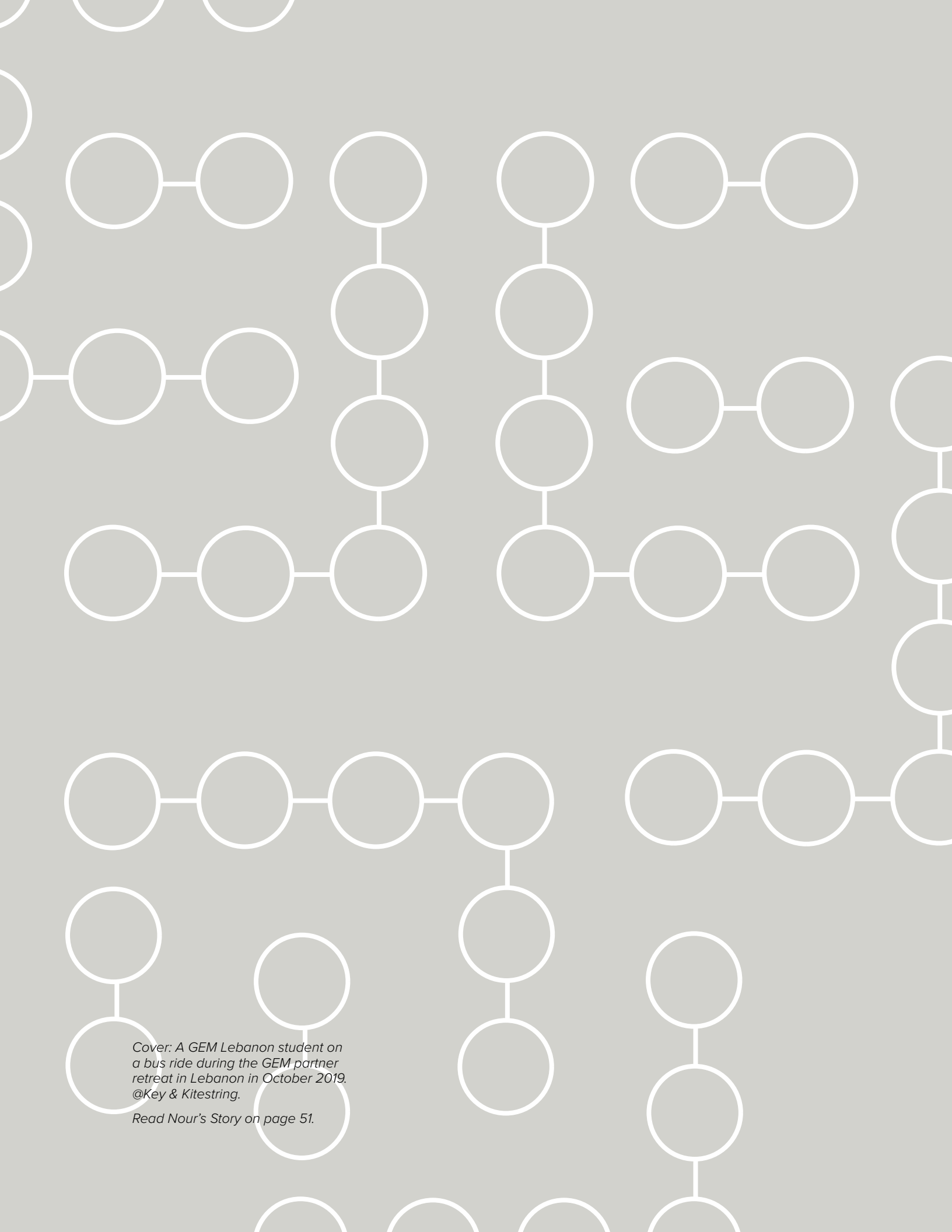


2019

YEARBOOK





*Cover: A GEM Lebanon student on
a bus ride during the GEM partner
retreat in Lebanon in October 2019.
@Key & Kitestring.*

Read Nour's Story on page 51.

2019

YEARBOOK



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INTRODUCTION

2019 was quite the year for the Connected Learning in Crisis Consortium! Looking back, it was a year of change, growth, new friendships, and emerging opportunities.

The CLCC was very pleased to welcome the support of Mastercard Foundation in 2019, and looks forward to a rich collaboration on our shared purpose. The Consortium also held its first elections, and welcomed Arizona State University to the co-leadership.

Several CLCC members began serving students in new locations, further expanding the CLCC's reach both globally and regionally. Members also held joyous graduation celebrations, sending alumni off in style before welcoming new cohorts eager to learn.

In December 2019, states, universities, NGOs, and more converged upon Geneva for the Global Refugee Forum. Also in December, the CLCC launched its Digital Playbook and an entirely re-vamped website. As 2020 brings in new challenges and opportunities, these 2019 developments allow the CLCC to serve as an integral convening resource for members and the sector at-large.

In this yearbook you may read about all of these exciting developments, and more. The CLCC welcomes engagement and feedback with these stories, as well as individual members, via our website and Playbook. Thank you for reading!



CLCC 2019 NEWS

Co-Lead Transition

At the June 2019 CLCC meeting hosted at UN City in Copenhagen Denmark, the CLCC held its first elections for new leadership. UNHCR was reinstated as co-lead, and Arizona State University was newly elected.

The CLCC welcomes ASU to this role, and looks forward to its leadership and vision throughout the Consortium's next phase. The CLCC would like to sincerely thank the University of Geneva-InZone for its service over the last three years.

2019 CLCC Members attending meeting hosted at UN City in Copenhagen, Denmark

Welcome to Our Newest CLCC Members

The CLCC welcomes its 4 newest members - Bard College, King's College London, LASeR - Lebanese Association for Scientific Research, and Scalabrini Centre of Cape Town.

Bard

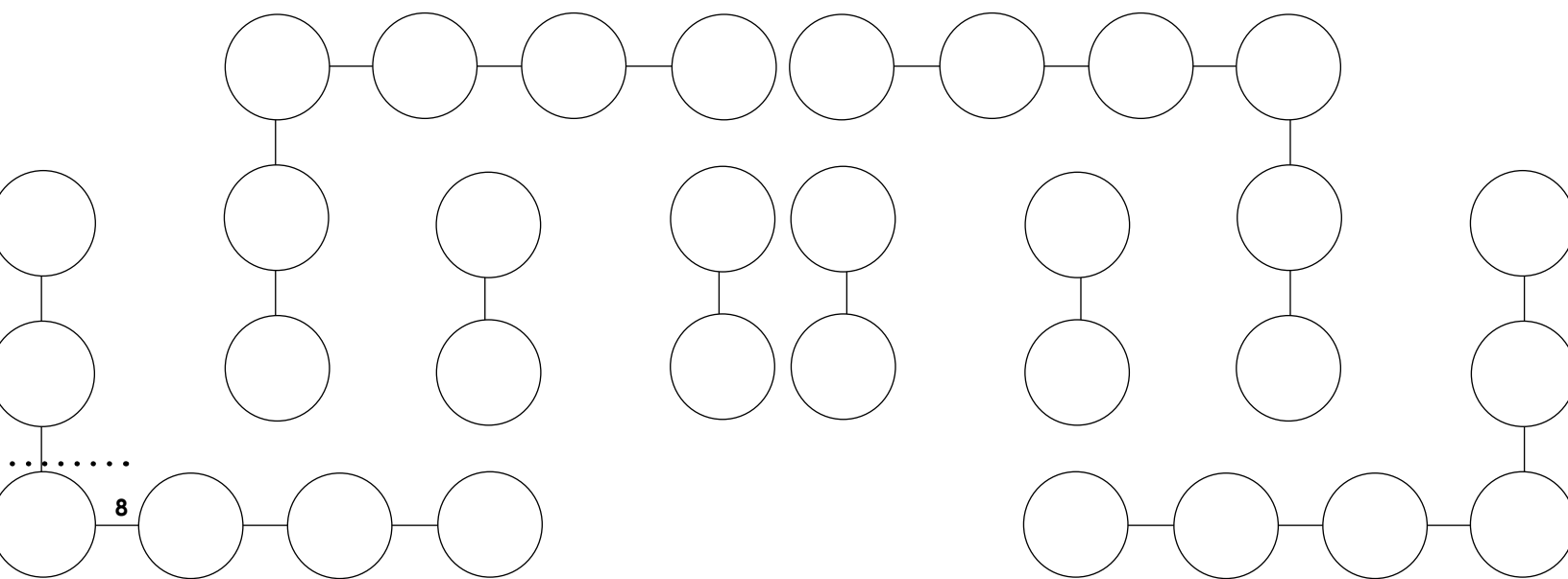


Members are aligned to the Consortium's shared framework – exhibiting a long-term commitment, and leveraging existing resources and knowledge to further the network's goals.

Partners agree to six specific criteria for membership:

- Must be an organisation or institution (i.e., not an individual, though individuals may be able to join as observers);
- Must have a track record in supporting and / or delivering Connected Learning in contexts of conflict, crisis and displacement;
- Must design with commitment and sustainability in mind;
- Must share values and objectives of Consortium;
- Must share information and leverage resources; and
- Must be committed to being learner-focused and accountable to needs of learners, including cost of education.

To learn more about becoming a member and to review the application, click [here](#).



Supporting Partners



Mastercard Foundation believes that all young people should have an equal chance to obtain a quality education and pursue their aspirations. Over the next decade, through our Young Africa Works strategy, our Mastercard Foundation Scholars Program, and our Canadian EleV Program we are focusing our efforts on ensuring millions of young people, particularly young women, have the education and skills they need to find dignified and fulfilling work.

The Mastercard Foundation Scholars Program is developing young leaders who will drive social and economic change within their communities. To date, the Program has reached over 35,000 talented students, primarily in Africa. In the next two years, an additional 15,000 university-level scholarships will be offered, of which 3,750 are designated for refugees and displaced youth.

In collaboration with Windle International Kenya, the Foundation is supporting quality education for refugees and displaced populations by providing certified teacher training with Kenyatta University and HU University of Applied Sciences Utrecht. The Quality Secondary Education in Emergencies program provides blended training, mentoring, and skill development to teachers and student teachers in Kakuma refugee camp. Each qualified teacher is assigned student teachers, resulting in improved teaching skills, smaller student teacher ratios, increased teacher confidence, and improved learning outcomes.

In response to the COVID-19 pandemic, Mastercard Foundation will support programming that enables e-learning, improves delivery of online instruction, and strengthens the transition to digital learning. These efforts will support students during the current learning challenges and prepare educational partners for the future.

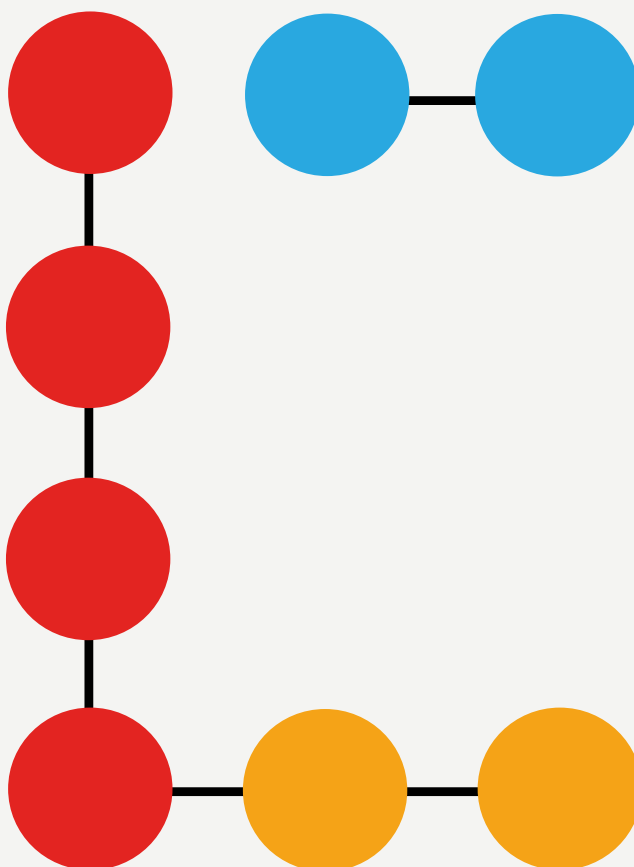
Looking forward, partnerships will offer programs that bridge to higher education, and that support graduates to transition to work. We will support the Connected Learning in Crisis Consortium and will invest in refugee-led organizations in Africa.

Akol Akol, an alumni Mastercard Foundation Scholar at UC Berkeley who is originally from South Sudan.

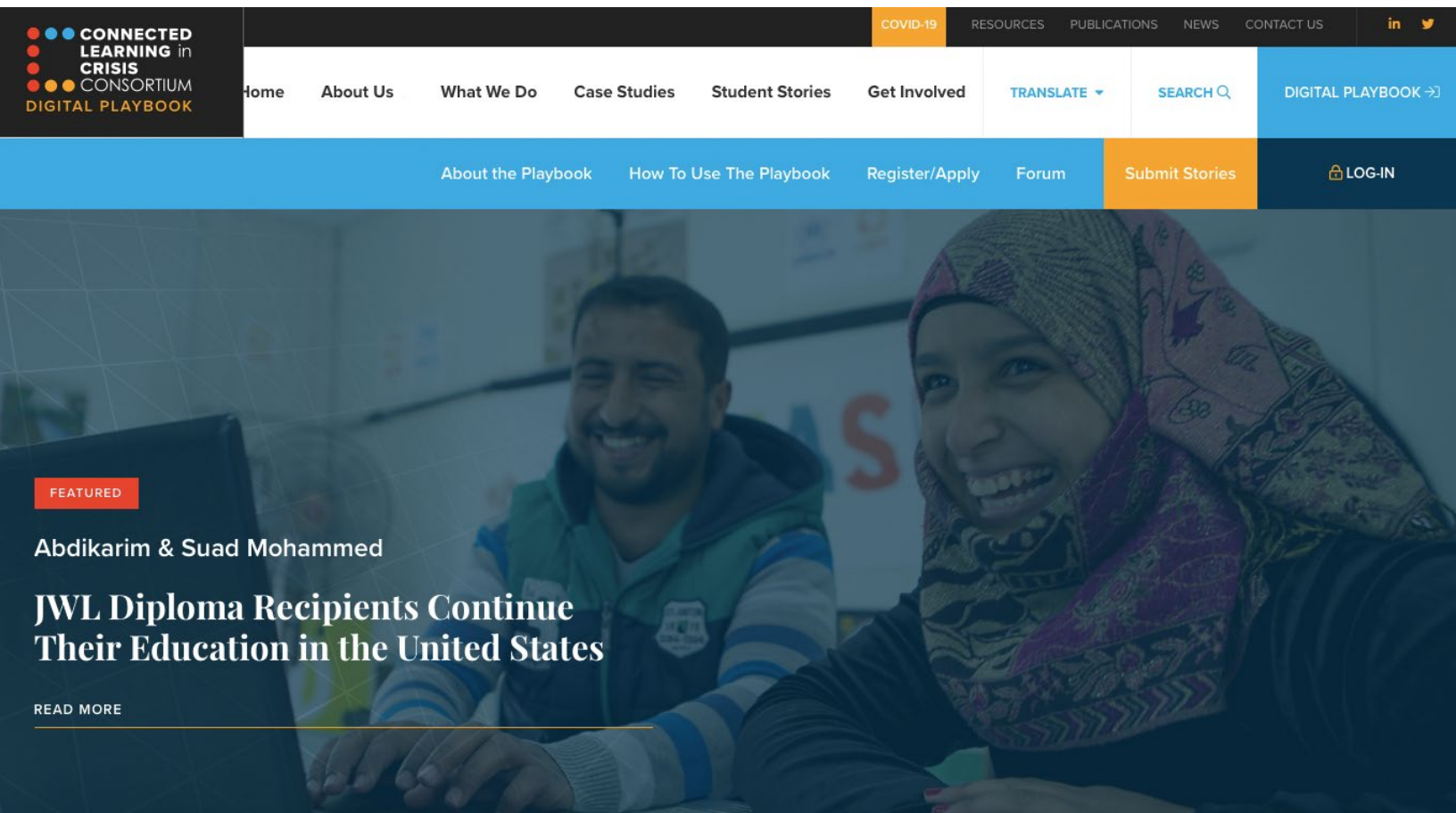




The CLCC would like to express its gratitude to the Open Society Foundations, which has been an integral supporter of the CLCC and its members since inception. We thank OSF for their consistent and generous support to the work of the Consortium, as we work together to create a more equitable, free, and educated world for all young people.



CLCC Digital Playbook Launches in 2019



The inaugural Quality Guidelines Playbook, produced by the CLCC in 2017, was a static document developed to help strengthen the delivery of Connected Learning programmes by sharing knowledge and practical experiences of current initiatives. Throughout the Playbook, case studies were presented and mapped to the four distinct quality guidelines.

The static playbook has since evolved into the CLCC Digital Playbook, launched in 2019. It is a dynamic and interactive digital playbook comprised of stories, case studies, and testimonials mapped to the four quality guidelines for connected learning in

emergency and conflict settings by sharing and disseminating knowledge, experience, and evidence so as to help partners new and old develop innovative and good practice. The Playbook is a space for everyone involved with or interested in connected learning to read, share, discuss, and hopefully spark new ideas and greater understanding of how we can better deliver higher education to refugees and the communities that host them.

We strongly encourage you to engage with the Digital Playbook and share your experiences and knowledge via stories, case studies, and testimonials to assist in advancing this field and to contribute your voice and experience.

NOTES FROM THE GLOBAL REFUGEE FORUM

CLCC Students at the Global Refugee Forum



WRITTEN BY: OCHAN LEOMOI, GRADUATE STUDENT | YORK UNIVERSITY, TORONTO, CANADA.



The major themes in this article are learning, crisis and the refugee forum. In the Global Refugee Forum held in Geneva 13th-19th December 2019, a lot about education in crisis was presented and discussed by the dignitaries within such a short period of time.

The interesting things which I learned in this conference are the strategy which the world is designing to mentor youth in taking

leadership; the approach which the global elites are developing towards educating the world community by the year 2030; refugee involvement to participate in the development of the host country, which is the call for inclusivity in development regardless of political status; and above all, that the whole world is united to fight against any form of human rights violation. I am satisfied that there

are a lot of sympathizers who are wearing the shoes of the refugees and they are working for the best to end any form of conflict which a man can create, including environmental change which displaces man from his home.

I'll report on the discussions and pledges made by different heads of states and dignitaries who represented their nations and organizations on refugees' affairs. The discussions and pledges were squarely based on the Big 4 of the Global Compact on refugees. The delegates emphasized that those making pledges should take immediate action. Main areas addressed in the conference were:

- **Enhance refugees' self reliance:**

Delegates emphasized on the needs and the importance of education as the best tool to open up the gate to self reliance. The undertaking here is that quality education should be at the doorstep of each refugee child and their hosts, with the purpose of developing refugees' competencies for self reliance. At the same time, dignitaries pointed out that doors to tertiary education are now opened for refugee children to further their studies. Not forgetting Girl Child Education, delegates noted that there should be a close monitoring of girls in schools as a matter of urgent action. In this regard, to minimize school dropout for girls, an online portal is created to help them cope with their studies. On the other hand, technical skills education was proposed as the better way to settle job security among the forcibly displaced persons. If refugees are trained in different skills, they will rely on themselves and at the same time play a greater role in developing the host country.

- **Ease the pressure on host countries:**

Delegates confirmed that there is much



© UNHCR/Antoine Tardy

need to support the countries hosting refugees so that the additional populations should not overwhelm the country's resources. They noted that any project which is proposed to support refugees for self reliance and resilience should also benefit host communities in order to foster positive relationships. Host countries have to think of including refugees in their social and economic activities, start viewing refugees from the mirror of development and allow them to exercise their economic talents side by side with their host counterparts. Safety of the refugees in the country of residence should be considered equally important as that of the host citizens. Host countries need to allow refugees to interact freely with the communities around them so that they may deploy their skills and talents on the labour markets for the betterment of the country. No refugee child should be arrested because of his or her status. On this count The Global Refugee Compact seeks to promote refugees' autonomy in the country of residence and stands behind the rights of children. It also preaches the idea of sharing responsibility through concrete measures. This therefore facilitates the timely flow of refugee support to the host country and



© UNHCR/Antoine Tardy

makes sure refugees are included in such benefits. Further, delegates found out that teachers in displacement are unfairly treated especially on salary payment and teacher training. In this regard, it is suggested that quality training should be given to teachers that can use their knowledge within the government system for permanent employment. Delegates reiterated that refugees deserve to access health, livelihood opportunities and education at national level because these can lead to productive lives. UNESCO was concerned with displaced teachers' pay and requested that enough money should be put into teachers' salaries in order to motivate them. "Children in displacement schools are not performing well because their teachers are demoralized by the low payment," It said.

- **Expand access to third country solutions (resettlement):** In order to minimize refugees' problems, overpopulation, and lifting some burdens

from the second countries of asylum, a permanent solution such as resettlement in the third country should come in. Developed nations should have to open up their doors to welcome the forcibly displaced persons and resettle them. Though other developed countries never responded to this point, Germany for its part declared to support refugees through resettlement and education. "I have opened my door to receive more refugees this time than before," Germany said.

- **Support conditions in countries of origin for return in safety and dignity:** "There is an urgent need to address the causes of conflict," dignitaries said in the Geneva conference. The root causes of problems should be dealt with as the major concern if peace is desired. This was reiterated by the Pakistani Prime Minister when he was citing the cases of Rohingyas and the Indian Muslims who are living in India.

PLEDGES

For Higher education, many states pledged to support refugee children through scholarships and sponsorships. Among those who made pledges are: Germany who has increased the fund for DAFI scholarships, Dubai Cares, World Bank, Open Society Foundation, Microsoft,

Mastercard Foundation, and others. It was undertaken that all pledges should be put into actions so that refugees and their hosts can progress in their studies.

*Ochan Leomoi and other GRF attendees.
@Ochan Leomoi*



Participating in the GRF



WRITTEN BY: GENTILLE DUSENGE AND SADIKI BAMPERINEZA



Kepler/SNHU scholars Sadiki Bamperineza and Gentille Dusenge at the Global Refugee Forum. @ Key & Kitestring

In December 2019, UNHCR organized and led the Global Refugee Forum. We, Gentille Dusenge and Sadiki Bamperineza, were honored to attend the forum as part of the refugee delegation. Sadiki is a Refugee College Guidance Counselor at Kepler and a Southern New Hampshire University Graduate who studied with Kepler. Gentille Dusenge is an SNHU student and a member of the Connected Learning in Crisis Consortium student engagement taskforce. We have jointly written to share our experience from the GRF as refugee delegates.

The GRF opened our eyes to refugees' participation in solving global refugee issues. It increased our understanding of refugees' ability to travel outside of countries of asylum and their contribution to the Global Compact. Finally, we had a chance to be connected to refugee education activists and organizations working with refugees.

Before the GRF, we thought that a refugee cannot attend international conferences, especially those organized for learning about refugee issues. However, our successful participation in the GRF has changed our perceptions of refugees' participation in solving global issues. On the eve of the GRF, we attended the conference briefing session, where we were encouraged to speak up and talk to the media. We met other refugee delegates who were coming from Sub-Saharan Africa, MENA, South East Asia, Australia, South American, etc. All of them wanted to let the world know that refugees can contribute to international development plans if they are given a chance and opportunities. Thus, we learned that refugees can play a tangible role in changing their lives.

“

For me, it was my first time to travel outside of Rwanda. I learned that it is possible to travel outside of the country of asylum despite challenges caused by travel documents that refugees hold.

GENTILLE

We learned a lot about the Global Compact on Refugees from the GRF: the commitment of UNHCR to mobilize all countries in responsibility-sharing as a way of responding to the global refugee issue; and the GCR solutions of easing pressure to the host communities, enhancing the self-reliance of refugees, expanding access to resettlement and supporting conditions in the country of origin. From there, we are inspired to think about how refugees can play a part in the implementation of these solutions.



Our participation in the GRF motivated us to increase our involvement in refugee education. Gentile is determined to work for refugees: “I have a goal to work for the UN one day. This is why I am looking forward to majoring in Humanitarian Issues after getting my BA degree which is set for this July. I want to work for one of the UN organizations to be fully able to support special initiatives conceived by refugees to bring out solutions to their barriers, and to push their limits, and it is from my dreams that I am one of the co-founders of the Me for You Organization which aims to increase refugees’ self-reliance through access to education and other sustainability measures.

Sadiki will keep supporting refugee students and work on the Tertiary Refugee Student Network (TRSN) pledge to connect refugee students on the global level so that they play

a role in helping partners to work towards the goal of 15 percent of refugees accessing higher education by 2030.

“

Seeing myself presenting the best practices about connected learning for higher education and meaningful employment at the Global Refugee Forum ignited a blaze of desire to work hard to support refugees’ access to higher education even though I am a refugee. Access to education for refugees puts them in the same line of development as other people and it should be the area of focus for people who support refugees. Students are connected, help each other, create synergies and the TRSN pledges to work more and harder to connect refugee students across the world to make them stronger students & role models”.





Gentile attended a high-level dialogue about financing refugee education. She says

“

I had a chance to talk about the importance of investing in refugees' education and the challenges faced by refugee students in and out of camps. After that panel, I stayed in contact with some people from my audience and with some others from my panel because they were impressed by my resilience as a successful refugee woman who can advocate for other refugees”.

At the GRF we got a chance to connect with refugees coming from different parts of the world. Sadiki says,

“

It is from the GRF that I was connected to the Geutanyoe

Foundation working in Malaysia and Indonesia. From our discussion, we have arranged Omar's participation in the Symposium on Access to Higher Education which took place in Abu Dhabi in February 2020”.

This connection between refugees has triggered the spirit to work together in sharing opportunities and best practices for supporting one another.

To sum up, our participation in the GRF has increased our understanding of refugees' participation in solving global issues and the Global Compact, and connected us with different refugees who are supporting others in various ways. We are grateful to UNHCR and the CLCC for thinking about the participation of refugees in the GRF. We are determined to show the world that refugees are not a burden, but agents of change. Educating refugees is directly supporting the global community.

FIGURES AT A GLANCE

NEW SITES

ARIZONA STATE UNIVERSITY

- Adjumani and Nakivale, Uganda
- Mosul, Iraq
- Bekaa Valley, Lebanon
- Amman, Mafraq, and Irbid, Jordan

IIE PEER

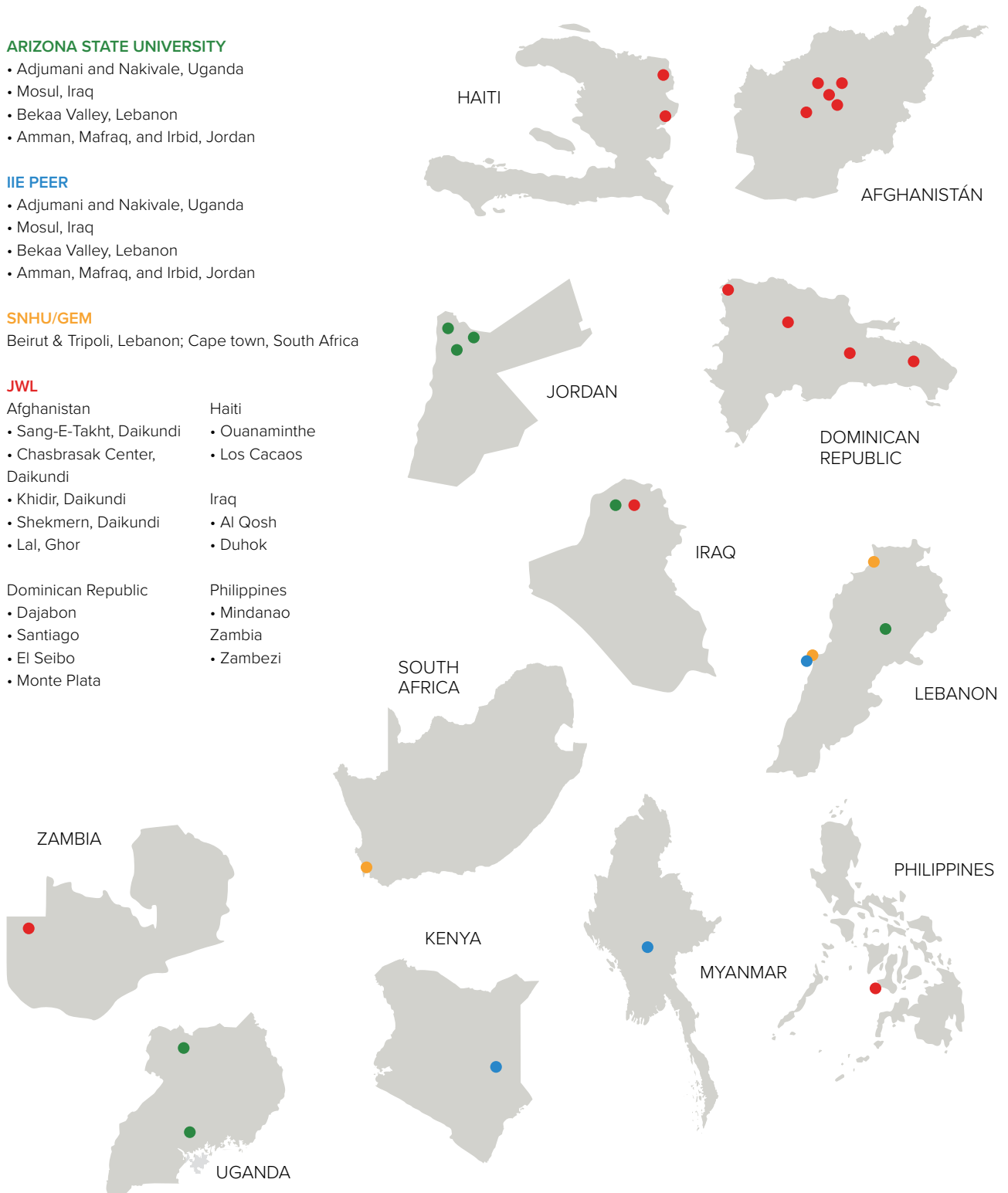
- Adjumani and Nakivale, Uganda
- Mosul, Iraq
- Bekaa Valley, Lebanon
- Amman, Mafraq, and Irbid, Jordan

SNHU/GEM

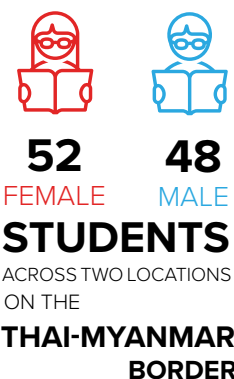
Beirut & Tripoli, Lebanon; Cape town, South Africa

JWL

- | | |
|-------------------------------|---------------|
| Afghanistan | Haiti |
| • Sang-E-Takht, Daikundi | • Ouanaminthe |
| • Chasbrasak Center, Daikundi | • Los Cacaos |
| • Khidir, Daikundi | Iraq |
| • Shekmern, Daikundi | • Al Qosh |
| • Lal, Ghor | • Duhok |
| Dominican Republic | Philippines |
| • Dajabon | • Mindanao |
| • Santiago | Zambia |
| • El Seibo | • Zambezi |
| • Monte Plata | |



FACTS & STATS



52%
LONG-TERM
PERCENTAGE OF
FEMALE
STUDENTS
IN THE **THAI-
MYANMAR
PROGRAM**

AUSTRALIAN CATHOLIC UNIVERSITY

56
NUMBER OF NEW
**ACU DIPLOMA
GRADUATES**
IN **2019**



NUMBER OF **TOTAL
GRADUATES**
FROM
ACU'S THAI-BURMA
PROGRAM



252

5 NUMBER OF
STUDENTS
ACU'S NEW TEACHER
TRAINING PROGRAM IN
RANONG, THAILAND

2019
2 NUMBER OF **NEW
PARTNERSHIPS**
IIE SOUTHEAST ASIA AND
CHIANG MAI UNIVERSITY

ARIZONA STATE UNIVERSITY

TOTAL OF
1,168
LEARNERS
REACHED IN
2019



OFFERED
PROGRAMS IN
13
COMMUNITIES
AFFECTED BY
DISPLACEMENT

OFFERED **PROGRAMS** IN
5 **COUNTRIES**
JORDAN
LEBANON
KENYA
UGANDA
RWANDA



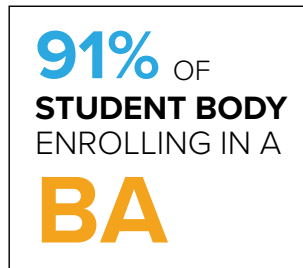
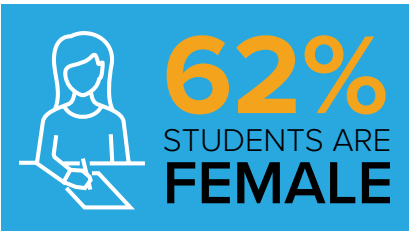
NEW
COMMUNITIES FOR
2019
KAKUMA, KENYA &
NAKIVALE, UGANDA

6

DIFFERENT
OFFERINGS

- LEARN ENGLISH NOW
- ENGLISH FOR BUSINESS
- BE A SUCCESSFUL ONLINE LEARNER
- AGRIBUSINESS COURSE
- EARNED ADMISSIONS UNDERGRADUATE PATHWAY
- MASTERS IN APPLIED LEADERSHIP AND MANAGEMENT

SCALABRINI CENTRE OF CAPE TOWN



IIE PEER

IIE PEER PLATFORM

53,700
USERS

295,272
PAGEVIEWS



FINANCIAL
SUPPORT TO
**STUDENTS IN
EMERGENCIES**

208
STUDENTS
SUPPORTED
THROUGH
IIE'S STUDENT
EMERGENCY
INITIATIVES
PROGRAMS
INCLUDES IIE
PEER AND OTHER
PROGRAMMES

INZONE | UNIVERSITY OF GENEVA

5
UNIGE
FACULTIES

26
TUTORS
TRAINED


200+
GRADUATED
STUDENTS

PARTNERSHIP
INSTITUTIONS

16

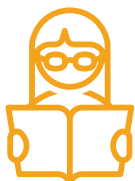
38 **COURSES**
ROLLED OUT

28

FACILITATORS
TRAINED

JWL | JESUIT WORLDWIDE LEARNING

GENDER **BALANCE**



57%
FEMALE
STUDENTS

COMMUNITY
LEARNING CENTRES

39 ACROSS
15 COUNTRIES


GLOBAL
ENGLISH
LANGUAGE
PROGRAMME
3,071
STUDENTS

595

STUDENTS
ACADEMIC
PROGRAMMES

PROFESSIONAL
PROGRAMMES

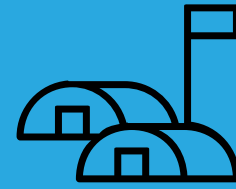
266
STUDENTS

3,929 **TOTAL NUMBER OF**
STUDENTS

KEPLER

OVER **85%** OF OUR **REFUGEE SNHU GRADUATES** ARE EMPLOYED OR PURSUING FURTHER STUDIES

OVER **50%** OF **2019 ALUMNI** WERE EMPLOYED BEFORE GRADUATION



IN 2019

170
KEPLER STUDENTS

AT THE KIGALI AND KIZIBA CAMPUSES GRADUATED WITH SNHU BACHELOR'S DEGREES

95%

OF
KEPLER KIZIBA'S FIRST COHORT
GRADUATED WITH SNHU BACHELOR'S DEGREES IN

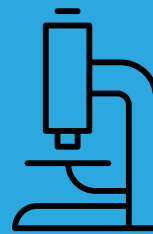
IN
4 YEARS
OR LESS

LASeR



1700
BA
STUDENTS

200 MASTERS AND PHD STUDENTS



TRAININGS
FOR MORE THAN

3700
STUDENTS

IN ALL
SCIENTIFIC FIELDS

SNHU GEM



OVERVIEW OF GEM'S GLOBAL FIGURES

WORKING IN
5 COUNTRIES

54% OF
INTERNATIONAL
ASSOCIATE
DEGREES
ASSESSED BY
GEM'S
RWANDA
ASSESSMENT
CENTER (RAC)

7 PARTNER
ORGANIZATIONS

8 SITES

STUDENT BODY COMPOSITION



778 AA
GRADUATES

409 BA
GRADUATES

15 NATIONALITIES
REPRESENTED

22 LANGUAGES
SPOKEN

26 IS THE
AVERAGE AGE
(AGE RANGE 18-67)

50% OF
ENROLLED STUDENTS
ARE FEMALE

50% OF ARE WORKING FULL-TIME
OR PART-TIME
GEM STUDENTS WHILE EARNING THEIR DEGREES

<5% ATTRITION
RATE

88% OF GEM GRADUATES
ARE EMPLOYED WITHIN
6 MONTHS OF
GRADUATION

YORK

.....

2019

ACADEMIC PROGRAMS HIGHLIGHTS

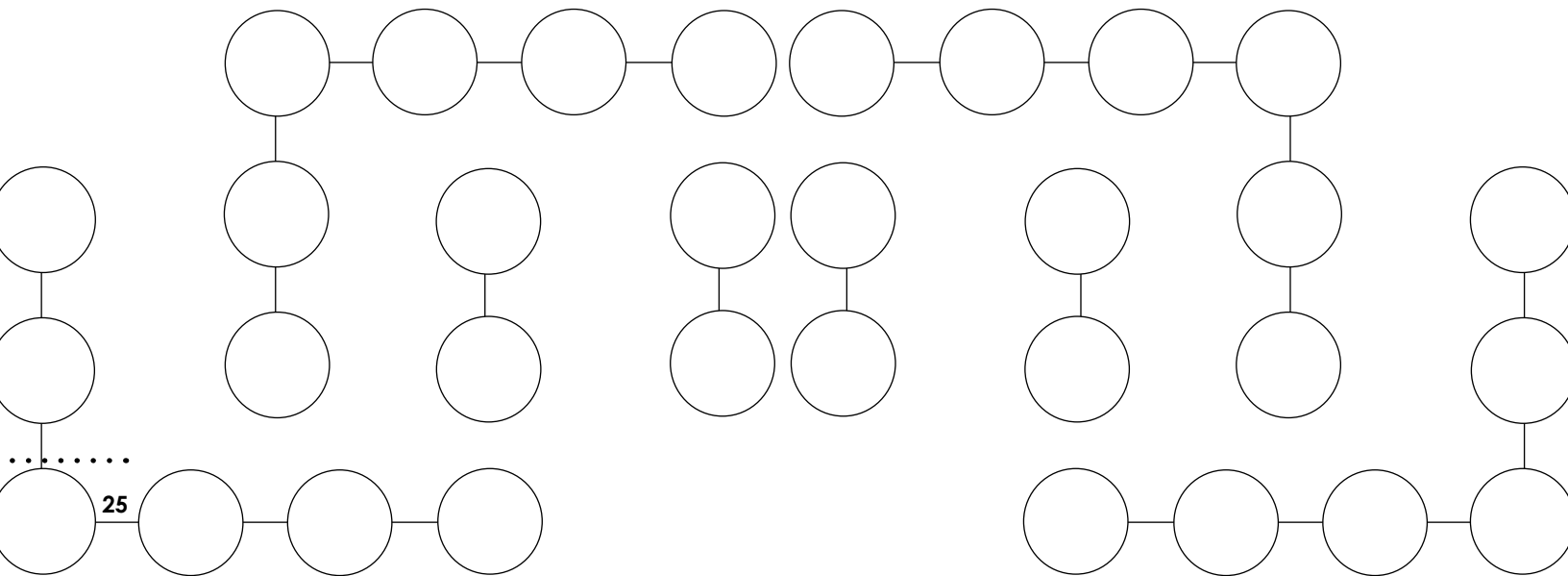


35 STUDENTS
(23% FEMALE)
COMPLETED AND
GRADUATED
WITH **BA** IN
EDUCATIONAL STUDIES

7 STUDENTS
(14% FEMALE)
ACTIVE IN THE **M.ED.**
IN **LANGUAGE, CULTURE,**
AND **TEACHING**

12 NEW STUDENTS
(50% FEMALE)
ENROLLED INTO THE **M.ED.**
IN **LANGUAGE, CULTURE,**
AND **TEACHING**

62 NEW STUDENTS
(40% FEMALE)
ENROLLED INTO
THE CERTIFICATE IN
EDUCATIONAL STUDIES



STUDENT ENGAGEMENT & LEADERSHIP

Student Engagement Task Force A Step Towards Including Student Voices

WRITTEN BY: DHINESH RADHAKRISHNAN



Abdi Bashir, Student Leader from BHER, Dadaab presenting about SETF to the Geneva Summer School Students at the two-day SETF event in Nairobi

Global Refugee Youth Consultations state, “Refugee youth are often neglected in the dedicated programmatic responses of the UN, NGOs, and other organizations working in humanitarian situations. Youth have skills, abilities, and needs that are rarely fully recognized. There is a need, therefore, to reach out and hear from them about the challenges they face, their aspirations, and what support they need to shape positive futures.” (pp.2).

On 25 January 2019, at the CLCC meeting in Kigali, Rwanda, a formal discussion was initiated on the need for greater student engagement within the CLCC, which resulted in the formation of a Student Engagement Task Force (hereafter “SETF”). The SETF, led by Purdue University, was formed to identify student leaders from member organizations and engage them throughout the year to develop the systems and structure for student engagement based on the needs identified by

students themselves. Refugee students who are elected democratically represent their communities' perspectives and voices, provide a realistic picture of the field operations and thereby enhance the knowledge gathered and actions taken by organizations implementing higher education programs in crisis contexts. Engagement in the CLCC allows students to grasp the bigger picture of how individual operations work, and the decision-making that underpins programmatic development. The SETF was formed for one year to coordinate the discussions and tasks necessary to establish a student committee within the CLCC. Currently, ten student members from four CLCC member organizations (BHER, InZone, Kepler, OUR) and five sites (Kakuma, Dadaab, Kuala Lumpur, Kigali, and Kiziba) have collaborated to fulfill the tasks of the SETF.

The democratically elected SETF members met virtually four times in 2019, and have continued to collaborate via WhatsApp to meet their planned deliverables. The students led a virtual session during the CLCC meeting in Copenhagen and emphasized the importance of equitable representation and

opportunity for students within the CLCC, and they noted that the SETF is a well-thought first step in the right direction. One example of the SETF contribution is that students were able to provide feedback to member organizations on the need for learning materials to be co-designed with students.

From 14-15 December, a meeting of the SETF was held in Kenya at Kenyatta University alongside the Geneva Summer School program, and included SETF members from three different locations: Dadaab, Kakuma, and Kigali. SETF members discussed different subjects such as creating democratic election processes in all programs and establishing SETF election criteria; the membership and leadership structure for SETF; and goals and action plans for 2020. They drafted four principles for identifying student leaders: (i) fair, (ii) democratic, (iii) diverse, and (iv) inclusive. Currently the core membership of SETF is building networks with other CLCC members, identifying additional student leaders and strategically planning effective representation moving forward.

SETF members and Purdue University coordinators at Kenyatta University, Nairobi. (from left to right: Dr. Jennifer DeBoer, Esther Namarome, Deka Shaw, Abdi Bashir, Richesse Ndiritiro, Egide Niyonkuru, Dhinesh Radhakrishnan)



YEAR IN REVIEW

ACU | AUSTRALIAN CATHOLIC UNIVERSITY

ACU'S COMMUNITY-EMBEDDED EDUCATION PROGRAM: 54 CHANGEMAKERS GRADUATE ON THE THAI-MYANMAR BORDER



*ACU's Diploma in Liberal Studies graduation event in May 2019 in Mae Sot, Thailand.
© Australian Catholic University*

Over the course of two days in May 2019, Australian Catholic University conferred our Diploma in Liberal Studies award to 54 young adult learners from the refugee camps and migrant communities that dot the western border of Thailand with Myanmar. Providing tertiary education in protracted refugee contexts such as this on the Thai border is not easy work, but it is incredibly important work: the demand for tertiary education opportunities in these communities is greater than ever. In 2017, ACU admitted the single largest cohort of students in the 14-year history of our program in Thailand and each of these students completed the requirements for the award of the Diploma. All but one of these students was with us for

graduation (while one was in hospital due to give birth). I am very aware that the students who have spent the last 18 months studying with ACU overcame incredible challenges just to make it to our day of entrance testing in 2017, let alone to graduate. Among our new ACU graduates was a quiet, but intelligent and determined young Myanmar woman who has agreed to share an anonymised version of the story of her journey.

“

My home village is located in an area of ongoing conflict in Myanmar. When I was young, Burmese soldiers would come to our village and we had to be afraid of them; when Karen soldiers came we had to be afraid of them as well. Since we stayed between these two groups, we had to do things that both groups asked us to do. One day in 2005, Burmese and Karen soldiers shot at each other at a place not very far away from our village. Because of that conflict, some Burmese soldiers died, and some Karen soldiers were injured.

A day after the conflict, Burmese soldiers came to our village and brought the villagers together and said that the villagers were the spies. This led to them arresting



*ACU's Diploma in Liberal Studies graduation event in May 2019 in Mae Sot, Thailand.
@ Australian Catholic University*

some men, including my father. My father escaped from the Burmese and was then afraid to return to the village. He found his way to Mae La Refugee Camp in Thailand to be with his relatives who had already fled Myanmar. My family had to remain in Myanmar in a difficult situation with very little money, and we were troubled because my

father was not at home with us. In March 2008, we were assisted to leave Myanmar, and we travelled to Thailand and have stayed at the Mae La Refugee Camp until now. I was only seven years old when we came to the camp. I studied in the camp until grade ten, and then I got a chance to study at the Australian Catholic University (ACU) Diploma program in 2017. After 18 months of study here with ACU, I graduated with a Diploma in Liberal Studies in May 2019, and I achieved a GPA of 6.16 out of 7. I am now applying for scholarships to continue my education at Bachelor level in teacher education, but my status as a stateless person means my ability to move internationally for more study is very restricted."

ASU | ARIZONA STATE UNIVERSITY

ASU'S DIGITAL ENGLISH LANGUAGE COURSES IN ZA'ATARI CAMP, JORDAN



ASU and NRC have partnered to offer digital English language offerings throughout Jordan since 2017

Since 2017, Arizona State University's Education for Humanity program has been partnering with Norwegian Refugee Council (NRC) to offer English language courses in a blended format to refugees and host community learners in Jordan. In these three years, the partnership has reached over 1,000 learners across five sites including both camp and urban settings.

One primary tenet of the program is the prioritization of gender parity in program recruitment, a possibility bolstered by the provision of daycare at the NRC Za'atari Camp center. This enables women with family responsibilities to participate in the program and improve their English skills in the computer center with their children supervised by NRC staff nearby. For many, pursuing an education without provision of this service would be an insurmountable barrier.

One such example is the case of Amal Al-Ali, a mother of three, who in 2019 successfully completed the first two levels of the *Learn English Now* course provided by Arizona State University (ASU).

When Amal heard about the ASU course during the outreach conducted by NRC's

Youth Program team, she was reluctant to apply as she lives far away from the training center and must walk to reach it. However, she reconsidered and decided to enroll in the course, a decision further supported by the fact that she had been paying for a remediation English teacher to help her 3 school-aged children. Prior to the course, she was not confident when her children would ask her for help with their English homework. So, she felt this opportunity was a good chance to invest in herself despite the challenge required to juggle home and course requirements.

“

After one month I touched the difference in being able to recognize English language, alphabets and some vocabulary, it was amazing! The way of teaching from ASU team is really practical and agile in making the learning happen". I love falling in mistakes! As it is the way to learn. Once I challenged myself and talked in English with Non-Arabic speaker visitors and my colleagues laughed at me for being bold enough to act as an interpreter with a beginner level."

AMAL

Amal is now independently supporting her children in their English homework and has continued to increase her ability to progress through the ASU courses. She looks forward to continuing in the program, serving as an example of how flexible, learner-centered programs can have tangible impact on the lives of individual families.

CAPRS | Center for Asia Pacific Refugee Studies (OUR Opening Universities for Refugees now runs under CAPRS as a program)

OUR 5TH 3C FORUM



Participants of 3C Forum. @Nicky Wilkinson

The joint OUR/UNHCR Hong Kong 3C Forum was held on May 23rd, 2019, at the Law Faculty, University of Hong Kong. The aim was to bring together those concerned with tertiary education and access to higher education opportunities for refugees and asylum seekers in Hong Kong. The focus of the forum was identifying key target areas of concern and forming active consortia and projects that could function together to achieve tangible goals in the short, medium and long term.

Hong Kong is not a signatory to the 1951 Convention relating to the status of Refugees or its 1967 protocol. Therefore, it does not follow the international legal framework to process the granting of asylum or refugee claims. However, prior to March 2014, UNHCR was responsible for conducting all refugee status determinations on claims from prospective asylum seekers, providing assistance to the government of Hong Kong.

However, in March 2014, the Hong Kong government initiated the Unified Screening Mechanism (USM), a process to determine the merit of asylum claims and non-refoulement cases. This released UNHCR from all responsibility in determining the merit of protection claims. UNHCR now works to explore new approaches to support the large number of refugees and asylum seekers who are facing extended periods of waiting time in their second country of asylum. UNHCR has begun to support the government and NGOs in Hong Kong on protection issues, comprehensive solutions, and private sector partnerships. The limited welfare assistance from the government and inability to seek employment for the majority of asylum seekers creates financial and social barriers for many, unable to pursue activities which could provide pathways to mobility. One such opportunity is higher education, which although legally

available to asylum seekers, is not free. As a result, many asylum seekers are unable to pursue educational opportunities after primary and secondary school.

In Hong Kong, various community-based organizations support refugees with the financial cost related to education. While NGOs work to support refugees with these financial

challenges, the high cost of registration fees, tuition, transportation, and school materials limit the number of prospective students these organizations can support. Consequently, the majority of asylum seekers cannot pursue professional degrees, negatively impacting their ability to engage in the workforce if and when their asylum claims are processed.

MOSAİK

MOSAİK'S ACADEMIC GUIDANCE PROGRAM

In June 2019, Mosaik launched its Academic Guidance Programme, which supports refugees to develop the skills to evaluate options and plan for their higher education, reaching a total of 95 refugee youth.

There has been a significant increase in the number of scholarships and online higher education opportunities afforded to refugees in the last five years. However, young refugees, who are in between formal education systems, are often unaware of the full range of opportunities and struggle with meeting the demands of scholarship applications - Mosaik estimates that less than 20% of applications are even eligible for review.

The Programme is an eight-week series of workshops and mentorship sessions using a blended model. Workshop materials are based on the online learning system and access is facilitated at computer labs of local civil society organisations (CSOs) in Jordan and Lebanon. The Programme's modular design and online materials also mean that it can be easily adapted and scaled to different locations and led by local CSOs.



Ammar, a participant in Mosaik's Guidance Programme in Jordan. @Mosaik Education

Mosaik's analysis of intermediate outcomes data has found that 84% of participants had used their new knowledge and skills to prepare, apply or enrol in a new learning or professional opportunity within 5 weeks of finishing the programme.

“

The program introduced me to so many scholarships I did not know about. It gave me an understanding of university scholarships and their requirements and the different kinds of education. Now I can plan for applying to university.”

AMMAR - STUDENT FROM SYRIA

Throughout 2020, Mosaik Education plans to further improve materials, collect long-term impact data, and replicate the programme with partnerships in existing and new locations to reach a further 350 young refugees.

Mosaik Education supports refugees to reach university through skills and guidance programmes. These project activities were funded by Open Society Foundation's Higher Education Support Programme, UK Aid and the University of East London.

IIE PEER

IIE PEER BRIDGE SCHOLARSHIP AWARD

Over three decades of unrest in Myanmar have impacted nearly 3 million people residing in both Thailand and Myanmar with limited access to basic rights, health care, and education. Education is crucial to displaced Myanmar youth, and many aspire to go on to higher education. However, obtaining admission and attending university is nearly impossible due to constraints from non-formal schooling, unsuitable documentation, and a lack of resources.

To address this challenge, IIE PEER developed the IIE PEER Bridge Scholarship Award (PBA). The purpose of the Bridge Scholarship is to support displaced Myanmar youth in achieving their goal of earning a university degree by providing academic counseling and grants of up to \$2,500 to offset the upfront challenges of enrolling in an academic degree program, e.g. documentation requirements, applications, educational resources/equipment, testing, and travel. Each year, IIE PEER selects approximately 15 displaced youth to receive the Bridge Scholarship Award. On June 24, 2019, the first cohort of Bridge Scholarship awardees graduated from the program. Students have since started their studies at higher education institutions in Vietnam, Bangladesh, Thailand, Hong Kong, and the Philippines with IIE leveraging more than



IIE PEER Prep Graduation Ceremony. @ IIE PEER

\$600,000 in cost-share through tuition waivers and living expenses support.

“

When I was rejected from the [other] scholarship, I was physically and mentally broken... then I heard from IIE that I got the scholarship, and it was amazing.

2019 IIE PEER BRIDGE AWARD
RECIPIENT, NAME WITHHELD FOR
REASONS OF CONFIDENTIALITY.

“

The university life makes me able to think critically and logically. Moreover, this life makes me mature and expert in making decisions. My life has changed so much in a short period. I am now trying my best to improve myself.

2019 IIE PEER BRIDGE AWARD
RECIPIENT, NAME WITHHELD FOR
REASONS OF CONFIDENTIALITY.

INZONE

INZONE'S MEDICAL STUDENTS LEAD THE WAY IN KAKUMA'S CORONAVIRUS RESISTANCE



InZone with tutors in Kakuma. @ InZone

As the Coronavirus pandemic spreads fear and uncertainty around the world, students of InZone's Basic Medical course have been leading the way in trying to keep their communities safe in Kakuma. Having spent 2019 working with their online tutors in Geneva to complete their studies, eight refugee learners graduated from the three-semester course in early 2020. Having gained valuable medical knowledge and skills throughout their course, they have begun to put what they have learned in class into practice in the camp.

Realising early on in the pandemic that they could play a pivotal role in keeping their friends and families safe in the camp, they decided to come together with their University of Geneva tutors to see what could be accomplished. Bringing their medical knowledge and grounding in connected and collaborative learning together, they created informational videos to share among the communities over social media networks. These short videos

(in English, French, Arabic and Swahili) use what the students learned about pandemics, hygiene, diagnostics and community health care and offer advice on how to keep safe through hand-washing, social distancing and other measures.

Empowering themselves in the face of many difficulties, the medical students have inspired others in the camp to start their own videos and awareness campaigns, going as far as creating a catchy pop-song about keeping safe. InZone has been so inspired by their initiative and created a student-wide information forum to share updates, health care information and discuss how all students can keep safe.

With the threat of a Coronavirus outbreak still looming heavily, and the need for more qualified and capable health care professionals to serve Kakuma, InZone's Basic Medical students are taking their studies and knowledge to the next level. With the help of their tutors in Geneva, they are preparing to start interning with the International Rescue Committee to put their knowledge to use in Kakuma's hospitals and learn valuable new skills.

As we prepare to start a new academic year in this uncertain time, we realise now more than ever that our role does not stop outside of the classroom. Despite the almost insurmountable difficulties that our students face, we are buoyed by their courage and determination to take what they have learned with us and make a positive impact on the lives of so many in Kakuma. We are very privileged to do the work we do and look forward to building the programme further in 2020.

JWL | JESUIT WORLDWIDE LEARNING

IF YOU CAN DREAM IT, YOU CAN DO IT: EDTECH INNOVATION AND NEW PROFESSIONAL COURSE TO MEET STUDENT AND COMMUNITY NEEDS



With JWL HeLP, Keth is able to study anytime, anywhere. @Jesuit Worldwide Learning

Connectivity and the distance to reach learning centres are some of the numerous challenges faced by our students. In order to mitigate these challenges, JWL and its partner Seitwerk GmbH developed JWL HeLP (Humanitarian eLearning Platform), our very own Student Information System and Learning Management System. The pedagogical tools available through JWL HeLP (which includes an online/offline application) enable students to feel connected to a wider community, sharing experiences of their reality and exchanging ideas about possible solutions.

It was first tested during the pilot of the Youth Sports Facilitator (YSF) programme (certified by Metropolitan State University, USA, and delivered in partnership with UNHCR), as students learned to identify key youth issues within the community and unlock the potential of sport to address these.

Keth, in Kakuma Refugee Camp (Kenya), was among that very first group which graduated in Spring of 2019 and JWL HeLP was an integral part of that journey. In her own words:

“

At home it was very helpful because despite that I did not have Wi-Fi, I could still access the content, read, watch videos, understand the course content and have my work ready so that when I could just reach the centre, all I had to do was to submit my works. Online, I was always able to submit my works without failure and interact with other students online.

Keth established the first girls' volleyball team there and in doing so even succeeded in uniting two rival tribes. Through this project, she is

“helping girls to advocate themselves, [...] show out that they have talent, and they can do better if they are considered and given opportunities.”

2019 witnessed the launch of the Learning Facilitator professional certificate course (certified by the Catholic University of Eichstätt-Ingolstadt, Germany), through which students learn to use instructional media and technologies to create friendly, inclusive online and onsite learning experiences, applying multiple methods of assessment to engage and encourage all persons – without discrimination – to actively learn and question.

Abdullah (an English teacher in Afghanistan) was drawn to the course to move further towards achieving his goal of lifting his under-served community. According to him, “the most

precious way of helping the people is providing or facilitating for them education possibilities,” and the acquisition of knowledge “is the only way that we can develop our community and removing the negativity from the community.”

In Domiz Refugee Camp, northern Iraq, Nora completed the Peace Leader professional certificate course (certified by Hekima University College). “I felt I had found what I needed even before I started,” she says, for her community has “faced almost all the pain associated with wars.” The most important thing she learned is the cultivation of her own inner peace, so that she may then “reflect it and spread it to the outside.” Nora is currently advancing toward the Diploma programme. “If you can dream it, you can do it.”



MIT ReACT

MIT ReACT ENABLES STUDENTS TO BECOME THE CEOS OF THEIR OWN LIVES

When MIT ReACT celebrated the graduation of our second cohort of students in the Computer and Data Science Certificate Program with an entirely virtual commencement ceremony in January of this year, we were unaware of how incredibly meaningful this moment would be for our community in the face of the current global pandemic. We came together in a way which has now become the norm, via video conference, with students in Jordan, Germany, Rwanda, and Kenya celebrating from their own homes or workplaces. Meanwhile, from the MIT campus in Cambridge, MA, Faculty Founder Admir Masic conferred digital diplomas upon 28 graduates while MIT’s Vice President for

Open Learning Sanjay Sarma shared words of congratulations and reminded students that they are “the CEOs of their own lives.”

As we at MIT ReACT continue to adjust to the realities of social distancing, we have much to learn from our students, for whom finding alternative ways to learn and succeed has been the norm for some time. In our blended learning program, which combines online content with interactive bootcamps and paid professional internships, we have witnessed our students outperform in the online education world with a 95% rate of retention and an average grade of 90% on MITx core curriculum. Despite public labour policies which may bar refugees from permanent employment, ReACT students as a

whole reported a 50% rate of internship to job conversion and 75% of newly employed alumni attributed their job opportunity to ReACT.

With the successes and lessons in tow from two years of using innovative technologies to bring educational opportunities to communities in need, ReACT is exploring new ways to expand our reach. By building upon our network of

on the ground partners, launching virtual bootcamps to promote entrepreneurship, and collaborating with other refugee education initiatives, we will continue to share the potential value which lies within these opportunities for learners who are displaced, impoverished, or otherwise unable to access standard pathways to education and employment.



Students collaborate on a maker lab project at the MIT ReACT Innovation and Acceleration Bootcamp in Amman, Jordan, January 2019. @Toto Cullen.



MIT ReACT Computer and Data Science 2019 cohort celebrates the completion of the 2 week immersive bootcamp with Faculty Founder Admir Masic. @MIT ReACT



SNHU GEM

GEM REFUGEE STUDENTS AND GRADUATES SHINE AS LEADERS IN THEIR COMMUNITIES

Southern New Hampshire University's Global Education Movement (GEM) offers accredited bachelor's degrees and employment-focused training for refugees to prepare for high-level professional and leadership positions in their communities. GEM offers a pathway to university for students from refugee and affected communities in nine sites within five countries across Africa and the Middle East. Our blended learning degree model relies on close collaboration with our partners, including Jesuit Refugee Services (JRS), Jesuit

Worldwide Learning (JWL), Kepler, Lebanese Association for Scientific Research (LASeR), Multi Aid Programs (MAPs), Scalabrini Centre of Cape Town, and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).

Over the past year, GEM's focus has been continuing to reach our targets for student academic progress across our sites. An external evaluation found that 88% of GEM graduates are employed within 6 months and make



GEM orientation agenda in Dzaleka camp, Malawi for new students who are about to start their degree studies. @Kite & Keysting

double the salary of their college educated peers. As part of our strategy to achieve full financial sustainability, we have continued to grow our Rwanda-based assessment center, which now employs 30 staff and has expanded its services to include online tutoring.

Additional GEM highlights from 2019 include:

- In February, GEM launched a first cohort of students with our partner Multi Aid Programs (MAPs) in Bekaa Valley, Lebanon.
- In May, GEM hosted the SNHU Board of Trustees on a series of site visits to Malawi, Rwanda, and South Africa. The trustees, inspired by the fortitude and talent of GEM's students and graduates, gifted USD\$90k to a GEM AA graduate and Bachelor's student in Malawi to open an innovation and entrepreneurship hub in Dzaleka refugee camp.
- In September, the Aspen Institute's Ascend Fellows partnered with GEM to offer internship opportunities and small business investments for GEM students in Kakuma refugee camp following their visit to the program, as well as an investment in AA grad and BA student Innocent's soap business, enabling him to move his business

out of his house and build Kakuma's first refugee owned and led factory.

- In October, GEM hosted an all-partner retreat in Lebanon, alongside our Lebanon partners. Despite challenging political circumstances in the country, participants convened in person and online to share best practices and make plans for cross-site collaborations.
- In November, the GEM & Kepler refugee guidance counsellors, sponsored by the College Board, convened a group of 45 participants from nine countries, including 15 refugee students and graduates from across other GEM sites, to share best practices and to facilitate the building of a network of counselors to support refugee access to higher education.
- In December, three GEM graduates were invited to attend the Global Refugee Forum in Geneva as speakers and representatives. This is a key step in GEM's long-term goal to prepare graduates for professional and leadership roles in their communities, enabling refugees to engage in discussions and contribute to solutions as equal partners alongside humanitarian actors.



New GEM students in Dzaleka Camp, Malawi, play a team-building game as part of their GEM orientation sessions before starting their degree studies. @Kite & Keysting

UNIVERSITY OF NAIROBI

SOCIAL RESPONSIBILITY AND COMMUNITY ENGAGEMENT WITH EDUCATION BRIDGE-AFRICA AND OASIS MATHARE



Gladys Mumo, a librarian arranging books in the Hub. @Oasis Mathare.

University of Nairobi, Education Bridge – Africa and Oasis Mathare has been implementing a program dubbed **Teacher Education Done Differently: Strengthening Untrained and Underprivileged Teachers in the Informal Settlements and Offering Reading Supplementary to the Underprivileged Children. Teacher Education Done Differently (TEDD)** is an action research model being implemented in the informal settlements of Nairobi. This program is a response to the issue wherein a majority of teachers in informal settlements are not trained and are unable to attend teacher training colleges due to their inability to afford most teacher education fees. Most of these untrained teachers are recruited from Form 4 graduates. We use a mentorship pedagogical approach to train on basic classroom teaching and learning management. This is done by undergraduate students (Mentors) from University of Nairobi, College of Education and External Studies. The mentees are attached to a mentor for 12 weeks. The Master Trainers (Lecturers) monitor the

training closely and have a week to evaluate the mentees and understand and document the lessons learnt.

The University and Education Bridge-Africa are innovatively looking for creative strategies to follow up to ensure continuity of best teaching practices. Testimonies from graduates of the TEDD mentorship program are very positive. For example, many teachers are now able to prepare schemes of work, lesson plans and teaching notes. One headteacher said “even those we recruited as trained are now consulting TEDD graduates”. To supplement and strengthen teaching, learning and reading skills, Oasis Mathare has a community resource centre, managed by community volunteers, in Mathare Informal Settlements which offers space for #ReadtoLead supplementary materials, curriculum based materials and story books. The community resource centre holds different categories of learners and is organized efficiently due to high demand.

WUSC | WORLD UNIVERSITY SERVICE OF CANADA

HIGHER EDUCATION FOR REFUGEES CONFERENCE IN MEXICO: BUILDING BRIDGES TO RESPOND TO THE GLOBAL REFUGEE CRISIS

In November 2019, World University Service of Canada (WUSC), the UNHCR, and Proyecto Habesha convened a high-level conference in Mexico City to explore how the post-secondary community in Mexico can help advance the objectives of the Global Compact on Refugees. The conference brought together approximately 90 participants, including senior representatives of university administrations, government ministries, students and NGO leaders, to discuss and expand education opportunities for refugees.

The event was an opportunity to mobilize and engage new actors in the provision of higher education for refugees, and discuss how connected and blended learning can expand higher education opportunities to refugee youth. Mexican authorities and universities were encouraged to explore and develop online learning programs that could be accessible for refugees who currently reside outside the country and those already in Mexico.

This project activity was made possible thanks to the support from Immigration, Refugees and Citizenship Canada's Migration Policy Development Program and the UNHCR.



(TOP) Habesha students Jackdar and Silva (middle) with their professors Juan José from University of Monterrey (left) and Ada del Carmen (right) from UNLA.

(CENTER) Higher Education for Refugees in Mexico Conference, panel fourth Existing Models that facilitate the access to higher education for refugees: local and global case studies.

(BOTTOM) Habesha Project team celebrating the launch of Habesha Americas that aims to help young refugees from Latin America.

@Carlos Perales/Habesha Project



YORK

YORK UNIVERSITY, A MEMBER OF BHER | YEAR-END PROGRAM HIGHLIGHTS & EXPERIENTIAL EDUCATION IN DADAAB



A group photo of York University undergraduate and graduate students, staff, and field partners at the conclusion of the YU Research Symposium "Education in Action" where students presented their year-long action research projects. @Hanan Duri/ April 2019

In 2019, York University continued to offer both undergraduate and graduate degree programs to refugees and locals in the encampments of Dadaab, Kenya through the Borderless Higher Education for Refugees (BHER) Project. The BHER Project focuses on providing equitable and accredited teacher education programs to untrained and working teachers in Northeast Kenya. York University currently offers a Certificate in Educational Studies (Elementary), a B.A. in Educational Studies, and an M.Ed. in Language, Culture, and Teaching to refugees and locals in Dadaab, Kenya.

Partnership Highlights

In December 2019, faculty and staff from York University in Canada as well as Kenyatta University in Kenya came together for a three-day workshop to co-create and co-develop courses to be taught to BHER students. YU and KU have worked together over the past 6 years to deliver higher education programs in Dadaab. Each institution has built considerable knowledge and expertise, but programs ran parallel to one another and there were few opportunities for faculty members from KU and YU to share knowledge and practices

with one another. The curriculum development workshop provided an opportunity for faculty to collaborate and share ideas, pedagogical approaches, resources, and institutional knowledge by co-creating courses built on the expertise of Kenyan and Canadian teacher

educators. Through this collaboration, we hope to increase the effectiveness of Kenyan and Canadian universities to deliver quality university programs in emergency contexts like Dadaab.

Research Highlights

In the spring of 2019, York organized the first Research Symposium in Dadaab titled 'Education in Action'. Undergraduate and graduate students presented their year-long action research projects in a 2-day event which culminated in a panel discussion by the master's students whose presentation was also live streamed to the York Graduate Students in Education (YGSE) conference taking place in Toronto. Both undergraduate and graduate

students also presented excellent panels on their research projects at the Canadian Association for Refugee and Forced Migration Studies (CARFMS) via Zoom in May. A group of master's students also co-authored an article titled 'Educating for Return: Somali Refugees in Dadaab' that was published in Oxford University's *Forced Migration Review* in the fall. Several of our students also participated in co-authoring chapters for a BHER book



A snapshot of discussions taking place at the first York University Research Symposium in Dadaab, Kenya. @ HaEun Kim/April 2019

project that is being funded by Global Affairs Canada. Our students see themselves as action researchers, engaging critically with, and contributing to academic knowledge production in the field of (but not limited to) refugee and forced migration studies.

Feature on Pilot Practicum Course: Experiential Education in Dadaab

In the Fall of 2019, York University offered a year-long practicum course to certificate students titled *Experience, Inquire, Contribute: Systematic Observation in Context*. This was a course that offered our students the opportunity to engage in situated learning about the creation and delivery of professional development workshops for untrained teachers in Dadaab schools, where over 70 percent of refugee teachers only have a secondary education.

All our students currently enrolled in the certificate program are working teachers in Dadaab. The BHER Project applied a deliberate strategy to admit at least 1-2 teachers from every primary school in Dadaab into this cohort of students. The practicum course was developed to enhance the capacity of our students who are working as teachers in the camps, not only by providing them with university education, but also by training them to become curriculum leaders, in-house professional development trainers, and pedagogical innovators and mentors in their schools and community organizations. Drawing on the knowledge and skills they learn in their courses, this practicum course provides our students with the opportunity to 1) develop field-based inquiry skills by engaging with their settings and critically analyzing the professional learning needs of their peers and colleagues and 2) hone their knowledge mobilization skills by developing professional development workshops that respond to these needs with the content

they learn in their coursework. This “train-the-trainer” model was developed to address the problem of untrained teachers and identifies one potential solution as drawing on on-site, in-house resources. It is our hope that such opportunities for experiential education will help our students develop the skills and abilities that will enable them to become effective agents of change in their schools and communities in northeast Kenya, Somalia, and beyond.



BHER-YU students conducting professional development workshops in their camp communities in small group discussions.



A group activity facilitated by BHER-YU students during professional development workshops.

@Mohamed Duale/2019)

STUDENT PROFILES

SU SU AYE

ACU STUDENT PROFILE

“

University makes my dream become true because I learned the ways to develop my community and how to manage people in society to succeed and have livable communities. I hope everyone has dreams and makes their goals come true. My big dream is to give good things and give happiness to people in my community. Education is the most powerful weapon which I can use to change my life and my community.”



ACU Diploma in Liberal Studies 2019 graduate Su Su Aye. @Marist Asia Foundation.

THIN THIN SAN

ACU STUDENT PROFILE

“

I have simple dreams. After I finish ACU, I want to be a teacher again to share my knowledge and skills for Burmese Migrant Children. I will not study at another university when I finish ACU because I know my life challenges. I will work with my special education to find money and take care of my parents like they did to me. My big dream is to support Burmese Migrant People who have adversity in Ranong because I have also experienced that.”



ACU Diploma in Liberal Studies 2019 graduate SThin Thin San. @Marist Asia Foundation.

JULIA ODUOL
SCALABRINI CENTRE
OF CAPE TOWN
STUDENT SPEECH

Julia Oduol, UpLearn's first graduate and now the Women's Platform Livelihood Manager at the Scalabrini center gave a moving speech on the day. Her words, which

were featured in SNHU Press Release on World Refugee Day, serve as a powerful message of hope to refugee communities around the world.



@Jon Mercer

Julia, dressed in yellow with fellow participants.

"Today I celebrate all the graduates. The journey that we all shared together from the beginning when it looked like an impossibility. We cried, we laughed, we encouraged each other and finally we made it. It was not an easy journey but with a positive mind, hard work and determination, we made it. The SNHU program has united us to be one big family - Congo, Rwanda, Burundi, Kenya, Zimbabwe, Zambia, Togo, Nigeria and many more. Thank you everybody for sharing this special day with us.

We all had dreams when we were young... 'I want to be a doctor... I want to be a pilot... I want to be a teacher... I want to be a professor... I want to be a policeman...' so innocently without knowing what the future holds. Then you grow up and realize your dreams are shattered. A dark cloud

passes by and it is so dark that all your hopes and aspirations are buried and it looks impossible to even think about dreams again.

Different circumstances force a person to flee from their country to seek safety, peace of mind, a better life, to mention but a few. Little do people realize that they have signed themselves up for even worse scenarios, from sorting out documentation to trying to buy a loaf of bread for the family. It's even worse going to bed hungry. This seems like a very good story but unfortunately it is the reality of life. Nothing seems to make sense at all. Refugees often go through very tough times to be able to survive but still they rise. Sometimes they are even treated like bad apples that are here to destroy or cause trouble, but on the contrary it's for survival. I just need to buy bread for my family, find shelter for my family, take my children to school and ensure they do not live on the streets ... is it too much to ask for? Is there anyone even listening to me?

As I share my journey today, I represent many other refugees who have been through the same journey as I have and some even worse. Only the wearer of the shoe can tell. I arrived in South Africa 11 years ago to seek safety and in my mind I knew that every little thing is, in Bob Marley's words, 'gonna be alright.' Julia, don't worry about a thing. But this was not the case. I worried about everything because I was not sure what tomorrow would bring. The only thing I was left with was the hope and positive mind that my dad used to tell us every day. If you speak positively and believe, then only positive things will come your way, and if you speak and think negatively, only negative things will come your way. Yes, it is bad Julia, yes, it looks like you can't make it, but do not give up. This takes me to the story of the frog. A frog decided to reach the top of the tree. All the frogs were shouting it's impossible, it's impossible but still the frog reached the top. How? Because the frog was deaf, and he thought everyone was encouraging him to reach the top by shouting, it is possible, it is possible. If your aim is to reach your goal, you have to be deaf to negative thoughts and destructions around you.

It is always important to stand firm in whom you believe you are, because we are all uniquely designed to run our own race. Each of us have lived through some tough times but that doesn't mean that we are lesser than anybody else. We are all destined to win.

IIE PEER

IBRAHIM FARES LETTER FROM A SYRIAN STUDENT



@IIE PEER

Dear Friend,

My name is Ibrahim. I am a 29-year old Syrian who has been living in Germany for three and a half years now. I recently graduated from a master's program in international economics and management at the University of Paderborn in Germany.

I am not sure how to communicate so many feelings and moments that I have lived through up until this point in my life. So many of these moments are flashing before my eyes while I'm writing this letter. Moments of uncertainty, sadness, confusion, hopefulness, stress, and most importantly, moments of success.

Since the war in my home country broke out in 2011, thousands of students have lost access to education due to the uncertainty of life in Syria. Many had to move to other cities in the country, and others had to move to other countries. Surrounded by this uncertainty, I made the decision to pursue a master's degree abroad in early in 2015.

The process of acquiring a study visa -or any kind of visa for that matter- for Syrians is long, tortuous, and often unsuccessful. It took me one year from the moment I decided to apply to study in Germany to the moment I got the visa in mid-2016. To make this happen, I, like many other Syrians, had to pay money to brokers to secure my visa appointment, sending application materials, and other services that are easily accessible and free in other countries. The obstacles are seemingly endless, and I was lucky in my outcome. Still, receiving a visa does not solve all your problems.

The biggest challenge for Syrian students living abroad is financial security. The Syrian currency has lost so much of its value and Syrian students cannot depend on their parents to support them financially. To give you an idea of how serious this issue is, a schoolteacher in Syria, like my late mother or my three aunts, had an average salary of around \$300 per month prior to the war, today, it's around \$50. For most parents, it is impossible to finance a student living abroad where the living expenses are around \$1000 or higher per month. This put me in a difficult financial situation that prevented me from focusing on my studies in Germany. So I began to apply for scholarships with the hope that some opportunity might come my way.

After applying for many scholarships, I received an email from the Institute of International Education (IIE) that I will never forget. It was to inform me that I was selected to be a recipient of the 2017 IIE Scholarship for Syrian Students, which supported studies in the United States. The levels of joy and motivation that I felt were indescribable. It meant that I was finally able to pursue a higher degree while being financially secure, and that I could focus all of my efforts on reaching my full potential, academically and socially. It meant that I no longer needed to live in a stressful and uncertain environment. I felt supported. People out there believed in me, and I had all the motivation in the world to live up to that challenge. That morning marked the beginning of a very wonderful and exciting chapter in my life.

I was shocked when the Executive Order that was signed in January 2017 prevented me from applying for a study visa to the United States. However, the IIE team managed to secure a university admission for me in Canada, which renewed my hopes that I wasn't going to lose this scholarship opportunity. I was, again, surprised and devastated when the Canadians rejected my visa application twice on the basis that they were "not satisfied that the applicant would leave Canada after the end of his studies". I wondered, how can you reject a visa application from a student who has been displaced and simply wants to access this rare educational opportunity for a better life? Again, the IIE team was nowhere near giving up on me. Their commitment to increase access to education for all students everywhere led them to secure funding for me to study at the University of Paderborn in Germany.

And here we are. I have graduated and am doing an internship in valuation and transaction advisory services. After that, another chapter of my life will start.

While I was able to successfully connect to education, the stark reality is that only 3% of 78.5 million refugees have the same access to education. It is important to increase efforts that help students take the first steps to a secure and prosperous life. Helping students with limited opportunities access higher education has immense positive effects for everyone. It reduces the gaps between countries and guarantees a better future for all of us. As a business and economics graduate, I find what Benjamin Franklin once said is applicable always and everywhere: An investment in knowledge pays the best interest.

I feel an overwhelming gratitude for the people who made this journey possible. This includes the IIE team and every donor, who with their generosity and kindness have enabled so many ambitious students to pursue their dreams. How lovely and comforting it is to know that you are out there. It must be a wonderful feeling to know that you are changing lives, that you are writing the beginnings of new chapters. Thank you very much indeed for everything you do.

KIRON OPEN HIGHER EDUCATION

ASMAA

“

I joined Kiron three years ago, after I graduated from high school I didn't have the chance of enrolling in a university and so I signed up for Computer Science MOOCs through Kiron campus. After my prep year – as it took me a year to prepare for a university enrollment – I have managed to pursue a



@Anne Parsons (Kiron)

diploma degree at AABU. Kiron campus equipped me with the fundamentals in the field of HTML, JavaScript, CSS as well as helping me achieve good grades during my time at AABU.”

SAFAA

“

My name is Safaa, I'm 23 years old. I'm currently working as a facilitator with Kiron. I was given this position after completing many MOOCs with Kiron and after Kiron's team saw a potential in me to fulfill this position. Starting off as a student, I was motivated to study, experience new academic pathways and develop my skills. After becoming a facilitator, I felt that I became more responsible as



@Anne Parsons (Kiron)

I had to communicate with many students and most importantly share the knowledge I have acquired the best way possible.”

MARAH

“

My name is Marah, I'm Jordanian, I studied Computer Science and Information Systems. I joined Kiron two years ago and it is one of the most rewarding experiences of my life. After graduating from university, I saw Kiron as an opportunity to further develop all that I learned during my diploma studies. My knowledge has evolved and so have my technical skills in programming languages like HTML, JavaScript and CSS. I have encountered newsoftwares that I was not familiar with during my studies at university. Kiron provided a more comprehensive approach, especially since my studies was



@Anne Parsons (Kiron)

just a basic two-year program and so I needed to learn more about different softwares. In addition to the educational aspect, Kiron helped me develop some social skills, especially since it was my first practical experience after university and this helped me work on my work-related skills and hopefully to eventually land a good job opportunity. I would also like to further proceed with my education as I want to get a bachelor's degree after my diploma and hopefully Kiron will help me secure this opportunity.”

AHMAD

“

My name is Ahmad. I'm Syrian and I've been living in Jordan for 6 years now. I have a diploma in Renewable Energy. I heard about Kiron Open Higher Education about one and a half years ago and so I joined Kiron and was happy to be enrolled. I studied different courses and Computer Science-related MOOCs. I was not very familiar with computer softwares and these MOOCs enabled me to better familiarize myself with computer skills. I became more experienced and motivated to achieve more,



@Anne Parsons (Kiron)

and this has paved my way into eventually finding better job opportunities. I am still studying through Kiron Campus and aiming to continue learning through Kiron. I aspire to become a web designer, as I believe this field is valuable in the Jordanian jobs market and worldwide. I believe I can achieve many goals through Kiron.”

LASeR

NOUR'S STORY

With all the development in the world today, accessing higher education is still a dream for many people.



@Mi: Hassan Harrouk

"We have to leave Aleppo because it is not safe anymore, we're going to Lebanon", my father told us in 2014. I was doing my 9th grade exam back then. I cried a lot and refused to travel but I had to.

When I was a child, I used to come back from school and do my homework, even before eating! I always wanted to learn new things and discover the world. I grew up in a family that does not allow girls to study beyond grade 6, but I convinced my father to continue.

After two years of our stay in Lebanon, my mother found a Syrian-run school for me. As of grade 12, I discovered that my high school diploma, which was issued by the Interim government, was not accredited in most countries including Lebanon. Then, I applied for a scholarship in Turkey, which accredits the interim diploma, but unfortunately was not accepted.

Later, I accidentally saw a Facebook advertisement about an online university scholarship program at the Lebanese Association for Scientific Research (LASeR), a non-profit that helps students in Lebanon to complete their higher education, in cooperation with Southern New Hampshire University (SNHU). To my surprise, the program accepts my diploma!

This opportunity changed my life!

Online learning was new to me, but I was persistent to try it because it was my only choice. Fortunately, I got accepted to the scholarship. Since SNHU is an American university, LASeR offered us English classes to improve our language skills and to enroll in the university. I chose to study Healthcare Management since I love everything related to this field. Although the study system was not easy at the beginning, I was so thrilled that at least I was having the opportunity to pursue my education. LASeR supported me in this journey. Not only did it help me improve our English but also our IT and communication skills. Now, I am one of the top students. Also, I am a Teaching Assistant for the new SNHU's students at LASeR to support and guide them through their study and I tutor an SNHU student from another organization. Today I am on my way to finish my BA and I am seeking a Master's. I will never stop learning.

Finally, I would say to others: Do not give up. Face all the challenges because your dream is waiting for you!

CONTINUING EDUCATION IN TIMES OF CRISIS: LEARNING FROM REFUGEES



*Innocent Tshilombo, a refugee living in Kenya. Studying at night when the Kenyan heat is less intense.
© MIT Open Learning*

For the past eight years, Innocent Tshilombo has worked in humanitarian supply chain management, learning on the job at a refugee camp in Kakuma, Kenya.

Innocent's interest in supply chain began in 2011, when he volunteered as a shopkeeper with the International Rescue Committee (IRC), a global NGO that provides health programming in the camp. Today, he serves as Operations Coordinator for the University of Geneva Refugee Management team — while also pursuing a MicroMasters credential from MIT.

Innocent's path has not been easy. Originally from the Democratic Republic of Congo, Innocent fled his country more than a decade ago, and has lived at the camp in Kakuma ever since.

"As a refugee, I face many challenges and limitations that I need to overcome," he said. "No work permit, limited freedom of movement, and an uncertain, unclear future." Early on, Innocent resolved to make the most of his "fragile situation," gaining hands-on experience from various roles in Kakuma and furthering his education through MITx courses.

Advancing Knowledge — and Being Part of the Solution

With the support of the University of Geneva-InZone, Innocent is currently pursuing an academic credential from MIT as part of a select group of learners enrolled in the MIT Refugee Action Hub (ReACT) track of the MITx Data, Economics, and Development Policy (DEDP) MicroMasters program. Launched by ReACT in partnership with the Abdul Latif Jameel Poverty Action Lab (J-PAL), the program offers refugee learners the opportunity to advance their education and professional careers by combining online learning and in-person workshops with internships in the development field.

Through a series of five online courses, the DEDP MicroMasters Program provides learners with the skills and knowledge to tackle some of the most pressing challenges currently affecting developing countries and the world's poor.

Innocent cites the impact of these challenges on his own life as his motivation to enroll in the ReACT track of the DEDP Micromasters Program. As he's advanced through the program, much of what he has learned has provided a base of knowledge that he hopes to give back to his refugee community.

"At the start of the program, I had the goal to advance my study and to learn about development policy," Innocent said. "I keep identifying myself, my community, my country, my continent, and the world" in these case studies.

The DEDP Micromasters Program has empowered Innocent to "be part of the solution" to a situation that he and "millions of refugees and the poor around the world" understand all too well.

"I'm transitioning from an ordinary observer to a critical player to my situation," Innocent said. Indeed, the program has already begun to impact his life in tangible ways.

Giving Back to Kakuma Camp

In 2017, Innocent co-founded the social enterprise Kakuma Ventures, a logistics platform enabling African refugees to become entrepreneurs. But "without a critical understanding of the different policies governing the system in humanitarian and emergency contexts," the social enterprise struggled to take shape.

With the skills and knowledge he's gained from MITx courses like "The Challenges of Global Poverty" and "Foundations of Development Policy," Innocent is now strategizing to advance his social startup's "mission to build sustainable businesses that create jobs, generate income and provide access to essential goods and services" to the Kakuma camp.

Before coming to Kenya, Innocent studied electrical engineering at the Institut Supérieur des Techniques Appliquées de Goma.

Today, in addition to developing Kakuma Ventures, he's also a data science student. From November 2018 to January 2019, Innocent contributed as an enumerator to the World Bank and UNHCR's social-economic study in the refugee settlement of Kalobeyei, which is roughly 12 miles from Kakuma.

Once he completes the DEDP MicroMasters program, Innocent plans to pursue the MIT MicroMasters credential in supply chain management, bringing with him many years of hands-on experience and hard-won knowledge.

THROUGH THE LENS



ASU learners in Nakivale, Uganda engaging in solar-powered, offline courses in collaboration with Windle International Uganda. @Marc Alan Sperber/ASU



Learners in Adjumani, Uganda attend orientation to the Earned Admissions program in partnership with Norwegian Refugee Council. @Marc Alan Sperber/ASU



Participants in Mosaik's Guidance Programme Amman. @ Mosaik Education



Peace Leaders in training, Domiz Refugee Camp, Kurdistan Region, Iraq. @Jesuit Worldwide



Peace Leaders in training, Domiz Refugee Camp, Kurdistan Region, Iraq. @Jesuit Worldwide



*Celebrating graduates of the Diploma in Liberal Studies, Kakuma Refugee Camp, Kenya).
@Jesuit Worldwide Learning*



UpLearn Graduation in May 2019. @Jon Mercer



Many Libuta is an artist and Business student at UpLearn. He is also a part of a small student business collective that has participated in pop-up shops around the US. @Jon Mercer



Kepler/SNHU student dancers celebrate graduation in Kigali. @Kepler





Refugee scholars from Kenya and Malawi connect in Rwanda during a College Board event. @Key & Kitestring



Graduates celebrate their SNHU bachelor's degrees at Kepler's campus in the Kiziba refugee camp.
@Key & Kitestring



LASer - Community mobilization in Crisis - Training Ideation. @Mr. Hassan Harrouk



LASer - Full Stack Development Training. @Mr. Hassan Harrouk



Children showing their excitement after receiving some books from a local donor. @Oasis Mathare



Children interacting with books in the Hub. @Oasis Mathare



The graduating class of 2019 in Dadaab, Kenya. BHER students successfully completed their BA in Educational Studies. @HaEun Kim/April 2019



Caps in the air! Female students celebrating their graduation at the BHER Learning Centre. @HaEun Kim/April 2019



ACU's Diploma in Liberal Studies graduation event in May 2019. @Dr. Duncan Cook (ACU)



Two ACU Diploma in Liberal Studies students at ACU's learning centre in Thailand. @Dr. Duncan Cook (ACU)

Burmese migrant students at MAF/ACU learning centre, Ranong Thailand. @Marist Asia Foundation)



*Ekhlas Ahmed speaks at IIE PEER Forum
(Ekhlan Ahmed - refugee, activist, and co-founder of Darfur Youth of Tomorrow). @Steven Rosen*

REFLECTIONS

REFUGEE STUDENTS AND ALUMNI

“

RCGC Kepler event fueled my spirit to stand with my fellow refugees and increase their chances of getting access to higher education. I want to support refugee students the same way and/or better than how I was supported”

ZAKARIA - JWL STUDENT

“

I did something that people didn't think was possible from a camp. I got a degree, It has widened my boundaries and expanded my opportunities.”

MAYEN - SNHU/GEM/ALUMNI/KENYA

“

This opportunity strengthened and enhanced my experiences and made me to understand my potential as a young person and leader, the potential to contribute greatly to build inclusive communities and show the resilience of refugee youth to other young people in the world”

SAFIA - DAFI SCHOLAR / PAKISTAN

“

People think because of the war - the young- the people my age - are not educated, but that's false, that's not true... We're trying to get the education. We are progressing.”

WASMIN - SNHU/GEM/STUDENT/LEBANON

“

My visit to Rwanda increased my scientific experience and gave me psychological support to complete my studies and gave me hope to achieve my dreams”

KHALED - SNHU/GEM STUDENT, LEBANON

“

As Burmese migrants we get our wings cut off, MAF and ACU help us to fly again” -

ACU STUDENT

“

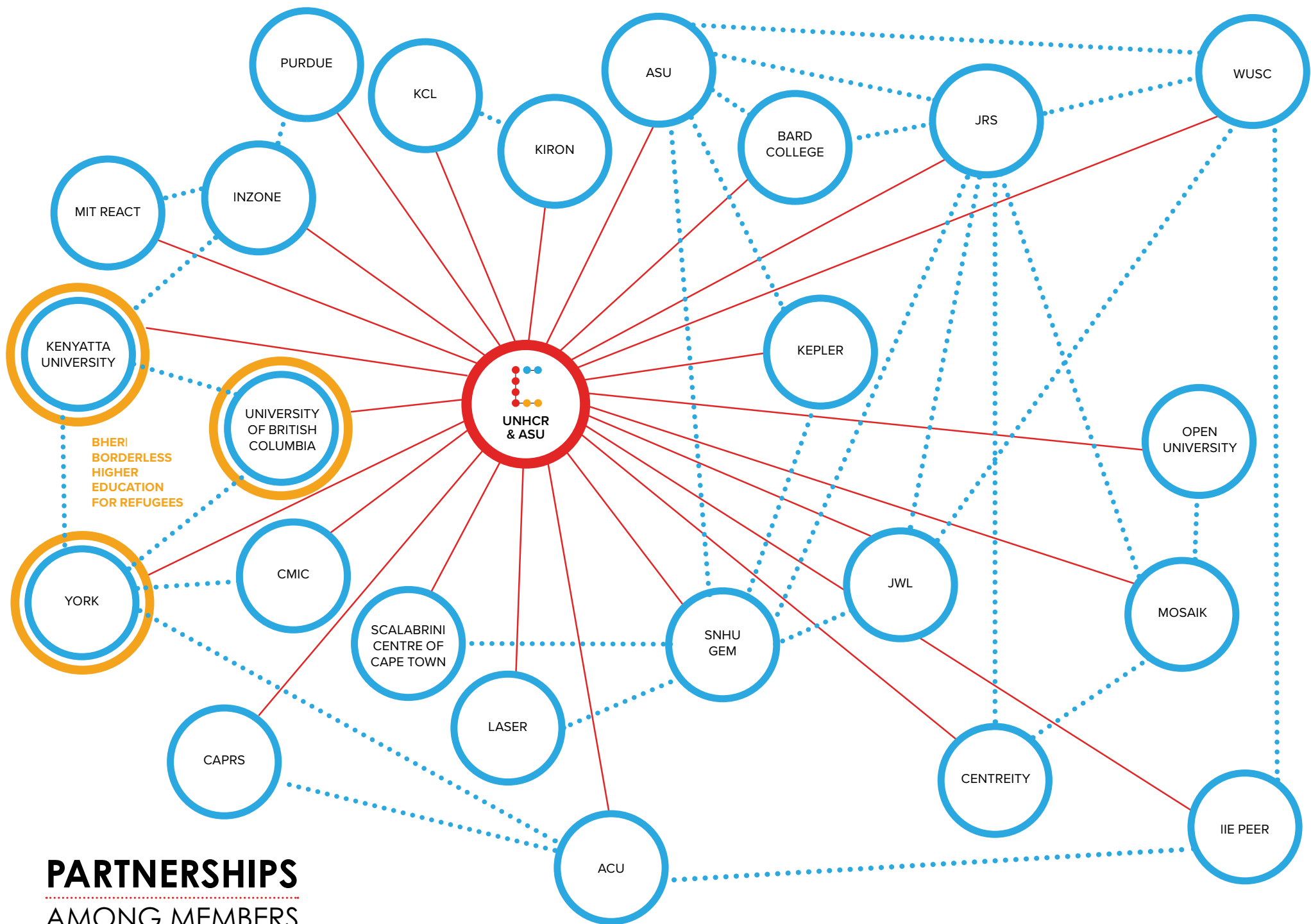
Being in Kigali and visiting Kiziba gave me the understanding of how refugee youths are yearning and eagerly waiting for education opportunities to learn new skills and knowledge. Helping them through their education journey and implementing supporting program that remains our responsibility”

FARIDHA - SNHU/GEM ALUMNI/ KENYA

“

I can stand in front of anyone now with confidence and I now know how the world works”

ACU STUDENT



PARTNERSHIPS

AMONG MEMBERS

Kepler | Employer Perspective

WRITTEN BY: NAT ROBINSON, CEO LEAF GLOBAL FINTECH



Kepler/SNHU student Aimee working with community members in the Kiziba refugee camp as part of her internship with Leaf Global Fintech. October 2019

Leaf Global Fintech is a company that helps refugees and migrants safely store and transport cash across borders while fleeing conflict. Leaf can offer the secure storage and transport of assets across borders through new blockchain technology without the need for a smartphone or internet connection. With Leaf, refugees have increased access to funds and become less dependent on host countries and foreign aid.

Our company employed two Kepler/Southern New Hampshire students, Aimee and Chance, as interns this past summer to help evaluate the opportunities of providing savings and money transfer services to refugees in the Kiziba refugee camp in Rwanda. The students took the initiative to develop a list of all the financial service providers in Kiziba and interviewed approximately 50 people about the types of financial services they use in the refugee camp. The information was monumental in helping our company develop a live application for customers to use in the refugee camp to transfer money to family and friends. The students went above the job requirements and registered an additional 100 potential customers who are interested in future services from Leaf. The

technology and business concept for Leaf is complex but the two students were able to clearly communicate the value proposition to prospective customers to gather interest for our services. The summer project was entirely remote and the students only had video calls, emails, and WhatsApp to communicate with their project coordinators.

The management team at Leaf was thoroughly impressed with the level of drive, professionalism, and creativity that the students demonstrated during the project. We now have a well-defined application that can benefit millions of people around the world to send money and support friends and family who are fleeing conflict.

2020 Update: Aimee and Chance have now been hired as Leaf employees! Their work as Refugee Engagement Specialists is helping Leaf expand and these young women to support themselves. The innovative online degree from Southern New Hampshire University and flexible on the ground support from Kepler allows Aimee and Chance to finish their degrees while working.

IDEL | Instructional Design for E-Learning

CLCC MEMBERS TEAM UP WITH MINISTRY TO TRAIN COHORT OF PROFESSORS



From 1-5 December 2019, a team of seven international experts in instructional design and technology partnered with UNHCR and the Ministry of Higher Education and Scientific Research (MoHE) in Jordan to deliver a week-long course in Instructional Design for E-Learning (IDEL) to 50 faculty from 10 institutions across the Kingdom.

CLCC members Arizona State University, Bard College, Centreity, and UNHCR joined experts from Fordham University, Johns Hopkins University, the Carey Center for Global Good, Yarmouk University, and the MoHE to deliver an intensive, week-long introductory training in Amman.

The Instructional Design E-Learning (IDEL) working group combined a centuries-old, student-centered pedagogical model of excellence with Knowledge Taxonomy, Cognitive Apprenticeship and Backward Design to create an Intelligent pedagogical framework. The model focuses on the student

experience, creating a three dimensional learning environment that connects cultures and contexts.

The response to the course from faculty and the Ministry was overwhelmingly positive; further iterations as well as more advanced training have been requested and planning for these is underway. Additionally, organizations from elsewhere in MENA and Southeast Asia have expressed interest in engaging with IDEL, and conversations are ongoing. In response to the COVID pandemic and requests from faculty, the IDEL team held a series of webinars open to all university staff in Jordan to both support their immediate needs as they quickly shifted to fully online teaching, and to reinforce the work done during the training in December.

An outline of the IDEL course and the course workbook are available on the IDEL website, idel.center. All work of this team will be freely available as Open Educational Resources.

Professor Feedback:

“

I learned how to use available multimedia tools for designing interactive content, and I now understand concepts of Universal Design for Learning, reflection and engagement.”

MUTAH UNIVERSITY

“

Now I can structure what I know to provide students with structured content online.”

YARMOUK UNIVERSITY

“

I learned instructional design techniques that should be used for any course, I now understand how to link between topics and learning outcomes.”

PRINCESS SUMAYA
UNIVERSITY FOR TECHNOLOGY

Purdue

PARTICIPATORY EVALUATION RESEARCH
ON CONNECTED LEARNING PROGRAMS IN
EMERGENCIES

The CLCC Research Committee, chaired by University of Geneva and co-chaired by Purdue University, obtained a grant from Open Society Foundation to design, conduct, and summarize a participatory research on the connected learning programs offered in emergencies. This aim, as a fundamental goal for the consortium as a whole, demanded the majority of the research committee's time and resources in 2019.

To achieve this aim, the research committee designated co-PIs from two CLCC member institutions (Dr. Barbara Moser-Mercer, University of Geneva and Dr. Jennifer DeBoer, Purdue University). Dr. Moser-Mercer from University of Geneva served as a bridge from the study to the core CLCC grant and Dr. DeBoer from Purdue served to oversee the



Participatory researchers from ASU, Adjumani (top), BHER, Dadaab (middle), and InZone, Kakuma (bottom).

research coordinator (Dhinesh Radhakrishnan), human subjects' approval through Purdue's Institutional Review Board, application of sites for participation, and study execution. The research team aimed to generate quantitative and qualitative understanding of the reported impact of different connected learning models on learners and their communities, including

on different facets of the connected learning experience. The theory of change, briefly, is that refugee researchers, when equipped with rigorous research training, are best poised to explain and disseminate the research they have conducted to have an impact that is both equitable and sustainable

A call for letters of interest and description of sites' suitability for participation was circulated to the CLCC members. Three CLCC member sites (InZone, Kakuma; BHER, Dadaab; Arizona State University, Adjumani) applied and were approved, and they subsequently confirmed human subjects' appropriateness with their local designee. Participant researchers (PRs) were recruited at each site, and a face-to-face and online participatory research training were designed and implemented. Dhinesh coordinated the online training in September 2019, and in the same month visited each of the three sites for a four-day face-to-face training. Following the training the researchers from the three sites designed and conducted the study.

The PRs reviewed existing connected learning instruments and identified dimensions pertinent to the study and to their local contexts. PRs then spent the latter part of 2019 conducting data collection. They met as a team and completed analyses.

In December 2019, alongside the Geneva Summer School in Nairobi, the PRs shared results from each of the three sites. The activities of the research committee resulted in numerous concrete deliverables. These include participant-led research summaries (in the form of presentations) at the GSS held in Nairobi in December 2019. The student presentations at the Nairobi meeting were a unique opportunity not only to share first results from the participatory research study but to directly speak to key stakeholders in Higher

Education in Emergencies. The participants of the GSS represented multiple sectors across HEiE, including leaders of local NGOs, higher education institutions, and ministries, and they were engaged by the research presentations. Final reports and dissemination of the completed analysis are expected by 2021.

Finally, and more specifically, the steps involved to complete the study were as follows:

- Starting the specific participatory study by critically examining the need for engaging learners, mode of engagement, and the diversity in engagement
- Developing the ensemble participatory research team (understanding the creation of team and monitoring their environment)
- Developing a participatory research plan with the researchers (articulating how the program will operate)
- Training learners to develop instruments and function as investigators (training as interviewers and survey administrators)
- Approaching analysis and report writing (creating approaches to analysis and strategies for presenting data)
- Disseminating findings and leading transformation



CLCC Participatory Research Team, the CLCC Student Engagement Task Force members and the Geneva Summer School participants.

Scalabrini Centre of Cape Town

UPLEARN - PROGRAMME OVERVIEW



BASP Computer Lab (UpLearn). @Julia Cumes



The Scalabrini Centre of Cape Town is a non-profit organisation that perceives migration as an opportunity and is committed to alleviating poverty and promoting development in the Western Cape while fostering integration between migrants, asylum seekers, refugees and South Africans. SCCT advocates respect for human rights and utilises a holistic approach that considers all basic needs including advocacy, development, and welfare services. Across all of its programmes, SCCT assists over 6000 people per year.

Scalabrini's UpLearn Programme, launched in 2018, works in partnership with Southern New Hampshire University to support 150 migrants and refugees to obtain fully accredited competency-based Associates and Bachelor's degrees at no cost to the students. The degrees offered include Communications, Management, and Healthcare Management.

UpLearn is a part of the Global Education Movement (GEM) launched by SNHU in 2018 – 2019 in four different countries; South Africa, Malawi, Kenya, and Lebanon. The project is grounded in SNHUs pioneering

work with vulnerable learners and refugees in Rwanda. Based on this model the University has partnered with Scalabrini to facilitate the delivery of a blended learning programme. Together we address the reality that worldwide there are more than 65 million refugees and other displaced peoples and only 1% have access to higher education. The objective of the initiative is to give those who may be prohibited from accessing higher education by financial or legal barriers an opportunity to live lives of choice by empowering themselves through education.

2019 Overview of Activities

UpLearn facilitates and supports the successful online learning of its students through a comprehensive support system which includes: a pre-degree programme that offers Academic English and Digital Literacy training, a lab space for students to work in, printed resources, in-lab academic assistance, case by case welfare support, interactive teaching seminars, enrichment workshop and activities, one on one coaching, internship placement support, and professional development workshops.

In 2019 the UpLearn team focused on ensuring that each of its students were on track to graduate within the bursary period. To this end, upLearn developed a comprehensive predominantly peer to peer coaching model that seeks to support students to become self-regulated learners able to navigate academic challenges as well the everyday challenges

associated with living as a refugee or migrant in South Africa. UpLearn has also developed an interactive skills focused teaching methodology used in the design of full day workshops that teach the content and core skills of the full Associate degree. This curriculum is delivered through a monthly teaching cycle that aligns with individualised student targets.



Kepler

REFUGEE COLLEGE GUIDANCE COUNSELOR EVENT IN RWANDA

The College Board, in collaboration with Southern New Hampshire University's Global Education Movement (SNHU GEM), the Connected Learning in Crisis Consortium, and Kepler convened a group of 45 participants in Rwanda to address the problem that less than 3% of refugees have access to higher education.

Refugee College Counselors based in Rwanda organized this event in mid-November 2019. It was an opportunity for refugee students to connect with one another and partners working in education and open a discussion on how both stakeholders can take part in expanding higher education for refugees.

A group of 23 refugee students and graduates from SNHU GEM sites, DAFI, and MasterCard Foundation traveled from different regions: South Africa, West Africa, Central Africa, East Africa, and Middle East. This group of refugee students and graduates were joined by experts from several organizations throughout the week, including admissions leaders, counselors, education program representatives, and universities.

The event and the College Board grant is uniquely structured within the humanitarian setting, given its goal of enabling and empowering refugees to lead in solving the issue of access to higher education, rather than the usual practice of leaders sourced outside of refugee communities.

During the event, participants were able to revise and contextualize the refugee college guidance counselor universal resource, observe preparations programs - Iiteme/ "Bridge" for refugees and other individuals that might not have access to higher education, and observe classes on Kepler's campuses in Kigali and Kiziba refugee camp, which award students Bachelor's degrees from SNHU. Participants also learned about access to higher education for refugees at the University of Rwanda, and other tertiary programs. Learning from site visits and drawing on their own experiences as refugees enabled the participants to drive at the outcome of increasing access to higher education for refugees.

Moreover, the group was able to connect young refugee leaders, create a platform of collaboration among partners and students,



Connected Learning students from Rwanda, Lebanon, and Kenya brainstorm strategies to increase tertiary access for refugees during a College Board event in Kigali. @Key & Kitestring.

understand the enablers and barriers that refugee students experience during their college journey, and share the work already accomplished in Rwanda and Kenya through the College Board grant.

“

The College Board Event was an opportunity to follow up on mechanisms and capacity strengthening of students and alumni to understand and act on their responsibilities with respect

to come up with new ideas and reinforce existing initiatives on education programs according to different contexts. The event updated and adjusted my knowledge. The information sharing of challenges and good practices in different countries led me to think differently for the benefit of my community”

**BARTHELEMY
DAFI SCHOLAR/ ZIMBABWE**



Blended learning delivery of our Introduction to Nursing Course. @Padileia/2019

The Partnership for Digital Learning and Increased Access (PADILEIA) aims to facilitate access to higher education for those displaced and affected by the Syrian crisis in Jordan and Lebanon, including disadvantaged local populations. It is funded by the UK Department for International Development (DFID), through the Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) programme. PADILEIA is led by King's College London, in partnership with the American University of Beirut (Lebanon), Al al-Bayt University (Jordan), FutureLearn (UK) and Kiron Open Higher Education (Germany).

In summary, the project offers three different learning pathways to students:



- Bespoke short courses in subjects relevant to local students, designed by King's College London and hosted by FutureLearn. Subjects include: English, Digital Skills, Entrepreneurship, Nursing, and

Business Management, among others.

- Foundation programme: 8-month blended classroom-based learning, currently delivered by AUB and AABU in Lebanon and Jordan, respectively;
- Study tracks (6-12 months) of online study offered with student support leading to transfer of credits into university on Kiron platform

The last year saw a major review of how King's design and deliver online short courses for PADILEIA, based on what we've learnt so far about the local context, as well as the needs, interests and ambitions of our students. While our aim has always been to create bespoke courses for our target audience, we recognised there was the potential to create more meaningful and relevant learning experiences by developing two key areas: the learning design process and blended learning.

The Learning Design Process

Within the design process, we introduced more opportunities for feedback and consultation with students and local partners at every stage. Students participated directly in the process through testing learning activities, contributing to glossaries and language support, and completing a digital skills self-assessment. With each new course, additional participatory design methods have been introduced. We are also working with local partners and alumni to generate their own video and podcast content for the courses, enabling them to share their personal stories and achievements to inspire our students.

The courses are designed 'backwards' from assessment, and learning activities are mapped out in detail in learning design workshops to ensure the suitability and alignment of all course content with learning outcomes. Using Fink's

Significant Learning Taxonomy as a framework, PADILEIA courses' learning outcomes emphasise productive, social and active learning over passive acquisition of knowledge, with the purpose of building confidence in digital skills and English, encouraging learner autonomy, and encouraging peer learning. Traditional assessments have been replaced with portfolio assessments that emphasise production of content (websites, presentations, reports etc.) and allow learners the flexibility to use video, blog or audio formats to submit their assignments.

Blended Learning

We recently launched our first PADILEIA campus, in the Bekaa valley, Lebanon, providing students with access to all the PADILEIA offerings. This physical learning space mirrors the learning culture of the online platform – with an emphasis on learner autonomy, creativity, analytical and reflective activities, and peer support. Offering the online short courses in a blended format with trained facilitators saw a significant increase in our completion rates and student engagement. Facilitators were sourced locally and had subject specific knowledge. Training and guidance was provided in how to support students taking online courses for the first time, and in developing blended learning activities aligned to the courses' learning outcomes and assessment.

Students were provided with a mixture of face-to-face support and online facilitation. The online facilitation was provided by trained students studying the relevant subject at King's. This provided our students the opportunity to receive peer-to-peer support and practice subject specific conversations.

We are due to open a second campus in Irbid, Jordan, and look forward to expanding on our learnings.

JRS | Jesuit Refugee Services

JRS'S PATHFINDER: HELPING REFUGEES REBUILD THEIR FUTURE



JRS's post-secondary education programme in partnership with the Southern New Hampshire University (SNHU) gives refugee students like Rozine the possibility to pursue a college degree online. @JRS

As refugees remain displaced for longer periods of time, the need to begin rebuilding their lives becomes paramount. JRS responded to this need by launching Pathfinder, The Refugee Career Incubator. Pathfinder is an integrated programme that links market-informed career counselling, post-secondary education and training, life skills coaching, job placement, and mentoring. It targets people living in or affected by displacement who may not always have completed secondary education and aims to improve their quality of life by increasing levels of meaningful employment, or small enterprise development. To make the transition between training and working smoother and more efficient, JRS links with various partners in business, commerce, and education.

In Kenya, JRS Pathfinder partners with Southern New Hampshire University (SNHU) to offer online degrees to refugees living in Nairobi. Rozine, a 21-year-old refugee from Rwanda, is one of the 31 participants of the programme. "We should do everything to achieve what we want in life," she says when explaining how hard she is studying for her degree. Rozine enrolled in the Communications programme to achieve

her dream of becoming a journalist.

Online learning presents many challenges. JRS provides the proper and necessary conditions to ensure that every student can focus throughout their course. Refugees meet daily at the JRS compound in Nairobi, where they can find support from our programme managers. Caring for the students' psychosocial and emotional wellbeing is crucial and JRS staff take every opportunity to provide students with a conducive atmosphere to study.

"The whole purpose of education is to turn mirrors into windows," says Rozine while explaining that despite the challenges, studying is allowing her to expand her horizons. Caroline, who is studying for an Associates of Arts in General studies with Specialization in Business, is convinced that "knowledge is like an investment that will pay eventually."

Services offered as part of the Pathfinder initiative serve as models for other projects. The objective is for refugees to live beyond their displacement, exercise choice around their futures and no longer need the services of humanitarian organizations.

LOOKING FORWARD

Higher Ed and Connected Learning in a post-COVID World

BY UNHCR EDUCATION SECTION

At the end of 2019, a global health crisis took the world by surprise and dramatically impacted the way we live, work, connect, and study. At the height of the COVID-19 pandemic, over 1.5 billion learners in 194 countries were affected by school closures -- or 91% of learners across the globe.¹

This crisis had an outsized impact on already marginalized students, including refugees and the forcibly displaced, as well as those in low-income countries and hard to reach places. As wealthier countries quickly pivoted to move classes online, less fortunate areas were left to make the most of radio or television, as social distancing protocol physically separated teachers from students, and students from one another.

Many CLCC members acted quickly and decisively to ensure continuity of learning for the people they serve. Laptops and tablets were loaned to students, and data bundles were provided to ensure connectivity at home. Whatsapp groups provided much needed counseling and psychosocial support. Deadlines were extended; facilities were opened at night for charging hardware; alumni mentored undergraduates when instructors couldn't. Students of these higher education programmes, possessing strong communication and digital literacy

skills acquired through connected learning, adapted admirably; they became leaders in their communities, helping to spread accurate information and protect public health.

Though the danger of this coronavirus has yet to pass, and many communities worldwide are still staying home, we know that it is only a matter of time before a vaccine is developed and education resumes. But until such time, what can learners expect? And what will the higher education landscape look like when the smoke clears and we all return to an entirely new normal?

An expansion in online and blended learning across the board is all but guaranteed; universities have invested heavily in platforms, software, teacher training, and new ways of working. The broad economic impacts of this crisis will force some young people to abandon their studies in pursuit of work, and many will have to work as they study, requiring flexibility in the way they approach their education and how it is delivered. The CLCC and its partners have a timely opportunity to broker new relationships, offer technical support, and advocate for refugee inclusion into the blended programmes brought about by this digital expansion.

Now more than ever, higher education providers must be smart; they must forge

¹ <https://en.unesco.org/covid19/educationresponse>

new partnerships to maximise resources as budgets contract. They must ensure that the programmes on offer are relevant and in-demand, for students and employers. And they must get creative with finding sustainable finance models that ensure cost is not a barrier to access for the most vulnerable students.

Increasing the productivity, skills, and self-reliance of this generation's youth is our best chance, as a global village, to rebound from the shocks brought upon by COVID-19. The CLCC stands ready to work with all actors in this space to ensure every young person receives a quality, affordable, relevant education that will enable them to build their communities back better and stronger than before.



UpLearn Graduation. @Jon Mercer