



YEARBOOK

2018

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Refugee College Guidance Counselors Ella (right) and Sadiki (center).
Photo: Julia Cumes, 2018

CHANGING PERCEPTIONS OF REFUGEEHOOD THROUGH TARGETED SUPPORT

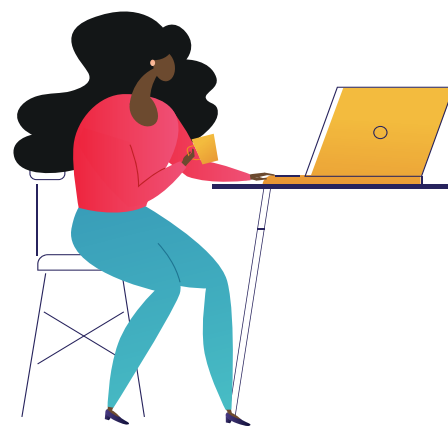
By Sadiki Bamperineza

Higher education opportunities are often limited or non-existent for refugees around the world. The lives of future generations are lost in the process of fighting to survive in host countries. Taking on this challenge, over 20 organizations and programs put their heads together to create the Connected Learning in Crisis Consortium, whose goal is to expand higher education opportunities for refugees. My colleague Ella and I have recently made the transition from students to Refugee College Guidance Counselors through a generous grant from the College Board in the United States, joining the network of diverse actors in this space.

We are excited to serve the refugee community. We know how hard it is to pursue tertiary education when you have refugee status. In Africa, it feels like an impossible journey. However, we believe that it is not only possible, but transformational.

Currently, our focus is working to change refugees' perceptions of their situation and the 'deficit mentality' many hold about their perceived lack of abilities.

We are proud to be Refugee College Guidance Counselors. Our pride lies in increasing the number of young refugees accessing higher education programs, inspiring the students who are already in programs, and seeing refugees graduating and finding jobs to change their lives and support their families and communities.



We advise high school graduates, students taking tertiary education preparation programs, and refugees who are already in higher education programs. We listen to students and advise them on how to cope with challenges similar to the ones we have faced ourselves.

In order to serve as many people as possible, we are creating a guidance counseling internship model for refugee communities, which will allow us to expand our impact across sites in Africa and the Middle East. Kakuma Refugee Camp will be our pilot for implementation of the intern model. We first visited Kakuma in December 2018 and found it to be a cosmopolitan refugee camp hosting refugees from a wide range of African countries. During our visit to Kakuma, we met our first intern, Mayen, a South Sudanese student studying with Jesuit Worldwide Learning on a Southern New Hampshire University degree programme. He helped us learn about the broader context of Kakuma camp and how we can best support refugee students there. We believe that this internship model will better involve refugee students as stakeholders in the education of their communities.

We also directly serve refugee students who are trying to access, or already attending, tertiary education programs in Rwanda. Romain is a Kepler Kigali student who was recently selected for the MIT React fellowship.

”

Romain says,

“I wasn’t initially motivated to apply for the MIT React fellowship opportunity because I was lagging behind. When I went to meet the RCGC for the one on one advising, he advised me to create a feasible work plan which shows that I will meet the expectations and be able to work on the fellowship. I have respected that work plan and applied for the fellowship, which I successfully earned. If you approach the RCGC and you share your worries as a student, they help you to figure out what to do next.”

As always, in our work with individual students, we are looking for strategies and techniques which will be scalable to the larger refugee population. We also help high school graduates who want to make their dreams a reality through preparatory programs. Ozzy is a Burundian refugee and a graduate from ITEME (Bridge) program, which was launched by Kepler to help secondary school graduates to get into tertiary education programs. He has managed to secure a job after completing the Iteme Program. Now, he is working at JAVA House and studying at the University of Kigali.

”

Ozzy says,

“After finishing Iteme Program, I have secured a job which is helping me to pay my school fees. The program has changed my perception of refugeehood. Now, I know that I can become the person that I dreamed to be despite my refugee status.”

From our experience, young refugees are changing their perceptions of refugee hood through being able to study, graduate and secure jobs as nationals. We are heartened by these success stories, but we still have a lot to accomplish. The demand for higher education continues to grow. Our efforts to create an internship model which will scale our work as guidance counselors is one promising effort towards accomplishing our larger goal of opening doors to higher education for everyone; by working together, we can make this a reality.



NEW SITES

Kakuma, Kenya: [Purdue University](#), [Kenyatta University](#)

[Arizona State University](#):

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

[IIE PEER](#): Myanmar, Kenya (Dadaab), Lebanon

[SNHU/GEM](#): Beirut & Tripoli, Lebanon; Cape town, South Africa

[JWL](#):

Afghanistan

- Sang-E-Takht, Daikundi
- Chasbrasak Center, Daikundi
- Khidir, Daikundi
- Shekmern, Daikundi
- Lal, Ghor

Dominican Republic

- Dajabon
- Santiago
- El Seibo
- Monte Plata

Haiti

- Ouanaminthe
- Los Cacaos

Iraq

- Al Qosh
- Duhok

Philippines

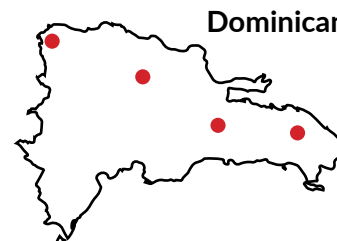
- Mindanao

Zambia

- Zambezi



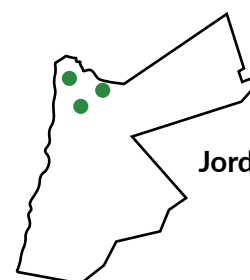
Afghanistan



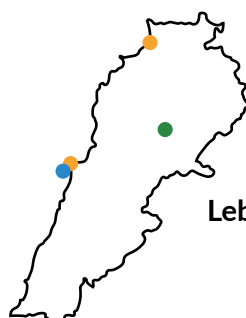
Dominican Republic



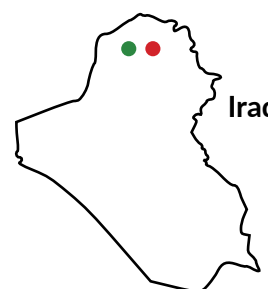
Haiti



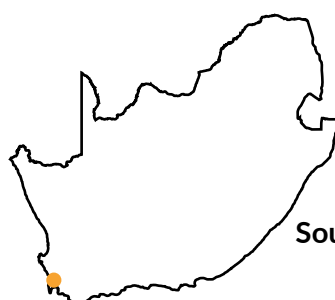
Jordan



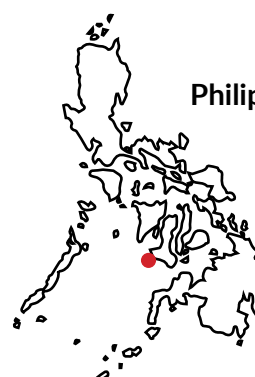
Lebanon



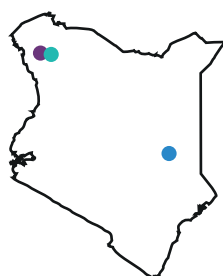
Iraq



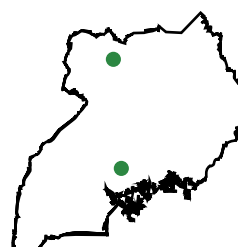
South Africa



Philippines



Kenya



Uganda



Zambia



Myanmar

| FIGURES AT A GLANCE

PURDUE:

100%

retention and course completion
of women across sites,

100%

retention/completion overall
in Kakuma.



MIT REACT:

100%

of students paired with paid
internships

50%

internship to full time job
conversion



ASU:

92%

female cohort in Amman preparatory course pilot
with partners JRS



BHER:



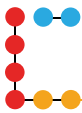
21

students graduated from Moi
University with a B.Sc. in Community
Health Education.

7

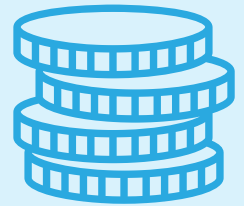
BHER students began their graduate studies in
the Master of Education in Language, Culture,
and Teaching at York University. 5 of these
students co-authored an article that was
published in Forced Migration Review.





IIE PEER prepared **207** students for enrollment at university, with full funding support. [IIEPEER.org](https://iiepeer.org) reached

35,000 users of its scholarship portal to date



KEPLER:



50/50

gender balance at both the Kigali and Kiziba campuses.



90%

of our graduates are employed within six months of graduating.

SNHU/GEM:

254

BA graduates,

570

AA graduates.



58%

of GEM students are working full or part-time while earning their degree,



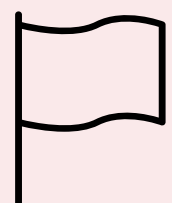
20+

languages spoken




20+

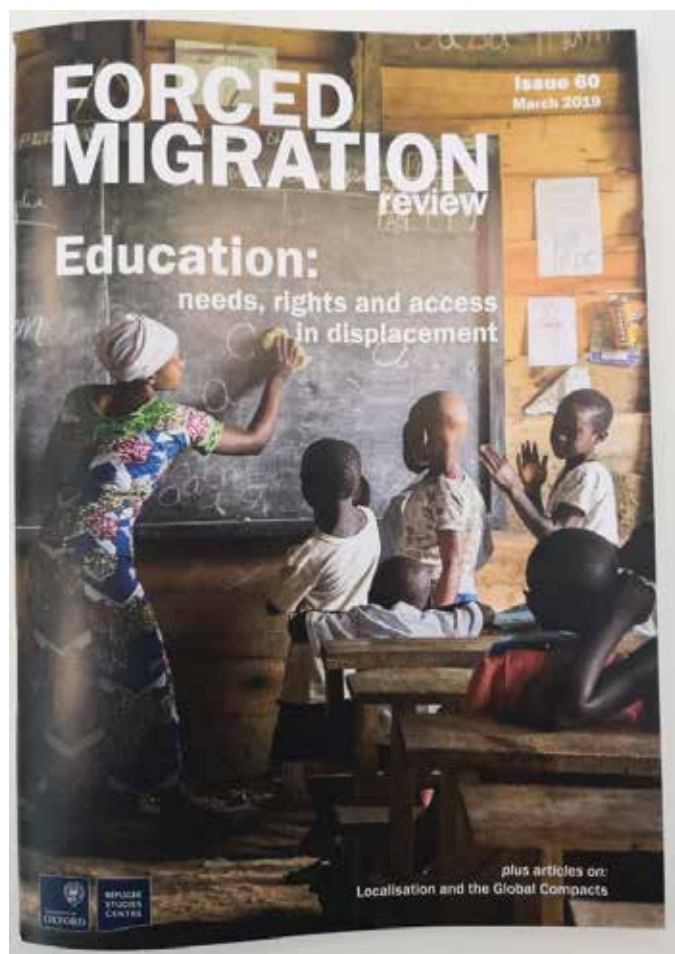
nationalities represented



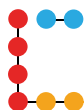
YEAR IN REVIEW

BHER: York Graduate Students Accepted for Publication

 This past year, 5 of the Borderless Higher Education for Refugees (BHER) graduate students enrolled in York University's Master of Education program co-authored a paper titled "The Challenges of Teaching in Displacement: The Perspectives of Refugee Teachers in the Dadaab Refugee Camps". This article is based on focus groups with refugee teachers in Dadaab, who are also the co-authors of this article. The article explores the informal and exclusionary nature of primary and secondary education as a result of underinvestment and the low status of refugee teachers, pointing to the serious pedagogical implications of teacher training and education in protracted refugee situations like Dadaab, Kenya. They offer suggestions for inclusion and steps towards quality education for refugees, by refugees. This article was written alongside York PhD student Mohamed Duale. This past October, it was submitted and approved for publication with Oxford University's *Forced Migration Review*.

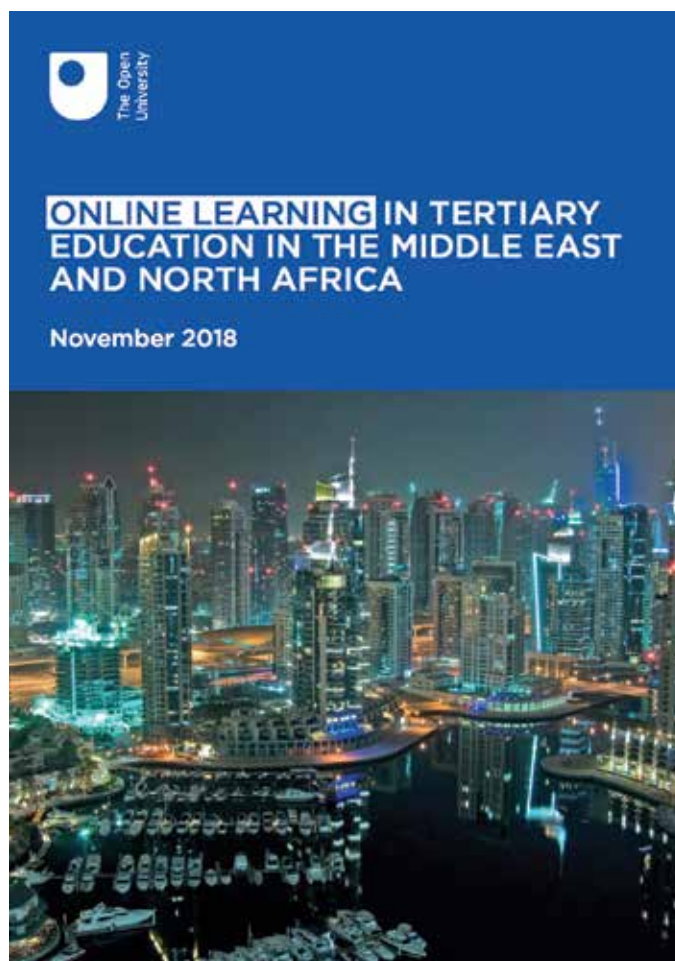


Student Authors (Left to Right): Ochan Leomoi, Okello Oyat, Abdullahi Aden, Arte Dagane, Don Dippo (did not co-author), Abdikadir Abikar. Photo: Philemon Misoy, Windle International Kenya



Online Learning at Tertiary Level Will Soar in MENA Region by 2030

A report by the Open University UK (OU) has identified a significant increase in online learning in the Middle East and North Africa (MENA) over the next 10 years. Agnes Kukulska-Hulme, Professor of Learning Technology and Communication, and Giles Mohan, Professor of International Development, directed a research project to better understand the potential of and hindrances to online learning in the MENA region. The project's findings are outlined in the report *Online Learning in Tertiary education in the Middle East and North Africa*, which was launched by the OU in November 2018 to mark World Access to Higher Education Day, a platform to raise global awareness around inequalities in access and success in Higher Education.



Mosaik Education's 'Dardachat'

In 2018, Mosaik started its 'Dardachat' (meaning 'chit-chats' in Arabic) content series: videos, podcasts and Facebook Live events created by young refugee students to inform and inspire their peers on accessing and adapting to higher education.

All content is produced in collaboration with young refugee students in Lebanon and Jordan. Key to the production of the content is the team of Student Ambassador Volunteers: refugee students who help to shape content themes, distribution strategy, and assist with management of the Mosaik social media community. In return, Mosaik Education provides training and volunteering certificates to Student Ambassadors to support their post-graduation employment prospects.

The most successful content has been the Facebook Live events – an idea first suggested by Syrian refugees in Jordan. Student Ambassadors facilitate discussions with students and experts on topics such

as wellbeing, led by Student Ambassador Raneem Ghalyon, and enrolling at university, led by Hiba Ammar.

The format reaches young refugees through a medium that they use often and offers them the opportunity for live interaction. It also reduces production costs and creates an automatically generated repository of content. The efforts of Hiba, Raneem and the other Student Ambassadors have meant that Dardachat content has reached over 4000 viewers since August 2018.

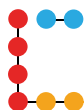
Working with young refugees and making them an integral part of the programme provides several benefits. First, it leads to better design, allowing Mosaik to leverage insight and experience in each context and making content and delivery more relevant to prospective viewers. Moreover, it offers the opportunity for young refugees to develop skills and experience in planning and presenting. Finally, by providing resources, coordination support and a platform, Mosaik helps to empower refugees to shape and lead programmes that support their community.

The Dardachat content series sits alongside a series of activities as part of Mosaik Education's Guidance Programme, including mentoring and blended academic guidance workshops. Mosaik Education supports refugees to reach university through key

skills, academic guidance and finance programmes. All programmes are designed with the refugee community and make use of digital tools. These project activities were funded by Open Society Foundation's Higher Education Support Programme.



Refugee youth in Jordan leading a Mosaik participatory design session.
Photo: Mosaik, 2018



2018 – A Year for Science in UNIGE-InZone's Higher Education Spaces

Trying to understand connectivity in low resource environments? Is solar or wind power the optimal solution for constant power supply under extreme climatic conditions? Do refugee camps have their own governments and how is justice administered there? What goes into designing a new Learning Hub?

These are among the many research and development initiatives UNIGE-InZone's students designed and developed in the InZone Higher Education Spaces in Kakuma, Dadaab and Azraq refugee camps. As a research-intensive university it is part of our mission to build research capacity in the remote and low-resource settings in which our learners are keen to design and implement solutions based on indigenous knowledge they have created in the domains we cover through teaching and research. For 2018 our commitment was for our students to present their findings at two international conferences and to co-author at least one scientific article. It was a bold commitment, and one that raised the bar for our learners, as they competed to win science project competitions – working together virtually with their counterparts on the Geneva campus – to secure a spot on a conference program by having their papers and presentations accepted by the scientific program committee and their articles pass the peer review process. Three members of the UNIGE-InZone community presented at three international conferences and one scientific article is being published as a book chapter with our learner as lead author.

The app that would geo-map the presence of snakes and scorpions in Kakuma refugee camp has already produced life-saving information for parents who can now direct their children to a safer path to school

- the epidemiological approach to malaria prevention has our students scout the camp for malaria-carrying larvae and examine them under the microscope with the goal of mapping zones at risk for malaria
- improved basic medical training has equipped our learners in Dadaab with enhanced diagnostic skills to more reliably identify diabetes management issues in the camp



Photo: UNIGE-InZone 2018

- consistent data collection on satellite connectivity has improved our understanding of connectivity requirements and allowed for effective decision-making with regard to optimal connectivity solutions for learning spaces in refugee camps
- detailed analyses of governance approaches in refugee camps have revealed opportunities for improving the administration of justice.

Connecting learners in refugee camps with their counterparts on the Geneva campus; ensuring that learning is interest-powered, relevant, and contextualized; and ensuring that indigenous knowledge supports research-based solutions has created dynamic higher education spaces where students identify local problems, and are equipped with the knowledge and tools to improve their lives and those of their communities. They have also become the source of new scientific knowledge and designed novel tools for low-resource environments that may prove useful in similar contexts elsewhere.



Introductory Engineering: “ABCDEng”

Launched in 2016, the Introductory Engineering Course “ABCDEng” emerged as a higher education response to provide high-quality undergraduate education for refugees by focusing on engineering design and community development.

It is currently running in Azraq refugee camp in Jordan and Kakuma refugee camp in Kenya, and over 50 students have participated in the course since its inception. The uniqueness of the context has also received a significant amount of attention from the broader engineering education research community. Based on research on education in emergency settings and collaborations with international partners and local agencies, we have created a sustainable framework which we call an active, blended, collaborative, democratic engineering framework, or “ABCDEng” for short. This approach can be disseminated and implemented in other displaced settings, and we are working with partners to scale up this integrated approach. It integrates years of educational and technical research into a high quality approach that empowers displaced students to apply what

they have learned to community needs. With the perspective of this framework, we will continue to share our findings and recommendations with the educational community acting in emergency settings.

The ABCDEng course was designed as a high-quality, continually assessed opportunity for students taking Higher Education coursework to gain relevant skills. It covers technical concepts in electronics and programming and professional engineering skills, such as teamwork, analytical skills, communication, and engineering thinking. These areas are supported under an umbrella of engineering design. The course includes 24 face-to-face sessions (120 minutes in length) and takes place over approximately five months in a blended learning environment.

The engineering curriculum used in this course develops technical competencies and guides students through the principles of electronics, programming, and solar energy. As a guiding goal throughout the course, students use the engineering design process to identify problems in the community and apply their knowledge to find a solution.



*Students in Kakuma design a prototype of their capstone project: a wind turbine to generate power for their learning hub.
Photo: Purdue University, 2018*



*A group of students in Kakuma refugee camp reproduce an electronic circuit during the 3-day pre-course workshop.
Photo: Purdue University, 2018*

The course is typically facilitated in three phases – a 3-day workshop (to provide students with insight into what to expect from participation), a 12-week blended learning period (where students identify a problem in their local community and devise a solution as well), and a capstone project presentation (which includes presenting prototypes of their solutions, the design process, and the roles of all team members). Students are encouraged to continue to work on their capstone projects after the course is completed to develop initial prototypes into full-fledged solutions that would be of benefit to their local communities. Although less structured than the actual course, the independent projects afford passionate students an opportunity to continue to engage in learning and collaborative engagements long after the course has officially ended.



*Students in Azraq refugee camp experiment with the functions of a solar PV system during the Azraq 2017 workshop.
Photo: Purdue University, 2018*



Photos by Julia Cumes

Creating a Bridge to University

By Aimee Carlson

Source: Humanitarian Education Accelerator

In the past few years, Kepler has hosted a preparation program at refugee camps around Rwanda to give youth the opportunity to improve their English and math skills and to improve their chances of passing the admissions process at Kepler. This year the program received an upgrade and a new name, **Iteme**, which means 'bridge' in Kinyarwanda. In its new model, the program is intended to act as a bridge to any tertiary education opportunity within Rwanda, allowing students to practice their English, learn professional competency skills, and gain basic technology skills with tablets, while getting support to apply to many tertiary education opportunities in Rwanda.

With three sites in 2019, two in Kigali City and one in Mahama Refugee Camp, Iteme is served around 140 students in this first round, 40 of which are Rwandans from vulnerable backgrounds and 100 of which are Burundian refugees. The students met for 8 to 12 hours each week depending on the site and rotated between a technology session, reading/writing activities, and a teaching assistant-led professional competency lesson. In addition, other organizations and institutions, such as GIZ, These Numbers Have Faces, African Leadership University, and DAFI had the chance to visit the classes, letting students know about their programs and what they need to do to apply.

The participants in Iteme have the intelligence and drive to go far in their careers, but, due to instability in their home country or a lack of access to higher quality education, these participants struggle to make it through the application process.

Iteme aims to provide the students a space where they can practice their English, gain confidence in their speaking abilities and in themselves, and build on the knowledge they already have.

Kepler students work with the Iteme Program as Teaching and Operation Assistants through Kepler's Work Study Program. These Kepler students have taken on the Iteme Program as more than just a part-time job, but as an opportunity to help others achieve their higher education dreams.

Initial results from the 2018 Iteme pilot have been incredibly positive, with over 40% of graduates enrolled in a tertiary education program. As Kepler continues to refine the model, they are working on more effective gender equity interventions, stronger livelihoods connections, and continuing expansion of partnerships.





Southern New Hampshire University's Global Education Movement Grows to Four New Countries and Launches an Assessment Center in Kigali

Southern New Hampshire University's Global Education Movement (GEM) is a large-scale initiative to bring American accredited university degrees to refugees and other learners who would otherwise not have access to higher education. This work is rooted in our outstanding outcomes with partner Kepler in Rwanda, where 95% of students graduate and 89% are employed within 6 months.

This year's work of the GEM initiative was driven by a \$10-million-dollar effort to bring SNHU's online, competency-based bachelor's and associate degrees to additional countries. We therefore worked to prove our capacity to create a truly global model by continuing in Rwanda while expanding to Kenya, Malawi, South Africa and Lebanon. GEM also launched an assessment center in Rwanda to pilot lowering the delivery cost of Bachelor's degrees through a combination of training local talent and artificial intelligence. GEM is also creating a Bachelor's degree with concentrations in IT and data management, specifically tailored to equip students with the skills needed to thrive in digital positions. SNHU is proud to work with on the ground expert partners in their implementation: Kepler, JWL, MAPS, LAsER, Scalabrini Center of Cape Town, and UNRWA. *Photo: Julia Cumes*

| STUDENT PROFILES

| Ahmad: Kiron alumnus in Germany

I had already completed my bachelor's degree in information technology in Syria, before I arrived in Germany in 2015. I was keen to continue my studies here but I encountered a number of obstacles – the biggest one being the time I had to wait for my asylum processing. During those eight months I wasn't able to enrol in any language courses, so as soon as I was granted asylum, I enrolled in language and integration courses in Rostock, about a 2-hour bus ride away from the small village I was based in.

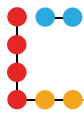
I was still interested in continuing my education and it was thanks to one of the school administrators that I heard of Kiron Open Higher Education. I thought to myself 'this sounds like what I need'. When I looked up Kiron on the internet, I saw they had an agreement with the University of Rostock. This meant that I could study online with Kiron and collect credits which I could then use to transfer to the University of Rostock. I applied straight away.

I studied with Kiron for one semester, and I took MOOC courses in maths and computer science, before I applied for university. I also made use of Kiron's mentoring programme, as well as attending many events and getting to know other people in my situation. This was so helpful to me, and I am grateful for all the support I received.

Now I am in the middle of completing my masters degree at the University of Rostock in information systems. I am really enjoying my studies there, and since I transferred into offline studies, I have still benefited from Kiron's support as an alumnus. If I don't understand something in class, I still use the MOOCs on Kiron's platform to help me, which has been vital for me.

In the long run, I would like to continue to work in the field of business and informatics, and my wish is to return to Syria after the war, so that I can reconnect with my family and use my skills there. I often refer to my favourite quote from Shakespeare, "for willingness rids way," which in other words means "joy shortens the way." Kiron has been that source of joy for me.





Fowza: Our differences are what make us beautiful

My name is Fowza and I am from Somalia. I live in Amman, Jordan, with my family. Before enrolling in Jesuit World Wide Learning (JWL), I was an English language student with Jesuit Refugee Service (JRS). I come from a family that values education and this motivated me to continue improving my English. The Diploma programme was the opportunity I was waiting for. As I remember, I was introduced to the Diploma programme through a friend. My family also had a big role in supporting me throughout the programme. There is no doubt that online learning is very challenging but useful at the same time. The challenges and the difficulties I have been through made me the person I am today. I am now eager to develop and build the community I live in. I became a strong, independent woman that is reliable and open-minded. All the courses I took in Diploma programme were useful. The course I enjoyed the most was *Religions of the World*. After I finished this course, I had become more accepting and open-minded. I believe this course enabled me to respect and appreciate our differences. Our differences are what make us beautiful.

The reason why I applied for the Bachelor in Leadership [provided through Creighton University] is because the diploma is half-way and I need to make it to a degree. Through the Bachelor in Leadership, I could expand my knowledge and learn more about the qualities and skills of effective leaders. This will help me to make changes in today's world.

Fowza is now the JWL Community Learning Centre Coordinator in Amman. In addition to her upcoming studies on the Leadership Bachelor, she will be overseeing day-to-day activities of the learning centre, and supporting students on their educational journey with JWL.

Being a coordinator is a challenging work but I am learning many new things. I believe this experience will help me in my future career and in my academic life. I want to be a role model for other students; especially the females to keep them motivated and inspired.



Fowza at work in her office.
Photo: JWL 2018

Part of being a coordinator means I have to listen to students' concerns and worries and refer their cases to JWL team. I am aware of the difficulties and challenges that students might go through as I experienced them myself.

Finally, my message to the current students and for the new intake is to work hard and be committed. Many people around the world wish if they could get such an opportunity to develop and reach their goals and dreams.





*Joyce addresses her peers at graduation.
Photo: JWL 2018*

Joyce: On determination

Joyce, from Rwanda, had long dreamt about an opportunity to further her education. She is from Rwanda and has been living in Malawi's Dzaleka refugee camp. As a mother of five children it was challenging but with her husband's support, JWL's flexibility, and being able to leave her children at JRS' day-care centre, she finally completed the JWL Diploma programme this summer. This, she finds, is "a testimony of courage, hard work and determination" on her part.

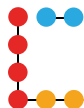
Despite a life fraught with trials, loss, and her continued challenges as a refugee, Joyce is thankful for having survived and believes in the future. Living and learning alongside persons from different backgrounds and becoming aware of the different challenges she and others faced as refugees, she has realised that "being a refugee doesn't stop one to fulfil one's determinations." As far as she sees it, once one finds answers to questions such as who they are, what they are determined to do and what comes next, living life and fulfilling your goals becomes easier.

Running her own little convenience store provides modest revenues that go towards covering, among other things, care for her whole family, as well as towards renting a plot of land on which she and her husband cultivate tomatoes.

For her internship, Joyce volunteered within the Dzaleka Health Centre's department of home-based care, assisting persons with a range of afflictions. Three days a week, house visits would be conducted to listen to patients' needs and collect data for reporting, as necessary. Now, Joyce collects data about infants under the age of five and also conducts tests for a range of diseases, in the laboratory. Through this work, the number of teen mothers and their lack of access to education and other opportunities became apparent.

As a mother and having learned the necessary skills to bring about social change, Joyce has decided to establish a 'Teen Mothers Association.'

The idea would be to "lift" these young girls, orient them towards education, showing them the difference it can make; how despite being a mother of five she still managed to achieve her dreams; and that they still have a chance.



Ya Mone: The value of language study

English language is very important here in our country. If you are fluent in English, it would be easy to find a job. That's why young people study English very hard until they become fluent enough. Same goes for me because my dream is to attend university in another country. If I want to study in another country, I have to be proficient in English so I joined the Global English Language programme.

I started attending the A2 class last semester. I studied not only for skills, but also values like working in pairs or in groups and on having confidence. I was always afraid of talking with people in English because I was really worried about my pronunciation although we had been learning phonetics or any pronunciation exercises systematically.

This semester, I'm attending the B1 class. I've learned more things that are really needed and practical for my life. Now, I'm better in English than before. I think my classmates also feel the same.

Learning English is not very easy for us because it is not our language. But through this GEL programme, we become smart in learning English. I believe that we will improve more when we get to the next levels.



Ya Mone Min Oo, Taunggyi, Myanmar
JWL Global English Language Programme (GEL) student, B1 level. Photo: JWL 2018



Stephen Ambalali, ASU course facilitator, preparing students for class. Nyumanzi Camp, Adjumani, Uganda.
Photo: ASU 2018

ASU Education for Humanity Facilitators Discuss the Earned Admission Program

Arizona State University's Education for Humanity team, in collaboration with the Norwegian Refugee Council (NRC), launched the Earned Admission program at Ayilo and Nyumanzi refugee camps in Adjumani District, northern Uganda in September 2018. The program provides access to higher education by offering four of ASU's for-credit online courses to refugee learners and local communities impacted by displacement. If successful in these courses, learners then pursue a pathway to a university degree by enrolling in a university in their host country.

Benton Dashington and Stephen Ambalali, the two classroom facilitators for Education for Humanity's NRC-Adjumani program, sat down for an interview with Matthew Gallagher, the program's research and evaluation specialist:

First, please tell me a little bit about your backgrounds.

Benton: I am Benton Dashington, and I have a bachelor's degree in information and communications technology from Gulu University. I am from Arua District in the northern part of Uganda, and am currently the facilitator for Arizona State University's Education for Humanity program at Ayilo Camp in Adjumani District, northern Uganda.

Stephen: My name is Stephen Ambalali. I am Ugandan by nationality and Madi by tribe. I am from Unna Central village, located in the Northwest Nile region part of Uganda. I have a degree in computer science and information technology, a certificate in CISCO

Networks, and a certificate in child protection. I am the facilitator at Nyumanzi Camp in Adjumani, Uganda.

Why did you decide to become involved in the Education for Humanity program?

Benton: When I heard about Education for Humanity I was overwhelmed. I knew this was an opportunity to further my learning with a globally renowned university.

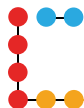
Stephen: I have a passion for helping others, so when I was given the facilitator position it was a great chance to help refugees and host community members to attain the university degree of their choice. I thank the Arizona State University and Norwegian Refugee Council partnership for giving me this great opportunity.

What are your responsibilities as a facilitator in the Education for Humanity program?

Benton: As a facilitator with Education for Humanity, I knew I had to do a lot in order to see success. I had to be ready for anything. I am a guide for all the learners, taking them through the learning process, making it easier for them to accomplish the goal at hand, creating an inclusive learning environment where I encourage everyone to participate so that no one is left out, encouraging active listening, and managing their time.

Stephen: I help students access, navigate, and use ASU's online resources. This includes a few responsibilities: I ensure that students have access to an internet connection that enables them to navigate through their courses. I identify which students are having problems and help them find solutions. I identify students in stress and guide them accordingly. I track the attendance of students, identify those who do not attend regularly, and advise them to attend regularly for at least 18-20 hours a week so they can understand the content of the courses.

Benton: I will add that I think facilitators are needed in the Education for Humanity program because of the type of learners we work with. Some, if not all, had their first encounter with computers when they joined the program. They were unfamiliar with online learning because their schools in Uganda and South Sudan practice the traditional teacher-to-student learning.



What benefits or value do students gain from participating in the Education for Humanity program?

Benton: The benefits that the students are getting from the program are numerous, such as interfacing with online learning, and learning skills like journal and report writing. If they have success in their courses, this will give them a gateway to join a university.

Stephen: The Education for Humanity program helps refugees and host community members who do not have the required documents or qualifications to gain a university degree. The program bridges that gap by helping them get the required qualifications to enable them to join a university.

The program has given students hope for getting a university degree in the future. I have seen the Education for Humanity program transform students' lives to become change agents in their respective communities.

Thank you to both Stephen and Benton for their hard work and dedication, and we look forward to seeing what the future holds for their students!



Benton Dashington, in front of his teacher's hut in Ayilo Camp, Adjumani, Uganda.
Photo: ASU 2018



Freelancer Journalist/Filmmaker, Human Rights activist, and Social Justice Advocate Roland Kalamo
Photo: Antoine Tardy, 2018

Roland Kalamo: Activist and Advocate

This year I started volunteering for the South Australian Red Cross as a Restoring Family Link Officer for the Limestone Coast region. I noticed a communication gap within the refugee settlement program. I moved forward, as a former refugee, to advocate and find solutions.

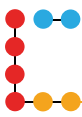
I approached the former regional manager of Red Cross, Mr. Greg Baxendale, to create a program to help current and new refugees to learn useful English that will help them integrate and find pathways to employment and to understand how to manage their everyday life – for example, how to pay bills and manage their bank accounts. These skills might seem unimportant for most of us but they are crucial for refugees who have been living in refugee camps for more than a decade where they had no bank accounts, and where, instead, they fully understood how the camp system works.

Mr. Baxendale offered his full support and we started to analyse and understand what other NGOs are doing to support refugees. As a result of the analysis, the regional head office offered full support to create a pilot conversational English Program and also offered to distribute donated blankets and clothes to families in need. So far more than 20 families have received clothes and blankets. I then found teaching material from potential partners for the English Program.

I wrote to Jesuit World Learning (JWL) and Solidarity and Advocacy With Vulnerable Individuals In Crisis (SAVIC) and they supplied us with books.

The conversational English pilot program started when Mr. Baxendale was leaving Red Cross to retire. The new regional manager, Mr. David Wallshow, has been very supportive and with him we signed an MOU with JWL to officially use their teaching materials from Cambridge University. Mid-December 2018, we reached the end of the 6-week pilot project. We were happy to receive positive feedback from our participants, who fully enjoyed the program.

Most of the things I am participating in are because I have been empowered by JWL and the University of Geneva – InZone, for whom I worked as a Field Coordinator. Special thanks to the Jesuit Refugee Service that opened its doors and gave me the first opportunity to apply for a scholarship when I had no documents that attested to my education history. Thanks to Oxford University, where I was trained in qualitative and quantitative research and where I also worked as assistant researcher and photographer for the Good Neighbours Kenya Project. Other special thanks go to all the refugees around the world whose stories don't make the headlines but who are working to make this world a better place. I hope everyone can see how important it is to empower refugees by providing them with quality higher education and giving them opportunities to address, work with, and find solutions to their problems.



A YEAR IN PHOTOS



Discussion time at JWL in Iraq
Photo: JWL 2018



ASU Students in Uganda
Photo: Marc Alan Sperber/ASU



University of Ottawa's Community Mobilisation in Crisis (CMIC) graduates from their Bekaa pilot in collaboration with American University of Beirut (AUB) (left) and students from the Brasilia, Brazil cohort (right)
Photo: Diana El Richiani, 2018



Kepler Graduation 2018
Photos: Sarah Day Smith





SNHU, LASeR GEM Programme Orientation Highlights
Photo: Julia Cumes



The GEM Programme's Student-Employer Meetings in
Dzaleka Refugee Camp, Malawi
Photo: Julia Cumes



ASU students studying in Zaatari.
Photo: Yazan Mashini/NRC

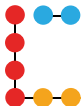


ASU students in Adjumani, Uganda.
Photo: Marc Alan Sperber/ASU



SNHU students at Scalabrini Lab in Cape Town, South Africa
Photo: Julia Cumes





*SNHU Orientation Day in Kakuma, Kenya
Photo: Julia Cumes*



*Kepler students in Kiziba camp having an impassioned
debate about gender stereotypes
Photo: Katherine Miller, IIE PEER*



*A group of ASU students study hard in Mosul, Iraq.
Photo: Norwegian Refugee Council Iraq*



*Student focus group in Mae La Refugee Camp.
Photo: IIE PEER 2018*



REFLECTIONS

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“I don't want the next generation of refugees to suffer in camps like I suffered...the suffering of living without hope. I work with the population, especially the youth, to tell them that things will get better so that they don't fall off the edge.”

– Mohammed Hassan Mohamud, JWL student and co-chair of World Economic Forum in Davos

”

“Higher education is an opportunity for refugees to prove to the world that they can compete on the job market and achieve incredible things.”

– Abraham, Kepler/SNHU

”

“I realized that I have potential. Now I may reach to achieve it. I have new connections that will help me. And I feel part of a community. And I like it.”

– Ruba, MIT ReAct Student

”

“At first I hated the lessons of fixing problems. I now understand its importance even more.”

– Azraq, Purdue student

”

“Universities have a social responsibility to support vulnerable groups such as refugees as their service to humanity”

– Quote by Teresa Mwoma of Kenyatta University

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1. “Our students are so excited because this is the first time they are seeing a new way of teaching. They used to deal with traditional ways of teaching at their schools, so they are excited to learn more through an online ASU course.”

– Sahm, ASU facilitator, Azraq Camp, Jordan

2. “I decided to enroll in ASU because it gives me an opportunity to go further with my studies. It has bridged the gap that had closed for me. After completing a university degree in banking or finance, I hope to work with NGOs providing education and financial support to refugees around the world.”

– Akon, ASU student, Nyumanzi, Uganda

3. “I am excited. It is like a dream, like a dream. An opportunity has been given to us. It is like we are studying internationally, not just locally.”

– Ajang, ASU student, Nyumanzi, Uganda

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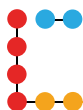
“We learned so very many things there. This knowledge can help me so I can become an independent person, and also develop my career. The best things that I gained from the engineering course – knowledge on how to solve problems or how to be a part of a problem-solving community.”

– Female student in the Purdue Kakuma course 2018

”

“As the global refugee crisis grows exponentially each year, so does the risk of losing an entire generation of leaders. IIE PEER seeks to bridge the education gap through an easily accessible database of educational opportunities and global university admission advising programs. Through a holistic approach to student support, IIE PEER helps refugee and displaced students reconnect with their future.”

Sixtine Berquist, IIE PEER



PARTNERSHIPS

Learning from Partners in the Field

Source: Humanitarian Education Accelerator

With the focus of scaling in mind, Kepler sent a team to Kakuma Refugee Camp to learn, collaborate, and share with the team from Jesuit Worldwide Learning (JWL), an NGO providing higher education support in the camp. Both organizations serve as implementing partners for Southern New Hampshire University's 'Global Education Movement' (GEM), who also sent a team. Throughout the week the combined teams engaged in a variety of learning activities to better understand students, the context, and programmes. Working in collaborative, cross-organizational teams, solutions based on shared resources were created to support scale and program improvements for both organizations.

Staff Reflections

It is clear that the exchange was incredibly meaningful in pushing the team to think about scale through new lenses.

I was thinking about scaling from a coaching perspective. Kepler students have been receiving support through weekly meetings and office hours, but it might be difficult to do this with a 1000 or 3000 students. The big question for me was "how can we create a coaching model that can be used to effectively support a large number of students without necessarily having many coaches"? How do we do that and keep the quality of education?

(Landry, Remote Learning Coordinator & CfA Advisor)

I learned that most of (the JWL) students are employed or have different responsibilities which might limit them to meeting academic expectations. That point took me back to Kiziba thinking about how we support students through differentiating according to their availability. I had a hint of how Kakuma site coaches may use differentiation strategies to reach out to students who need more support in the learning journey.

(Narcisse, Kiziba Course Facilitator)

Having spent more than nine years in the education field does not limit my ability and will to learn new things from different education contexts and environments. (Jeanne, Kepler Kigali Lead Course Facilitator)



Kepler 2018
Photo: Julia Cumes

Let's talk about scale! Contact us with your thoughts at clcc@unige.ch

At the beginning of the trip, the team compiled a series of questions related to scale, and would invite further dialogue from actors in this space on:

- How could a lower-resource, lighter touch model be advantageous for scaling?
- How can we find the balance between student support and student independence?
- How does the age and learning experience of students contribute to program design?
- How do you identify the most important elements for student outcomes from a complex program?

Partnerships for a Changing HE Environment

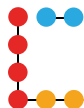
One of the Open University's UK (www.open.ac.uk) longest international partnerships is with the Arab Open University (AOU) based across the Middle East (<http://www.arabou.edu.kw/#>). AOU is a Partner Institution of the OU, delivering OU Validated Awards. The collaboration goes back to 2002 when the AOU was set up to improve access to higher and continuing education, irrespective of age, gender, income, geographical location and employment across the Arab region. The AOU's social mission is closely aligned with the OU's, and through this collaboration, the OU has been able to promote its mission to widen access in education on a global scale. The OU and AOU work in partnership in many ways, namely by providing courses, collaborating on new curriculum, validating programmes and sharing their expertise to help other blended learning ventures become a reality. Although based in the Middle East, as a partner of the OU in the UK, the AOU adheres to the British Equality Act of April 2010, which is interpreted and applied within the legal framework of each AOU country. The AOU thus commits itself to eliminate discrimination on the grounds of race, nationality, religion, gender, disability, age, social or economic class.

The AOU operates in nine sovereign states, namely Kuwait (where the AOU headquarters are also based), Saudi Arabia, Bahrain, Jordan, Oman, Lebanon, Egypt, Sudan and most recently Palestine which was established in September 2018. The OU validates three under-graduate programmes and four post-graduate programmes, offered by the Faculties of Business

Studies, Computer Studies, Language Studies and the Faculty of Education Studies, all of which encompass a modern curriculum and follow a UK equivalent examination structure. For those qualifications which are validated by the OU, successful students will receive a degree awarded by both the Arab OU and The Open University. Validated awards are of the same standard as other UK awards at the same level.

Through its Royal Charter, The Open University (OU) is able to validate the programmes of institutions that do not have their own degree awarding powers, or alternatively that wish to offer OU awards. This activity, established in 1992, is managed by Open University Validation Partnerships (OUPV). Over 45,000 students are currently studying on a programme validated by the OU, of which nearly 30,000 are AOU students. Given the AOU operates in a region which sees an unprecedented number of refugees and has refugees studying at AOU, this partnership model points to the value of building or strengthening strategic partnerships and leveraging potential synergies among Higher Education institutions for open and inclusive education. Partnerships among HE institutions are increasingly important and reinforce how important it is to adopt a practical and forward-looking approach on refugee issues across the globe.





Local Partnerships Between Universities and Secondary Schools: Integration of ICT and 21st Century Skills in Teaching English to Refugees

The University of Nairobi and Githunguri High School

Loise Gichuhi and Esther Nyambura

We understand the fundamental role education plays in building and rebuilding lives. Education has a multiplier effect; it is linked to better lives for children and youth including those in emergency contexts. University of Nairobi's goal is to have a well-planned education in emergencies program that has immediate as well as long-term benefits. EIE for refugee students must be planned in order to provide immediate physical and psychosocial protection as well as lifesaving knowledge and skills. Education benefits can help a refugee in reshaping their own future, and rebuilding their communities whether back in their home country or in the country of asylum. To accommodate refugees, the host country must purposely consider strategies that can motivate and retain students in schools.

If education is viewed holistically and embedded within considerations throughout multiple sectors, it would create more opportunities for refugees whose participation in HE is curtailed by external circum-

stances at other levels of the response. Preparing for higher education must start early in life and must be multidimensional.

We are advocating for an early start; start working with younger children to build skills, resilience and awareness of opportunities. Unless we do this, we won't see an increase in refugee students accessing higher education. We must innovate and redesign our teaching and classroom practices. Githunguri High School employs one such model, earning its title as an African Digital School of Distinction (ADSI). This is a mixed, public secondary school that integrates local students and urban refugees mostly from South Sudan and Ethiopia.

Using ICT in the teaching of English, Esther Nyambura, UoN alumni, has not only created a bridge for basic computer skills but has created a space where students can comfortably interact with technology to find and innovatively create their own knowledge. Esther ensures refugees and local students work closely together on all classroom activities.

This helps to build confidence and self-esteem among the refugees' students, and promotes intercultural connections and new friendships. Activity-based, student-centered models motivate learners to and keep them in school longer. Subsequently, refugee students become more competitive in applying to higher education.

The UoN, through its Education in Emergencies Alumni Program, identifies and creates links with local schools working with refugees to provide mentorship forums and share best practices that can inform future programming and play a significant role in refugees' access to HE, demystifying the higher education space and reframing it as a place for everyone. It is our recommendation that universities build programmes and partnerships to work with local refugee-hosting schools, and start early on building pathways to higher education.



Students studying at Githunguri High School



LOOKING FORWARD

The role of the CLCC in the context of the Global Compact on Refugees

by UNHCR Education Section

On 17 December 2018, the United Nations General Assembly adopted the Global Compact on Refugees (GCR), with the support of 181 countries voting in favor. The Global Compact calls for greater international responsibility sharing, additional and predictable humanitarian funding and development support, and the adoption of a whole-of-society approach, including supporting investment in the future of refugee and local communities alike. In addition, the GCR emphasizes the need to foster refugee self-reliance by supporting education at all levels, including higher education, and incorporating innovative methods that can leverage technology to expand access.

In this light, and given that only 1% of refugee youth have access to tertiary education, the CLCC plays an important role in scaling the available opportunities for refugee learners to engage with quality, accredited programmes.

This is a difficult task, and will require strengthening current partnerships and forging new ones in order to share costs and resources, build upon the work that has been done, and ultimately maximise the number of students we can reach; the demand for higher learning has never been greater, and the number of forcibly displaced worldwide grows by the day.

We must also reach out to a broader network of connected learning actors from the global South, to build capacity both in advocating for connected learning programming at national level, and in delivering quality education sustainably through supportive institutions and well-equipped instructors.

Our vision is that the CLCC will be a catalytic driver to enhance and expand the connected learning opportunities available for refugees and the communities that host them. Aligned to this vision the CLCC will be a vehicle through which CLCC members, and those exploring the field, can come together to tackle challenges and analyze promising practice, form and strengthen partnerships, conduct joint advocacy and research, and enhance the network of higher education actors supporting connected learning.



Our vision is that the CLCC will be a catalytic driver to enhance and expand the Connected Learning opportunities available for refugees and the communities that host them.

