



 **CONNECTED
LEARNING in
CRISIS**
CONSORTIUM

2021
YEARBOOK



Photo credit: Antoine Tardy

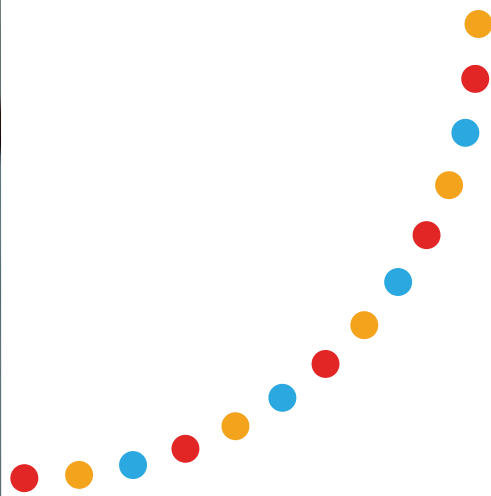
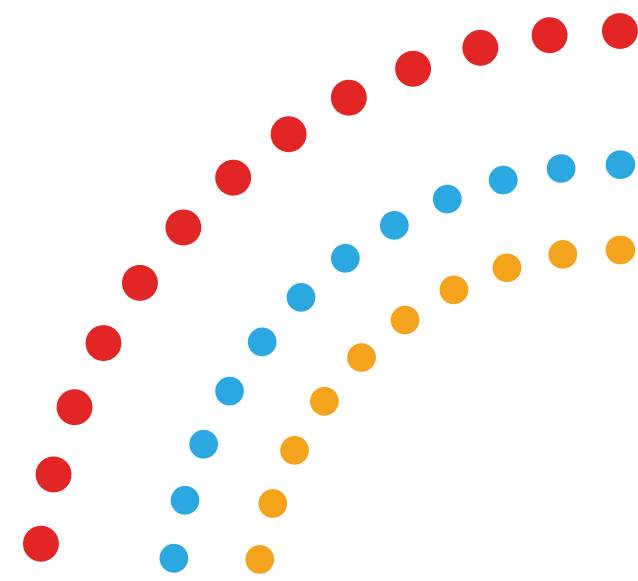
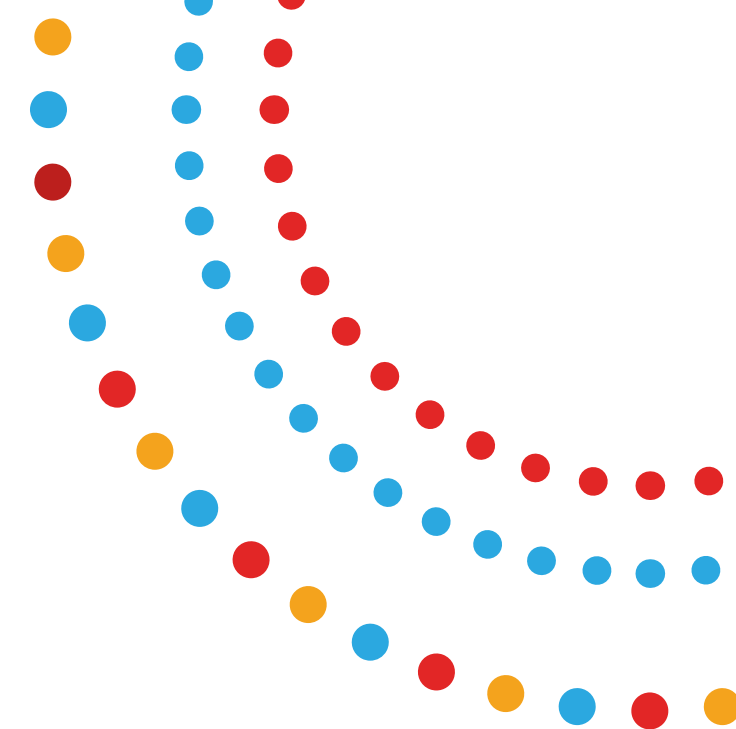


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Executive Summary

In 2021, students and member organizations continued to feel the effects of the pandemic, with many institutions operating through online and remote models of learning. For refugee students who had been accustomed to studying in person, this has caused some anxiety and frustration, as evidenced in UNHCR's [2020 DAFI programme report](#).

This global disruption has also presented a moment to reconsider the nature of higher education and how it might adapt to meet the needs of emerging opportunities in the labor market. This is particularly relevant as climate events intensify in both scale and frequency, increasing the numbers of people forced to flee and time spent displaced.



Governments and development partners are responding with an expressed urgency to provide connected higher education opportunities for students, with a notable example from the government of Jordan adapting a tertiary digitalization strategy and efforts to connect all universities in West Africa with broadband connectivity over a five-year period.

Within this context, the role of the Connected Learning in Crisis Consortium (CLCC) is more consequential than it has ever been. Our mission, to “coordinate and collaborate efforts in post-secondary connected education for refugees” has included work through the Instructional Design for e-Learning (IDEL) team to support the Ministry of Higher Education in Jordan with the transition to connected learning for universities, work which is highlighted in this Yearbook. In West Africa, we are looking to coordinate efforts to bring more opportunities to refugees through connected higher education. This, of course, is in addition to the wonderful ongoing programmatic work of our 30+ members over the course of the year.

We anticipate that 2022 will bring further opportunities for CLCC members to offer high-quality higher education programmes to underserved communities through new collaborations. We hope you will enjoy reading about the successes and the challenges from the past year in this Yearbook, and we look forward to finding new avenues to expand access to even more learners around the world.



HIGHLIGHTS FROM 2021

Photo credit: Antoine Tardy



Photo credit: Antoine Tardy

CLCC News

NEW MEMBERS

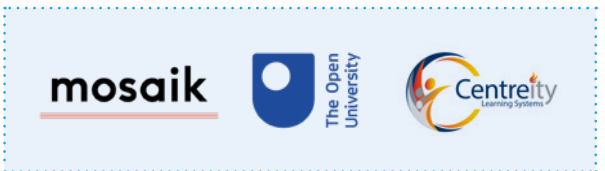
In 2021, the CLCC was thrilled to welcome 9 new members following the membership process.

- Muni University
- American University of Beirut
- Hussein Technical University
- Camilo Jose Cela University
- Fugee
- Global Evidence for Refugee Education
- University of Edinburgh
- Syrian Youth Empowerment
- Habesha

RESEARCH

The CLCC also launched a competitive research grant. The grants funded 5 CLCC members collaborating on the following 2 research projects.

- Investigating the effectiveness of communicative teaching methodologies using Participatory Ethnographic Evaluation and Research (PEER).



- Mapping the journey of 400 Borderless Higher Education for Refugee (BHER) programme students and graduates in collaboration with the Dadaab Response Association (DRA), a community-based research organization founded and operated by BHER graduate students.



CLCC WORKSHOPS

Workshops were held with CLCC members in 2021 to follow up on workshops which had begun in 2020

on how organisations can be anti-fragile to withstand shocks. The members collaborated on mapping out plausible futures for connected higher education and how to adapt to a changing context.

EXPANSION

The CLCC sought to **began the process of creating Connected Higher Education opportunities in West and Central Africa (WCA)**. Missions were conducted to Niger and Cameroon to meet with ministries, universities, and students to plan for a Roundtable discussion on Connected Higher Education in the region. Separately, CLCC members InZone and JWL conducted missions to assess the viability of running their programmes in WCA.

REWIRED SUMMIT

In December 2021, 9 CLCC members participated in the **RewirED summit in Dubai** to highlight issues related to refugee enrolment in higher education. CLCC members collaborated with students to discuss various topics, including sustainable financing models, expanding access to higher education, and building skills into and out of higher education. At RewirED, UNHCR also launched the Refugee Connected Education Challenge to ensure that schools that host refugees and forcibly displaced students are prioritized and included in digital education and connectivity efforts. The Challenge was launched alongside the report, [“Connected Education for Refugees: Addressing the Digital Divide.”](#)



Joanna Zimmerman from ASU, Ben Webster from Mosaik, and Irene Hellen Ayoo, a student from Uganda at RewirED. Photo credit: RewirED.

Our Global Footprint



AMERICAS

JWL • Guyana
JWL GLOBAL • USA
CMIC • Canada, Brazil
ASU • El Salvador, Colombia, USA
MCF • Canada, USA, Costa Rica
MIT • Colombia
WUSC • Canada

EUROPE

JWL GLOBAL • Switzerland, Germany
Kiron • Germany
King's College • England
MIT • England, Germany, Greece, Scotland, France
MCF • Scotland, France

MIDDLE EAST/ WEST ASIA

JWL • Jordan, Iraq
JRS • Jordan
Inzone • Jordan
Kiron • Jordan, Lebanon
SNHU • Lebanon
ASU • Israel, Jordan, Lebanon, Iraq
PADILEIA • Jordan, Lebanon
Mosaik • Lebanon
LTUC • Jordan
MIT • Jordan, Palestine, Armenia, Syria
Open University • Jordan

SOUTH EAST ASIA

ACU • Thailand
ASU • Thailand
JWL • Sri Lanka, Myanmar, India, Philippines, Thailand, Kyrgyzstan
JRS • Thailand, Myanmar

EAST AFRICA

ASU • Rwanda, Uganda, Ethiopia, Kenya
Kenyatta University • Kenya
Kepler • Rwanda, Ethiopia
MIT • Rwanda, Uganda, Kenya, Ethiopia
Inzone • Kenya
JWL • Kenya, Togo, South Sudan
SNHU • Kenya, Rwanda
York University • Kenya
Purdue University • Kenya
University of Nairobi • Kenya
MCF • Mauritius, Ethiopia, Kenya, Rwanda, Uganda
Windle Internacional • Kenya

SOUTHERN AFRICA

SNHU • Malawi, South Africa
JWL • Malawi, Zambia
JRS • Malawi
MCF • Malawi, South Africa

CENTRAL AFRICA

JWL • Central African Republic, Congo, Chad, Togo
MCF • Cameroon

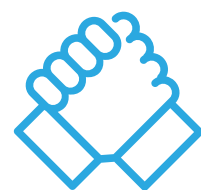
NORTHERN AFRICA

MIT • Egypt

WESTERN AFRICA

JWL • Togo
MCF • Senegal, Burkina Faso, Niger, Ghana, Benin

Our Collective Impact



Through
**GENEROUS
SUPPORT**
from the:



**OPEN SOCIETY
FOUNDATIONS**



مؤسسة عبد الله
الغريير للتعليم
Abdulla Al Ghurair
Foundation for Education

The **CLCC** and its
33 MEMBERS are working
in **42 countries**,
offering



**INNOVATIVE
CONNECTED
LEARNING
PROGRAMMES:**

FROM
OFFLINE



AND
MOBILE



TO
BLENDED



AND
**FULLY
ONLINE**



to make
higher education
ACCESSIBLE at
scale to **refugee and
displaced** populations.



In 2021 alone, **CLCC**
members enrolled

10,378
STUDENTS
in **degree
programmes** and



546,100
STUDENTS
in **non-degree
programmes**



including **language, continuous
and professional learning**, and
credit-bearing courses.





MEMBER SPOTLIGHTS

Photo credit: Antoine Tardy

“The Voices of Refugee Youth research study is very important in the way that it notes problems encountered by the refugee youth and is a voice to look for possible solutions to make youth shine.”

Gabriel Karerangabo,
Youth Researcher in the Kirehe District of Rwanda, Mahama Camp.



Photo credit: Vanessa Hotlosz, Centreity

CENTREITY

ABOUT US

Founded in 2017, Centreity is a social impact organization that provides high-quality, low-cost educational solutions globally. Through our partnerships with educational, philanthropic, and development organizations, our solutions reach learners in 24 countries.

Centreity's focus is on building learning ecosystems that support quality learning experiences. While we primarily work with organizations delivering education in emergency (EIE) settings, we have expanded our work in response to the COVID-19 pandemic. We are currently working with a wide range of stakeholders from Ministries of Education and higher education institutions to NGOs, drawing upon what we know about reaching learners in EIE settings to build connected learning solutions during a time of unprecedented challenges.

2021 HIGHLIGHTS

We partnered with various universities, philanthropies, research groups, NGOs, and foundations, supporting them in creating online programs in low bandwidth contexts.

We built **335** university courses using a **model of scale** and **OUR NETWORK** of TRAINED INSTRUCTIONAL DESIGNERS using our **pedagogical framework**.

We supported our partners, John Carroll University, Dubai Cares, Refugee Education UK, and JigSaw, helping them launch online courses

for youth researchers in Rwanda and Pakistan. Using the materials we built with JigSaw and REUK, we collaborated with Open University and Mosaik to train English Language Teachers in the Participatory Ethnographic Evaluation and Research (PEER) methodology. Participants gained new research skills, which they used to investigate the impact of conversational English in the refugee context.

In December, we partnered with Arizona State University and the Abdulla Al Ghurair Foundation for Education to deliver the Instructional Design in eLearning (IDEL) faculty intensive workshops to 9 universities in the United Arab Emirates. Also, as part of the CLCC IDEL working group, we extended the work we began in 2019 to build capacity for online and blended learning with the Ministry of Higher Education and Scientific Research in Jordan.

In light of the continuing pandemic, we also worked with partners to imagine new possibilities for how COVID-19 could impact structures, policies, reach, and innovations in accreditation and credentialing.

2022 PLANS

We will launch a new initiative that will create open-source materials for instructional design and program delivery. We will continue to work closely with our existing partners, offering Course Design Sprints and supporting them in learning ecosystem analysis and various course building services. This year, we also plan to forge new partnerships with mission-aligned organizations in an effort to extend the number of accredited connected learning courses and programs available to refugee students.

STUDENT PROFILE



Gabriel Karerangabo, Youth Researcher in Mahama Camp, Rwanda. Photo credit: JigSaw/REUK/Dubai Cares.

Gabriel is a Youth Researcher in the Kirehe District of Rwanda, Mahama Camp. Originally from Burundi, he has been a refugee in Rwanda since 2015. Gabriel studied Business and Information Technology at UTB and graduated in 2019.

Today, Gabriel is working with youth in the community and the Save the Youth Vision Association in Mahama Camp. Gabriel is a passionate advocate for youth; he hopes to learn from other Youth Researchers and be a voice for refugee youth.



The IDEL and Abdulla Al Ghurair Foundation for Education trainer team congratulate a graduate of the Faculty Design Intensive. Photo credit: Vanessa Hotlosz, Centreity

“It had been some years since Brazil was becoming more and more a state of exception with a high risk of a Coup d’Etat. So understanding better ways to protect myself and marginalized groups was not an option. I knew that CMIC would help me not only learn those tools but apply them to a real case.”

Gustavo Queiroz da Silva,
Communications student.

COMMUNITY MOBILIZATION IN CRISIS (CMIC) | UNIVERSITY OF OTTAWA

ABOUT US

Community Mobilization in Crisis (CMIC) is a research-driven project that collaborates with community mobilizers to develop open-access educational resources. Based at the University of Ottawa, CMIC’s mission is to empower and support community mobilizers living and working in communities affected by crisis.

To achieve this goal, CMIC gathers stories of community mobilizers. Using these stories, we co-create open educational resources and provide workshops that help individuals launch initiatives in their communities.

CMIC is also working on providing a continuing education diploma to refugees and students living in marginalized communities. Through this accredited certificate program, students will be able to earn credits recognized by the University of Ottawa and local partner institutions in Lebanon.

OUR IMPACT

In response to the war in Syria, researchers from the University of Ottawa launched CMIC. Over the last 7 years, CMIC has grown into a transnational project across 5 continents. CMIC researchers have collected stories of community mobilizers in

Lebanon, Palestine, Egypt, Tunisia, Mexico, Brazil, Canada, and the Kurdistan region of Iraq. These stories became the first set of CMIC learning materials, which were translated into 4 languages.

Since then, CMIC has hosted workshops with participants in Lebanon, Palestine, Jordan, and Canada from indigenous communities or conflict-affected and refugee communities. Through these workshops, we have explored community-engaged learning as well as online and blended learning models.

In 2018, CMIC ran pilot programs in Lebanon and Brazil supported by the Open Society Foundation.

In **Lebanon, Syrian, Lebanese,** and **Palestinian** community members were TRAINED TO **DEVELOP THEIR OWN COMMUNITY INITIATIVES** while



IN BRAZIL, university students worked on **CREATING INITIATIVES** reaching out to their COMMUNITIES

In 2019, supported by the Social Sciences and Humanities Research Council in Canada, CMIC delivered a series of training of trainers (ToT) workshops to equip NGOs with tools to support their teams in community mobilizing initiatives. These workshops took place in Canada, the USA, Lebanon, and Palestine. Also, in 2019, our local partner YouthSpeak in Iraqi Kurdistan delivered a pilot with Internally displaced populations, helping individuals design initiatives that dealt with immediate needs and challenges.

2021 HIGHLIGHTS

In 2021, while in lockdown, CMIC worked with the University of Ottawa students and other volunteers to continue research and resource development. Students have been translating CMIC materials into French, documenting community mobilizations responding to the COVID-19, and coding research data. Through these efforts, we have collected video and written testimony from mobilizers in Canada, the Kurdistan Region of Iraq, Brazil, and Lebanon while also developing and translating new learning materials.

THIS YEAR, **CMIC** continued its longstanding **PARTNERSHIP** with



an NGO supporting **SECONDARY** and **TERTIARY EDUCATION** for **refugees** in **Tripoli, Lebanon.**

This year, CMIC also partnered with the Universite de St Joseph in Lebanon and launched a certificate program for refugee and host community mobilizers. We also continued to support Youth Speak, which ran a pilot with refugees and internally displaced youth living in the camps of Dohuk.

2022 PLANS

In 2022, we look forward to expanding our learning materials by adding 15 new learning units. With a grant from the National Geographic Society’s Storytellers program, we will prepare short, narrative videos and a documentary, using video stories of community mobilizers that we have collected in Lebanon, Palestine, Kurdistan region of Iraq, Brazil, and Canada. With these new materials, we hope to support a growing number of community mobilizers.

Additionally, thanks to funding from eCampusOntario and CANARIE and in partnership with the University of Ottawa’s Information Technology Department, we plan to launch a new learning software platform, which will make CMIC’s pedagogy more widely available.

To learn more about CMIC and our learning materials, visit our [website](#) and follow us on our [Instagram](#) | [Facebook](#) | [Twitter](#) for updates!

STUDENT PROFILE



Photo credit: CMIC

Gustavo Queiroz da Silva is a 24-year-old Brazilian communications student at the University of Brasilia. His main fields of study are human rights, literature, race, and gender, and he focuses on audiovisual productions. The product of his CMIC course was a case study of a settlement community. The settlement was organized by Movimento dos Trabalhadores sem Terra (MST), Landless Workers’ Movement. Additionally, he was empowered to lend his skills and knowledge to Ingles na Estrutural, a volunteering group teaching children English in a marginalized community, Estrutural city.

Gustavo’s work with CMIC taught him about the importance of understanding the intersections of multiple themes, such as gender, race, and class. He joined PET SOL, a research student group at the Social Sciences Institute. Within the group, the main themes they research are literature, cinema/theater, arts, university memory, and sociology theory. Lately, he has also been mostly interested in studying Afro-diasporic literature and algorithmic racism-sexism.

"My entrepreneurship goals have changed because this program from ASU gave me the skills to identify problems and find a business solution to address them."

THE PATHWAY TOWARD ENTREPRENEURSHIP

EDUCATION FOR HUMANITY AT ARIZONA STATE UNIVERSITY

ABOUT US

In collaboration with humanitarian partners, the Education for Humanity initiative at Arizona State University (ASU) creates and implements relevant and integrative higher education programs with refugee communities around the world. Education for Humanity offers a blended learning model that combines digital learning tools with in-person support through our partner organizations. Education for Humanity proudly serves as co-lead of the CLCC, fostering opportunities for collaboration and growth to better serve refugee learners.

OUR IMPACT

Since its inception **in 2017**, the Education for Humanity initiative has served over

4,000 learners

in **12 COUNTRIES** throughout the

Middle East, sub-Saharan Africa, Southeast Asia, Latin America, and the United States



The program offerings reflect the desire and ambition of learners in each context, enabling learners to improve English language acquisition, prepare for higher education, or gain workforce readiness skills aligned to their intended vocation.

In addition to its core educational offerings, Education for Humanity also works with organizations to pilot innovative approaches for expanding educational access. Most recently, Education for Humanity has worked with UNHCR to provide offline access to educational materials for learners in Ethiopia and designed a series of Entrepreneurship modules localized for the refugee community in Uganda.

As the co-lead of both the CLCC and the Open Society University Network (OSUN) Hubs for Connected Learning Initiatives, ASU's Education for Humanity serves as a sectoral leader in advocating for refugee learners and promoting collaboration among connected learning initiatives.

2021 HIGHLIGHTS

Despite many challenges faced in 2021, Education for Humanity increased the total number of refugee learners reached by 42%, expanded programming

Photo credit: ASU

in 9 countries, and proudly launched new programs in Thailand and El Salvador and the initiative's first funded project in Phoenix.



also formalized a global institutional **PARTNERSHIP** with the

NORWEGIAN REFUGEE COUNCIL

allowing for **EXPANDED OPERATIONS** on a **global scale**.

Education for Humanity continued programming for all current partners despite complications from the pandemic, adapting the program operations to accommodate mobile learning. In addition, Education for Humanity piloted its Entrepreneurship modules in Uganda, led consultations on Monitoring and Evaluation frameworks for partners worldwide, and welcomed 62 Afghan females to Tempe, Arizona, from Asian University for Women.

2022 PLANS

Education for Humanity looks forward to a year of expansion. The initiative will formally launch its Entrepreneurship offering, expand current programs to new contexts, including West Africa and South Asia, and foster career development opportunities for refugees in the greater Phoenix, Arizona area. As part of the CLCC and OSUN, Education for Humanity hopes to expand partnerships and build new higher education pathways for refugee learners.

Education for Humanity is always eager to explore new partnerships and collaborations.

To learn more about Education for Humanity's programs, please visit our [website](#) and follow us on [Twitter](#).

STUDENT PROFILE



Gafar, an ASU Entrepreneurship student in Kampala, Uganda Photo credit: The Innovation Village.

Soon after completing Course 1 of ASU's entrepreneurship training, Gafar Ali started a clothing business.

"It's always been my dream to be an entrepreneur."

Gafar came back for Course 2. He said, "So, I have to learn the basics of entrepreneurship to meet my goal ... I have been selling in my community since I completed Course 1. [Now that I have completed Course 2,] I have gained new tactics, so I can expand my goal."

He now sells his clothes at a designated stall and markets around Kampala and South Sudan, and he has been attempting to create a following of loyal customers. Additionally, he says of his growth, "I have become more innovative and added more fashions."



ASU and Bard College colleagues hold workshops as part of Open Society University Network retreat in Kakuma Camp, Kenya. Photo credit: ASU.

“Finding a way to continue my studies enabled me to become more resilient and believe in myself again... and now I teach kids.”

Nisreen Hadrou, InZone student.



Photo credit: InZone

INZONE | UNIVERSITY OF GENEVA

ABOUT US

InZone is a cross-faculty program from the University of Geneva that facilitates the delivery of contextualized and inclusive higher education to communities affected by conflict and crisis. Present in Kakuma (Kenya) for over a decade and Azraq (Jordan) since 2016, InZone delivers blended continuous education and higher education programs. InZone offers a broad number of courses and delivers its programs through local connected learning hubs run entirely by refugees.

OUR IMPACT

InZone’s unique blended learning model has proved itself a reliable and robust pedagogical model. Over the years, we have refined our co-creation approach, which enables students and academics based in Geneva to work with refugees to design and carry out academic and research projects together.

IN 2021, among our OUR FULL FLEDGE MODEL supported and facilitated



180 STUDENTS
WHO TOOK PART IN

10 DIFFERENT COURSES in **Kakuma** and **Azraq** refugee camps.

The average **COURSE COMPLETION** rate was



73% compared to an estimated

20% - 40%

completion rate for **online models**.

2021 HIGHLIGHTS

InZone defined its new strategy with a clear focus on increasing impact on learners’ lives. The strategy banks on the creation of a brand-new life-long learning academic format, the Certificate Open Studies (COS), bearing 12 ECTS credits and targeting both new learners and refugees engaged in professional activities, which comprise 50% of InZone’s current students.

To build COS programs, InZone mobilized several faculties in Switzerland and abroad. The International Federation of Red Cross (IFRC) and other humanitarian actors were also invited to contribute to the curriculum development. After multiple participatory consultations, InZone chose to develop its first 3 COS programs in community health, education and children’s rights.

InZone also launched a “Challenge,” which mobilized about a hundred “makers” in Kakuma, Nairobi and Switzerland. The Challenge helped identify technological areas that will be prioritized in a possible 4th COS. The “Challenge” was also an opportunity to experiment with problem-solving pedagogies and to roll out an open-to-all FabLab thanks to the support of IEEE.



Finally, **InZone** was thrilled to **EXPAND** its offering of complementary language programs through a number OF **PARTNERSHIPS**,

including collaborations with **CLCC MEMBERS**

SUCH AS



AND



Additionally, thanks to a new partnership with the Voltaire Project (offering self-learning modules to prepare for the French equivalent of the TOEFL), InZone offered French-language writing and spelling enhancement opportunities in Kakuma, which hosts 30,000 French-speaking refugees. Through these partnerships, InZone has reached more learners, enrolling over 360 students this year compared to only 146 in 2020.

2022 PLANS

InZone plans to finalize the development of its new COS and launch its first cohort in September 2022. Additionally, InZone plans to support the development of connected learning hubs in refugee camps in Niger and Mauritania, which have been affected by the Sahel refugee crisis. Drawing upon insights gathered through exploratory missions in 2021, InZone is building partnerships with UNHCR, NGOs, and national faculties and plans to kick start activities in mid-2022.

You can learn more about InZone on [LinkedIn](#).

STUDENT PROFILE



Photo credit: InZone

Ali Matar earned a diploma in Humanitarian Interpreting and Translation at Yarmouk University in partnership with UNIGE-InZone in 2021. Ali found his specialization and honed his language, interpreting, and translation skills following several courses at the InZone Learning Hub in Azraq Refugee Camp in Jordan.

“Studying at InZone gave me the opportunity to improve my skills, discover new techniques and broaden my knowledge in the field of translation and interpreting. The TESOL, Methods of Research, and Introduction to Humanitarian Interpreting and Translation courses prepared me for the diploma course. Being up to date with the new strategies and approaches in the field of translation and being familiar with subtitling techniques and the use of CAT tools gave me the opportunity to find work as an online freelancer.”

“The training I underwent in the Digital Inclusion Program made it possible for me to get a job beyond borders despite my geographic, legal, and social status limitations. As a lady, I have been empowered to provide for myself and my loved ones by earning money that I could not have gotten in this refugee camp had it not been for this opportunity”

Immaculee Gahizi,
JRS Pathfinder Digital Inclusion graduate.

JESUIT REFUGEE SERVICE | PATHFINDER PROGRAMME

ABOUT US

The Jesuit Refugee Service (JRS) seeks to accompany, serve, and advocate the cause of refugees and other forcibly displaced people, that they may heal, learn and determine their own future. Through our Pathfinder Programme, JRS links professional training with employment and business pathways. It targets refugees and host community members who may not have completed secondary education but whose education levels are above those addressed by traditional livelihoods projects. We partner with a range of educational providers to deliver training in both online and face-to-face modes.

In 2021, the programme piloted in **4 COUNTRIES** (Malawi, Kenya, Cameroun, and Jordan) and benefited **2,153 participants**.



In **2022**, these programmes will transition to full project status with two other countries added.

OUR IMPACT

Pathfinder began in 2019 with market assessments in multiple countries. The first pilot project initially involved 60 students in Malawi's Dzaleka Camp. Delivered in French with our partner Konexio, the Pathfinder Digital Inclusion programme trained students in advanced ICT skills to prepare them for freelance online work.

In 2020, JRS piloted 4 courses in Nairobi and Kakuma Camp in Kenya. The pilot enrolled 287 students, who earned various certifications and degrees, including:

- Certificates in Early Childhood Development Education and Social Entrepreneurship in partnership with Imara and St Francis Xavier Teachers Training Colleges, and Tangaza University
- Bachelor Degrees in Management or Communication with Southern New Hampshire University's Global Education Movement (SNHU GEM)
- Various certificate level ICT courses in partnership with iEarn

Photo credit: JRS

A career development – job placement officer accompanies students throughout their learning journey and assists with internship and job placement.

Since 2020, JRS has expanded. In Jordan, 1237 students have been studying English, ICT, home-based business, and psycho-social case management. In Malawi, 48 students who successfully graduated have continued working online, while 68 students began preparation for the course commencement in early 2022. In Cameroun, 401 students enrolled in short-cycle vocational courses and are being assisted to full “economic integration” through employment or business start-up by job placement officers.

2021 HIGHLIGHTS

JRS consolidated changes introduced in the early part of the pandemic. The Jordanian English Language courses, conducted in partnership with Georgetown University, moved online to the internally hosted JRS MicrosoftLearn platform. There were systematic follow-ups with students, especially those who do not have regular access to the internet. Psycho-social support for students in Cameroun was enabled through peer WhatsApp groups as some students returned to their families and faced increased isolation during lockdown periods. Changing market conditions led to vulnerability assessments of previous graduates' businesses and provisions were made for additional business advice and, for some, short-term financial assistance. The Pathfinder Digital Inclusion in Malawi and the degree program conducted in partnership with Southern New Hampshire University's Global Education Movement transitioned quickly to pure online modes supported by WhatsApp peer support groups.

2022 PLANS

JRS Malawi began the post-pilot phase of Pathfinder Digital Inclusion in the last quarter of 2021 and plans to launch the course in January 2022 with 68 students. At the same time, JRS Malawi will integrate the Pathfinder approach into all its post-secondary education programmes with the aim of reaching 520 students. Pathfinder Digital Inclusion, conducted in partnership with Konexio, will commence in Jordan and Kenya, and JRS Jordan will pilot a green sustainable jobs initiative in collaboration with industry partners. JRS's programmes in Kenya and Cameroun are continuing with a blend of online and face-to-face pre-service and in-service Teacher training (Certificate in ECDE

and a Diploma in Primary Teaching) for 345 and 400 participants, respectively.

To learn more about our programs, please visit our [website](#) or follow us on [Facebook](#) | [Twitter](#) | [Instagram](#) | [YouTube](#).

STUDENT STORY



Photo credit: JRS

In the part of the Congo where **Immaculee** comes from, tribal violence has caused suffering to many families. Immaculee was 13 years old when she ran away with her sister after soldiers killed their parents and burnt their house.

As a refugee in Malawi, Immaculee did not let the sorrows of her past dictate her hope for the future. She attended JRS's Pathfinder Digital Inclusion Programme, offered in partnership with Konexio, which provides in-demand digital skills training to young refugees. She was trained in computer literacy, communication, management, and translation.

The same day Immaculee finished her course, she got her first job. She now works consistently as a freelancer, providing translation, interpretations, and voiceover work. She is now able to support her sister and herself.

The opportunity to work and be self-reliant is one of the most effective ways for refugees to rebuild their lives and make a positive contribution to their communities. Immaculee believes that everyone should have access to education. She encourages everyone around the camp to learn, and she shares her knowledge with others so they can also become independent.

“The programme has made me a better teacher (or rather facilitator) because I can identify the learning needs of students ... I’m also able to use strategies to make sure that everyone in the class, regardless of age, gender and disabilities, is able to learn.”

Yousuf,
Learning Facilitator graduate 2021, Kakuma Refugee Camp



Photo credit: Yousuf, Learning Facilitator graduate, Kakuma Refugee Camp, Kenya © JWL

JESUIT WORLDWIDE LEARNING

ABOUT US

Jesuit Worldwide Learning - Higher Education at the Margins (JWL) provides equitable, high-quality tertiary learning to refugees and other socially and geographically marginalised communities. Through strategic partnerships with Jesuit and like-minded universities, organisations, and institutions, we deliver regionally accredited and certified programmes through a blended learning model that includes online and onsite support.

OUR IMPACT

Founded in 2010 (then Jesuit Commons: Higher Education at the Margins), JWL offered a 45 credit Diploma in Liberal Studies (accredited by Regis University, USA) to refugee youth in the Dzaleka (Malawi) and Kakuma (Kenya) refugee camps and to urban refugees in Amman (Jordan).

Moreover, in Kakuma and Dzaleka, most Diploma graduates have been afforded the opportunity to pursue bachelor’s completion programmes through SNHU (USA), Creighton University (USA), and Xavier Institute of Management University-XIMU (India). The partnership with XIMU allows JWL to offer a Bachelor of Arts in Sustainable Development, a first of its kind in displaced contexts, that will train a cadre of refugee leaders capable of tackling the most pressing environmental challenges facing their communities.

2021 HIGHLIGHTS

With the ongoing pandemic and conflict affecting a number of our students, 2021 was a year of challenges and opportunities. JWL:

- Enrolled 5,447 students across 19 countries
- Enrolled 1,148 students in one of 8 professional courses: Learning Facilitator, Youth Sports Facilitator, Peace Leader, Creative Writing and Web Design, E-Commerce, EcoTourism, and e-Education Tools
- Enrolled 110 teachers in Kenya in the Learning Facilitator course with the support of Intel
- Enrolled over 200 teachers in a UNHCR-Educate a Child sponsored Youth Sports

Since then, JWL programs have grown to over **19 COUNTRIES**.

After a decade, **70%** of **1,064 DIPLOMA STUDENTS** have graduated, and 91% have reported **AT LEAST ONE JOB** experience following graduation.



Facilitator course that also benefited more than 150 other teachers and youth in Rwanda, Uganda, and Chad

JWL globally also **ENROLLED**

458 students

in its academic **degree-leading programmes** and offered the Global English Language programme to **3,964 learners**.



JWL also **conducted research** to evaluate the impact of the Regis Diploma.

From more than **100 GRADUATES**, JWL learned that graduates are **BETTER EQUIPPED** with the **courage, self-confidence**, and an **empathic mindset** to **NAVIGATE** life’s challenges, find their path and produce **long-term change**.



2022 PLANS

JWL will further explore university partnerships to expand its degree-leading academic courses, including:

- Launching a Pre-STEM university foundational programme (30 credits) with Creighton University (USA)
- Continue offering the First-Year Certificate in Liberal Studies that supersedes the Regis Diploma Programme, accredited by XIMU
- Explore offering bachelor’s degrees in Transformative Education and Social Work

For more information about Jesuit Worldwide Learning, please visit our [website](#) and follow us on [Facebook](#) | [Twitter](#) | [LinkedIn](#) | [Instagram](#) | [YouTube](#).

STUDENT PROFILE



Photo credit: Collette, Creative Writing and Design student, Dzaleka Refugee Camp, Malawi © JWL.

“I am an ambitious girl who does not believe in failure. I am that girl who strongly believes that women should be given equal rights as men. I am that girl that believes that women and girls can change the world and make it a better place for all.”

Collette, her parents, and six siblings live in Dzaleka (Malawi), having fled conflict in the Democratic Republic of Congo. Collette applied for the JWL Creative Writing and Design programme because she loves to write and wants to challenge the notion that “design and technology are not for girls.”

She believes that JWL courses “are useful because they increase one’s intellectual capacity. It’s something that can aid a person to start up a business of their own, and they give a person a career.”

Collette dreams of pursuing her education, becoming independent, and contributing to her community. She is especially passionate about becoming a role model for other women and girls in her community.

“Having staff members at Kepler who are open and concerned about the students is something that really contributes to the improvement of our confidence. We have realized that having refugee status is no longer a limit to our dreams or something to be ashamed about.”

Karagire Musanabera,
Kepler student in SNHU BA program.

Kepler

Photo credit: Kepler

KEPLER

ABOUT US

Kepler creates pathways for marginalized African youth to gain employment and exit poverty. Our model is unique. We combine in-person, online, and on-the-job learning with critical support and a flexible structure to help ensure each of our students succeeds. In so doing, we not only help youth develop job-ready skills and earn credentials for today's workforce, but also cultivate leaders who can tackle difficult social, economic, environmental, and political problems, both big and small.

OUR IMPACT

Started in Rwanda, in 2013, Kepler has served over 2,600 youth through our programs. Kepler's partnership with Southern New Hampshire University (SNHU) has provided access to online bachelor's degrees to more than 1,100 students. 90% of Kepler alumni have been employed within six months of graduating.

Our campuses in **Kigali** and the **Kiziba** refugee camp host a **DIVERSE**, international student body



with most students coming from **UNDER-RESOURCED BACKGROUNDS**

50% ARE WOMEN and more than **25%** ARE REFUGEE LEARNERS.

In addition to our degree programs, Kepler has been running the Iteme Preparatory Program since 2018. As a bridge program, Iteme serves secondary school graduates and equips them with the skills they need to apply to a variety of tertiary opportunities. With a focus on serving youth from refugee settings, Iteme has served 650 students, with over 50% of participants accessing an opportunity within three months of program completion.

Kepler also began to expand its footprint beyond Rwanda. In late 2020, we piloted a program in Addis Ababa, Ethiopia, that provides recent graduates of technical education and vocational colleges with soft skills training. The program is already showing significant changes in the teaching and mindset of both educators and students and is helping to increase employment rates among graduates. Close to 800 youth participated in the training in 2021, and Kepler is on track to meet the target of 85% employment within six months.

Kepler is proud to have continued serving students in all our programs throughout the pandemic. Despite the challenges posed by COVID-related restrictions, we have targeted and achieved a 90% employment rate for SNHU bachelor's degree students six months from graduation, a goal we have attained since our founding.

2021 HIGHLIGHTS

In 2021 Kepler continued its partnership with fellow CLCC member, SNHU, and their Global Education Movement.

This year, Kepler was also selected as part of the Ashesi University Education Collaborative to lead a Systems Change Fellowship. The Fellowship helps institutions improve their impact by remodeling critical systems in employment and career services. The program launched in 2021, with three higher education institutions being matched to mentoring institutions.

2022 PLANS

To expand our local impact and maximize degree relevancy, Kepler is finalizing an accreditation process in Rwanda to launch Kepler College, which will allow us to provide even more tailored bachelor's degrees to more young people. Our first cohort in the bachelor's in Project Management is set to begin studies in early 2022.

Kepler is also excited to **PARTNER WITH** **ASU** through a pilot entrepreneurship course in **2022**

Through this partnership, ASU will provide the online course content for students on Kepler's Kiziba campus, and students will be supported by in-person Kepler facilitators and mentors from the local business community.

You can learn more about Kepler's programs and how you can contribute, please visit our [website](#) and follow us across social media [Twitter](#) | [Facebook](#) | [LinkedIn](#) | [Instagram](#).

STUDENT PROFILE



Kepler alumni Emery Nkurikiye. Photo credit: Kepler.

Kepler alumni **Emery Nkurikiye** graduated in 2019 with a bachelor's degree in Communications from SNHU. He is originally from Burundi and now lives in Kigali, Rwanda, where he holds refugee status. For the past 2 years, Emery has been employed at Harambee Youth Employment Accelerator, where he supports job seekers and assesses their language skills.

Emery is empowering youth to take control of their future and is passionate about sharing his own experiences. In terms of finding employment, Emery believes that refugee youth need to get out of the mindset that it is too hard to find a job or that you need someone else to get one for you. “You need to be proactive and have high expectations for yourself. I can't even count how many job interviews I completed,” he reflected. Emery also knows how important it is to understand your rights as a refugee, which was a component of the Kepler program. Refugees in Rwanda have the legal right to work, but many employers aren't familiar with the policies. When Emery was offered a job, he was able to confidently walk his employer through the laws and hiring processes.

“Kiron means a lot to me. It has helped me advance in my career and educational development.

I like their mentoring services and their efforts to empower women in higher education.”

Nyima,
Kiron graduate.



Photo credit: Kiron

KIRON OPEN HIGHER EDUCATION

ABOUT US

Since 2015, Kiron’s mission has been to make quality education more accessible for refugees. Through our globally accessible online learning platform [Kiron Campus](#), refugees can access a broad selection of online courses – ranging from university-level study tracks to short courses on employability and 21st-century skills.

Kiron combines **SELF-PACED online courses** with additional support services



TAILORED TO THE NEEDS OF REFUGEES.

These support services include **online mentoring, study guidance, and blended learning** with **LIVE TUTORING** through our country offices in Jordan and Lebanon.

OUR IMPACT

Kiron was founded in 2016 in Germany. In 2017, Kiron established country offices in Lebanon and Jordan to provide a variety of in-person course

facilitation and one-on-one student support services. These services complement the coherent and carefully curated online curriculum learners take via our platform. Through Kiron Campus, we currently reach **17,000 refugees** worldwide. Among these learners, 8,000 live in Jordan and Lebanon.

The pandemic highlighted the need to open up access to digital solutions and resources and the importance of strategic collaboration to leverage digital learning technologies. Having spent six years tackling barriers to education, Kiron has developed an innovative solution to address this new crisis.

2021 HIGHLIGHTS

In 2021, Kiron launched the [Collective Impact Campus \(CIC\)](#). Through the CIC, Kiron opened its existing learning platform to like-minded organizations, providing them with dedicated space to host their learning programs. By providing a digital home for various learning programs and consolidating resources, the CIC enables Kiron and other NGOs to reach more learners and achieve greater impact together.

This year, Kiron also developed several key partnerships and blended learning programs, primarily through our offices in Jordan and Lebanon, which serve learners from refugee communities and other underserved youth. Kiron also received generous funding from several donors, including the HOPES Consortium in Lebanon and the Islamic Development Bank Transform Fund in Jordan.

Kiron also launched a partnership with UNHCR and Semeurs D’Avenir (SDA), the local Lebanese branch of the "Institut Europ en de Coop ration et de D veloppement (IECD)," on the DAFI (the Albert Einstein German Academic Refugee Initiative) scholarship. Through this partnership, Kiron will be offering a bridge program and support to DAFI scholarship holders in Lebanon.

2022 PLANS

We will open Kiron Campus for minors **AGED 15 YEARS AND UP.**

The platform will offer **BRIDGE PROGRAMS** that provide **employment** and tertiary **education opportunities** for **YOUNG PEOPLE.**



In addition to implementing new safeguarding measures for minors and adults, we plan to continue to enhance our blended and self-paced learning programs for learners in low-bandwidth settings.

As Kiron’s products and services evolve, we will also adapt our funding model. As a social business with diversified income streams, we are freer to adapt, innovate and scale according to our students’ and partners’ needs.

[To learn more about how you can join the Kiron community as a supporter or collaborator, visit our website and follow us across social media \[Twitter\]\(#\) | \[Instagram\]\(#\) | \[Facebook\]\(#\).](#)

STUDENT PROFILE



Sultan, a Kiron graduate, is currently working as a cloud computing specialist. Photo credit: Kiron.

Sultan was studying physics at a university in his hometown. Due to political instability in Syria, Sultan migrated to Germany. When he arrived, he was not entirely sure what to do next.

Sultan had a growing interest in computer programming, and someone suggested that he look into Kiron’s computer science (CS) courses. The CS track consists of a myriad of courses from HTML to Object-Oriented Programming in Java, which was exactly what Sultan needed. His motivation for studying with Kiron was to enter the job market. After two years of completing the CS courses online, he received the certification he needed to start a job in Germany. Equipped with the proper knowledge and credential, Sultan was able to begin working as a cloud computing specialist and a technical consultant.

Sultan advocates for online learning because it eliminates numerous bureaucratic barriers many refugees face in their host countries. The ease and flexibility of online learning combined with a recognized credential empower students like Sultan to enter the job market and be confident in their skills.

"I am thankful because I am one of their students, and I consider myself very lucky to have been able to join this program!"

Hiba,
LAsEr graduate.

LEBANESE ASSOCIATION FOR SCIENTIFIC RESEARCH (LASER)

ABOUT US

Ashoka Fellow Dr. Mustapha Jazar founded the Lebanese Association for Scientific Research (LAsEr) in 2008. LAsEr is a non-profit and non-political association that provides education and capacity-building programs to prepare youth for the job market in Lebanon. To make these programs accessible, LAsEr offers a variety of scholarships and educational loans.

In 2018, LAsEr partnered with Southern New Hampshire University (SNHU) to provide refugees and vulnerable learners living in Lebanon an opportunity to earn US-accredited degrees. LAsEr currently offers associate and bachelor degrees in business, communication, and health care management.

OUR IMPACT

Since 2018, 43 students have enrolled in the LAsEr-SNHU program. Thus far, 20 students have received their associate degree, and 1 student

has completed a bachelor's degree. Most of LAsEr's students complete at least 2 internships during their studies, and many secure internship extensions or jobs.

Through this blended learning program, LAsEr students also have access to a variety of other learning opportunities. For example,

- 2 students earned scholarships to study medicine in Turkey
- 5 students participated in the Network and System Associate training
- 70% of students participated in a professional skills program

90% of our **healthcare management students**

PARTICIPATED in the Health to Community program



2021 HIGHLIGHTS

In response to the financial crisis and pandemic, LAsEr mobilized several loan and scholarship opportunities for students. Through these initiatives, LAsEr was able to support struggling institutions and families, and most importantly, prevent hundreds of students from dropping out.

Just this year:

- 133 students joined LAsEr's City Fund project. These students benefited from partial scholarships at local partner universities or received 100% zero-interest loans abroad
- LAsEr also launched a new initiative to provide full scholarships to students attending Lebanese Universities. This initiative has already served 855 students

LAsEr worked with schools to provide **PARTIAL SCHOLARSHIPS** covering

70% of students' school fees for **3,792 students**



LAsEr's Capacity Building Department ran several programs to ensure that students were building valuable employability skills.

- 21 new students participated in Health to Community (H2C) summer bootcamp and designed health awareness campaigns within their communities
- 105 new students enrolled in the Young Empowered Students in Secondary (YESS) program, which prepares Grade 12 students for university and helps them apply for scholarships
- 55 students enrolled in the one-year Full Stack Development program, a coding and personal development training that prepare coders for tech jobs
- 15 students joined the Network and Systems Associate program, a hands-on training related to Networking, Cyber-Security, and Systems in partnership with Cisco

2022 PLANS

LAsEr is excited to prepare for its first graduation; we anticipate that at least 70% of our graduates will be employed by the time they graduate, and we look forward to supporting several of our graduates to apply for masters degrees.

At the same time, we will be recruiting students for our fifth and largest cohort ever and launching a Suit Up, a new management training that matches students with a Project Management Professional (PMP) certified coach.

To learn more about how you can join the LAsEr community as a supporter or collaborator, visit our [website](#) and follow us across social media [Facebook](#) | [Instagram](#) | [LinkedIn](#).

STUDENT PROFILE



Hiba Allah Al Fayssal, GEM scholarship recipient in the Healthcare Management program. Photo credit. LAsEr.

I started my journey with SNHU in 2018. I was one of the top five students who earned an Associate of Arts. I graduated in just 11 months thanks to the support I received from my supervisors at LAsEr and from SNHU!

Through LAsEr, I had the opportunity to complete 3 internships. Currently, I have a full-time software development job. I am also creating my own application to improve the services patients get in a hospital. I hope to launch my application and become an entrepreneur.

The SNHU scholarship with LAsEr is a miracle for me; it changed my life!

“The course taught me how to research and learn faster; more than that, with the base that I got from the course, I was able to build on and learn multiple technologies in a very short period of time. This helped me secure my first job and follow my dreams.”

LTUC graduate.

LUMINUS TECHNICAL UNIVERSITY COLLEGE

ABOUT US

Luminus Technical University College (LTUC) is Jordan’s leading TVET Institute and provides quality, market-driven, (inter)nationally accredited and certified technical, vocational and soft skills training programmes. LTUC’s Education 4 Employment (E4E) model focuses on employer engagement, allowing LTUC to develop appropriate demand-driven programmes that lead to entrepreneurship or employment.

OUR IMPACT

LTUC has been successfully operating for over 40 years and has graduated more than 122,000 learners including Jordanians, refugees and other nationalities. Furthermore, of the total figure, 45% were female. LTUC has grown to include 4 state of the art campuses, 10 schools of excellence, an accelerator in northern Jordan, and currently offers 98 separate programmes of which 11 are Bachelor degrees.

In 2015, and in response to rising youth unemployment in Jordan, LTUC started to engage with donors to widen access to technical and vocational programmes for vulnerable youth. To this end, LTUC has successfully forged partnerships with 33 international donors, foundations, and the Government of Jordan.

Through these **partnerships**, LTUC has secured

89 OUTCOMES-BASED PROJECTS, offering

APPROXIMATELY 24,000 scholarships valued at **\$76 million** with

39% of beneficiaries having **REFUGEE STATUS** and **42% women**.



Photo credit: LTUC


2021 HIGHLIGHTS

LTUC currently has 11,000 students enrolled hailing from 33 different nationalities. Approximately 25% of the 11,000 are refugees studying through scholarships. Furthermore, through funding by UNHCR, LTUC was able to create new Healthcare Labs under the School of Applied Medical Sciences. The School provides students with local and international certification for nursing, lab technicians, dental technicians, optometric technicians and pharmacy technicians.

LTUC has been able to maintain its operations throughout the pandemic due to prior investment in technology. This allowed for the uninterrupted provision of programmes in a blended format, with students completing theoretical portions online and only coming to campus for the practical elements.

The blended format of programmes, coupled with its fleet of buses, has also allowed LTUC to extend its reach to rural communities. This has significantly eased access issues as learners from remote areas only have to reach a campus for a limited number of days per week. The blended format and the provision of evening classes also expand access to more vulnerable members of society who must work during the day.

LTUC HAS ALSO INVESTED in the accessibility of its campus to **persons living with disabilities**.

Through a pilot with  LTUC is **OFFERING SCHOLARSHIPS** to **youth living with disabilities** to pursue **CREATIVE MEDIA TRAINING**.

The investment will allow LTUC to reach out to and more easily accommodate youth facing extreme difficulties in accessing education in Jordan due to the lack of accessibility and the requisite facilities.

2022 PLANS

LTUC has partnered with Kings College London (KCL) to improve the education and employment pathways of vulnerable Syrian and Jordanian youth. The programme equips youth with skills in the IT and Creative Media sectors, which offer youth above-average livelihoods.

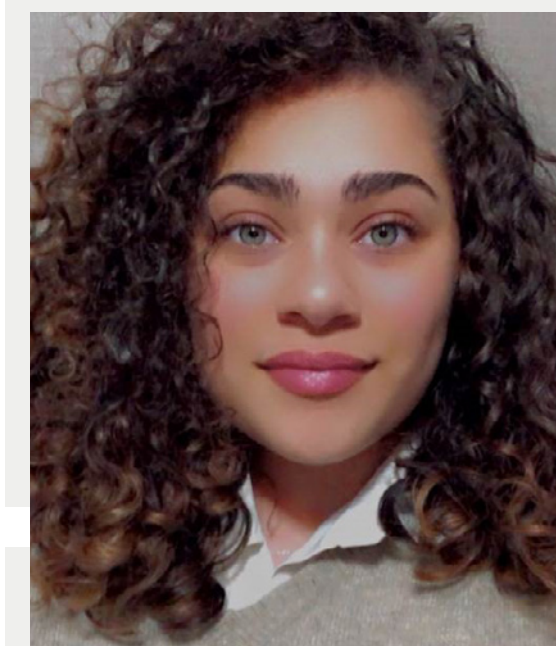
The programme currently offers two tracks:

- A foundation programme that prepares youth for higher education
- A professional track that prepares youth for employment in IT

Both tracks are six months and share a core of digital literacy and English language skills.

To learn more about LTUC, please visit our [website](#) or follow us on [LinkedIn](#).

STUDENT STORY



Sally, a UNICEF scholarship student at LTUC, completed a 6-month software engineering bootcamp. Photo credit: LTUC.

Sally is a former scholarship student at LTUC aiming to transition into software development. After successfully completing her programme, Sally was hired as a Junior DevOps Engineer. Prior to her current role, and due to her exemplary academic performance, she was employed by LTUC as a teaching assistant, providing valuable work experience. Sally’s scholarship at LTUC helped her land a job in her preferred field and allowed her to become financially secure and independent.

“I was hopeful to join university one day. Now we are two Scholars from the camp and a source of inspiration to thousands of children in Kyangwali. I am glad my younger siblings have a better foundation in academics and life.”

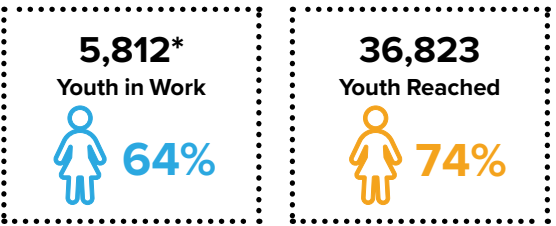
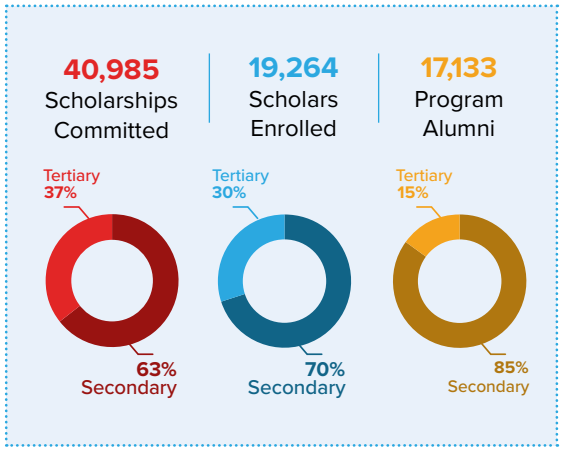
Safali Libia,
Mastercard Foundation Scholar

MASTERCARD FOUNDATION SCHOLARS PROGRAM

ABOUT US

The Mastercard Foundation launched its Scholars Program in 2012, with the goal of developing Africa’s next generation of leaders by enabling academically bright students with a commitment to giving back access to high-quality higher education.

OUR IMPACT



COVID-19 RESPONSE

When education was disrupted as a result of the pandemic, the Foundation turned to a more fundamental question:

How to reimagine the delivery of higher education and make it more inclusive, accessible, and relevant in a way that supports Scholars’ transition to dignified and fulfilling work and their growth as transformative leaders.

It was clear that this work would require a strong ecosystem of institutions and policies.

So, the Foundation evolved its vision and goal:

Beyond providing individual scholarships, the Foundation and its network of partners will work to strengthen existing systems, remove barriers to learning and create deeper impact with the goal of reaching even more young people.

The work is already underway.

2021 HIGHLIGHTS

This year, through our partnership with Light for the World, an international disability and development organization aiming at an inclusive society, launched [cap-able.com](#), an online resource platform to enable disability inclusion among higher education institutions.

The Mastercard Foundation Scholars Program also kicked off an [e-Learning](#) initiative led by United States International University-Africa and Arizona State University. The initiative enables the delivery of online learning to ensure more young people can access tertiary-level education. To date, the e-learning initiative has trained 135 instructors across 10 participating partner institutions – primarily African institutions—to design and teach online courses.

In 2021, the Foundation, the University of California Davis, and [Kepler](#) embarked on a project to learn how the [UC Davis Article 26 Backpack](#) can help empower refugees to overcome the barriers of lost documentation. Developed in 2018 and implementation pioneered at the American University of Beirut – the multi-lingual tool keeps critical academic and other documents safe, fosters educational and employment mobility, and builds solidarity across different refugee communities through its secure sharing capabilities. Over the project’s duration, we will expand its use among Rwandan and refugee youth and provide them with leadership and administrative roles to support the program.

2022 PLANS

Next year marks the Scholars Program 10-year anniversary. Over the last decade, the Scholars Program has reached over 40,000 young people – over 70% of whom are young women—and is on track to meet its goal of supporting 50,000 young people. As we look to the future, the Mastercard Foundation is doubling its commitment, setting a new goal of providing a total of 100,000 scholarships by 2030. And,

to do so through a focus on radical inclusion: ensuring 70% of scholarships continue to go to young women, and prioritizing 25% refugees, displaced youth, and 10% young people with disabilities. The program will also expand into Francophone Africa. The Mastercard Foundation looks forward to working with our network of partners to advance opportunities for young people.

STUDENT PROFILE



Safali Libia, Mastercard Foundation Scholar and founder of A Hand for A Refugee. Photo credit: Mastercard Foundation.

[A Hand for A Refugee](#) is a social venture founded by Safali Libia, a Mastercard Foundation Scholar currently pursuing a bachelor’s degree in economics at Makerere University. The venture aims to improve the livelihoods of refugees in the Kyangwali Refugee settlement by using modern agricultural techniques. Starting with hybrid passion fruit, the venture has expanded to include fish, rabbit, and poultry farming. In 2019, A Hand for a Refugee was awarded a [Resolution Fellowship](#).

As result of COVID-19, Safali and his colleagues have sought to improve the socioeconomic status of refugees at the camp. Currently, they are developing a plan to partner with UNHCR to adopt sustainable agriculture practices and crops. Safali encourages young people to take advantage of the funding and mentorship resources available to transform their lives and create opportunities for more people in society.

"[Because of COVID-19], we were all isolated, but we found this platform where everybody could come from multicultural backgrounds. It's been more than a community; it's been like a family."

Blein Alem, 2021 ReACT graduate.

Photo credit: Blein Alem Ghiday

MIT REFUGEE ACTION HUB (MIT ReACT)

ABOUT US

The MIT Refugee Action Hub (ReACT) is an initiative at the Massachusetts Institute of Technology (MIT), focused on developing global education programs that accelerate the academic and professional careers of motivated refugees, internally displaced and low-income learners around the world.

OUR IMPACT

In January of 2018, MIT ReACT launched its first cohort in the year-long Certificate in Computer and Data Science (CDS) Program in Amman, Jordan, joining 18 learners from across the MENA region through an agile program consisting of online courses in computer programming and data analysis, immersive bootcamps, and professional internship and experiential learning opportunities. Since then, the reach of the ReACT community has increased, graduating an additional 72 learners from more than 20 different countries in 2020 and 2021.

FOR THE **2022** program year,
we are excited to be recruiting



120 LEARNERS
for what will be our **largest**
AND **MOST DIVERSE**
cohort yet.

2021 HIGHLIGHTS

This year, like many of our colleagues in the CLCC, MIT ReACT was compelled to redesign elements of our programming in order to continue to reach refugee and underserved learners despite the barriers formed as a result of the pandemic. By shifting from a blended program to one conducted entirely online, we were able to extend admission to learners in new regions including Colombia, Ethiopia, Uganda, and the United States. Together, the diversity of perspectives, experiences, and talents learners brought to the CDS program helped to foster a welcoming and supportive community across cultures and time zones.

MIT ReACT kicked off the 2021 CDS Program with a 10-week, virtual MIT Innovation Leadership Bootcamp, with learners Zeinab Jammoul of Lebanon and Rund Wadi of Jordan serving on the winning team for their proposed venture aimed at solving multicultural challenges in the workplace. Throughout the year, learners took part in community building and skills development activities, tackling subjects like growth mindset, cross-cultural communication, and remote work readiness. We celebrated their accomplishments in a virtual graduation ceremony in September 2021, with a showcase highlighting learner-led collaborative and independent projects and internships demonstrating the skills learners developed within the CDS program.

For an initiative serving learners across the world, the support of the diverse groups represented in the CLCC has been critical to our success in 2021, not only by spreading the word about MIT ReACT so that we can recruit talented learners, but through the sharing of scholarship and internship opportunities that allow our learners to go further in their careers. The session on the CLCC response to Afghanistan was a timely and needed convening that helped to inform our organizational and institutional response. The resources on the CLCC website have also been valuable to our work; in particular, we used



**CONNECTED AND BLENDED
LEARNING Toolkit** in a recent

capacity building **WORKSHOP** with **EDUCATORS**
at a community learning center in **Kiryandongo**.

2022 PLANS

In January of 2022, MIT ReACT will launch the 4th cohort in the Certificate in CDS Program, this time bringing together 120 learners from around the world. We look forward to continuing to leverage the innovations created in response to the pandemic, including asynchronous workshops, community building activities, and virtual bootcamps, while supporting local, in-person engagement. As we continue to broaden our reach, MIT ReACT seeks to grow its impact through the formation of global hubs. By working with local networks of NGOs, philanthropic supporters, companies, universities, and alumni, we aim to support learners where they are—whether in terms of location, language, or ability.

To learn more about how you can join the MIT ReACT community as a learner, supporter, or collaborator, visit our [website](#) and follow us across social media [Twitter](#) | [Facebook](#) | [LinkedIn](#).

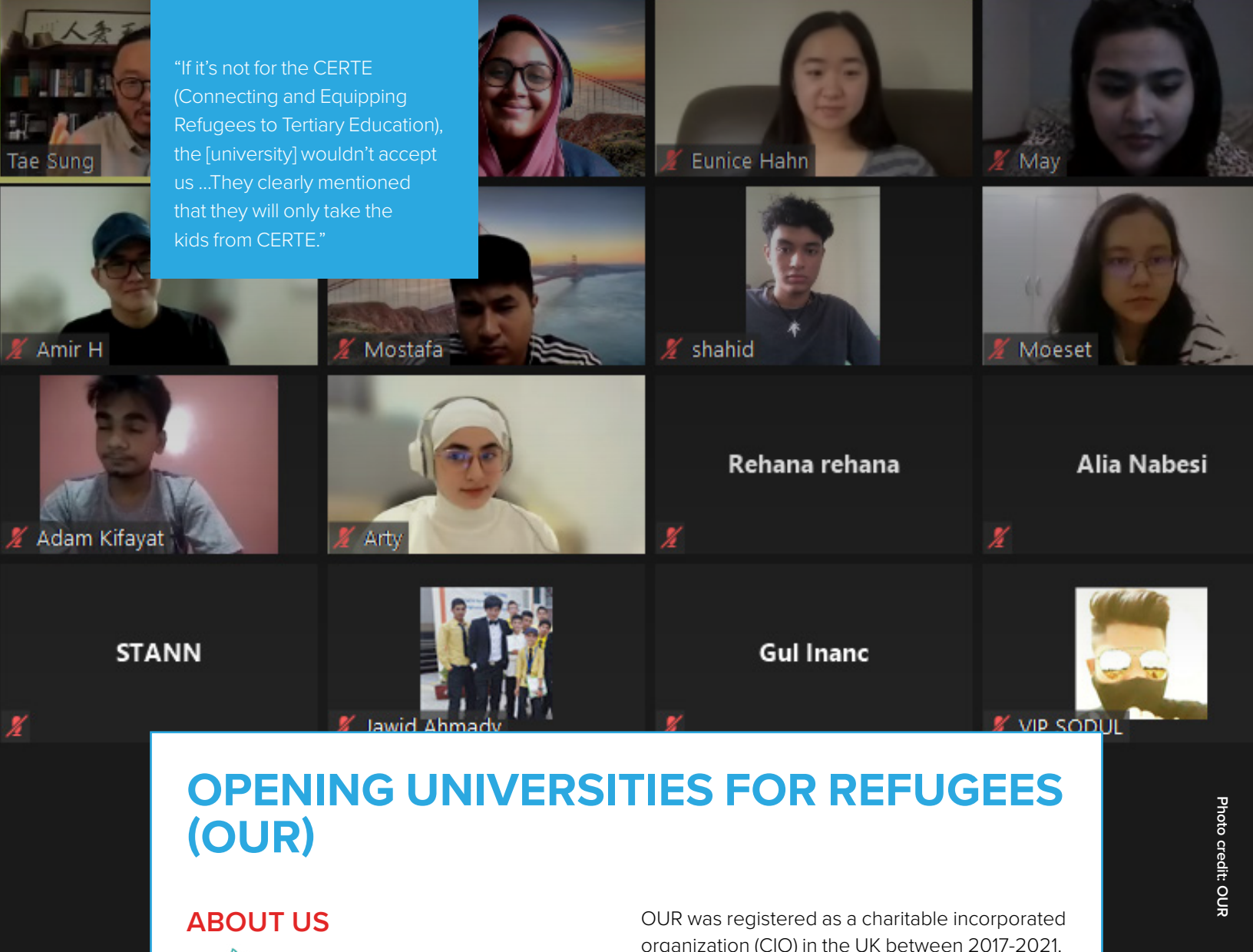
STUDENT PROFILE



MIT ReACT CDS certificate recipient Jospin Amisi Hassan and colleagues at ADAI Circle in Dzaleka, Malawi.
Photo credit: Jospin Amisi Hassan.

While participating in the CDS program, **Amisi Jospin Hassan**, a learner who wanted to share his knowledge about data science and artificial intelligence with others in the Dzaleka Refugee Camp and surrounding villages in Malawi, co-founded the Africa Deep Artificial Intelligence (ADAI) Circle. The mission of ADAI Circle is to uplift marginalized communities by fostering economic development through education and access to technology. The organization now has a brick-and-mortar location that's part coworking space, electronic lab, computer lab, gaming space, and more, where they provide mentorship for youth and other consulting.

Hassan presented on [ADAI Circle](#) during the ReACT graduation ceremony and his end-of-program reflection. He shared that the MIT Innovation Leadership Bootcamp, which kicked off the CDS program, gave him the tools and confidence to push for the development of ADAI Circle. He also credits the ReACT classes and workshops with helping him "understand that the world is changing every day, and data scientists are in a higher demand today in various companies. For this reason, I decided to expand and share the knowledge that I acquired with my fellow refugees and [the] surrounding village."



"If it's not for the CERTE (Connecting and Equipping Refugees to Tertiary Education), the [university] wouldn't accept us ...They clearly mentioned that they will only take the kids from CERTE."

OPENING UNIVERSITIES FOR REFUGEES (OUR)

ABOUT US



OPENING
UNIVERSITIES
for REFUGEES

Opening Universities for Refugees (OUR) is an educational initiative, which was founded in Singapore in 2016 to bring together institutions which offer, or are willing to offer, higher education courses and/or diploma and certificate programs to the displaced peoples in Southeast Asia. Early steps of this effort took the form of organizing participant-led and action-oriented workshops called the 3C Forum –Cs standing for Collaborate, Create and Change. The idea behind this was to offer a platform to bring refugee communities together with organizations, institutions, and people who have resources, expertise, influence, and a willingness to deliver higher education opportunities.

OUR was registered as a charitable incorporated organization (CIO) in the UK between 2017-2021.

Since **2021**, OUR runs as an **INDEPENDENT INITIATIVE** and partners with the **CENTRE FOR ASIA PACIFIC REFUGEE STUDIES**



(CAPRS), UNIVERSITY OF AUCKLAND



EDUCATION AND
SOCIAL WORK
CENTRE FOR ASIA PACIFIC
REFUGEE STUDIES

.....

Starting from January 2022, OUR will run a new program called **ECDC OUR** with the Ethiopian Refugee Development Council in the USA.

Photo credit: OUR

OUR IMPACT

Since 2016, OUR has:

Delivered **5 FORUMS**
engaging **more than**
200 ATTENDEES



to understand the higher education **NEEDS OF REFUGEES** and brought leading partners together in **Malaysia, Indonesia, Hong Kong, Australia, and New Zealand.**

- Delivered **Connecting and Equipping Refugees to Tertiary Education - CERTE**, a soft skills training program, to 132 refugee and asylum seekers in Malaysia by working with leading partners, including UNHCR, universities, and refugee organizations
- Hosted 3 **Teacher Training Workshops** for the three refugee-run Learning Centers in Indonesia and supported the GED diploma program
- Offered a pledge to UNHCR to engage new stakeholders to support 15by30 Campaign
- As part of the pledge in collaboration with UNHCR, Copenhagen Office, changed the language of Times Higher Education's Social Impact Rankings by including refugees as under-represented groups in higher ed. This will be announced during the upcoming Social Impact Summit in April 2022

2021 HIGHLIGHTS

CAPRS OUR hosted the 7th cohort of CERTE online in collaboration with UNHCR, Malaysia, and Fugee School, in June 2021. 14 participants received certificates.

As part of Pledge to support the 15by30 Campaign, we have hosted/participated in the following events:

- THE Impact and Innovation Summit, April 2021
- THE Asia Summit, June 2021
- The 2021 UNHCR Asia-Pacific Annual Consultation with NGOs - Socio-Economic inclusion of refugees in COVID context, June 2021
- Officers Training, Global Academic Interdisciplinary Network-GAIN, UNHCR, August 2021
- THE World Summit, September 2021
- QS Apple Summit, November 2021

2022 PLANS

We look forward to expanding our program by introducing new advocacy activities by working closely with our partners in the Asia and Pacific region.

The next 3C Forum will be hosted in April 2022 in Erbil, Iraq.

We will co-host the first **THE** Forum on Forced Displacement and Inclusive Higher Education in the UK in May 2022 with CLCC, UNHCR, and King's College London.

In October, we will be co-organizing a fringe event with CLCC during the **Times Higher Education World Summit** at NYU, USA.

ECDC OUR will run as a new program under the Ethiopian Community Development Council (ECDC) in the USA starting from January 2022.

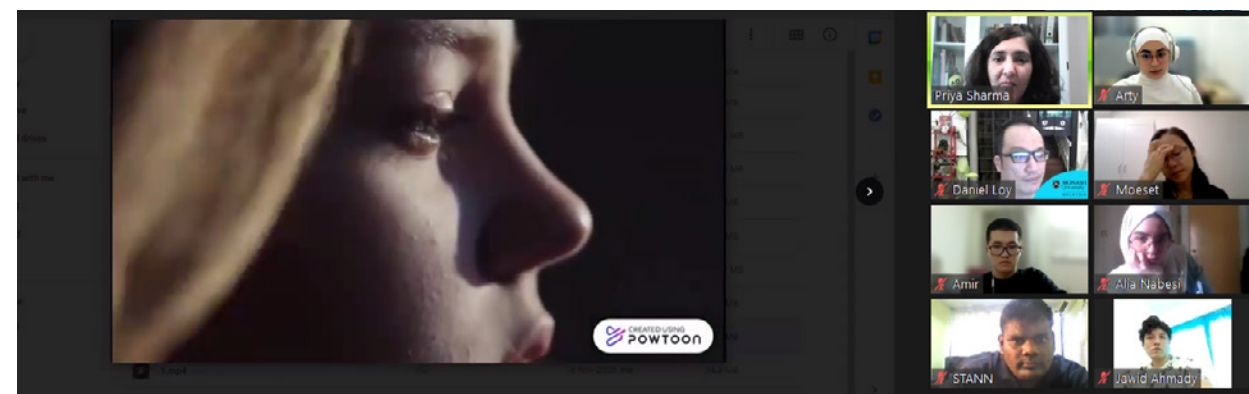


Photo credit: OUR.

“The peer-to-peer program was very impressive ... The program helped me improve my English conversation and academic skills ... I got acquainted with different cultures ... we talked about our future goals and ambitions.”

Abdel Majeed Helmi,
Peer-2-Peer Mentoring Program student.

PADILEIA

ABOUT US

The Partnership for Digital Learning and Increased Access (PADILEIA) offers multiple learning pathways to cater to students’ varying needs and goals. The program has reached over 1,000,000 students worldwide through bespoke online courses.

.....
These include topics, such as English, nursing, business, and engineering – all designed with input from and in collaboration with students, local partners, and facilitators.

Photo credit: AUB CCECS

The program also provided **blended learning** to over **11,300 STUDENTS**



and provided LANGUAGE, SCHOLARSHIPS, and PEER-TO-PEER MENTORING to over

350 STUDENTS using online tools, such as **WhatsApp**, **Zoom**, and **Google Classroom**.

Since 2017, over **100 STUDENTS** have successfully entered higher education having completed the **PADILEIA PROGRAM**.

2021 HIGHLIGHTS

This year, we expanded the project to Jordan, delivering the foundation program online to 280 students in Za’atari Camp. PADILEIA also launched a new short course in engineering and delivered the course to students based in London with facilitation provided by King’s College London’s faculty. We also organized closed courses, allowing students to access the courses within their own cohort and facilitators.

In response to COVID-19, we adapted several elements of our program and provided additional training and resources to both facilitators and students. This year, we completed an initial [Rapid Evaluation](#) to identify key lessons, and we are currently conducting a summative evaluation, which will be available early next year.

ADDITIONALLY, this year we **expanded** our **PARTNERSHIPS**, and we are currently sharing a number of **SHORT COURSES** with other **CLCC** MEMBERS, including



2022 PLANS

Serving teacher and student populations with complex needs has shaped the PADILEIA curriculum design and delivery. Although this phase of the project

comes to an end in December 2021, our pedagogical approach taps into the scaling power of digital teaching technologies while ensuring localized and tailored support is available at the individual student and community levels. Having refined our curriculum design and delivery process over the last 4 years, the PADILEIA program is available for use in other contexts, either as a holistic learning system or bespoke components.

You can learn more about the program and how to contribute by visiting our [website](#).

STUDENT PROFILE



Photo credit: PADILEIA.

Amani Masri is a Syrian student who completed the Foundation Program at the Lebanon Study Hub and received mentoring and a scholarship organized by King’s College London. Through the program, Amani was linked to Syrian students based in the UK, who provided one-to-one guidance on the application process.

Amani was successful in receiving HOPES-LEB scholarship to study Computer Science at the Lebanese University. This scholarship removed the financial burden, which would have prevented Amani from continuing her studies. She also noted that, the “PADILEIA program had provided me with both moral and material support. They let me know about the scholarship and informed me how to apply ... Also they gave me morale and positive vibes that I did all that I had to do and I deserved this scholarship. Being a student in PADILEIA program is an awesome opportunity that will help you to improve your educational skills and know about all the scholarships that fit your goals.”

“GEM was never just a program. It is a way to see the world from a different perspective and help overcome war and displacement.”

Alnarjes,
a GEM student in Lebanon.

SOUTHERN NEW HAMPSHIRE UNIVERSITY | GLOBAL EDUCATION MOVEMENT

ABOUT US

Southern New Hampshire University’s Global Education Movement (SNHU GEM) seeks to empower students and transform lives and communities by providing refugees around the world the opportunity to earn accredited associate and bachelor’s degrees, while gaining critical real-world skills and work experience to open pathways to employment. SNHU GEM partners with existing in-country organizations, NGOs, and universities to deliver high-quality, low-cost education and support services tailored to the unique needs of displaced learners in camp settings and urban environments.

OUR IMPACT

SNHU GEM was created in 2017 after SNHU successfully piloted two programs designed to service refugees in Rwanda. SNHU GEM now operates in five countries across Africa and the Middle East. The SNHU GEM learning model integrates online competency-based learning, emphasizes internships practical professional skills, and in-person support delivered through

trusted, in-country partners. By providing learners affected by conflict and economic disinvestment the opportunity to earn accredited associate and bachelor’s degrees and gain hands-on employment experience through internships, SNHU GEM is creating pathways to meaningful employment and unlocking the potential of a new generation of leaders.

98% of SNHU GEM graduates complete their degrees in **FOUR YEARS OR LESS.**

95% of **all SNHU GEM** students complete an internship **PRIOR** to graduation.

Six months **after graduation**, **88%** of alumni **are employed.**



Today, more than **1,800 students** have participated in this unique, **LIFE-CHANGING LEARNING PROGRAM.**

SNHU GEM could not provide these extraordinary learning experiences for refugees without

Photo credit: SNHU GEM

strong and consistent partnerships with a number of individuals and organizations around the world.

Some of our partners include several members from the **CLCC**, including



2021 HIGHLIGHTS

In 2021, just as in 2020, the health and safety of our students and in-person partner support providers were of the utmost importance as the COVID-19 pandemic continued. Despite these challenges, our students continued their studies and pursued internships with organizations like the Aspen Institute, Global Nomads Group, and the Fund for Refugee Initiatives. SNHU GEM also ramped up partner support training across its learning sites. This included a virtual mental health retreat for all partners, where a group of clinical psychologists based in Rwanda guided partners on self-care techniques as well as how to best support students during their academic and coaching sessions.

Our students and alumni continue to exemplify our mission of transformative outcomes, leveraging their education and internship experiences to improve their own lives and lift up those around them. For example, SNHU GEM alumni Remy Gakwaya used the skills acquired from his business degree to launch the Dzaleka Entrepreneurship Center, with support from SNHU, to offer coding skills to more than 2,000 students in the Malawi Dzaleka refugee camp. Remy won a Falling Walls award for Future Learning and was a finalist for the Science Breakthrough of the Year award.

2022 PLANS

SNHU GEM plans to continue growing to serve even more learners who are unable to access traditional higher education and employment. SNHU GEM has partnered with The Valhalla Charitable Foundation and ELMA Philanthropies to increase its impact and financial sustainability. With these partnerships, SNHU GEM is expanding the amount and type of services it provides to further reduce degree costs and cover

operational expenses. Additionally, through these partnerships, SNHU GEM will strengthen core services with onsite partners and explore opportunities to pilot the SNHU GEM model in different contexts, like our most recent site launch in Johannesburg, South Africa.

To learn more about SNHU GEM, visit our [website](#) and follow us on social media [Twitter](#) | [LinkedIn](#) | [Instagram](#).

STUDENT STORY



Mary Nyaluak, SNHU GEM student in Kenya.
Photo credit: SNHU.

Among the remarkable 2021 SNHU GEM graduates is **Mary Nyaluak**, the first Bachelor of Arts degree graduate from Nairobi, Kenya. Mary first learned about the SNHU GEM program from a post shared by our partner, Jesuit Refugee Service (JRS), in a refugee community group. She had wanted to pursue a college degree in business management, and when she read the posting, she decided to give it a try.

She said the program has helped her become a good planner – learning the importance of setting a work schedule and sticking to it. During the program, she gained key skills such as teamwork, leadership, business management, and program management. Mary said the program also taught her the importance of independence and to value feedback, especially from peers or co-workers. Her goal has always been to become an entrepreneur who owns multiple businesses. She said her SNHU GEM degree helped her apply the skills she learned to start her businesses and navigate challenges with ease.

“As a soon-to-be BA graduate, my goal is to be a well-established entrepreneur. My objective involves transforming and empowering others through training, motivation, and support.”

Stembile Chinjonjo, UpLearn student.



UPEARN PROGRAMME I

SCALABRINI CENTRE OF CAPE TOWN

ABOUT US

The Scalabrini Centre of Cape Town is a nonprofit organization that aims to alleviate poverty while fostering integration between migrants, asylum seekers, refugees, and South Africans. Launched in 2018, the Scalabrini Centre's UpLearn Programme is part of the Southern New Hampshire University Global Education Movement (SNHU GEM) initiative, which supports migrants and refugees to obtain fully accredited competency-based associate and bachelor degrees at no cost.

The UpLearn Programme aims to facilitate the academic success and professional and personal development of 200 students enrolled in SNHU online degree programmes. Through blended and connected learning approaches, UpLearn provides on-the-ground support for SNHU students. These support structures include a pre-degree programme that offers academic English classes and digital literacy training, interactive monthly teaching seminars, one-on-one tutorials and academic coaching, internship placement support, and a professional development course and coaching. Students have access to technology and data, and a learning centre that includes two computer labs and in-lab academic assistance.

Welfare and psychosocial support and referrals are also facilitated through UpLearn.

OUR IMPACT

Since starting in 2018, UpLearn has developed robust support structures aligned with our students' needs. The Programme now has three established pillars: academics, wellbeing, and professional development.

CURRENTLY, **121** STUDENTS

have graduated from the **ASSOCIATE'S DEGREE PROGRAMME**,



AND **15** have graduated from the **BACHELOR'S DEGREE PROGRAMME**.

Additionally, students have completed over

200 INTERNSHIPS TO DATE.

2021 HIGHLIGHTS

In 2021, UpLearn enrolled a new cohort of students and piloted a hybrid admissions programme and pre-degree programme, incorporating online educational materials and opportunities for interaction online with traditional place-based classroom methods. The blended pre-degree programme provided unique ways to incorporate diverse learning modalities.

CURRENTLY, **80%** of students
from this last cohort **ARE ON TRACK** in their **DEGREE PROGRAMMES**

UpLearn updated its asynchronistic advanced professional development course to include more synchronistic learning by incorporating weekly tutorials, peer-to-peer interaction, networking opportunities, and enrichment sessions. In response to students' needs, a thoughtful professional development coaching model was developed to prepare students for the advanced professional development course, which culminates in students applying for internships.

As a member of the CLCC, UpLearn served on the **New Member Task Force**. UpLearn also attended various CLCC meetings and workshops, including the Business Model Generation seminar, discussion on considerations for higher education in Afghanistan, and the CLCC Annual Conference. Attendance at these meetings created opportunities to learn how CLCC members adapted their approaches during COVID-19. Lessons learned from other CLCC members inspired new practices that were quickly integrated into the UpLearn Programme.

2022 PLANS

In 2022, the UpLearn Programme plans to strengthen its academic, psychosocial, and professional development support services through a new group coaching model. The coaching model aims to inspire greater peer support within our learning community while providing students with ongoing personal and academic support.

As UpLearn grows, we hope to train a greater number of learners each year both at the Scalabrini Centre and through other organisations. Through these expansion efforts, we hope to prepare an even larger pool of candidates for employment or more advanced coursework.

To learn more about how you can support or partner with the Scalabrini Centre of Cape Town and the UpLearn Programme, please visit our [website](#) and follow us across our social media platforms [@scalabrinict](#).

STUDENT PROFILE



Charlotte Tinarwo, UpLearn & SNHU graduate.
Photo credits: Jon Mercer.

Charlotte Tinarwo's journey with UpLearn began in 2018. When she completed her Associate of Arts (AA) she experienced her first graduation. After graduating, Charlotte began her BA in Management and soon after completed her second degree. Throughout her studies, Charlotte continuously pursued internships and professional development opportunities.

Her first internship was with the Zanolhanyo Network where she worked at the Opportunities Department as the Graduate Support Intern. The department's primary objective is to offer support to graduates in their job search with the sole purpose of finding meaningful work. This internship was a springboard for Charlotte's next internship with the Global Education Movement where she was responsible for graduate support and helping with CV and cover letter writing. Using the skills acquired through her internships and personal education journey with SNHU and UpLearn, Charlotte was recently employed as an assistant reviewer for SNHU students.



PARTNERSHIPS

Photo credit: Antoine Tardy

“Being a peer researcher extended my knowledge about the struggles that each teacher faces and allowed me to learn more about teaching from other teachers’ experiences ... Being a peer-researcher opened my eyes to a new reality that I didn’t know.”

Wajeih Badwi, PEER-researcher.

CLCC Members Collaborate

Photo credit: Open University

BUILDING THE EVIDENCE BASE FOR CONNECTED LEARNING

With funding from the Open University (OU) and the CLCC Research Fund, three CLCC members - OU UK, Mosaik Education, and Centreity Systems - launched two research projects:



CONNECTED LEARNING IN CRISIS CONTEXTS:

Educators’ perspectives on needs and support in the context of refugee tertiary education

“How does **COMMUNICATIVE** language teaching take place across crisis contexts?”



These projects have **two** goals:

- To **CONTRIBUTE** to the evidence base of **connected learning** approaches for refugees
- To **explore** ways to **ENGAGE** teachers in meaningful research



OUR IMPACT

These projects were launched in April 2021 and will be completed in January 2022. We utilized an innovative approach to qualitative research called Participatory Ethnographic Evaluation and Research (PEER). We selected a group of teachers, trained them in qualitative research methods through 6 participatory workshops organized online, and co-developed a set of research questions and tools. Teachers gathered data through in-depth conversations with colleagues, which were then jointly analyzed with the project team.

Through these research projects, teachers developed new skills in research, interviewing, and self-advocacy. They also extended their professional networks and participated in panels, such as the OU Student Voice Week session in November 2021.

The project also resulted in other impacts, including developing open and free materials on qualitative research methodology and confirming the validity of the PEER methodology to highlight the perspectives of marginalized and disadvantaged groups and include them in the co-design of research tools.

.....
Finally, the projects contributed to the evidence base for connected learning by providing rich insights into the needs of educators in crisis settings. These insights have already informed adaptations to Mosaik Education’s English language program in Jordan.

2022 PLANS

In 2022, we look forward to continuing our work with the first cohort of PEER-researchers, training a new cohort, and working with English Language programmes run by other CLCC members. We also will explore opportunities to use our findings to inform developments at the University of Sanctuary initiative at the OU, and also develop a roadmap for technology-supported professional development opportunities for English Language teachers.

[You can learn about these projects by visiting our website and blog.](#)

STUDENT PROFILES



Photo credit: Mosaik.

Ahmed Osman is a project manager and volunteers as an English teacher with Mosaik Education. He is currently pursuing a BA in Sustainable Development at Xavier University.

“I am someone who always wants to contribute to the educational field and give back what I have learned. I think it’s so important, and I feel that it is my responsibility to share my knowledge and experiences with others.

When I heard about OU’s research project, the first thought that came to my mind was that I wanted to learn some skills ... I knew I would learn a lot from the training or workshop. I was so excited to be a part of it.

Being part of a PEER-research project is an opportunity to learn from experts and researchers and share my experience. It means a lot to me to work with experienced people to collect the data. As a teacher, I wanted to know other teachers’ concerns and ideas on how they would like to see the future of their teaching and how they see their roles as teachers in refugee settings.”

ABOUT US



The **Open University (OU)** is the world’s first successful open and distance university, established in 1969 to promote social justice by providing high-quality university education to all. Through academic research, pedagogic innovation, and collaborative partnership, the OU is a world leader in the design, content, and delivery of supported open learning.

mosaik is an NGO that develops and delivers programmes that support refugees to access tertiary education courses. We currently run academic guidance and English language programmes in Jordan, Lebanon, and Turkey. All programmes are designed with refugees, use online learning to make them accessible, and are created as open resources for community organisations to use.



Centreity works to create globally relevant, contextually aware courseware that makes an impact in the communities we serve. With over twenty years of experience in technology-enhanced learning, Centreity customizes innovative technology solutions and provides ongoing systems support to our partners.

"As a female master's student, the BHER program has equipped me with positive thinking beyond cultural barriers. I have been able to interact with diverse people. I am also now a feminist environmental activist."

Dahabo Ibrahim, MEd graduate.



CLCC Members Collaborate

BORDERLESS HIGHER EDUCATION FOR REFUGEES PROJECT

ABOUT US

The Borderless Higher Education for Refugees (BHER) Project is a consortium of Canadian and Kenyan universities and NGOs. BHER aims to make educational programs available where refugees need them. It does this by building the capacity of teachers and community leaders through innovative and gender-equitable accredited university programs in situ.

Since 2013, York University (YU), Kenyatta University (KU), and Windle International Kenya (WIK) have worked together to deliver accredited certificate, diploma, undergraduate, and graduate degree programs. Through a range of blended models, BHER reaches refugees and teachers living in the encampments of Daddab, Kenya.

BHER programs are defined by the following characteristics:



Stackability - allowing students to stop at any one level of programming



Portability - enabling students to continue studies wherever they go



Gender equity and inclusivity - ensuring participation of women, ethnic, religious, linguistic minorities, and students with disabilities



Peaceful co-existence with the host community - at least 25% of BHER the student body is from local sites

OUR IMPACT

Over the last ten years, BHER has amassed unique knowledge and experience in delivering onsite and online university education in the context of insecurity and marginalization in Dadaab, Kenya. The BHER partnership has:

- Designed its programs to serve the particular needs of refugee populations
- Used various pedagogical tools, training, and modes of content delivery

YU and KU utilize **ONLINE LEARNING PLATFORMS** supplemented with

face-to-face sessions to deliver their programs.



WIK provides **FIELD and ICT SUPPORT** for all students enrolled in tertiary programs through BHER.

- Created intercultural learning opportunities, connecting BHER students with peers in Canada through blended course delivery
- Adapted and localized course content
- Responded proactively to changes in legislation regarding teacher education

Over the life of the project, BHER has engaged with over 400 students; YU has supported 170 graduates at the certificate, undergraduate (BA), and graduate (MEd) levels. KU has enrolled over 65 graduates in their diploma and BEd degree programs. And, WIK has been integral in the delivery of all BHER programs.

2021 HIGHLIGHTS

In the last year, BHER partner institutions have deepened their partnerships and work, both in Dadaab and beyond.

Despite university closures due to COVID-19, YU continued offering its programs through an innovative blended response that employed Dadaab-based students to run tutorials over conference calls, WhatsApp group chats, e-learning platforms (eClass), and more. 39 students completed the second year of their degree studies and transitioned into the final year. 7 students completed their MEd and defended their Major Research Projects, and 16 students are on track to complete their masters in 2022.

Through the Dadaab Centre, KU supported BHER by offering academic programs. These include the Diploma in Teacher Education - Primary (DTE-P) and 3 Bachelor of Education Programs (BEd in Arts, Science, and Primary Teacher Education). This year, 13 students graduated from the BEd program.

WIK's expertise and support have ensured that YU and KU students could complete their coursework throughout the pandemic. A key part of WIK's success was the integration of various digital platforms, including WhatsApp groups, Microsoft Teams, Radio Lessons, which enabled learners to continue their studies during lockdowns.

2022 PLANS

YU, KU, and WIK are working towards innovative approaches to utilize technology to facilitate teaching and learning and help more students living in marginalized communities complete their education. BHER is also keen on exploring partnership opportunities with organizations solving emerging education challenges.

To learn more about the BHER Project, please visit [please visit our website](#) and follow us on [Twitter](#).

ABOUT US



York University is a public research and teaching university in Toronto,

Canada. York University is committed to exploring global concerns, supporting accessible education and promoting social justice. The BHER Project is housed and managed at York University with support and oversight from the Office of the Provost and Vice-President Academic, the Faculty of Education, and the Centre for Refugee Studies. To learn more about York University, please visit our [website](#) or follow us on [Twitter](#).



Windle International Kenya supports and implements education interventions in Kakuma, Dadaab, and schools within the immediate host

communities. Through generous support from foundations and international organizations, Windle International Kenya has improved the life chances, economic and social well-being of marginalized girls and boys with the goal of building a more peaceful future. To learn more about Windle International Kenya, please visit our [website](#) or follow us on [Facebook](#) or [Twitter](#).



Kenyatta University is one of Kenya's leading public institutions. In addition to the main campus in Nairobi, the University has ten other

campuses spread across Kenya. KU is the Kenyan university institution in the BHER consortium, and the Kenyatta University Dadaab Centre (KUDC) has taken the lead in designing, developing, and delivering the Diploma in Teacher Education – Primary (DTE-P) as well as 3 Bachelor of Education programs (B.Ed. in Arts, B.Ed. in Science, B.Ed. in Primary Teacher Education). To learn more about Kenyatta University, please visit our [website](#) or follow us on [Twitter](#).

"We are grateful to the IDEL team for conducting these trainings and continuing to engage university faculty. At an increasingly uncertain time, we are confident that equipping local faculty and staff with the tools and knowledge to effectively teach online will go a long way for learners and institutions in the UAE."

Rawan Yasmin, Head of Open Learning & Scholarships at Abdulla Al Ghurair Foundation for Education.

CLCC Working Group



Photo credit: Vanessa Hotlosz, Centreity

INSTRUCTIONAL DESIGN FOR E-LEARNING

Instructional Design for E-learning (IDEL) working group recognizes that to reach the goal of 15by30, we need a scalable, evidence-based pedagogical framework that creates meaningful educational experiences for a diverse population of students. IDEL's framework focuses on the student experience, creating a three-dimensional learning environment that connects cultures and contexts.

In 2021, IDEL partnered with UNHCR and the Ministry of Education in Jordan, and the Al Ghurair Foundation for Education in the United Arab Emirates (UAE) to offer capacity-building workshops to launch quality e-learning initiatives.

The IDEL team offered a faculty design session just before the onset of COVID-19. During that training, the participants created a course module that could be used in a connected platform. Months later, in response to the pandemic, many participants became leaders in transforming courses for online remote delivery.

UNHCR & MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH, JORDAN

In 2021, the Ministry of Higher Education and Scientific Research developed an action plan to expand online and blended learning opportunities with centralized support. Dr. Nouh Al Hindawe, the

Head of the Directorate of Information Technology and Electronic Transformation, launched the session with a roundtable that discussed operationalizing this plan with presidents from private and public universities. This session provided a platform for the Ministry and universities to discuss opportunities for embedding connected learning in higher education in Jordan.

In the second phase of the training, the international IDEL trainers were joined by national trainers to offer a design intensive workshop to 85 faculty participants from 35 higher education institutions (HEIs) in Jordan and 6 participants from 6 HEIs in Lebanon. The 4-day session integrated key ministry support activities with evidence-based design methodologies to develop connected courseware. The participants engaged in action-based workshops for production basics and were introduced to new tools for their connected learning classrooms.

.....

"One of our goals is to make the technology transparent to faculty," stated Cindy Bonfini-Hotlosz. "We want them to be able to seamlessly create a quality learning experience for their students - whatever the delivery mode. By harnessing simple tools grounded in sound pedagogy, they can expand their reach and switch modalities effortlessly."

AL GHURAIR FOUNDATION FOR EDUCATION/UCQOL CONSORTIUM INITIATIVE

The third phase of this program will begin in the first quarter of 2022. Additionally, as a result of the pilot group from Lebanon, additional training opportunities will be explored beyond Jordan.

In 2021, Dr. Carrie Bauer led a needs assessment initiative with the Abdulla Al Ghurair Foundation for Education (AGFE), which identified the gap between required and existing capacities to introduce e-learning at nine higher education institutions in the United Arab Emirates (UAE). Recommendations from the needs assessment targeted both individual university opportunities and collective prospects through their involvement in the University Consortium for Quality Online Learning (UCQOL). Based on these recommendations, AGFE and IDEL determined 2 ways to further the UCQOL goal of creating quality e-learning in the UAE at the end of 2021.

.....

"The potential of this consortium is to allow universities to think beyond themselves, to pull from the resources of other institutions, and to understand how to create learner-centered e-learning through cross-functional communities of practice. These 9 universities are well-positioned to create entire university eco-systems that support learners, faculty, staff, and leadership as a connected and thriving entity in a digital world," stated Dr. Carrie Bauer.

In December 2021, two training sessions were held at the Dubai Expo 2020 UAE University Pavilion. In the first session, IDEL offered a Design-Thinking workshop where university administrations went through a series of activities to refine their programmatic launch processes associated with their respective online programs. Each university created a road map/action plan for 2022. Insights from the design session highlighted opportunities for institutions to work together while also fulfilling their unique university and programmatic requirements.

In the second session, the IDEL/AGFE team offered intensive training to faculty and instructional designers from the consortium's nine universities as part of the first stage of degree development. The training

introduced the IDEL framework, quality standards, and basic tools used in creating courses online; each university team then produced one module of an e-learning course as a proof of concept. In 2022, these modules will be developed into full courses as part of the consortium's continued effort to lead quality e-learning in the UAE and throughout the region.

As the year ends with the world still mired in a global pandemic, the progress made during these training sessions gives us hope for greater momentum as we all work to expand access to quality higher education and contemplate the new normal.

ABOUT US



Centreity works to create globally relevant, contextually aware courseware

that makes an impact in the communities we serve. With over twenty years of experience in technology-enhanced learning, Centreity customizes innovative technology solutions and provides ongoing systems support to our partners. *IDEL is co-chaired by Cindy Bonfini-Hotlosz of Centreity.*

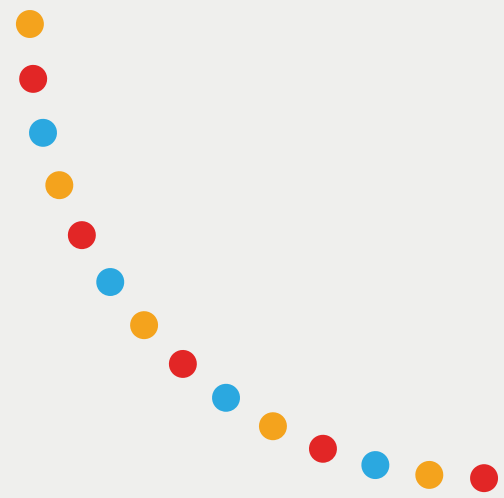


Education for Humanity at Arizona State University works in collaboration with humanitarian organizations to provide post-secondary education through tech-enabled solutions that support refugee learners and local communities affected by displacement. *IDEL is co-chaired by Dr. Carrie Bauer of ASU.*



Photo credit: Antoine Tardy

PLANS FOR 2022





Looking Forward

Building on the progress made in 2021, the CLCC looks forward to expanding its work across **5 KEY AREAS** in 2022.

1 WORKING WITH REFUGEE-LED ORGANISATIONS (RLOS)

The CLCC is committed to supporting refugee-led organisations (RLOs). In 2022, the CLCC will offer grants to RLOs in the CLCC or those set up by CLCC students. The grants will provide RLOs with funding to set up or expand grassroots educational activities in their communities.

2 EXPANSION OF THE INSTRUCTIONAL DESIGN E-LEARNING (IDEL) WORK



Building upon the 2021 IDEL workshops in Jordan and Lebanon, the IDEL team plans to host a policy discussion on CHE in Lebanon alongside a roundtable discussion on supporting faculty's transition to connected learning.

3 CONNECTED HIGHER EDUCATION (CHE) IN WEST AND CENTRAL AFRICA (WCA)

The CLCC will continue efforts to expand access to higher education in WCA by

- convening ministries, universities, and students in the region
- initiating international education partnerships, including CLCC members
- engaging ministries and advocating for more significant investments in online and blended higher education
- leveraging the agreement between UNHCR and the Agence Universitaire de la Francophonie (AUF) to enrol students in CHE

4 LEARNING FROM THE CLCC

To support new members in establishing CHE programmes, the CLCC will launch a learning programme in 2022. This program draws upon best practices and lessons learned from over 30 members working across a range of contexts and regions.

The CLCC has also launched a variety of initiatives to facilitate learning across CLCC members. For example, throughout 2022, CLCC members will also be running workshops and webinars to share best practices. Additionally, in collaboration with the Open University, the CLCC will run monthly webinars on issues concerning CHE for refugees. Through these initiatives, the CLCC hopes to build a strong community of practice among members and inspire both innovation and collaboration.

5 RESEARCH

The CLCC will continue to build the evidence base for CHE by

- developing a research strategy
- releasing additional funding to support CLCC members' research efforts
- publishing two research pieces, which were started in 2021

"How does **COMMUNICATIVE LANGUAGE** teaching take place across **CRISIS CONTEXTS**?"



mosaik



"Mapping **HOLISTIC IMPACT OF ENGAGEMENT** with connected tertiary learning for **refugees & locals** in the Horn of Africa: A longitudinal study (2013-2021)"

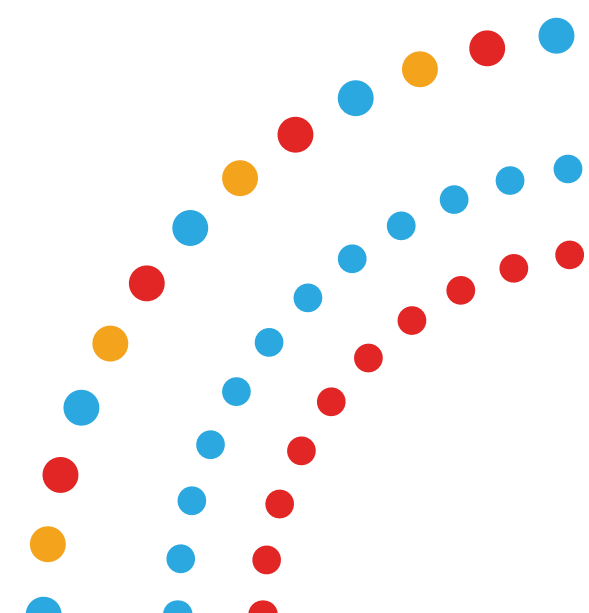




Photo credit: Kiron

Acknowledgments

The Connected Learning in Crisis Consortium extends its sincere gratitude to the Mastercard Foundation and Open Society Foundations for their support and guidance in this critically important effort. The CLCC also commemorates the efforts of our partner staff, front-line community workers, and students whose continued perseverance despite tremendous barriers over the last year has been extraordinary.

