp and integrated settlement, characterized by the following parameters:

- Kakuma Refugee camp was established in 1992 Population: 170,000 from 18 countries
- 2015: establishment of Kalobeyei
- Population: 60,000, host (20,000) and refugee (60,000) (Different model used)
- Eligibility to secondary: 29,807
- 2011-2017: only 2,700 finished secondary school, 2,400 eligible for university
- 10% with foreign qualifications (3,500)



## Challenges: Access vs. retention

Low numbers transitioning to higher education

- Poverty
- Gender
- Nomadic
- Qualification equivalence
- Entry requirement especially for teacher training
- Lack of motivation
- Stigmatization
- Mental health issues
- Culture and language differences

## International & National Instruments

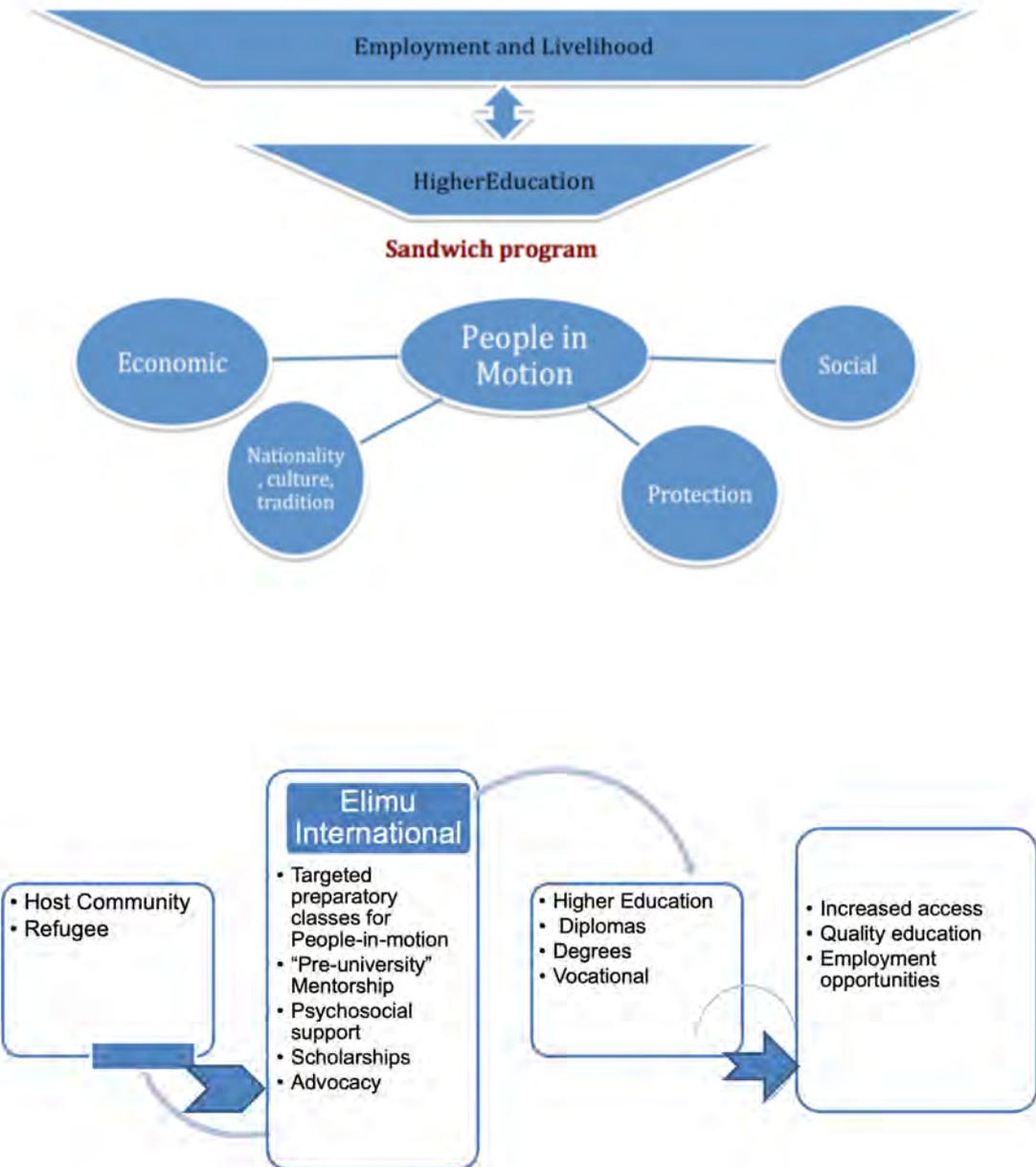
- International Covenant on Economic Social and Cultural Rights, article 13
- General Comment 13
- Convention on the Rights of the Child
- SDG4
- Global Compact on Migration, Objective 18
- INEE Minimum Standards:
  - Foundational Standards Domain
  - Standard 1: Community participation p.19
  - Standard 2: Mobilizing community resources e.g. learning centers p.19
  - Access & Learning Environment Domain

- Standard 8: All individuals have access to quality and relevant education opportunities (p.53)
- Standard 9: Learning environments are secure and safe, and promote the protection and psychosocial well-being of learners and teachers (p.53)
- African Charter on the Rights & Welfare of the Child (e.g. Articles 11 & 23)
- Africa 2063 - The Africa We Want
- Djibouti Declaration
- National instruments including Refugee Law and University Qualifications Regulations
- ...and others

## Objectives of Project

- Help people-in-motion from Turkana Country secure the high-school leaving qualifications needed to access higher education institutions
- Help these prospective students chose appropriate higher education and career paths
- Support Kenyan HEIs in adopting qualifications recognition guidelines that respect the rights of refugees and other people in motion and ensure inclusive access to higher education

# Bridge to Higher Education in Motion (BHEM)



## Major Program Activities

### Accelerated qualifications for students-in-motion package

- “Sandwich project” designed for learners with foreign certificates as well as for (nomadic) host community
- Aimed at mobile students successfully taking Kenyan Secondary School Leaving Exams, KSCE, (more research needed to confirm this would be accredited)
- One meal will be provided
- Meets F2F for intensive instruction during school holidays in the Kalobeyei secondary school building
- Combination F2F and online mentorship on Saturdays
- In pilot phase, teachers/mentors will be BA students from Kakuma (located at Turkana West University Campus) in the KU QESS program who receive stipends or scholarships to finance their studies.

### Pre-university mentorship package

- Weekend (Saturday) mentoring project aimed at students enrolled in Kalobeyei secondary school for their final two years (ideally this would be extended to start earlier and accompany students throughout their secondary studies)
- Learners would be paired with current BA students studying at Kakuma West campus who can tutor them in needed areas as well as model educational achievement
- Saturday meetings would also include in person or digital presentations on higher education opportunities, the special qualifications needed for different higher education programs, scholarship opportunities and deadlines, etc.
- Psychosocial support and attention to building the whole person, including creativity and resilience.

## Advocacy regarding recognition of foreign certificates package

- Researching and compiling international standards and local regulations regarding recognition of international study certification for refugee students
- Advocacy presentations to leadership of HEIs, and other relevant Kenyan educational qualifications bodies, regarding obligations to show flexibility in terms of qualification recognition for refugee students
- Creating an international network including people from the Ministry of Education in Kenya and relevant actors in the region to lobby for national and international legislation related to this question (for instance, connecting with UNESCO's work drafting the Global Convention on the Recognition of Higher Education Qualifications).

## M&E

- A participatory approach to M&E of the identified project indicators shall be adopted
- Involvement of the beneficiaries drawn from the refugee and host representative structures (PTA's, student councils)
- Partners in the education sector through inter-agency framework
- Monthly, quarterly, annual situation reports and participation in regular review meetings.

# Communication Strategy

Communication strategy for Bridging Access to Higher Education for people in Motion (Turkana county, Kenya)

Message	Objective	Audience	Distribution Method	Frequency of Distribution	Sender
Project Status	Inform stakeholders of status and what is coming up	Local governance committee, project team, sponsor. Key stakeholders	Paste notice in public spaces about meetings and progress of project	Monthly	Project Manager/Coordinator
Planning and design	Advocacy visits and community level discussions at community level	People in motion community in Turkana county	Network of Religious, traditional and group leaders, notice boards, local radio announcement	Monthly	Project Manager/Coordinator
Pre-Implementation	Advocacy visits and community level discussions at community level			1	Project Manager/Coordinator
Implementation phase	Learners, facilitators	Donors, community leaders, learners	Class announcement, notice boards in public spaces, and letters to leaders	1 weekly	Project Manager/Coordinator

# Health Education

for Wellbeing in Kakuma Region

Project team members:

Abdur-Rehman  
Ibrahim Alahmad  
Jehad Alrefaie  
Nhial Dheng  
Anne Malaplate

**Date: 20 December 2020**

## Executive Summary

Based on the health situation of Turkana, especially Kakuma, and the huge need for Health and Medical Care workers, the project will work on 2 aspects:

- Provide Higher education (Blended education) for 100 students in Kakuma from both refugees and host community through four different medical and health care (physical and psychosocial) accredited certificates and diplomas, offered for 1-2 years for each diploma, to prepare learners to work or continue their education in the health and medical field, and enhance their ability to access the labor market by providing them with short courses and practical experience about employment skills, leadership, and project management.
- Enhance the psychosocial wellbeing and social cohesion of students and their communities, and the social participation of youth in public affairs in Turkana (with a focus on Kakuma), by building and improving community-based networks, and supporting the students to launch social and medical initiatives that contribute to raise the awareness about health in the community, enhance the wellbeing of both refugees and host community, and mitigate the threats on health and wellbeing of the population in Kakuma and the host community.
- Project budget: 200 000 USD
- Planned project duration: 3 years
- Planned start Date: January 2020
- Planned end Date: December 2022

## Introduction and Background to the Project

Turkana is the largest county in Kenya (for comparison it covers the surface area of Burundi, Rwanda and Djibouti combined), but also the county with the highest poverty, malnutrition and illiteracy levels. In terms of health, malaria, pneumonia, diarrhoea, tapeworm, blinding trachoma and guinea worm are common, as are cholera outbreaks. At the same time, and until 2013, Turkana was the county with the lowest health worker population ratio with only 270 health workers in the whole county, including 1 doctor per 70,000 people and one nurse per 5,200 (the WHO recommends 23 doctors, nurses and midwives per 10 000 population).

In 2013, Kenya transitioned into decentralization with a devolved system of government, with a central government and 47 semi-autonomous county governments. This had a significant impact on health organization and, since 2013, the Ministry of Health Services and Sanitation Health depends on the Government of Turkana to organize its own health services. Since then, Turkana has reduced the distance between health facilities from 50 to 20 km and 39

dispensaries were converted into health centers, but the country still lacks health workers. Although the county is engaged in promoting and enhancing health education through the collaboration with NGOs in the field, with basic health courses provided by InZone, IRC or Funzo Kenya, the only national medical training center is in Lodwar, the Kenya Medical Training Centre (KMTC). KMTC excludes lots of potential learners: learners outside of Lodwar, older learners, heads of households or those who have finished schooling in a different country as they are refugees. In this context the Masinde Muliro University of Science and Technology (MMUST) will open in September 2020 a new campus, in Kakuma, the Turkana West campus, with learning facilities specifically to support connected learning. This is a unique opportunity to combine a connected learning program in healthcare with other regional partners in healthcare education, such as KMTC in Lodwar, MOI university and Kenya Institute of Social Work, to complement the basic training implemented by InZone or IRC within the camps. Access to facilities and education is also a tension factor between host communities and refugees, as host communities believe that refugees are prioritised and supported. Both communities have the same needs, a training project benefiting both communities would also contribute to better integration of refugees and would improve the quality of life for everyone.

## Needs Analysis, Gap Analysis

### Needs analysis

- around 195 000 persons in Kakuma and Kalobeyei + 39 000 in Kakuma town
- 2 hospitals (Kakuma Mission hospital run by Kenyan Government, Kakuma 1, Main hospital run by IRC) + Kalobeyei Health center
- Private small health centers in the camp
- around 500 health workers, mostly refugees working in the camp, very few graduated doctors among them.
- Programs in basic health by InZone and IRC, but no graduate programs nor programs with Kenyan certification or accredited in Kenya.
- Significant need for Health and Medical Care workers, especially in Kakuma region due to the presence of camps.
- Limited access to higher education for refugees in the camp, specifically in specialized and accredited healthcare and medical training program. Approximately 4000 students graduate from the five high schools in Kakuma each year and fewer than 1000 of these graduates get an opportunity to further their studies at a higher education institution (UNHCR Kakuma Education Strategy).

- In some instances, UNHCR and its partners collaborated with governmental and international organizations to bring in health specialists to conduct special screenings and provide medical services to the residents of the camps and its environs.

## Gap analysis

- According to the needs assessment the project team conducted there is a shortage of health workers in Turkana, an insufficient supply of health care practitioners in Kakuma region and a significant gap in refugee access to healthcare (International Rescue Committee Kenya: Strategy Action Plan 2019/2020).
- This confirms the need to increase the number of health care workers by providing quality under-graduate education, so as to decrease diseases in the camps of Kakuma and in Kakuma region, and to improve work in the schools to raise awareness about health.

## Stakeholders analysis

The project aims to bring together partners at local, regional and national level with an international anchorage through institutional partners or NGOs abroad.

Partners are recognized for their expertise in their respective fields of intervention.

- Government of Turkana
- Masinde Muliro University of Science and Technology in Turkana West Campus
- Kenya Medical Training College Campus of Lodwar (Diploma in Health Promotion, Certificate in Nursing; Upgrading in Nursing, a six-months course on Community Health and Development)
- MOI University (School of Nursing)
- Kenya Institute of Social Work (Certificate and diploma in social work and welfare)
- Kenya Association of Social Workers
- Nursing Council of Kenya (Continuing education online)
- InZone – University of Geneva - Leader of the project and coordinator of the connected learning part of the program
- IRC

# Rationale and Logical Framework

## Overall project objective

Contribute to improve the healthcare system for both refugees and host community in Kakuma region.

## Logical framework details for education

### Outcome 1

Increase the capacity for youth refugees and Kenyan citizens in Turkana (Kakuma region) to have access to the health business & labor market in Kenya and other countries of asylum.

### Output 1.1

100 Higher education students (50 male – 50 female) are graduated from four accredited medical certificates and diplomas and eligible (capable) to work, or continue their education pathway, in the field of health and medical care.

Indicators							
			End cycle beneficiaries				End cycle
Code	Cluster	Indicator	Men	Women	Boys	Girls	Target
	HEIE	# number of students from refugee backgrounds and Kenyan citizens in Turkana (Kakuma region) enrolled in blended higher education diplomas	50	50			100
Means of Verification: registrations							
	HEIE	# number of accredited blended higher education certificates and diplomas in the field of medical and health care (physical and psychosocial) were offered to students in Turkana					4
Means of Verification: Courses offered							

## Activities

### Activity 1.1.1

Signing of partnership agreement with the universities that will provide the 4 accredited blended higher education certificates and diplomas in the field of medical and health care (physical and psychosocial).

### Activity 1.1.2

Publicizing the medical education programs, selection and registration of students.

### Activity 1.1.3

Provide students with access to the education sessions of the 4 accredited blended higher education certificates and diplomas in the field of medical and health care (physical and psychosocial).

### Output 1.2

100 Higher education students (50 male – 50 female) are being prepared for opportunities and access to the health business & labor market in Kenya and other countries of asylum.

Indicators							
			End cycle beneficiaries				End cycle
Code	Cluster	Indicator	Men	Women	Boys	Girls	Target
Indicator 1.2.1	HEIE	# number of short courses and training programs provided for students about employment skills, leadership, project management, entrepreneurship					32 courses
Means of Verification: Enrolment of students in these courses							
Indicator 1.2.2	Education	# number of consultations were provided for students about health business & the labor market in Kenya					24 specialized sessions
Means of Verification : Reports , videos , photos							

## Activities

### Activity 1.2.1

Conduct short training courses about project management, employment skills, leadership, entrepreneurship for the 100 Higher education students (50 male – 50 female) to prepare them to enter the health labor market actively in Kenya and other countries of asylum.

### Activity 1.2.2

Organize group counseling sessions between the students and experts specialized in various aspects of the labor market in Kenya, especially in the health sector to discuss job opportunities, challenges, and advise the students about the best access to labor market opportunities in Kenya and other countries of asylum.

### Activity 1.2.3

Assign the students to prepare studies mapping the health care market in Kenya and other countries, and the opportunities for work after graduation.

## Outcome 2

The resilience and wellbeing of community and humanitarian medical workers are enhanced to provide a safe, inclusive and protected environment and community-based medical interventions for the population in Turkana (Kakuma region), especially for the most vulnerable groups.

## Output 2.1

4 community-based medical networks are established that include the students and representatives of NGOs and community actors in Kakuma region; their capacity is improved to contribute to preventing and responding to health threats; inspire youth to continue their education and support their rights, with special emphasis on female learners.

Indicators							
			End cycle beneficiaries				End cycle
Code	Sector	Indicator	Men	Women	Boys	Girls	Target
Indicator 2.2.1	HEiE	# number of community-based medical networks established					4
Means of Verification:							
Indicator 2.2.2	HEiE	# number of capacity building training courses conducted for community-based medical network members about team work, social initiatives, etc.					4
Means of Verification: Network visibility (on-line, community awareness); course curricula and syllabi							

## Activities

### Activity 2.1.1

Establish 4 community-based medical networks in Kakuma region that include the students, health workers and representatives of NGOs and community actors in the area, to contribute to preventing and responding to health threats, and inspire youth to continue their education and support their rights, with special emphasis on female learners.

### Activity 2.1.2

Conduct capacity building programs (4 training workshops) for the 4 community-based medical networks in Kakuma region on team work, social initiatives, protection, and humanitarian principles.

### Output 2.2

16 Social and medical initiatives are implemented by the groups of higher education students enrolled in the project and community-based medical networks to raise awareness in the community, enhance the wellbeing of both refugees and host community, and mitigate the threats on health and wellbeing of the population in Kakuma.

Indicators							
			End cycle beneficiaries				End cycle
Code	Cluster	Indicator	Men	Women	Boys	Girls	Target
Indicator 2.2.2	HEiE	# number of social and medical initiatives implemented					16
Means of Verification: Publication of and implementation of relevant initiatives							

## Activities

### Activity 2.2.1

Assign the 4 community-based medical networks the task to prepare studies and plans about social and medical initiatives, with the support and supervision of the trainers and experts present in the program, to raise awareness in the community, enhance the wellbeing of both refugees and host community, and mitigate the threats on health and wellbeing of the population in Kakuma.

### Activity 2.2.2

16 Social and medical initiatives are designed and prepared by the 4 community-based medical networks, to be implemented in Kakuma, to raise awareness in the community, enhance the wellbeing of both refugees and host community, and mitigate the threats on health and wellbeing of the population (refugees and host community).

### Activity 2.2.3

Prepare a participatory action research project about the impact of the education program and the accompanying activities (training and social initiatives) regarding improvements in the health situation and awareness of the population in Kakuma.

## Work Plan (Time-line)

Activity description	Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Sign partnership agreement with the universities that will provide the 4 accredited blended higher education certificates and diplomas in the field of medical and health care (physical and psychosocial).	2020	+	+										
	2021												
	2022												
Publicize medical education programs and registration of the students.	2020			+									
	2021												
	2022												
Provide access to students to the education sessions of the 4 accredited blended higher education certificates and diplomas in the field of medical and health care (physical and psychosocial).	2020				+	+	+	+	+	+	+	+	+
	2021	+	+	+	+	+	+	+	+	+	+	+	+
	2022	+	+	+	+	+	+	+					
Conduct short training courses about project management, employment skills, leadership, entrepreneurship for the 100 Higher Education students (50 male – 50 female) to prepare them to enter the labor market actively in Kenya and other countries of asylum.	2020							+	+	+	+	+	+
	2021	+	+	+	+	+	+	+	+	+	+	+	+
	2022	+	+	+	+								
	2020							+	+	+	+	+	+
	2021	+	+	+	+	+	+	+	+	+	+	+	+
	2022	+	+	+	+								
Organize group counselling sessions between the students and experts specialized in various aspects of the labor market in Kenya, especially in the health sector, to discuss job opportunities, challenges, and advise the students about access to the labor market in Kenya and other countries of asylum.													

Assign students to prepare studies on mapping the health market in Kenya and other countries, and the opportunities for work, or obtaining a job after graduation.	2020												
	2021	+	+	+	+	+	+	+	+	+	+	+	+
	2022	+	+	+	+								

Establish 4 community-based medical networks in Kakuma region that include students, health workers and representatives of NGOs and community actors in the area, to contribute to preventing and responding to health threats, and inspire youth to continue their education and support their rights, especially those of female learners.	2020										+	+	+
	2021	+	+	+	+	+	+	+	+	+	+	+	+
	2022												

Conduct capacity building programs (4 training workshops) for the 4 community-based medical networks in Kakuma region on team work, social initiatives, protection, humanitarian principles.	2020												
	2021	+	+	+	+	+	+	+	+	+	+	+	+
	2022												

Assign the 4 community-based medical networks the task to prepare studies and plans about social and medical initiatives, with the support and supervision of the trainers and experts present in the program, to raise awareness in the community, enhance the wellbeing of both refugees and host community, and mitigate the threats on health and wellbeing of the population in Kakuma.	2020												
	2021	+	+	+	+	+	+	+	+	+	+	+	+
	2022	+	+	+	+	+	+	+	+	+	+	+	+

16 Social and medical initiatives are designed and prepared by the 4 community-based medical networks, to be implemented in Kakuma,	2020												
	2021			+	+	+	+	+	+	+	+	+	+
	2022	+	+	+	+	+	+	+	+	+			

to raise awareness in the community, enhance the wellbeing of both refugees and host community, and mitigate the threats on health and wellbeing of the population (refugees and host community).											
Prepare a participatory action research project about the impact of the education program and the accompanying activities (training and social initiatives) on improving the health situation and awareness of the population in Kakuma.	2020										
	2021										
	2022				+	+	+	+	+	+	+

## Targeted Affected Persons and Locations

Directly Affected persons include the following:

Beneficiary Type	Directly Affected Persons Details	Men	Women	Boys	Girls	Total
Host Communities		25	25	0	0	50
Internally Displaced People		25	25	0	0	50
Total		50	50	0	0	100

Persons with disabilities:

Men	Women	Boys	Girls	Total
4	4	0	0	8

Indirect beneficiaries:

Host communities and refugees within the camp.

## Risk Management

Risks to the project have been identified through a combination of inputs, including from UNHCR, our contacts in the field and our previous experience both directly in the field and in comparable contexts.

Kakuma District is currently relatively safe and secure in comparison to other areas in Kenya. Security and safety risks, and associated mitigation and alternative plans, are set out in the relevant sections above, and reflect consultations with partners as well as our prior experience.

- **Risk:** Interference of authorities/groups
- Likelihood: Medium
- Impact: High
- Mitigation: Agree on the project's red-lines on interference from authorities/groups.
- **Risk:** Parents and students are not interested in such programs
- Likelihood: Medium
- Impact: High
- Mitigation: Door-to-door meetings with parents, key community leaders and the local authority.

## Monitoring & Reporting

InZone has clear arrangements for ongoing monitoring and reporting for all of its projects. For education, our well-established pattern is for two key types of reports:

1. Monthly programmatic reports
2. Monthly financial reports

For this project, the Project Officer will visit the targeted schools/courses weekly to supervise all activities, while the Project Manager will visit the field twice throughout the duration of the project.

Contact information for any observations, concerns or complaints from beneficiaries or staff will be displayed clearly in schools/courses and will include contact details (WhatsApp number and Google link) of the MEAL Officer. Comments/complaints boxes provide a further channel for communication. Our MEAL Officer is also responsible for receiving the input of two MEAL (monitoring, evaluation, accountability and learning) workers (male and female) in the field. This team conducts weekly visits to the center to collect data from the center administrative teams. Data include details of center activities as well as attendance registers (for staff and pupils).

## Exit Strategy, Sustainability and Hand-over

The proposed actions will also build the capacity in the area of governance, such as in education and health directorates to ensure the sustainability of the project.

# Budget

Code	Budget Line Description	D / S	Quantity	Unit cost	Duration Recurrence	% charged to CHF	Total Cost
1. Staff and Other Personnel Costs							
1	Cost for the establishment		1	5000	1	100	5000
2	Support the center with teaching and learning materials		1	3000	1	100	3000
3	Support the center with connected learning materials		1	5000	1	100	5000
4	Support the center with other items (generator and fire extinguishers)		1	2500	1	100	2500
5	Stationary for students		1	2500	3	100	7500
6	Printed materials		1	1000	3	100	3000
7	Essential equipment for the targeted school		1	2500	1	100	2500
8	Transportation		1	2500	3	100	7500
9	Tuition fees		100	100	3	100	30000
10	Promotion and communication activities of the program		1	2000	1	100	2000
	Total per year						66000
	Total for 3 years						200 000 USD

# Empowerment Through Financial Literacy

Empowerment Through Financial  
Literacy Higher Education Program

Project team members:

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**Date: December 2019**

## Executive Summary

This project is designed to improve financial literacy among refugee and host community populations targeting primarily secondary school leavers. The project is embedded in the Theory of Change of the KISED P and supports the objective of enhancing entrepreneurship skills that strengthen refugee self-reliance.

## Introduction and Background to the Project

### Purpose of the pilot project

Our pilot project intends to implement a higher education program in financial literacy which is specifically designed for the working population who lives in the Kalobeyei settlement (Kenya). The education program has the threefold purpose of (1) improving the financial knowledge and behavior of the target group, (2) facilitating such knowledge transmission of the newly acquired skills to the community, and (3) gathering data that are currently much needed to implement financial literacy in developing countries.

### What is financial literacy?

According to the Organisation for Economic Cooperation and Development (OECD), “financial literacy is the combination of consumers’/investors’ understanding of financial products and concepts and their ability and confidence to appreciate financial risks and opportunities, to make informed choices, to know where to go for help, and to take other effective actions to improve their financial well-being”<sup>1</sup>. Being financially literate means not only being able to understand the financial products, but also knowing how to use them: open a bank account, save money, borrow at a reasonable interest, negotiate, budget or manage expenses, etc. As the World Bank reminded in 2009, “there is widespread agreement that levels of financial literacy worldwide are unacceptably low, but relatively little objective and comparative data exist on this point”<sup>2</sup> (p. 13). Whereas there is a common need for educational programs on financial literacy all around the planet, “evidence on the impact of financial literacy programs in developing and emerging markets is more limited ... few financial literacy programs exist in developing or emerging markets.”<sup>3</sup> (p. 14) Our pilot project intends to tackle this need.

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1 Cf. OECD (2005). *Improving Financial Literacy: Analysis of Issues and Policies*. Paris: OECD Publishing.

2 Cf. The World Bank (2009). *The Case for Financial Literacy in Developing Countries*. Washington: The International Bank for Reconstruction and Development.

3 Ibid.

# Rationale, Needs Analysis, Gap Analysis

## Why the Kalobeyei community?

The Kalobeyei settlement represents an ideal context for our pilot project. Born in 2016 with the intention of developing a new approach in hosting refugees, the settlement is a project in itself. Led by the World Bank, the UNHCR, the Kenyan Ministry of Interior and Coordination of National Government and the Turkana County Government, the Kalobeyei Integrated Social and Economic Development Program (KISED P) is a multi-agency collaboration that develops the economy amongst refugees and the local community. By offering cash-based interventions (instead of food), or specific training to support the entrepreneurial potential of refugees and hosts, the Kalobeyei model aims to support self-reliance in the community.<sup>4</sup>

As the World Bank defines it, “financial education, like all types of education, is about empowering individuals so that they are better equipped to analyse diverse (in this case, financial) options and to take actions that further their goals ... the most effective financial literacy programs go further: they empower individuals so that they are able to evaluate their options in the financial marketplace and then take appropriate actions in their own self-interest.”<sup>5</sup> Since financial literacy is first and foremost focused on empowerment, our pilot project seems to harmoniously fit into the reality of the Kalobeyei settlement, whose philosophical approach is based on *The Choice Theory*.

Three years after the implementation of the KISED P launched, a report conducted by The World Bank in Kenya shows that “financial literacy is another barrier for both refugees and host community members in the camp settings, and formal credit and savings institutions are limited because many of these regions, especially Turkana, are remote and poor (IFC 2018; Betts et al. 2018b)”<sup>6</sup> (p. 40). While capitalising on the good practices introduced by the KISED P, our pilot project intends to address the current needs of the Kalobeyei community by leveraging its financial skills through its participation in a higher education program on financial literacy. We believe that we have identified an “optimal teachable moment” - something that has been recognised by The World Bank (2009, p. 14) as critical to absorbing the messages of financial education.

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4 Cf. <https://reliefweb.int/report/kenya/kalobeyei-model-towards-self-reliance-refugees> (09.01.2020)

5 Cf. The World Bank (2009). p. 11

6 Cf. The World Bank (2019). Desk Review on Livelihoods and Self-Reliance for Refugees and Host Communities in Kenya

# Project Design, Partnerships & Synergies

## Main partners

We imagined that our pilot project could be led by a bilateral collaboration between the Centre of Finance and Development (CFD)<sup>7</sup> of the *Graduate Institute of Geneva* and the *Kenyatta University School of Business*<sup>8</sup>. The CFD is a centre of research on finance and development and partners up with the Swiss Pictet Foundation for development<sup>9</sup>, whose interest in micro-credit can be leveraged for the pilot project. This bilateral collaboration between Geneva and Nairobi would be hosted, in the field, by InZone.

Although the Swiss Pictet Foundation for development will finance a select number of local businesses generated by the pilot project, the educational program in itself needs to be funded. The International Finance Corporation (IFC)<sup>10</sup> has been chosen as one of the first funding partners for our pilot project.

The Kenyatta University School of Business will ensure the right link between the pilot project and the Kenyan Government. Thanks to the collected data and with the help of the IFC, Kenyatta University will be able to collaborate with the Government and implement new national policies that will improve the local and national economy.

## Target group

The higher education program in financial literacy will be accessible to whoever has completed secondary education and has the intention to start (or has already started) a business. An important part of the program involves teaching skills: the participants most show an interest in teaching or in being involved in their own community (giving-back to the community).

The selection will be conducted by a steering committee (where representatives of the refugee community and the host community will sit alongside academics and representatives of governmental and international partners) according to criteria that will respect the ethical principles of transparency and equity.

The project aims to train a maximum of 60 students per year, half of them coming from the host community and the other half being refugees, 70% of them being female.

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7 Cf. <https://graduateinstitute.ch/cfd> (09.01.2020)

8 Cf. <http://www.ku.ac.ke/schools/business/index.php> (09.01.2020)

9 Cf. <https://www.group.pictet/about/pictet-foundation> (09.01.2020)

10 [https://www.ifc.org/wps/wcm/connect/corp\\_ext\\_content/ifc\\_external\\_corporate\\_site/home](https://www.ifc.org/wps/wcm/connect/corp_ext_content/ifc_external_corporate_site/home) (09.01.2020)

At the end of the program, participants will be able to:

1. Understand and manage financial products and services (such as budgeting, saving, managing credits, negotiating...);
2. Set up educational programs for children, that aim to help them learn simple ways to manage money (such as counting or saving);
3. Design and apply a financial plan for a personal business; and
4. Negotiate with partners and government actors.

## Integration of INEE /SEL

Domain 3: Teaching and Learning.

Standard 2: Training, Professional Development and Support.

Standard 3: Instruction and Learning Processes.

Domain 4: Teachers and Other Education Personnel.

Standard 3: Support and Supervision.

## Suggested Budget

#	Item/ Activity	Duration/ Monthly	Monthly Cost	Total cost
1	Developing/Adapting curriculum	1	\$10,000	\$10,000.00
2	Printing cost for 60 students (lump sum)	1	\$5,000	\$5,000.00
3	Lectures (8 lectures, \$1000/Month)	10	\$6,400	\$64,000.00
4	Running Cost	10	\$700	\$7,000.00
5	Cost for Training in Schools	2	\$750	\$1,500.00
6	Assets (computers, printers, desks, etc.)	1	\$41,600	\$41,600.00
7	Maintenance Cost	10	\$750	\$7,500.00
8	Project staff and Support Staff	12	\$7,200	\$86,400.00
9	Monitoring and Evaluation (lump sum)	1	\$15,000	\$15,000.00
10	Transportation and Travel cost (including car rental...)	8	\$1,500	\$12,000.00
			Total	\$250,000.00

# Time-line

## Project Time-line / Workplan

Project Time Line/ Worlplan													
	Activities	Feb. 20	Mar. 20	Apr. 20	May. 20	Jun. 20	Jul. 20	Aug. 20	Sep. 20	Oct. 20	Nov. 20	Dec. 20	Jan. 21
1	Announcement of the project, application process, Selection of piloted Primary schools/ Secondary schools												
2	Module one: Introduction to Financial literacy (inZone Hub)												
3	Module Two: Field awareness campaign for Secondary sstudents in selected schools												
4	Module Three: Advanced Financial literacy (online)												
5	Module Four: Development of Business Plans												
6	Graduation ceremony and awarded projects												
7	Project start-up (procurements, financial support, etc.)												

# Monitoring & Evaluation Model, Research Model

## Log frame

OBJECTIVES	INDICATORS	MEANS OF VERIFICATION
<p><b>Empower the population of Kalobeyei with good financial understanding and practices in order to support their economic and social well-being.</b></p> <p>Goal: Secondary education completers (leavers) access to business skills (entrepreneurship skills) and life skills for employment (self-employment) Target micro, small and medium enterprises (MSMEs) and start or expand competitive enterprise activity</p>	<p>Indicator 1: At least 60% of the targeted secondary school graduates in Kakuma with improvements in financial literacy in their higher education program</p> <p>50% increase in income opportunities and employment</p>	<p>Assessment Exam/Project results</p>
<p>Outcome 1: To meet the essential socio-economic needs of secondary education completers who lack access to tertiary education</p>	<p>Indicator 1: % of Secondary student graduates with access to finance one financial literacy program (men vs. women).</p> <p>Indicator 2: # of financial literacy programs implemented</p>	<p>Attendance sheets Program plan</p>
<p>Output 1.1: 60 candidates trained in three different financial skills.</p>	<p># of students attended # of students who passed the final exam, final project # of classes provided (male, female). % of Students demonstrated improved skills</p>	<p>Attendance sheets Exam results Pre/Post survey</p>
<p>Output 1.2 5 targeted primary schools received basic training on financial literacy for children</p>	<p>% of school targeted # of children in primary schools benefited from the program # of classes provided</p>	<p>Attendance sheets Pre/Post test Visit plan</p>
<p>Outcome 2: 60 trained on business skills (entrepreneurship) will initiate their own business</p>	<p># of projects/teams funded # of grants provided # of businesses established</p>	<p>Project plan</p>
<p>Output 2.1 5 Team projects (1 HH and 1 Refugee) will be funded, supported and monitored for 6 months.</p>	<p># of projects/teams funded # of grants provided # of businesses established</p>	<p>Project plan</p>

## Monitoring and Evaluation Workplan

A participatory research project alongside the educational program

As rigorous impact evaluation of financial literacy campaigns has rarely been carried out, and there is an urgent need for solid methodologies supported by reliable and comparable financial literacy data at the international level, the educational programs will be subject to a participatory research project.

The main objective of the research will be to improve the effectiveness of financial literacy programs, in tackling and modifying internal obstacles for healthy financial behaviors (such as inertia, passivity, impatience, personality-related behavior) or external ones (such as lack of banks, of access to loans).

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