

A portrait of a young woman with a light complexion, wearing a light blue hijab and a dark blue garment. She is looking slightly to the left with a gentle expression. The background is a soft-focus outdoor scene with green foliage.

 **CONNECTED  
LEARNING in  
CRISIS**  
CONSORTIUM

**2022**  
YEARBOOK





# FOREWORD

2022 was a notable year for the Connected Learning in Crisis Consortium (CLCC).

In November, the CLCC held its first in-person annual meeting since 2019, allowing many members to meet for the first time in the UN City in Copenhagen.

Another positive development was the reformation of the CLCC's Student Engagement Task Force, which will ensure student voices are represented across the Consortium's efforts.

The CLCC also focused on engaging with governments and universities in countries of first asylum, particularly countries that have not traditionally enrolled many refugees into higher education. To this end, the Consortium hosted a roundtable in Dakar in March, which focused on building partnerships with local institutions and government support, as well as a workshop convened by the Instructional Design for e-Learning (IDEL) in Beirut in November.

2023 is a critical juncture on the road to 2030; with the Global Refugee Forum in December and the development of the 15 by 30 Roadmap, the shared

knowledge of the Consortium's members will be crucial in strengthening advocacy and building global partnerships. Currently, the CLCC is focused on developing a multi-year strategy which will include a focus on the following three areas:

- reaching out to universities in countries hosting large numbers of refugees
- building student leadership and advocacy
- helping refugee students transition to meaningful employment

As the numbers of refugees, including those in protracted crises, continue to grow, and resources for higher education remain limited, the work of the CLCC and its members remains crucial. As such, the CLCC will develop a clear vision for the Consortium and a plan to support its longer-term viability. Building on ideas generated at the annual meeting, the CLCC will consider how it can more effectively involve members and students to enrich participation, promote collaboration, and strengthen the Consortium's sustainability.

*UNHCR and ASU*



Photo credit: SNHU GEM.





## TABLE OF CONTENTS

Foreword .....	<b>3</b>
2022 Highlights .....	<b>7</b>
Members Spotlight .....	<b>15</b>
2023 Plans .....	<b>67</b>





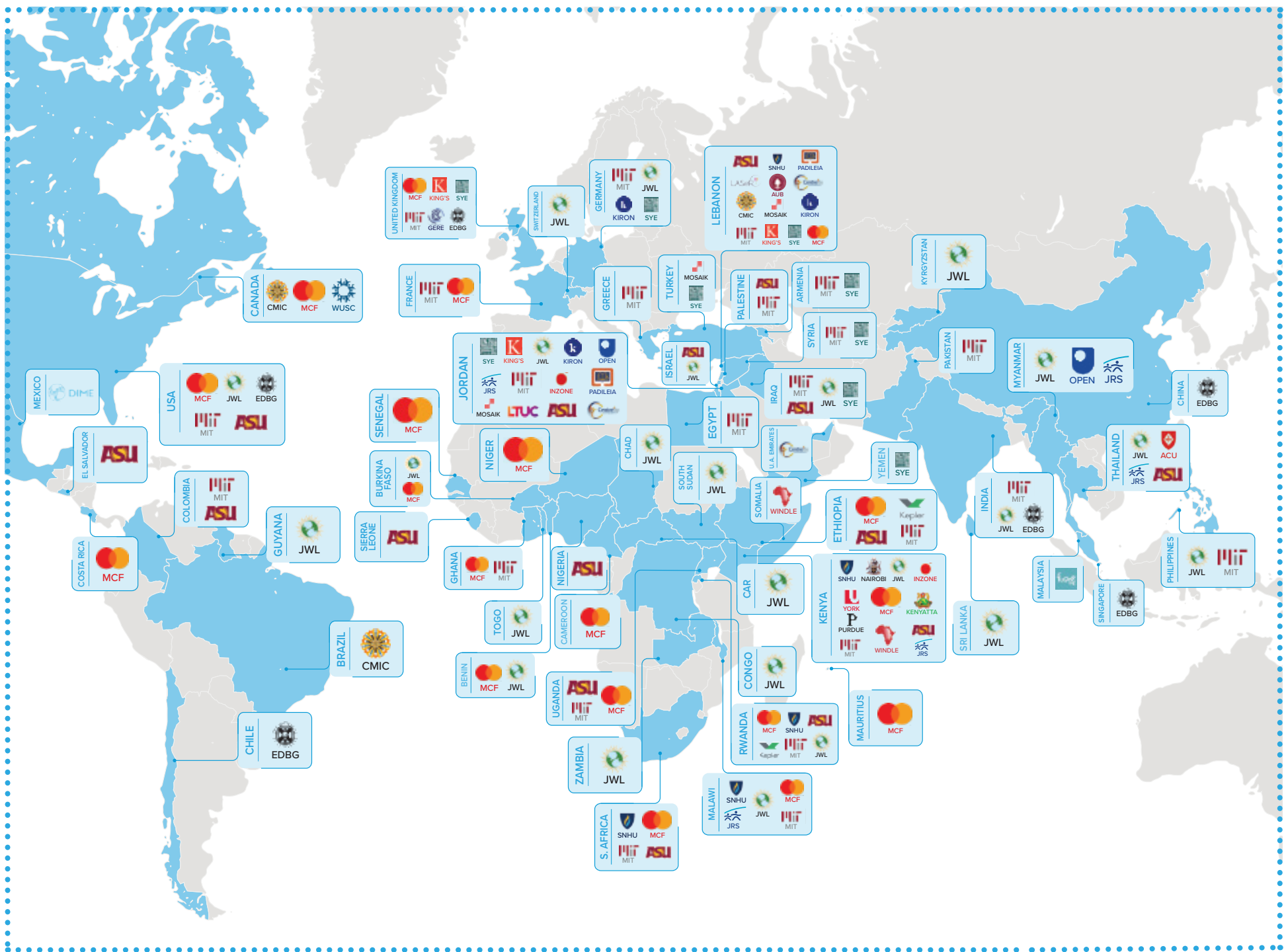


# 2022 HIGHLIGHTS





# OUR GLOBAL FOOTPRINT





# 2022 NEWS HIGHLIGHTS

## THE CLCC ANNUAL MEETING IN COPENHAGEN



2022 brought the 13th meeting of the CLCC, which provided an opportunity to discuss the strategic direction for the Consortium and reflect on new ideas to scale its impact.

Discussions at the meeting included a focus on the need to involve students and alums in the running of the Consortium, as well as having a greater emphasis on recruiting universities in countries hosting large numbers of refugees. There was also a discussion on how the CLCC can work with governments to successfully advocate for connected higher education opportunities. Following the meeting, these ideas

will be further discussed and developed into a strategy in early 2023.

Operational issues were also discussed, which would allow the Consortium to be more responsive to the current makeup of the membership. This included proposals to adapt the executive board of the CLCC, bring greater transparency and accountability, and provide the membership with a greater voice in the Consortium's direction and resource allocation through initiatives such as the community of practice.

Finding a stronger voice for students and alums within the CLCC was a theme throughout the annual meeting. The Student Engagement Task Force (SETF) proposed a strategy that focuses on how it can represent all 42 CLCC members; ensure CLCC programs have clear links to students who can support their design; broaden the diversity of actors and programs, especially those in locations and languages under-represented in the CLCC; and, advocate for programs that are relevant to students needs, with particular emphasis on access to the job market. The SETF strategy will complement the CLCC strategy and ensure that the Consortium's work remains accountable to the students it serves.

## ROUNDTABLE FOR WEST AFRICA IN DAKAR



The CLCC, alongside UNHCR, delivered a roundtable in Senegal, which included participants from ministries of education and local universities as well as regional and global actors working in the field of connected learning. Action plans for developing national initiatives for connected higher education within these countries were developed at the roundtable, and UNHCR staff in these countries (Chad, Niger, and Cameroon) are currently working with ministry staff to build out these plans.

## INSTRUCTIONAL DESIGN FOR E-LEARNING (IDEL) IN LEBANON

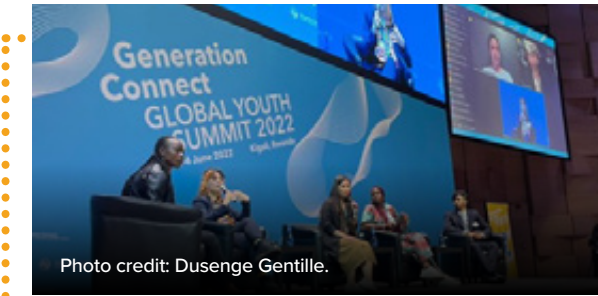


In October 2022, the CLCC conducted an online consultation with key higher education stakeholders in Lebanon in collaboration with the UNHCR to explore options for supporting higher education institutions' transitions to blended learning. A workshop and set of roundtable discussions were held between 14th-18th November 2022. The workshop was organized by the Universities Association of Lebanon (UAOLB) and CLCC, in collaboration with the Directorate General of Higher Education at the Ministry of Education and Higher Education (DGHE), the United Nations Education and Culture Organization (UNESCO) Beirut office, and the United Nations High Commissioner

for Refugees (UNHCR). The workshop was based on the vision set out in the concept note for building the capacity of blended learning in higher education in Lebanon, which was developed by the UAOLB, UNHCR, and CLCC.

Following the workshop, the Ministry of Education and Higher Education issued a decision encouraging efforts to develop and accredit blended courses in higher education in Lebanon. The CLCC has been in discussion with local partners and international agencies on creating locally-developed courses on digital pedagogy for university instructors.

## VISIBILITY AND ADVOCACY



The CLCC travel grant was made available to members this year to travel to conferences in 2022, allowing the CLCC to have a significant presence on panels and at discussions at the World Higher Education Conference and Digital Universities Week. CLCC students were also eligible to receive travel grants, and 4 members of the SETF attended ITU's Generation Connect Global Summit to advocate for connectivity for refugee youth.





# UPDATE FROM THE STUDENT ENGAGEMENT TASK FORCE

We are the Student Engagement Task Force (SETF), a group of students and alums from CLCC-member universities. Some of us have completed our degrees through connected learning programs such as the [Southern New Hampshire University's Global Education Movement](#) and [Borderless Higher Education](#) program. Others are engaged in short-term educational programs, such as those provided by the [Community Mobilization in Crisis](#) project.

“**Pursuing higher education through connected learning has enabled us to access opportunities to develop ourselves and support our communities.**”

Therefore, as a group of students, we have come together to create opportunities for refugees to access higher education and support connected learning programs in being more responsive and relevant to students' needs.

A key area we want to focus on is how higher education programs can be more inclusive given the diversity of refugee backgrounds, especially regarding students' cultural backgrounds and linguistic needs. Connected higher education initiatives also need to consider the needs of their students outside of the classroom, including the journey of students before their studies and their transitions to employment.

We hope to encourage a greater variety of connected learning providers, including institutions based in countries of first asylum and refugee-led initiatives.

In November 2022, we met in the UN City in Copenhagen to discuss how we could support higher education providers to better support students through connected learning. This year, we will be working to direct resources to refugee-led organizations and advocate for inclusive, connected higher education opportunities for refugees.

If you are interested in collaborating, we invite you to contact us here: [CLCC Students](#).



Photo credit: JWL.





# MEMBERS SPOTLIGHT







Photo credit: AUB – CCECS.

“ I imagine myself teaching the girls in my country. This experience has given me a glimmer of hope, following the ban on women’s education, that one day my sisters in Afghanistan will return back to school. ”

## AMERICAN UNIVERSITY OF BEIRUT (AUB)

### Center for Civic Engagement and Community Service (CCECS)

Established in 2008, the CCECS strives to position AUB as a civic convener and responder to societal conflicts and challenges while realizing the potential of university students as change-makers. By leveraging an already community-engaged campus and socially responsive partnerships, the CCECS operationalizes its mission via 3 cross-cutting tenets: Community Action Program, Community Engaged Learning, and Refugees’ Track.

Since 2013, the CCECS has been implementing Ghata: Bringing Education to Syrian Refugees in Informal Tented Settlements. The Ghata (*which means shelter in Arabic*) is a portable, scalable, and cost-effective modular structure that is easy to set up and can serve 800 children. As of 2016, the CCECS expanded Ghata, establishing training centers that include youth in educational and livelihood programs.



To date, **14 Ghata campuses** and **5 youth training centers** serve around **40,000** direct beneficiaries ages **6 to 35**.



Annually, **more than 4,000 children in Ghata campuses receive primary education and school-based psychosocial support**; 250 students enroll

in a university bridge program (24% are awarded scholarships to higher education institutions in Lebanon and abroad); and 800 youth acquire digital skills to enhance their employment opportunities (13% secured jobs in the local market).

In 2022, through the CCECS’s partnership with [ProFuturo](#) for digital education, the CCECS integrated hybrid learning in 31 refugee-serving schools across Lebanon. This project enhances the quality of teaching and bridges the curriculum divide by providing access to more than 1,500 hours of downloadable educational resources. Every school received a toolbox containing 48 tablets, a laptop, a projector, a server, and a router, and 163 teachers were trained to incorporate this technology in their lesson plans.

Another milestone is the continuation of the former 5-year [PADILEIA](#) initiative, which aimed to facilitate access to higher education for those displaced and affected by the Syrian crisis in Jordan and Lebanon. This year, the CCECS enrolled a new cohort in Lebanon under a new project, Strengthening Tertiary Educational Pipelines (STEP). Of the 50 students who completed the 8-month blended program and received peer support, capacity building in interpersonal skills, and assistance for university applications, 22 were awarded scholarships to renowned universities.

In 2023, the CCECS is developing a civic engagement and service-learning course in line with AUB’s mission for General Education that emphasizes students’

role as change agents. This course is divided into an online foundation module and a practicum. The first part introduces topics on humanitarian aid, policies, and perspectives on refugee governance. Afterward, students will be provided pathways to learn in unstructured environments and develop problem-solving skills by engaging directly with refugees and vulnerable communities.

To learn more, visit CCEC’s [website](#) and social media platforms: [Instagram](#) | [Facebook](#) | [Twitter](#).

## STUDENT PROFILE



Photo credit: AUB – CCECS.

**Mohamad Hamed Wehbi** was 10 years old when his family fled their home to escape the outbreak of the civil war in Syria. For 9 years, he resided in an informal tented settlement in Bar Elias in Lebanon’s Bekaa Valley. After turbulent and unstable years in the informal Lebanese education sector and with low prospects of getting into university, Mohamad joined the STEP bridging program in 2022. Mohamad reported that the program “helped [him] navigate the complex application process and provided the needed support and encouragement.” Mohamad passed the official national and university entrance exams and received the USAID Higher Education Scholarship to study Computer & Communications Engineering at the AUB, one of the most challenging and sought-after programs.





“After learning this module, I got a lot of skills and areas [for] improvement.”

## ARIZONA STATE UNIVERSITY (ASU) EDUCATION FOR HUMANITY



In collaboration with humanitarian partners, the Education for Humanity initiative at ASU creates and implements relevant and integrative education programs with refugee communities worldwide. Education for Humanity offers a blended learning model combining digital learning tools with in-person support through partner organizations. Education for Humanity proudly serves as co-lead of the CLCC, fostering opportunities for collaboration and growth to better serve refugee learners and the communities that host them.

Since its inception in 2017, Education for Humanity has reached over 7,600 learners in 17 countries around

the world. 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 with 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,**

including the creation of a series of Entrepreneurship modules localized for refugee communities in Uganda

and Rwanda, as well as personalized career pathways for resettled refugees in Phoenix, Arizona. As the co-lead of the CLCC and an Advisory Committee Member of the Open Society University Network, ASU's Education for Humanity serves as a sectoral leader in advocating for refugee learners and promoting collaboration among connected learning initiatives.

In 2022, **Education for Humanity** saw a **48 % increase in the total number of learners** reached worldwide and launched new programs in **Sierra Leone, Nigeria, Afghanistan, Libya, Palestine, and the U.S.**



Within the U.S., ASU has matriculated nearly 70 female Afghan students into undergraduate degree programs and is also implementing a U.S. government-funded career pathways program in collaboration with local partners.

As co-lead of the CLCC, ASU worked closely with members to convene the annual conference in Copenhagen in November 2022. Programmatically, ASU is engaged with CLCC members in various contexts, including Jesuit Refugee Services in Amman, Jordan; University of Geneva InZone in Azraq Camp in Jordan; Kepler in Kiziba Camp in Rwanda; LAsER in Lebanon; and, Bard College as part of the OSUN Network in Kenya and Jordan.

In 2022, Education for Humanity is eager to expand current partnerships and explore additional collaborations in new contexts. Notably, ASU is also placing a significant amount of energy on the migration to an offline-first model, seeking to expand access to education in contexts that lack connectivity and infrastructure for traditional online courses. In addition, ASU intends to further augment the portfolio of offerings and partnerships that lead directly to employment outcomes for refugee learners.

You can learn more about our program and how to contribute by following Education for Humanity's [website](#) and [Twitter](#).

## STUDENT PROFILE



In collaboration with Kepler in Kiziba Camp, Rwanda, ASU has been piloting a series of Entrepreneurship modules localized for specific contexts. The early evaluation of these modules is best summarized by a quotation from a participant who notes the significant expansion of his soap-making industry within the camp setting.

*"The business had 1,000,000 Rwf annual income, and I had the goal of expanding the soap-making industry in Kiziba camp. Now I am using a mechanical system to make the soaps. I was working alone, but now after learning the entrepreneurship module, I am the CEO, and we have more than 30 employees. I find to work as a group we got more revenue than working alone. We expect to gain 500,000Rwf monthly income working as a group. I improved and expanded my business and now get a lot [of] revenue, and a lot of things have changed."*





Photo credit: Dennis Packer, Centreity.

## CENTREITY



Centreity is a founding member of the CLCC and the Instructional Design for E-Learning (IDEL) working group and has been active in the CLCC since 2017. **Core to Centreity's mission is to build capacity for quality online learning wherever it is needed to better serve learners everywhere.**

Key to building capacity for quality connected learning is strengthening existing national higher education ecosystems within countries, both in developed and developing nations. Often, imported solutions compete with existing programs and have limited duration and impact based on resources. Centreity can create durable solutions tied to development goals by partnering with higher education stakeholders in-country. In 2022, Centreity focused

on Jordan, Lebanon, and the United Arab Emirates (UAE) while working with CLCC partners in a planning session in Senegal with the ministries of Chad, Niger, and Cameroon.

Centreity's mission aligns with the University Consortium for Quality Online Learning (UCQOL) vision conceptualized by our current partners, Abdulla Al Ghurair Foundation (AGF) and the Ministry of Education for the UAE. The UCQOL initiative focuses on assisting universities in the UAE to move select programs and courses to online or hybrid delivery, to develop a community of practice, and to set up an ecosystem that can sustain and extend connected higher education throughout the UAE and Middle East and North Africa (MENA) region. This serves as an innovative model, bringing together a visionary

foundation (AGF) with the Ministry of Education, an accreditation agency, university stakeholders, a capacity-building organization (Centreity), and the extended CLCC network.

In 2020, under the oversight of Arizona State University and IDEL, a needs/readiness assessment was conducted across the UAE with 9 universities identified by the Ministry of Education. In December 2021, a design-thinking workshop was held in conjunction with university stakeholders, followed by an Instructional Design workshop with faculty from each of the nine universities. In April 2022, Centreity partnered with these universities to build 108 courses over the next 2 years. The courses span a range of disciplines, from general education to niche master's degrees. Each full program will have seats dedicated for scholars at risk.

One of the target areas for this initiative is a system-wide alignment with national accreditation frameworks. An essential step to securing this accreditation is ensuring a level of quality that exceeds standards set by international quality assurance frameworks. Centreity works closely with in-country partners to identify and strengthen the components of holistic e-learning ecosystems, from interest to graduation and beyond. In this way, Centreity builds capacity within institutions to carry this work forward sustainably. Each institution has a set of key performance indicators that were established in the needs assessment and are measured monthly. Educational solutions/interventions are delivered across the university ecosystem. The program design emphasizes effective, student-centered connected learning aimed at delivering a standard of higher education that can provide greater opportunities for Arab youth.

Also, in 2022, Centreity took part in the IDEL event in Lebanon. This event brought together faculty from all over the country for a workshop that incorporated connected learning best practices. Partnering with other CLCC members and the UNHCR and UNESCO, Centreity was able to share lessons learned and create a community of practice that continued beyond the workshop (See IDEL Working Group's member section for further details).

This year, Centreity also ran 4 higher education faculty design sprints in collaboration with the Al Ghurair Foundation. In these design sprints, Centreity trained 83 faculty members for a total of over 1,300 professional development hours in instructional design with the following impacts:

### PROJECT OVERVIEW



- 26% Completed
- 7% In progress
- 26% Upcoming
- 7% Planning



**7955**

students reached through 2023 with courses to date (est)

### PRODUCTION STATS



**9,200**

minutes of course video recorded



**3,457**

number of slides branded and edited



Photo credit: Cindy Bonfini-Hotosz.





Photo credit: Geoffrey Roy.

“Our aim is to open and change the spaces of higher education so that refugee learners, scholars, and researchers are recognised as change makers and key actors.”

## COMMUNITY MOBILIZATION IN CRISIS (CMIC), THE UNIVERSITY OF OTTAWA



CMIC is a research-driven community of practice for sharing transformative learning, experience, and empowerment among individuals, communities, and organizations that mobilize collectively amid crises. CMIC is reimagining a more democratic and portable model of higher education, a more just international system, and equitable technological tools to serve community mobilizers worldwide. To achieve that, CMIC gathers stories of [people working](#) with their communities to address challenges, co-creates [open educational resources](#), and provides training and other supports.

In 2014, the President of the University of Ottawa, Allan Rock, brought together researchers from the university to identify and develop a distance-learning program for Syrian refugees. CMIC grew into a transnational project across 5 continents,

supporting access to post-secondary education for refugees and community mobilization on a much broader scale. Since then, CMIC has hosted workshops with participants in Lebanon, Palestine, Canada, and Switzerland, exploring models of community-engaged learning and online and blended learning models, particularly in conflict-affected and refugee communities.

Additionally, CMIC has worked with researchers, educators, and mobilizers in Lebanon, Palestine, Egypt, Tunisia, Mexico, Brazil, Canada, and the Kurdistan Region of Iraq to co-create **open educational resources in 4 languages.**



In 2022, CMIC:

- grew its open educational resources, adding 15 [learning units](#) on various mobilizations and an anti-oppression [role play and podcast](#)
- produced narrative videos with mobilizers in Lebanon, Palestine, the Kurdistan Region of Iraq, Brazil, and Canada with a grant from the [National Geographic Society](#)
- focused on supporting mental health and wellbeing by joining the [Wellbeing, Innovation, and Social Change in Education Network](#) and partnering with [Bridges to Peace and Solidarity](#)
- expanded its capacity, welcoming members with expertise in eco-pedagogies, the solidarity economy, equity, inclusion, and digital learning through partnerships with the Planetary Institute of [Univida](#) (Uma Unividiversidade Viva), Saint Paul University, Unisinos University, [Sikka](#), among others

CMIC's materials and educational programs reached 65 mobilizers in 2022, resulting in **60 mobilizations involving up to 300 people and supporting up to 600 community members.**

CMIC has also been working on a ground-breaking new learning web application for sharing CMIC's open pedagogy in partnership with the University of Ottawa's Research Software Development Team, thanks to funding from CANARIE.

In 2023, CMIC will facilitate a Course on Community Mobilisation in Boa Vista, Brazil, supporting Venezuelan migrants and refugees moving forward with their projects. CMIC will tailor its material to Latin America's realities, translating some modules to Spanish and producing new content in partnership with Latin American mobilizers. In addition, to contribute to the CLCC and UNHCR's discussions on Community Participation, CMIC will offer a workshop on Community-Based Structures and Decision-Making. CMIC will also continue to incorporate a focus on mental health, accessibility, and inclusion while it prepares to launch the learning web app and deepen its partnerships.

To learn more, visit CMIC's [website](#) and social media: [Instagram](#) | [Facebook](#) | [Twitter](#).

## SCHOLAR PROFILE

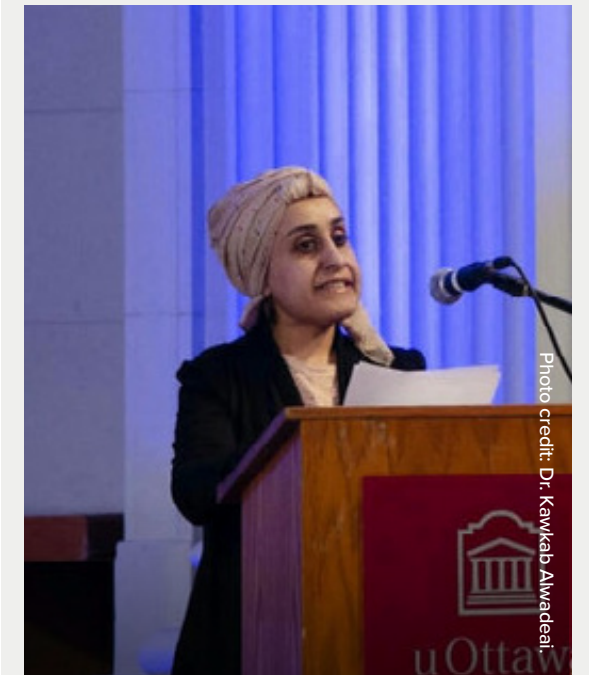


Photo credit: Dr. Kawkeb Awadeh.

*"I was a university professor and the [National Stress Counselor](#) for all United Nations staff and their families in Yemen. After a year in exile in Egypt, Morocco, and Malaysia, I was invited to [Canada](#).*

I coordinate a global network of mental health experts to provide continuing education for practicing counselors working in Yemen and other crisis contexts. Developing and offering [Bridges to Peace and Solidarity](#)'s training has been a lifeline and source of reassurance and hope amidst widespread trauma and ongoing assaults on counselors' and communities' lives and livelihoods. Beyond only career development for counselors, this continuing education is a form of advancement for learners when all other paths – travel, higher education, and research – are temporarily blocked due to war.

Through CMIC, I seek to influence and change higher education toward being a place of belonging for refugee students, professors and researchers. I mentor graduate students, support student mobilizations, advise on and co-create open educational resources, and co-design grant applications to strengthen higher education capacity for welcoming refugee learners and researchers."



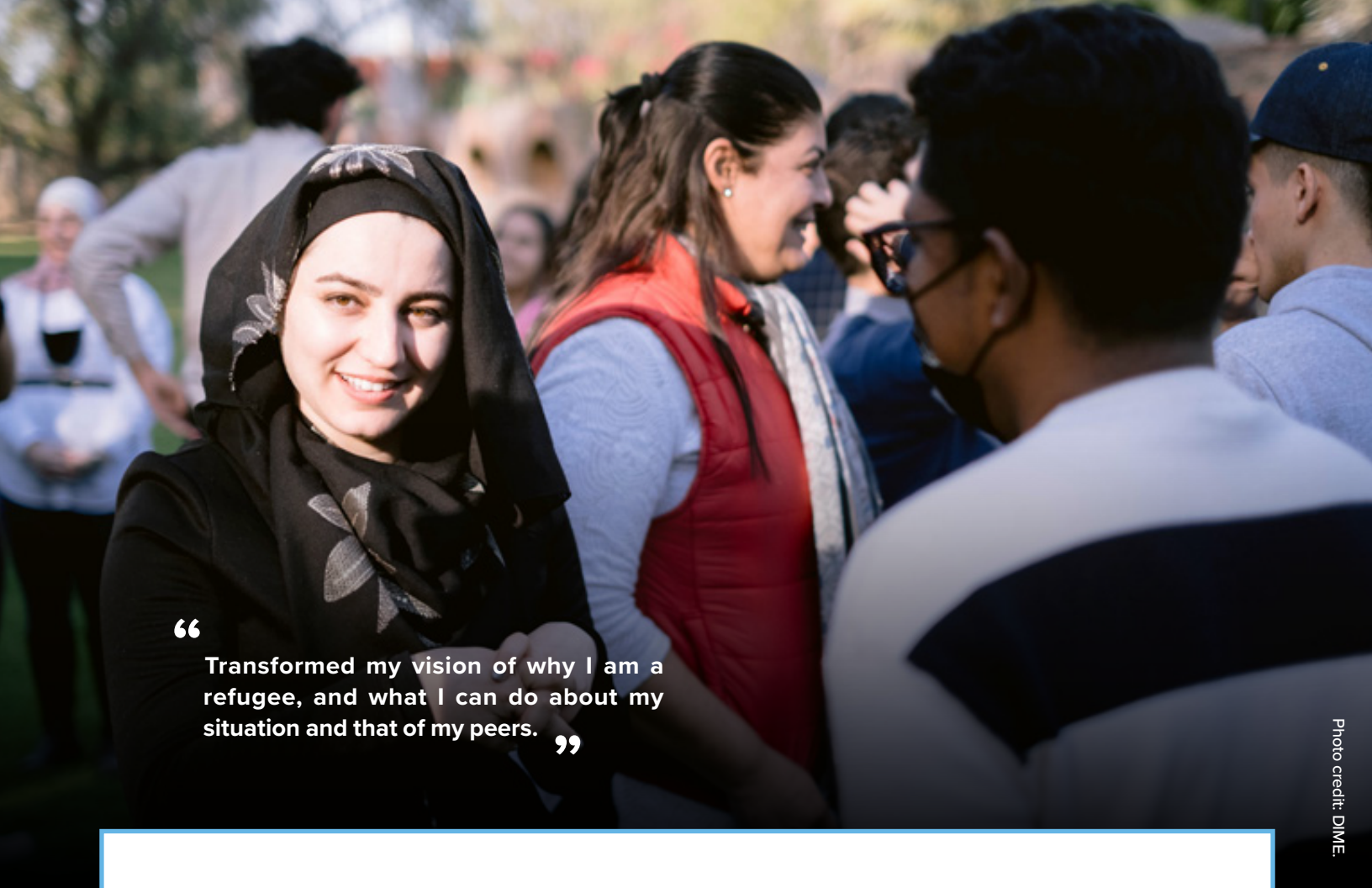


Photo credit: DIME.

“Transformed my vision of why I am a refugee, and what I can do about my situation and that of my peers.”

## DIÁLOGO INTERCULTURAL MEXICANO, A.C. (DIME)



Founded in 2014, Diálogo Intercultural Mexicano, A.C. (DIME) promotes intercultural dialogue so that everyone can reach their full potential and contribute to an equitable, diverse, and harmonious future. The organization tackles the challenges of forced migration with multi-sectoral programs that mobilize the whole community. To achieve its goals, DIME forges partnerships with higher education institutions, international organizations, government agencies, civil society, and the private sector.

DIME's flagship program is the Habesha Project, which provides displaced learners worldwide with an opportunity to seek international protection and higher education in Mexico. In total, Habesha has supported over 100 students from 8 countries.

Through a network of **21 higher education institutions** and with the support of **7 local student committees**, these students receive academic, migratory, medical, and psychosocial support.



Over the years, DIME has also launched 3 additional programs, which mobilize university students and authorities to engage in connected learning, engage students in assisting in the humanitarian crisis at the U.S.-Mexican border, and change the narrative on migration through advocacy efforts.

In 2022, **DIME grew as an organization. With a focus on connected learning, DIME expanded its services to students.** DIME also signed its first agreement with a university with an online campus, which was especially important for female students who often could not travel to campus every day.

With support from the CLCC, DIME also worked with its students to create a foundation for the first Latin American refugee student council. DIME's local student committees implemented 36 activities in 6 states during the International Day of Non-Violence. Over 1,000 students, university authorities, and staff members participated in activities, ranging from intercultural conferences and culinary fairs to concerts and sports tournaments.

In 2023, DIME will expand its support to learners worldwide and leverage connected learning to improve implementation. Through the refugee student council, DIME will build a platform for refugee voices while looking for opportunities for council members to participate in global platforms, such as the Global Refugee Forum 2023.

DIME will also increase its advocacy efforts by hosting a regional conference on higher education and connected learning. The conference will bring together diverse actors and institutions, providing an opportunity for learning exchange and collaboration.

Learn more about the the program and how to contribute; visit DIME's [website](#) or follow DIME on social media: [Instagram](#) | [LinkedIn](#) | [Facebook](#) | [Twitter](#).

## STUDENT PROFILE



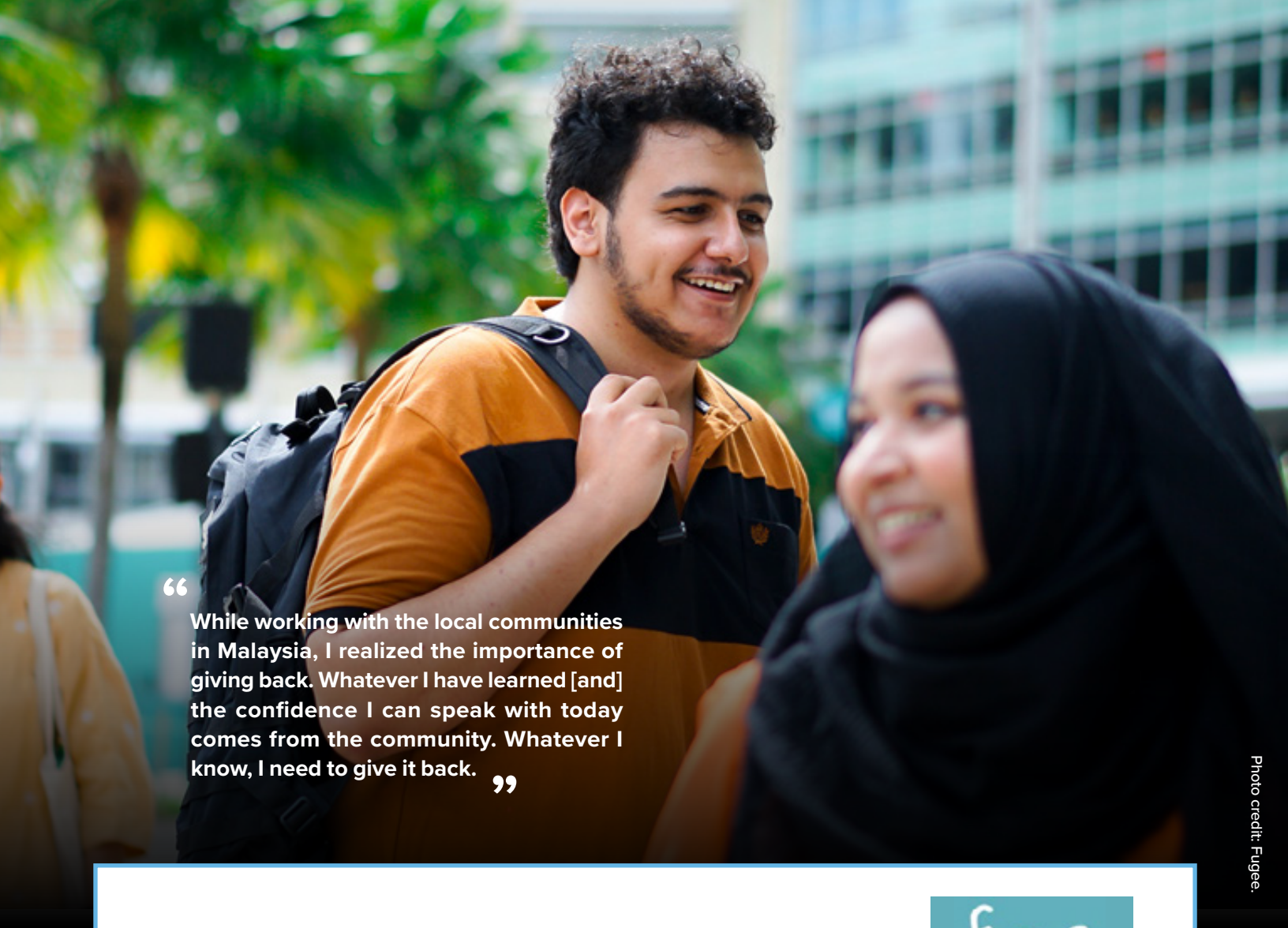
Photo credit: DIME.

**Sabrina Contreras** is from Colombia and a student at the University of Valle de México, where she is completing her online bachelor's degree in digital design. She became part of the DIME scholarship program in 2022 and has already been recognized twice for academic excellence. As part of the scholarship program, Sabrina has had the opportunity to share her experience as a refugee and connect with peers. For example, with support from the CLCC, Sabrina participated in the Student Forum at the World Higher Education Conference in Barcelona, where she worked with other refugee students "on one goal that moves them all" while "transcending languages, cultures, religions, and ethnicities."



Photo credit: DIME.





“While working with the local communities in Malaysia, I realized the importance of giving back. Whatever I have learned [and] the confidence I can speak with today comes from the community. Whatever I know, I need to give it back.”

## FUGEE



Fugee is a non-profit organization that champions education access and economic opportunities for refugees in Malaysia. Established in 2009, Fugee School has enrolled over 550 refugees and asylum seekers in its primary and secondary education programs.

Over the last 14 years, Fugee's programs have expanded. For example, in 2017, Fugee collaborated with UNHCR and other partners to develop Connecting and Equipping Refugees to Tertiary Education (CERTe) course. Through CERTe, refugee youth learned how to apply to higher education options in Malaysia. Building upon the success of CERTe, Fugee launched the Fugee Youth Academy in 2020, which includes

several programs, such as social entrepreneurship and ethical leadership courses, as well as a general education diploma, which are delivered by Fugee School and community partners.

In 2021, Fugee launched Fugee HiEd Scholarship, the first higher education scholarship fund for refugees in Malaysia. The Fugee HiEd Scholarship is a bachelor's degree scholarship awarded to qualified and deserving refugee students. Scholars receive free tuition, mentorship, and extensive career and development opportunities. Scholars are selected based on merit, passion for their field of study, and commitment to improving communities.

In January **2022**, Fugee awarded **5 scholarships to refugee youth** pursuing bachelor's degrees in diverse fields, including science, technology, psychology, and law.



Through Fugee's holistic support and network, scholars have secured internships and employment opportunities while also benefiting from online mentorship with industry experts through Fugee's partnership with FutureLab.

In addition to launching Fugee HiEd's first cohort, Fugee has secured funding to expand its scholarship program in 2023 and entered into an agreement with the Embassy of Palestine, which will enable Fugee to offer higher education scholarships to the Palestinian diaspora and refugees.

In 2023, **Fugee will provide scholarships to 14 refugee youth** and leverage its growing partnership network to unlock new opportunities for its scholars. Fugee will also publish a HiEd Guide - a detailed guide outlining higher education options, financial solutions, and career prospects for refugee youth in Malaysia and Southeast Asia.

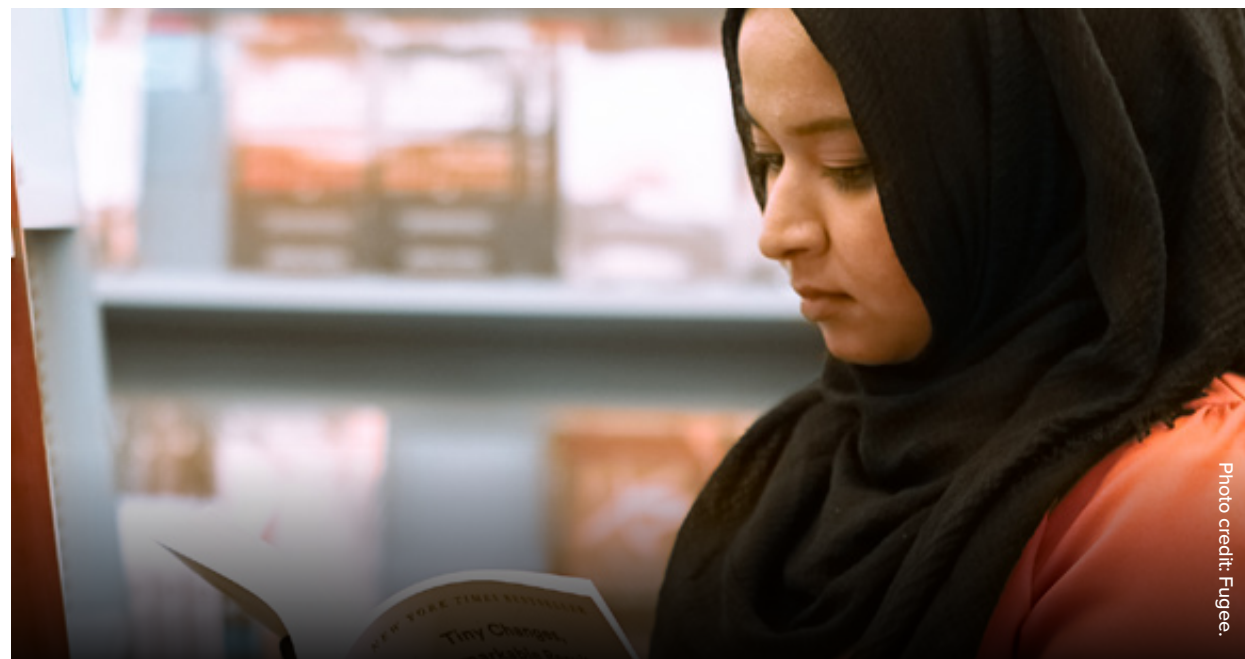
Learn more about Fugee and how to get involved by checking out its [website](#) and social media: [Instagram](#) | [Linkedin](#) | [Facebook](#).

## STUDENT PROFILE



Originally from Pakistan, **Nija** fled to Malaysia when she was 13. Nija is currently pursuing a Bachelor of Law from the University of Hertfordshire. She was awarded the HiEd scholarship, which provided her with the financial support needed to complete her degree.

In addition to her studies, Nija currently works as an Administrative Officer with Asylum Access Malaysia. She is also an active member of her community. She co-founded the Refugee Youth Organization and volunteers her time with several NGOs working to end child marriage.







“The Social Innovation Research and Analysis training is an asset for [youth researchers] professional growth, as some aspire to career[s] in research and education.”

## GLOBAL EVIDENCE FOR REFUGEE EDUCATION (GERE)



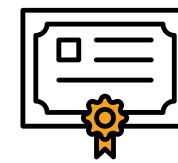
GERE is a new initiative that puts refugees at the center of refugee education research. It does this by enrolling young refugees in an internationally accredited, graduate-level Applied Research diploma program and engaging them in rigorous research on refugee education.

Established in 2022 in partnership with UNHCR, GERE is led by [Jigsaw](#) and [Refugee Education UK](#) (REUK). GERE builds upon a 4-year initiative, ‘Voices of Refugee Youth,’ which focused on building the evidence base for post-primary education for refugee youth. The initiative is unique because it employs a youth-centered methodological approach, enabling refugee youth to earn an accredited qualification

in Applied Research while actively participating in research. With support from Centreity, Jigsaw and REUK developed course content for the Applied Research diploma program, which John Carroll University accredited. The program uses a flexible and highly scalable model, enabling online or in-person delivery.

**Through GERE, refugee youth acquire the skills, experience, and professional qualifications they need to help build the evidence base for refugee education and pursue careers as researchers.**

Through the ‘Voices of Refugee Youth’ initiative, **30 refugee youth** researchers in Pakistan and Rwanda completed



**their post-graduate diplomas** in Applied Research while leading data collection and analysis on the longitudinal study.

The ‘Voices of Refugee Youth’ initiative provided a proof of concept and demonstrated that GERE can significantly impact refugee education research by equipping refugee youth with the skills they need to conduct rigorous research and address gaps in the current evidence base.

Building on the initiative’s success, Jigsaw and REUK will expand GERE in Pakistan and Rwanda in 2023 and undertake needs assessments in other countries.

Over the next 5 years, Jigsaw and REUK plan to scale GERE to other countries, ensuring refugee voices are represented in research that will shape policies and practices that impact their own futures.

To learn more about GERE, please contact the GERE team at [gere@jigsawconsult.com](mailto:gere@jigsawconsult.com).

## STUDENT PROFILE



**Asma Rabi** - Youth Researcher in Pakistan

*“Working as youth researchers provided a certain degree of financial and personal freedom to most of the youth researchers. Refugees are often neglected, and they are not provided opportunities in the host countries...working not only provides a sense of freedom to youth researchers, it is also enhancing the ability of youth researchers to gain valuable work experience.”*







Photo credit: IDEL.

## INSTRUCTIONAL DESIGN FOR E-LEARNING (IDEL)



### LEBANON TRAINING

In 2022, following up on demand generated from the 2018 Roundtable on Connected Learning in Beirut, and the 2019 report “Towards Connected Learning in Lebanon,” CLCC-IDEL partnered with the Universities Association of Lebanon (UAOLB), UNHCR, and UNESCO to offer consultations and a capacity-building workshop to launch quality e-learning initiatives.

In 2021, UNHCR sponsored a cohort of Lebanese faculty to attend the IDEL event in Jordan. Dr. Rony Darazi, Vice Rector of Antonine University and Executive Board Member of UAOLB, Agatha Abi-Aad of UNHCR Lebanon, in collaboration with CLCC-IDEL organized a series of consultations in October

with the international agencies, governmental entities, instructional designers, and faculty to gather relevant information on the current state of higher education in Lebanon.

In November 2022, the **IDEL** team, sponsored by CLCC, offered a **5-day e-learning design session** for faculty and instructional designers that culminated in a policy roundtable with representatives from **UNHCR, UNESCO, UAOLB, and CLCC.**



This training partnered with Jordanian, Lebanese, and existing IDEL international trainers. The training

team included trainers from the CLCC, led by co-leads Dr. Carrie Bauer (Centreity, formerly ASU) and Cindy Bonfini-Hotlosz (Centreity). Shatha Nawaf Khasawneh from Luminus Education was a former participant (Jordan, 2019), then trainer (Jordan, 2021), and joined the training team in Lebanon. Dr. Rony Darazi, a participant in a previous IDEL event (Jordan, 2021), organized the event and served as a lead trainer.

### COLLABORATION

IDEL presented their capacity-building work in Jordan and in the UAE during 2020 and 2021 as part of the roundtable discussion on connected higher education held in Dakar, Senegal, on 29th and 30th March as part of a collaboration with UNHCR and UNESCO.

In Barcelona, IDEL presented in person with Ms. Jennifer Dwyer and Dr. Samah Gamar from Education Above All in Qatar, with virtual presenters Mr. Suhaib Alkhawaldah from Silatech in Qatar and Ms. Zeina Jadaan from UNHCR and Dr. Nouh Al-Hindawi from the Ministry of Higher Education and Scientific Research in Jordan. UNESCO brought us together to help “prepare a roadmap for a new era of higher education” as we all look to understand and define what the new normal is and will be due to the global pandemic. And in collaboration, UNHCR tasked the panel, along with others, with increasing awareness of and investment in inclusive higher education systems

that are responsive to the circumstances, needs and potential of refugees, displaced persons and other marginalized persons within this context. As part of these goals, the session panel provided practical models for how digitization in higher education as a whole and post-graduate training programs, a more granular look, can facilitate mobility and transition from learning to earning for youth in fragile and conflict-affected regions.

Along with Bard College’s Dr. Rebecca Granato, University of Ottawa’s Dr. Nadia Abu Zahra, and OUR-CAPRS’ Dr. Gul Inanc, IDEL’s Dr. Carrie Bauer and Cindy Bonfini-Hotlosz presented on a panel regarding Borderless Campuses of Connected Learning in Crisis Consortium: How do we embed more remote learners into the higher education experience at the Times Higher Education Conference on 12 May 2022.

### PARTNER WITH US

Do you want to learn more about the work we are doing? Would you like to partner on similar work in the region? Do you have substantial design experience? Get in touch with us! **We are eager to work with CLCC members and others in the higher education space to build engines of prosperity nationally and regionally that benefit learners everywhere.**



Photo credit: IDEL.





Photo credit: Inzone.

“  
InZone was the start of my journey, a journey from 'I can't' to 'I can,' a journey from the impossible to the possible.  
”

## INZONE

InZone is a program of the University of Geneva that offers higher education in refugee camps in Kenya and Jordan. Its pedagogical model combines online courses, online tutoring sessions, and on-site pedagogical work with communities and practitioners to empower refugees by transforming knowledge and evidence into relevant outcomes and solutions for themselves and their communities.

Established over 10 years ago to train humanitarian interpreters in refugee camps, InZone rapidly expanded its course offering to include credit and non-credit-bearing courses in global health, medicine, human rights, and interpreting.



**Through these multidisciplinary programs, InZone has reached nearly 1,000 students for the year 2022.**

In 2022, InZone installed a digital fabrication lab in its learning center in Azraq camp. The lab was used in the Ebtikar (*meaning innovation in Arabic*) Tech Challenge. Participants developed practical solutions to refugee-identified issues, receiving support from technical and thematic experts and working collaboratively with students from Luminus Technical University College (LTUC) and the IOM FabLab at Gaziantep University.

InZone also developed new programs in 2022, including:

- 2 new certificates of Open Studies in Community Health and Education in Emergency. These certificates are currently under co-development by faculties and humanitarian organisations. Accredited with 12 ECTs, InZone will enroll refugee students without prerequisites
- a French language pathway that enables French-speaking students in Kakuma to earn the DEFL professional certificate, a diploma that certifies students' language proficiencies. This project was implemented in partnership with Prepmyfuture, Projet Voltaire, and WUSC, with the support of the French Embassy and the Alliance Française

In 2023, **InZone will expand its activities**

to West Francophone Africa by **establishing a learning center** in Niger in collaboration with Yara, a Swiss-Nigerien NGO, and the Universities of Niamey.



InZone 2023 portfolio includes : 2 Certificates of Open Studies by Geneva University, Coursera4refugees, the French and English language pathways, Communication skills (by University of Milano) and an online interpreting course.

Follow InZone's [Linkedin](#) to learn more about its programs and how to contribute.

## STUDENT PROFILE



Photo credit: Inzone.

**Fatima Al-Ali** enrolled in a computer programming course with InZone in Azraq Camp in 2021. Through her diligence and hard work she became a part of the InZone team, first as a programming instructor and later as a member of the management team as a data manager. Continuously improving her skills and capabilities by following InZone courses, she entered the Ebtikar Tech challenge as a free participant and was a member of the winning team with their solution on water management in the camp. Fatima says:

*"Before knowing InZone, I thought that I couldn't do or achieve anything. I didn't really have any ambitions. With InZone, I started discovering, building and shaping my skills to build a better future."*



Photo credit: Inzone.





“I want the opportunity to learn and be an entrepreneur. If you get knowledge, you can do everything.”

Photo credit: JRS.

## JESUIT REFUGEE SERVICE (JRS) PATHFINDER PROGRAM



JRS seeks to accompany, serve, and advocate the cause of refugees and other forcibly displaced people so that they may heal, learn and determine their own future.

To respond to the need for employment, income generation, and satisfying career paths for young refugees, JRS started the Pathfinder Program, linking higher education opportunities and professional training with employment and business pathways.

JRS Pathfinder targets refugees and host community members who may not have completed secondary education but whose education levels are above those addressed by traditional livelihood projects.

While JRS Pathfinder acknowledges the importance of economic independence, the program also helps refugees to achieve personal growth. Through mentorship, career guidance, and close liaison with the communities, Pathfinder graduates become agents of positive change and social cohesion.

JRS Pathfinder started in **2019** and is **currently implemented** in Kenya, Jordan, Cameroon, Malawi, and Thailand, reaching **3,472 students** in 2021-2022.



Courses offered include Early Childhood and Primary Teaching, Business Entrepreneurship, Digital Inclusion, Management, Logistics, Communications, and various vocational trainings. JRS's course offerings focus on sectors most likely to provide job opportunities for refugees in the given area. Thanks to this approach, **JRS Pathfinder projects attain around 70%-85% employment rates depending on the area.** A key part of the project's success is that JRS also offers mentorship, job placement, and career guidance services to help participants transition to professional life.

JRS's programs are making an impact around the world. For example:

- in Kenya, 70% of its graduates are employed with a significant transition from casual or occasional employment to full-time work and a commensurate increase in income and food security
- in Malawi, basic computer training and English language courses have been handed to refugee-led organizations
- in both Malawi and Kenya, JRS's trainings and mentorship have enabled students to set up businesses and employ others
- in Cameroon, JRS has offered business training and recently introduced a business accelerator providing intensive financial, entrepreneurship and management training and linking successful participants to finance opportunities to grow their businesses

JRS works collaboratively with CLCC members Southern New Hampshire University's Global Education Movement (SNHU GEM) in Nairobi and in Kakuma refugee camp, and Carey Centre for Global Good in Kakuma, Kenya; Arizona State University in Amman, Jordan; and, Jesuit Worldwide Learning (JWL) in Bangkok, Thailand. JRS works with numerous other NGOs, Universities, and industry partners.

As of 2022, all pilots have been concluded and will transition to Stage 2 projects in 2023. JRS expects to scale the program to include Ethiopia, Nigeria, and Uganda in 2023, aiming to reach 7,500 students.

To learn more follow JRS on social media: [Instagram](#) | [LinkedIn](#) | [Facebook](#) | [Twitter](#).

## STUDENT PROFILE



Photo credit: JRS.

**Priscilla** arrived in the Kakuma refugee camp in 2001 when she was only 2 years old. She completed primary and secondary school in the camp and sought every opportunity to further her education. After a 6 month online freelance course, Priscilla created a profile on LinkedIn and found her first job providing consultancy services online. She then attended the social entrepreneurship course within the JRS Pathfinder program, through which she acquired skills like accounting and business English that positioned her to start her own business. After taking out a small loan from a women-led savings group in Kakuma, she started a kiosk and can now provide for her siblings and mother.



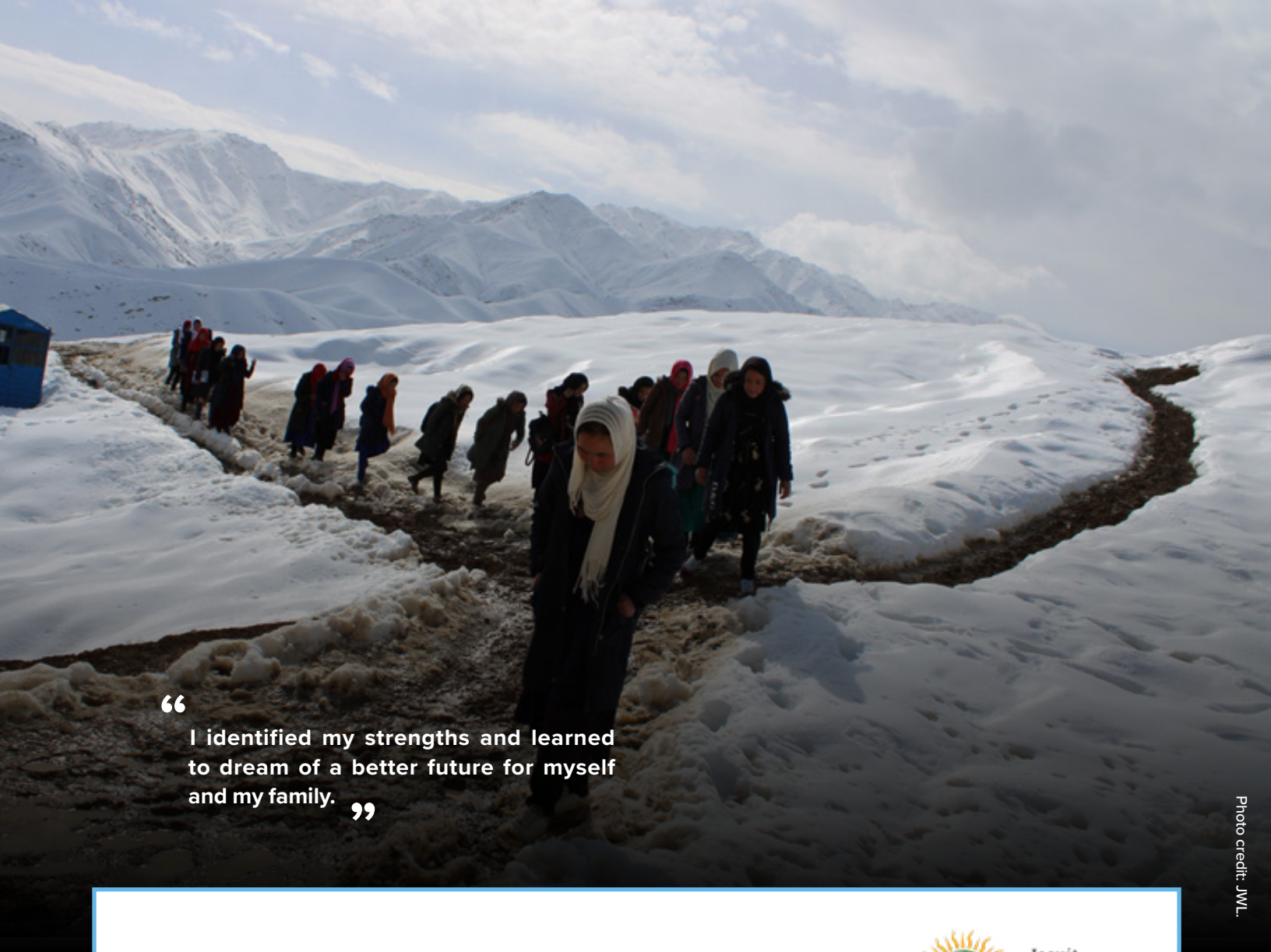


Photo credit: JWL.

“ I identified my strengths and learned to dream of a better future for myself and my family. ”

## JESUIT WORLDWIDE LEARNING (JWL)



JWL provides equitable, high-quality tertiary learning to people and communities at the margins of societies – be it through poverty, location, lack of opportunity, conflict, or forced displacement – so all can contribute their knowledge and voices to a global community of learners and together foster hope to create a more peaceful and humane world.

Through strategic partnerships with Jesuit and like-minded universities, organizations, and institutions, we deliver accredited and certified programs (English language through to a degree) through a blended learning model.

Founded in 2010 (then Jesuit Commons: Higher Education at the Margins), JWL offered a 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). Since then, **JWL has provided English language, professional, and academic programs to over 10,000 learners across more than 20 countries around the world.**

2022 saw the launch of 2 pilot programs in Kakuma Refugee Camp and Dzaleka Refugee Camp. 20 students enrolled in the Pre-STEM program, a one-year certificate offered in collaboration with Creighton University (USA) and finalized an agreement to offer a new bachelor's degree with a concentration in Information Systems and Organizational Behavior in collaboration with Saint Louis University (USA). JWL also:

- enrolled 357 students in a foundational program leading to a Certificate in Liberal Studies accredited by XIM University Bhubaneswar (India)
- enrolled 179 students in the BA in Sustainable Development (accredited by XIM University Bhubaneswar)
- enrolled 995 students in post-secondary professional programs as follows: Learning Facilitator (284); Creative Writing and Design (215); Peace Leader (156); eCommerce (95); Youth Sports Facilitator (85); Data Structures and Algorithms (67); eEducation Tools (52); Ecotourism (51); English Language Facilitator (50)

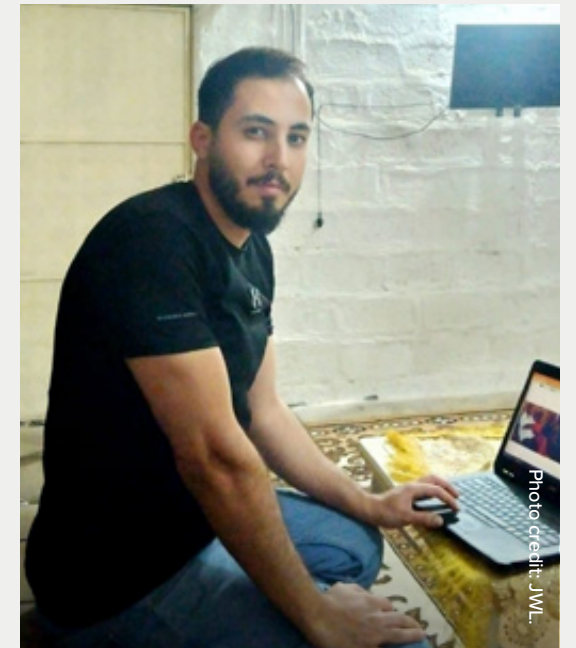
JWL also fulfilled one of its pledges made at the 2019 Global Refugee Forum, having

**enrolled 1,975 students** in the Learning Facilitator, Peace Leader, and Youth Sports Facilitator professional programs **in Kenya, Malawi, Jordan, Iraq, and Uganda.**



In 2023, JWL plans to develop and launch a STEM degree program and a certificate program around transforming community education in partnership with Gonzaga University (USA). To learn more, follow JWL on social media: [Instagram](#) | [Linkedin](#) | [Facebook](#) | [Twitter](#).

## STUDENT PROFILE



**Sami**, originally from Syria, is a dedicated JWL student in Erbil, Iraq. While Sami has faced tremendous challenges on his educational journey, he has worked hard to ensure that he and his family can continue learning, growing, and supporting their community.

*"I want to spread awareness of our situations and help people like me to complete their studies. Studying is as important as water for the body. It makes people aware of the world around them, opens their minds, helps them teach their children and connect with others."*

Sami is now enrolled in the Certificate in Liberal Studies, a foundational year and prerequisite for admission to the BA in Sustainable Development.

*"After my experience as a refugee, I wanted to help my community. Sustainable development is not just for our generation, but the next generation."*



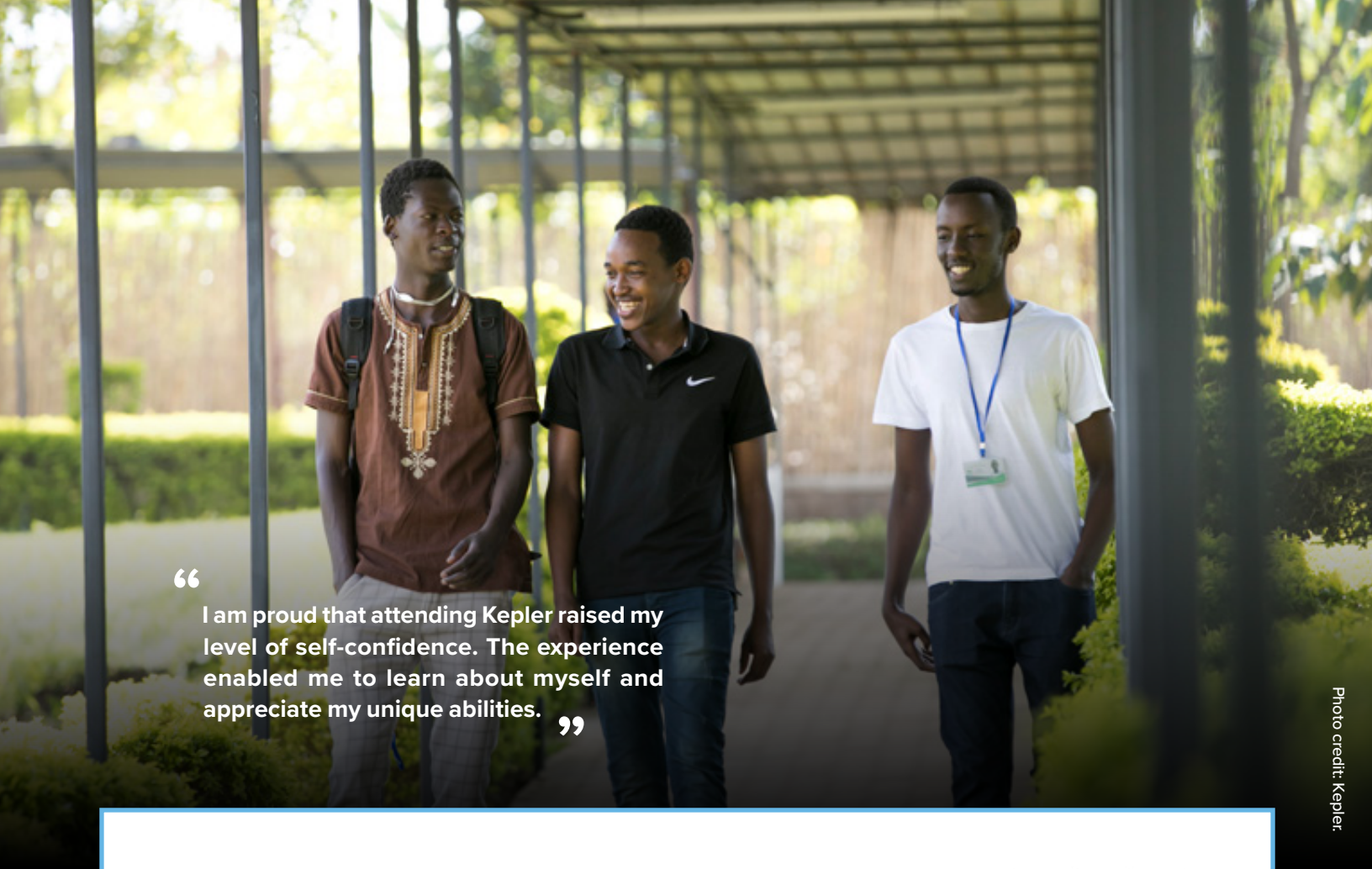


Photo credit: Kepler.

“ I am proud that attending Kepler raised my level of self-confidence. The experience enabled me to learn about myself and appreciate my unique abilities. ”

## KEPLER



Kepler creates pathways for marginalized African youth to gain employment and exit poverty. Kepler's unique model combines in-person, online, and on-the-job learning with critical support and a flexible structure to ensure each student succeeds. In so doing, Kepler helps youth develop as leaders while equipping them with job-readiness skills and credentials for a 21st-century workforce.

Started in Rwanda in 2013, Kepler has served over 3,500 youth, with most students coming from under-resourced backgrounds – 50% are women, and more than 25% are refugee learners.

Kepler currently runs a post-secondary school preparatory program called Iteme, provides refugee college guidance counseling, and offers online bachelor's degree programs in partnership with Southern New Hampshire University's Global Education Movement (SNHU GEM).

### ITEME



**880+**  
students from  
refugee settings



**50% of graduates**  
accessing higher  
education or employment  
opportunities.

### SNHU GEM



**1,400**  
students



90% of 750+ alumni  
employed **within 6**  
**months of graduating.**

In 2021, Kepler expanded to Ethiopia, launching its Graduate Employment Program. The program upskills unemployed TVET graduates with job-readiness skills before placing them in relevant employment aligned with their technical training. Kepler has trained 1,576 TVET graduates, with 92% of its first cohort securing relevant employment after graduation.

### 2022 was a pivotal year for Kepler.

Kepler became an accredited higher education institution in Rwanda. Alongside SNHU GEM degrees, Kepler now offers locally accredited degree programs. This year, Kepler College welcomed its first cohort of 150 students in its bachelor's degree in project management.

Kepler also continued to expand its existing programs. Through a partnership with the Mastercard Foundation, Kepler piloted its Iteme preparatory program in Ethiopia with 2 sites serving refugees and other vulnerable youth in Addis Ababa. In Rwanda, Kepler also piloted Iteme+, a program to transition secondary school graduates directly to employment or self-employment.

Finally, Kepler also partnered with Arizona State University (ASU) to offer an entrepreneurship course for students at its Kiziba campus. ASU provided online course content, and a Kepler staff member supported in-person discussion and skills implementation.

In 2023, Kepler plans to expand its reach by enrolling more students in each of its programs. Kepler also plans to expand its geographical reach in Ethiopia, focusing on creating educational and employment opportunities for youth in vulnerable communities in and around refugee camps. Kepler's unique Refugee College Guidance Counseling project will also grow to serve more youth studying at tertiary institutions beyond Kepler. Through these programs and partnerships, Kepler seeks to support Africa's broader ecosystems of tertiary and refugee education.

Check out Kepler's [website](#) to learn more about its unique programs and how you can contribute to its mission.

## STUDENT PROFILE



Photo credit: Kepler.

**Elmac** grew up in the Kiziba refugee camp in a remote area of Western Rwanda, having fled violence in the Democratic Republic of Congo.

Elmac Ngango graduated from Kepler's program with a bachelor's degree in Management from SNHU GEM. The online and self-paced nature of the Kepler/SNHU GEM program allowed him to complete the final 5 months of his degree remotely while working at a telecommunications company in Kigali.

As a recent graduate, Elmac used his digital skills and professional competencies to secure a higher-paying job working remotely for a US-based company. He found the position while scrolling through LinkedIn, and his work experience gave him the confidence to apply. Elmac loves the flexibility of working remotely, which enables him to focus on accomplishing other personal goals.





Photo credit: King's College London.

## KING'S COLLEGE LONDON



King's Sanctuary Program was formed in 2015 in response to the global issue of forced displacement.

Over **the past 7 years**, King's has harnessed its expertise in education and remote learning, world-class research, and existing partnerships to initiate and lead projects that **create positive opportunities for forcibly displaced people**.



At its heart, the Sanctuary Program represents King's commitment to serving society.

The King's Sanctuary Program is comprised of a range of projects, including Sanctuary Scholarships, the Partnership for Digital Learning and Increased Access (PADILEIA), and the King's Refugee Community Sponsorship Scheme. PADILEIA is a holistic learning program focused on using the power of partnership and the effective delivery of digital teaching and learning to increase access to higher education. Over the years, PADILEIA has created and delivered digitally-delivered teaching and learning higher education programs to students and learners around the world. King's also aims to enhance understanding of forced displacement among its students, staff, and alums and develop opportunities for them to make a positive contribution through engagement activities, training, and volunteering opportunities.

In 2022, a key initiative was support for Ukrainian refugees in the UK via the "Homes for Ukraine" program, which focuses on hosting displaced Ukrainian students and academics. As the UK's first university to act as a Community Sponsor for a refugee family displaced by the Syrian war, this model provides a blueprint for how university communities can work together to host displaced students and academics, as well as provide a set of resources and detailed guidance on how best to support hosts and refugees through that process.

King's also received the "Refugees Welcome" accreditation by Citizens UK, a scheme that recognizes universities that have made a commitment to welcome forced migrants into their institution and community, offer a comprehensive program of education and research on migration, and develop an action plan to improve the lives of forced migrants in the UK. King's also provided pre-university support and on-course support to forced migrant students as well as free legal advice to King's students and staff as well as members of the public via its Legal Clinic.

Since 2016, King's has provided Sanctuary Scholarships for students who are asylum seekers or have been granted limited leave to remain and have no access to student finance. The scholarships

cover tuition and living costs for King's undergraduate program. To date, King's has provided 39 scholarships. One of these beneficiaries, Samuel Remi-Akinwale has contributed enormously to King's community life. Samuel says: **"Going to university was never a decision; it always seemed like a necessary part of my journey, and this would not have been possible without this scholarship. My life would be on a different path: a path that would make it very difficult to pursue my ambition and grow academically."**

On connected learning, over 13,000 self-identifying refugees and disadvantaged young people have participated in one of these courses, and more than 1 million learners worldwide have enrolled in one of the PADILEIA courses to gain competencies essential to business management, entrepreneurship, nursing, and digital skills. In addition, some of the courses have been included in the Department for Education's Skills Toolkit and the Grow Stronger with Google initiative, allowing these courses to reach significantly more beneficiaries. PADILEIA courses have also been offered to refugee students in refugee camps in Africa in partnership with the University of Geneva.



Photo credit: King's College London.





Photo credit: Kiron.

“Education is very important because it opens your mind, opens opportunities , and opens new cultures.”

KIRON OPEN HIGHER EDUCATION



As an ed-tech nonprofit, Kiron’s mission is to provide a virtual home for learning, personal growth, and collective impact. Founded in Berlin in 2015 and with offices in Beirut and Amman, Kiron disrupts the traditional education model by offering free online and blended skills training and job readiness programs to enable refugees and underserved communities to upskill or retrain and gain a foothold in the job market.

For over 7 years, Kiron has been serving more than 50,000 refugees around the world through its programs.



Through Kiron Campus, a self-built learning platform, Kiron offers an in-house mentoring program to over 11,000 learners.

In response to COVID-19, Kiron created the Collective Impact Campus — opening its platform up to other like-minded NGOs interested in crisis-proofing through digitalization. In 2022, Kiron onboarded 12 new NGO partners and their learners to Kiron Campus, expanding access to localized learning content. Kiron also forged new corporate partnerships and launched its in-house mentoring program for students to get first-hand career advice from professionals.

This initiative complements Kiron’s new strategic direction that focuses on job market preparation, micro-credentials, and skills certification for more inclusive long-term integration pathways.

In 2022, Kiron also achieved other important milestones, including:

- Kiron’s blended learning programs to transition students into employment reached completion rates of 82%
• Kiron welcomed 5,000 learners from Ukraine, of which 2,000 enrolled in Kiron’s new German classes with Lingoda, a top language school

Kiron’s social business, Kiron Digital Learning Solutions, signed more than 7 clients and diversified its funding model.

In 2023, Kiron will continue to expand its programs and scale to new regions via its growing network of collective impact partners. Kiron will also continue to build employment pathways through strategic public-sector partnerships while continuously optimizing its learning platform to be more relevant and inclusive for learners by adding more low-bandwidth features.

To learn more, follow Kiron on social media: Instagram | LinkedIn | Facebook | Twitter.

STUDENT PROFILE



Photo credit: Kiron.

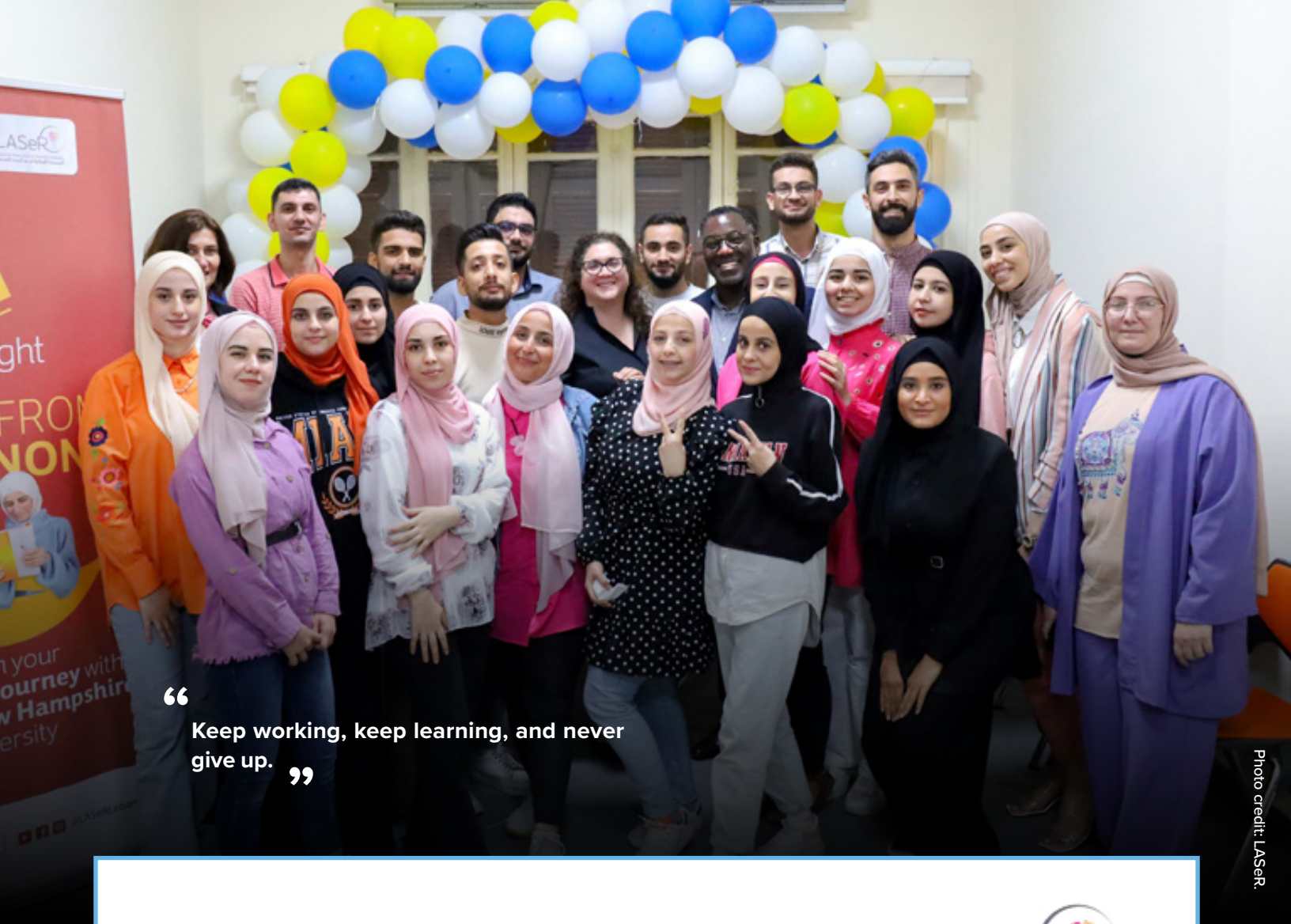
For the last 3 years, Martha and her family have been adjusting to their new home in Hamburg, Germany. Originally from Nicaragua, Martha faced several challenges, including no knowledge of the German language and difficulty accessing education and employment opportunities.

She started taking free German lessons and HR specialization courses on the Kiron Campus. Online learning offered her flexibility and ease as a mother taking care of her family. Martha also participated in Kiron’s mentorship program, which allowed her to intern at Deutsche Börse. Martha found success by opening her network and accessing opportunities to reskill for the German job market.



Photo credit: Kiron.





“Keep working, keep learning, and never give up.”

Photo credit: LASeR.

## LEBANESE ASSOCIATION FOR SCIENTIFIC RESEARCH (LASeR)



Ashoka Fellow Dr. Mustapha Jazar founded 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.

Over the past 15 years, **LASeR has provided financial support through scholarships or educational loans to over 9,000 students and delivered capacity-building training to over 6,000 students.**

In 2018, LASeR partnered with Southern New Hampshire University's Global Education Movement (SNHU GEM) to provide refugees and vulnerable learners in Lebanon an opportunity to earn US-accredited degrees. LASeR currently offers associate and bachelor's degrees in business, communication, and healthcare management. Through this blended competency-based learning model, students develop workplace-relevant knowledge and skills. Students from earlier cohorts have already completed multiple internships, and many students have already graduated and secured jobs.

In 2022, LASeR enrolled its largest cohort, with **more than 80 students** in its LASeR-SNHU GEM degree programs.



LASeR also launched a new program, Tashxeel, which targets recent alums and students nearing graduation. Tashxeel provides skills training and matches students and alums with paid remote internships and jobs in various fields, including IT and software development, digital marketing, research, and administrative work.

In 2023, LASeR plans to enroll more students in its SNHU GEM degree programs. LASeR also plans to expand Tashxeel and grow its network of employer partners so students and alums can gain valuable work experience.

To learn more about LASeR and how to become a supporter or collaborator, visit LASeR's [website](#) and follow LASeR on social media: [Facebook](#) | [Instagram](#) | [LinkedIn](#) | [Twitter](#) | [YouTube](#).

## STUDENT PROFILE



Photo credit: LASeR.

**Ali Damerji** is from Syria and a recipient of LASeR's Spotlight Scholarship. Through LASeR's competency-based program, he earned his associate degree in business administration in just 5 months. He writes:

*"The program has helped me in many ways. It changed my perception of education...Not only did Spotlight change my perception of the labor market, [but] it also helped me acquire a lot of new skills. It built and enhanced my English language proficiency and my communication skills with the help of interactive group activities that had a significant impact on my social skills."*



Photo credit: LASeR.





Photo credit: LTUC.

“ I am not only grateful [to] LTUC for giving me the chance to pursue my passion and continue my studies, but also for the Al Fakhoora Scholarship health insurance that is covering my medical expenses after discovering that I suffer from anemia. ”

## LUMINUS TECHNICAL UNIVERSITY COLLEGE (LTUC)



The LTUC Scholarship program aims to connect vulnerable youth to employment and decent livelihoods. Since 2015, and in response to rising youth unemployment in Jordan, LTUC has provided quality, market-driven, (inter)nationally accredited and certified technical, vocational, and soft skills education, training, and employee upskilling programs. LTUC’s proven Education 4 Employment (E4E) model focuses on employer engagement, allowing LTUC to design blended, demand-driven courses that lead to employment and self-employment.

LTUC has been successfully operating for over 40 years and has graduated more than 150,000 learners, including Jordanians, refugees, and other nationalities.

**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 programs, of which 12 are bachelor's degrees.**

Since 2015, LTUC has forged partnerships with 35 international donors and foundations, as well as the Government of Jordan, to secure over 100 outcomes-based projects, offering approximately 25,000 scholarships; 42% of scholarship recipients are female, and 40% have refugee status.

In addition to scholarships, LTUC supports students with several Islamic-compliant financial instruments that provide learners with an affordable way of financing their studies.

In 2021/2022, LTUC launched 14 new scholarship programs in partnership with UNICEF, Al Fakhoora, European Union, GIZ, Al Ghurair Foundation for Education, and UNESCO, as well as the Netherlands Government, the Government of Jordan, and the Government of the Democratic Republic of Congo.

These programs provided over **3,600 scholarships** in a range of employment-focused disciplines to **vulnerable youth.**



Additionally, in partnership with UNICEF, a program in media production was offered to youth living with disabilities.

In 2022/2023, in addition to the provision of scholarships for vulnerable youth, LTUC will deliver another employment-focused creative media program for youth living with disabilities, as well as introduce complementary pathways to employment and/or higher education. Finally, with funding from the US State Department, LTUC will expand delivery to 6 locations across Jordan in collaboration with the Ministry of Youth.

To learn more about its programs and how to contribute, please visit LTUC’s [website](#) or follow LTUC on social media: [Instagram](#) | [Linkedin](#) | [Facebook](#) | [YouTube](#).

## STUDENT PROFILE



Photo credit: LTUC.

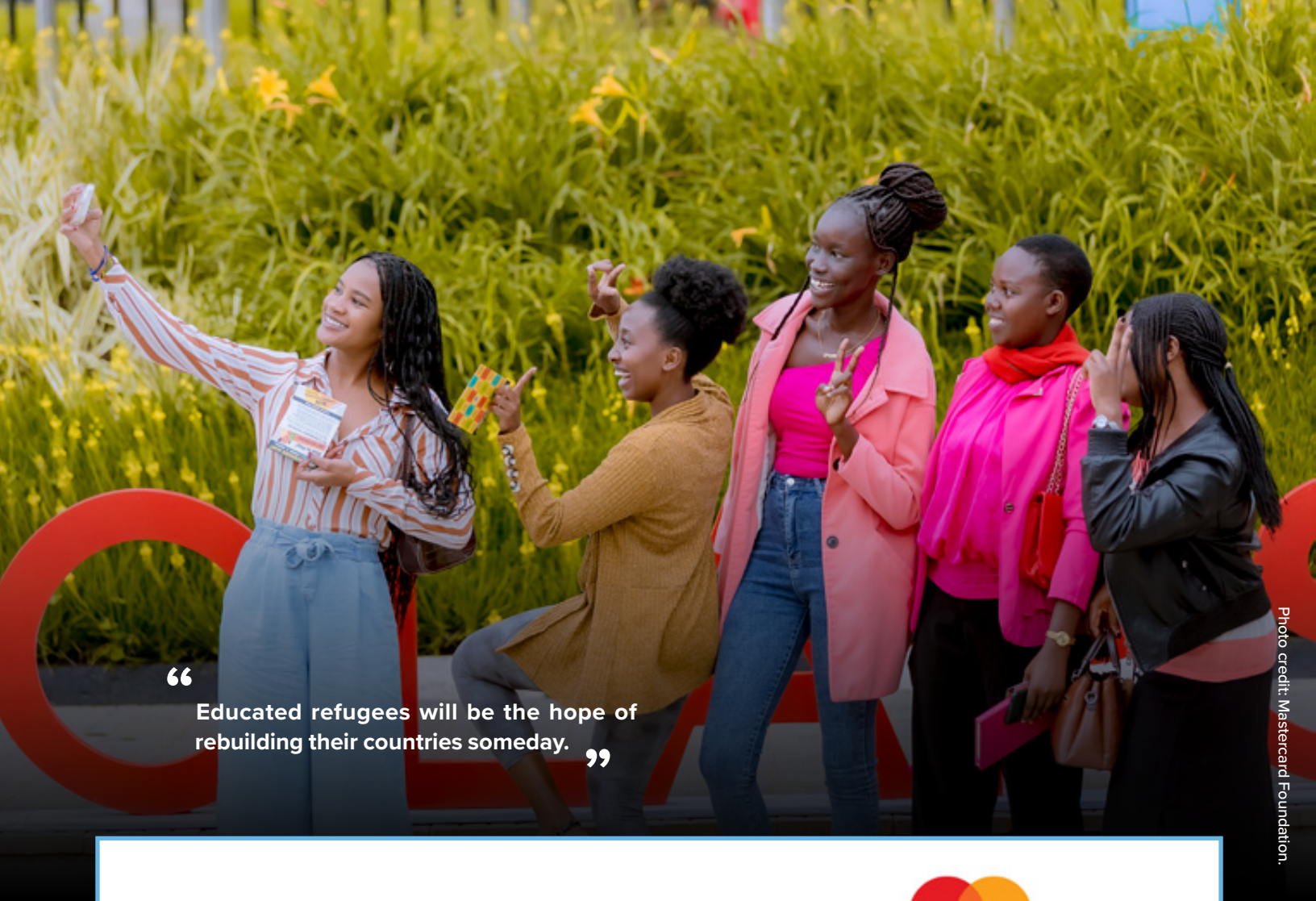
**Abeer Ahmad Al Daknouch** is an orphan with 5 siblings. Abeer cooks for her entire family every day; that is how she discovered her aptitude and passion for food.

With encouragement from friends, Abeer applied for a Vocational Diploma in Culinary Arts and was awarded an Al Fakhoora Scholarship. Abeer completed her 2-year diploma successfully and graduated in 2022. She plans to open her own cooking business to support her brothers and sisters using her culinary skills as well as the business skills she gained during her Foundation Course at LTUC.



Photo credit: LTUC.





“Educated refugees will be the hope of rebuilding their countries someday.”

Photo credit: Mastercard Foundation.

## MASTERCARD FOUNDATION SCHOLARS PROGRAM



Since its launch in 2012, the Mastercard Foundation Scholars Program has become the largest education and leadership program of its kind, enabling young people, primarily in Africa, to pursue their aspirations, improve their families lives, and enrich their communities through service.

The Mastercard Foundation believes everyone should have an equal chance to succeed. Through the Scholars Program, the Foundation works with like-minded and mission-driven partner universities and non-governmental organizations to ensure that young people receive a quality education and transition smoothly to dignified and fulfilling work, and live transformative lives.

### MASTERCARD FOUNDATION SCHOLARS PROGRAM BY THE NUMBERS



**45,000+**  
scholarships committed

**97%**  
tertiary-level  
Scholars study  
in Africa



**45%**  
of Scholars Program  
partners are African  
Institutions



**19,488**  
Scholars currently  
enrolled



**72%**  
young women

**18,544**  
Scholars graduated

**40+**

Scholars Program  
partners

A 2020/2021 survey of a sample of Mastercard Foundation Scholars alumni revealed that:

- **87%** of secondary school Alumni are employed.
- **40%** of tertiary Alumni are funding their siblings' education.

2022 marked 10 years of the Mastercard Foundation Scholars Program. At a celebratory event in Kigali, the Mastercard Foundation announced it was doubling its commitment. By 2030, the Foundation aims to enable a total of 100,000 young people to access higher education and grow as transformative leaders, with a particular focus on young women (70% of the target), forcibly displaced youth (25% of the target) and young people living with disabilities (10% of the target).

Last year, the Mastercard Foundation also expanded its partnerships. The University of Oxford and Cambridge University became partners, bringing valuable expertise in pandemic preparedness and climate resilience to the Scholars Program Network.

Additionally, the Scholars Program expanded its reach to Francophone Africa through new partners like 2IE (Burkina Faso), the African Development University (Niger), and the University of Gaston Berger (Senegal).

As part of our expansion plans, the Foundation announced the creation of Endowments Funds at the [Carnegie Mellon University Africa](#) and [Ashesi University Foundation Canada](#) as part of expanding our partnership with Ashesi University.

## STUDENT PROFILE



Photo credit: Mary Maker.

**Mary Maker** – Mastercard Foundation Scholar Alumni - African Leadership Academy and UNHCR Goodwill Ambassador

Through the Mastercard Foundation's partnership with the African Leadership Academy, Mary Maker is a Mastercard Foundation Scholar at St. Olaf College, USA, pursuing a Bachelor of Arts degree in Theatre and Gender Studies.

Mary grew up in the Kakuma refugee camp and understands refugee issues. She is a committed advocate; she was a headline speaker at TEDxKakumaCamp, the first-ever TEDx event held in a refugee camp and works to raise awareness of the refugee crisis as a UNHCR Goodwill Ambassador.

Mary also looks for other ways to give back to her community. She taught high school students English, biology, and business studies in Kakuma and co-founded a nonprofit, Elimisha Kakuma, which helps high school graduates access higher education opportunities. Mary also started a project - Kakuma for Kakuma # Refugees for Refugees during COVID-19, which brought essential supplies to Kakuma.





“I was seen for who I am without formal proof... And, this fact, that I've been seen... gives me hope that not everything is lost. It's possible to succeed; there's a chance.”

## MIT REFUGEE ACTION HUB (REACT)



Established in 2017, the MIT Refugee Action Hub (ReACT) initiative develops global education programs that accelerate the academic and professional careers of motivated learners from refugee, migrant, and underserved communities.

ReACT's programs follow an agile approach to continuous education, combining online learning, virtual classroom instruction, practical experience, and holistic support through a cohort-based program. ReACT's learning model enables students to gain advanced competencies in key areas, such as computer programming, data science and statistics, entrepreneurship and innovation, as well as creative and critical thinking.

In 2018, ReACT launched its flagship computer and data science (CDS) program in Jordan, reaching 18 Palestinian, Syrian, and Jordanian learners. Since then, ReACT has conferred its Certificate in CDS to 90 alums and moved its program entirely online to multiply its impact and reach a broader community of learners.

In **2022**, ReACT ran the fourth cohort of its Certificate in CDS, admitting **135 talented learners**, of whom **73% identify as refugee, stateless, or internally displaced**.



The 2022 cohort is the largest and most diverse to date, with learners located in 29 different countries, including ReACT's 7 hubs in Jordan, Uganda, Afghanistan, Greece, Uruguay, the United States, and Colombia.

In addition to providing education and employment opportunities for refugees and migrant populations, ReACT has been particularly effective in advancing gender equity in STEM and tech leadership, with 56% of its learners identifying as female or non-binary.

**With an 88% completion rate, 73% of alums are currently employed**, with others pursuing graduate education, including Ph.D. programs, and 79% of alums reported that they are considering starting entrepreneurial ventures.

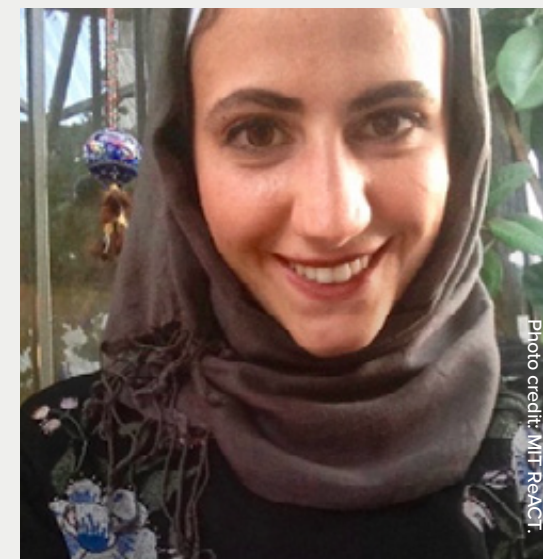
In 2022, ReACT also co-organized the first [Migration Summit](#) with [Na'amal](#), [Karam Foundation](#), [Paper Airplanes](#), and the [MIT Abdul Latif Jameel World Education Lab \(J-WEL\)](#). The global, month-long virtual event focused on "Education and Workforce Development in Displacement" and brought together over 150 panelists and 900 participants. Across over 40 live sessions, the event centered the voices and experiences of refugees and migrants in identifying solutions to pressing systemic challenges.

In 2023, ReACT will expand its Certificate program through the establishment of MIT [Nurturing Emerging Talent \(NET\)](#), which will utilize ReACT's proven model and integrate its cohorts into a larger community of learners. Through this partnership, ReACT will continue developing, researching, and sharing best practices in refugee education and workforce development.

Building off of the success of the 2022 Migration Summit, ReACT will also help co-lead the second edition of the [Migration Summit](#), which will focus on "Co-creating Pathways to Learning, Livelihood and Dignity."

To learn more about ReACT and how to engage with its growing community, check out the ReACT [website](#) or subscribe to the [newsletter](#).

## STUDENT PROFILE



**Ruqayya**, a Palestinian refugee living in Jordan, joined the second cohort of ReACT in 2019. Through MITx online courses, she developed new skills in data science and Python. She also developed 21st-century soft skills through the MIT Bootcamps innovation and entrepreneurship curriculum, which improved her critical thinking, communication, creativity, and leadership skills.

As part of ReACT's Internship Program, Ruqayya landed a Technical Mentoring role at UNICEF Jordan. Within a few months, she was hired as an Innovation Advisor, leading operations for UNICEF's social innovation incubators in youth centers in a Syrian refugee camp in Jordan.

Empowered by her experiences with MIT and UNICEF, Ruqayya applied and was selected for a competitive Fulbright scholarship for Jordanian women. She used this opportunity to apply to Northeastern University in the United States, where she is pursuing a Master's degree in Urban Planning and Policy. After graduation, Ruqayya is committed to using her talents to improve her community, centering her work around cities that have integrated refugees.



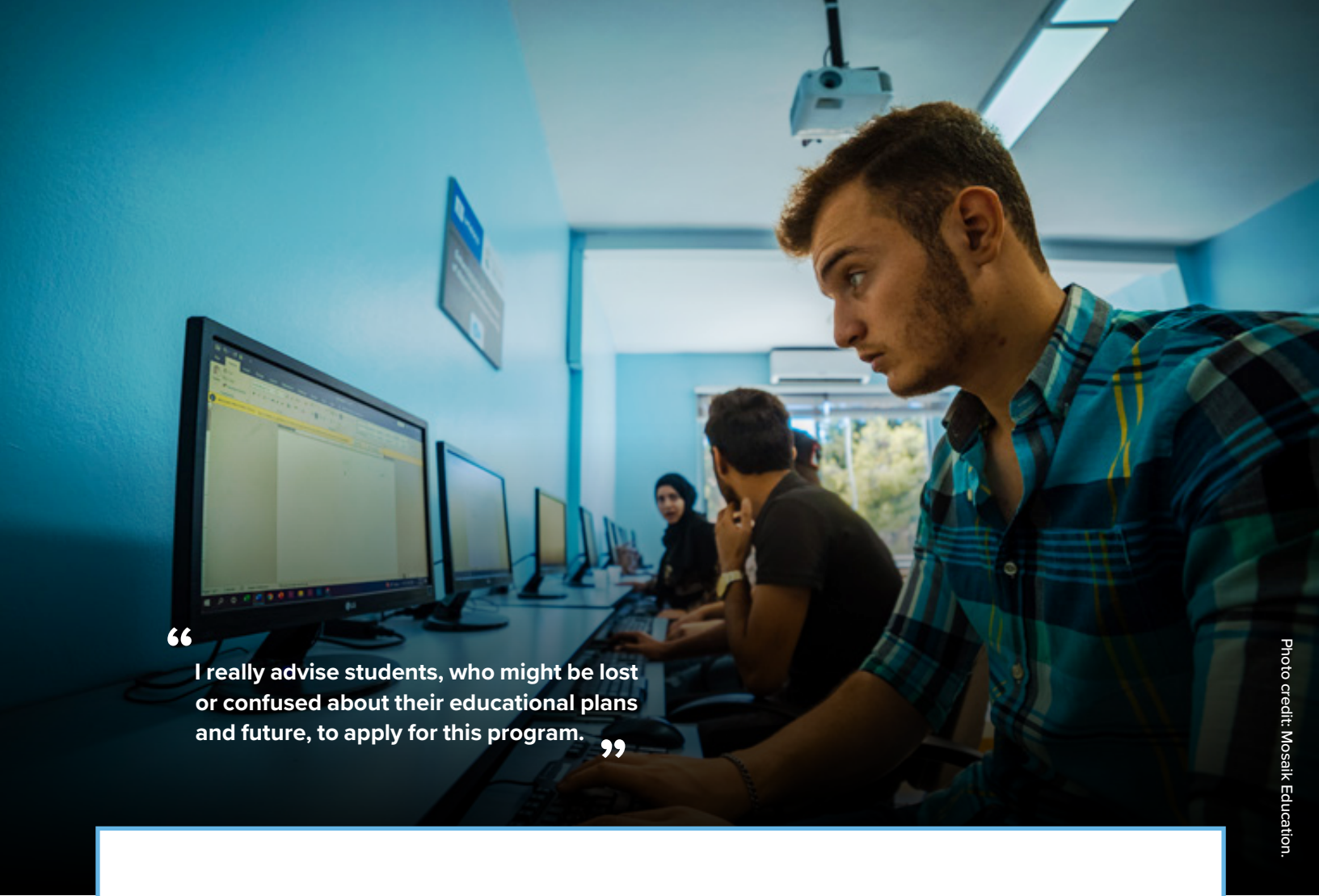


Photo credit: Mosaik Education.

“I really advise students, who might be lost or confused about their educational plans and future, to apply for this program.”

MOSAİK EDUCATION



Mosaik Education supports refugees to access tertiary education through online and blended programs that prepare refugees for opportunities. Its programs include academic guidance and counseling, English language skills, teacher training, and mental wellbeing and resilience.

Although there has been an increase in tertiary education opportunities for refugees – online and in-person -- young refugees are often unaware of these opportunities or lack the prerequisites to access them. Mosaik’s programs address these barriers by creating pathways for refugee youth.

Over the last 4 years, Mosaik Education has expanded to Jordan, Lebanon, and Turkey.

In 2022 alone, Mosaik enrolled **769 learners** in its Guidance program, and **within 6 months, 59% of learners** reported being accepted into a tertiary education opportunity.



This year Mosaik also developed and tested new tools that support English teachers to use communicative language approaches, piloted new content on mental wellbeing and resilience for young refugees, and partnered with UNHCR to develop new ways to scale delivery.

In 2023, **Mosaik Education will work with students and community organizations to replicate its Guidance program across the Middle East and East Africa.** Mosaik will also roll out its online English teacher training and tools in the Middle East and the UK to enhance existing language learning programs by introducing communicative and dialogic activities.

Learn more about Mosaik Education on social media: [Instagram](#) | [LinkedIn](#) | [Facebook](#) | [Twitter](#).



Photo credit: Mosaik Education.

STUDENT PROFILE



Photo credit: Mosaik Education.

“My name is **Raneem**... I just finished my high school education and [was] looking for universities. This program has helped me realize the major I'm passionate about, which is chemistry and biology... I learned how to create a resume, write a motivation letter, apply for scholarships, and start a career - that gave me the confidence to apply to other things and taught me how to present myself in an interview. My next step is to apply for the biochemistry major at the Lebanese University once they open.”



Photo credit: Mosaik Education.



# THE SIXTH 3C FORUM AT THE UNIVERSITY OF KURDISTAN HEWLÊR



Photo credit: OUR.

Over the years, OUR/CAPRS has also:

- hosted 3 **Teacher Training Workshops** for 3 refugee-run Learning Centers in Indonesia and supported the General Education Development (GED) diploma program
- offered a **pledge to UNHCR to engage new stakeholders** to support #15by30 Campaign
- changed the criteria/language of **Times Higher Education's THE Social Impact Rankings**, which was announced during the Social Impact Summit in April 2022

In 2022, **OUR/CAPRS co-hosted the 8<sup>th</sup> cohort of CERTE online with UNHCR Malaysia and the Fugee School, with 15 new participants receiving certificates.** OUR/CAPRS also hosted a panel featuring the work of several CLCC members during THE Digital Universities Week USA, on 9-12 May 2022, at the Massachusetts Institute of Technology (MIT).

In May 2022, OUR/CAPRS, in cooperation with Empower, the University of Kurdistan Hewlêr (UKH), UNHCR Iraq, and CAPRS, hosted the 6th 3C Forum in Erbil, the Kurdistan Region of Iraq (KRI). Forum participants came from a range of different backgrounds, affiliations, and engagements in the refugee and tertiary education sector. Registration was open to everyone, and invitations were sent from the UNHCR Iraq, CAPRS, EMPOWER, OUR, and the University of Kurdistan Hewlêr. Attendees represented universities from KRI, UNHCR, national and international NGOs, government ministries, youth organizations, camp-based refugees, urban refugees, activists, academics, students, and foundations. A brief report from the 3C Forum, Erbil, can be found [here](#).

Finally, OUR/CAPRS co-hosted a panel with UNHCR at [THE World Academic Summit](#) on 12<sup>th</sup> October at New York University (NYU). This session brought together key university leaders and higher education stakeholders who have the power to shift the trajectory of integrating refugees into higher education. Discussions explored the political, funding, and community challenges and examined how these can be overcome. The panel supports the work of

UNHCR and partners to increase university enrolment of young refugees to 15% by 2030.

In 2023, OUR/CAPRS will continue to collaborate with their global partners by introducing new advocacy activities to support UNHCR's 15by30 campaign. They co-hosted the first THE UK Forum on Forced Displacement and Inclusive Higher Education with CLCC, UNHCR, and the University of Edinburgh on the 18th January 2023 and they are aiming to host the 7th 3C Forum in September 2023 in Thailand. OUR is currently developing a 2-days boot camp course on the role of universities in the resettlement process in partnership with Every Campus A Refuge (ECAR), Guilford College in the USA, as well as will be working with UNHCR on a TV drama series focusing on the importance of inclusive higher education for refugees.

## OPENING UNIVERSITIES FOR REFUGEES (OUR)



OPENING  
UNIVERSITIES  
for REFUGEES



Opening Universities for Refugees (OUR) is an educational initiative that was founded in Singapore in 2016 to bring together institutions that 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 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 CIO, a charitable incorporated organization, 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) at the University of

Auckland, New Zealand. Currently, its operations are conducted from the USA.

Since 2016, **OUR** has delivered **6 forums**, engaging more than **300 attendees** to understand the higher education needs of refugees and brought leading partners together in **Malaysia, Indonesia, Hong Kong, Australia, New Zealand, and Iraq.**



OUR/CAPRS also has co-delivered soft skills development training *Connecting and Equipping Refugees to Tertiary Education (CERTE)* for 157 refugee and asylum seekers in Malaysia by working with leading partners, including UNHCR, the Fugee School, and various universities.

## STUDENT PROFILE



Photo credit: OUR.

Amna Shah is a CERTE alum and is currently serving as the CERTE Coordinator.

“The journey from being the CERTE Alumni (2017) to CERTE Program Coordinator (2020-2022) is surreal. I did not anticipate that the certificate which I once received as a participant in the course would be signed by me and issued to many other refugee students. I was empowered and trusted in making decisions and holding the flambeau of hope to light the world of the other CERTE participants, especially during the miserable phase of the pandemic. I am seen at the forefront as the Program Coordinator of CERTE because of the amazing CERTE team of mentors and professors who work selflessly and don't stumble at all in uplifting others.”





“The Scalabrini Centre of Cape Town and SNHU GEM is a testament to the power of unity, coming together to empower refugees.”

## SCALABRINI CENTRE OF CAPE TOWN (SCCT)



SCCT's mission is to welcome, protect, promote and integrate people on the move into local communities. SCCT offers services through 7 main program areas: a Paralegal Desk and Advocacy, Welfare, Women's Platform, Child and Youthcare Centre, Employment Access, Unite Youth, and UpLearn.

UpLearn is SCCT's higher education initiative and forms part of the Southern New Hampshire University's Global Education Movement (SNHU GEM) initiative. Through SCCT's partnership with SNHU, refugees and people on the move in Cape Town, South Africa, can access internationally-accredited programs and tuition-based scholarships.

Since the program's launch in **2018**, more than **170 students** have earned associate's or bachelor's degrees.



A highlight from 2022 was the development of the Continuous Learning Space (CLS). CLS is a competency-based program that teaches mathematics and academic English fundamentals. This program is available to enrolled SNHU GEM students as well as non-degree candidates.

Additionally, **SCCT is committed to ensuring its education programs equip students with the skills they need to find employment.** As such, UpLearn has become part of SCCT's larger Employment Access program to better promote the socio-economic integration of refugees and people on the move.

In 2023, SCCT will continue to expand enrollment in its CLS and UpLearn programs. SCCT will also host a symposium with local stakeholders working in the tertiary education space. Through the symposium, SCCT will create a matrix of information outlining current higher education offerings for people on the move to identify gaps and spark greater collaboration.

Learn more about SCCT and how to contribute via social media: [Instagram](#) | [Linkedin](#) | [Facebook](#) | [Twitter](#).



## STUDENT PROFILE



**Dorcas Mungusa** graduated with a Bachelor of Arts in Communications with a specialization in Business. Dorcas highlights the benefit of having in-person academic support through UpLearn.

*"It was really helpful because I could be stuck [...] and I could book a session to discuss everything... The coaching sessions were part of my success for my degree."*

Additionally, Dorcas's internship sparked her interest in communications. Since graduating, Dorcas has found a job in the communications field, working as an assistant to the manager in the African Catholic Parliamentary Liaison Office.

*"The work I am currently doing links directly to my degree in communications because my main task is keeping communication between African countries flowing."*



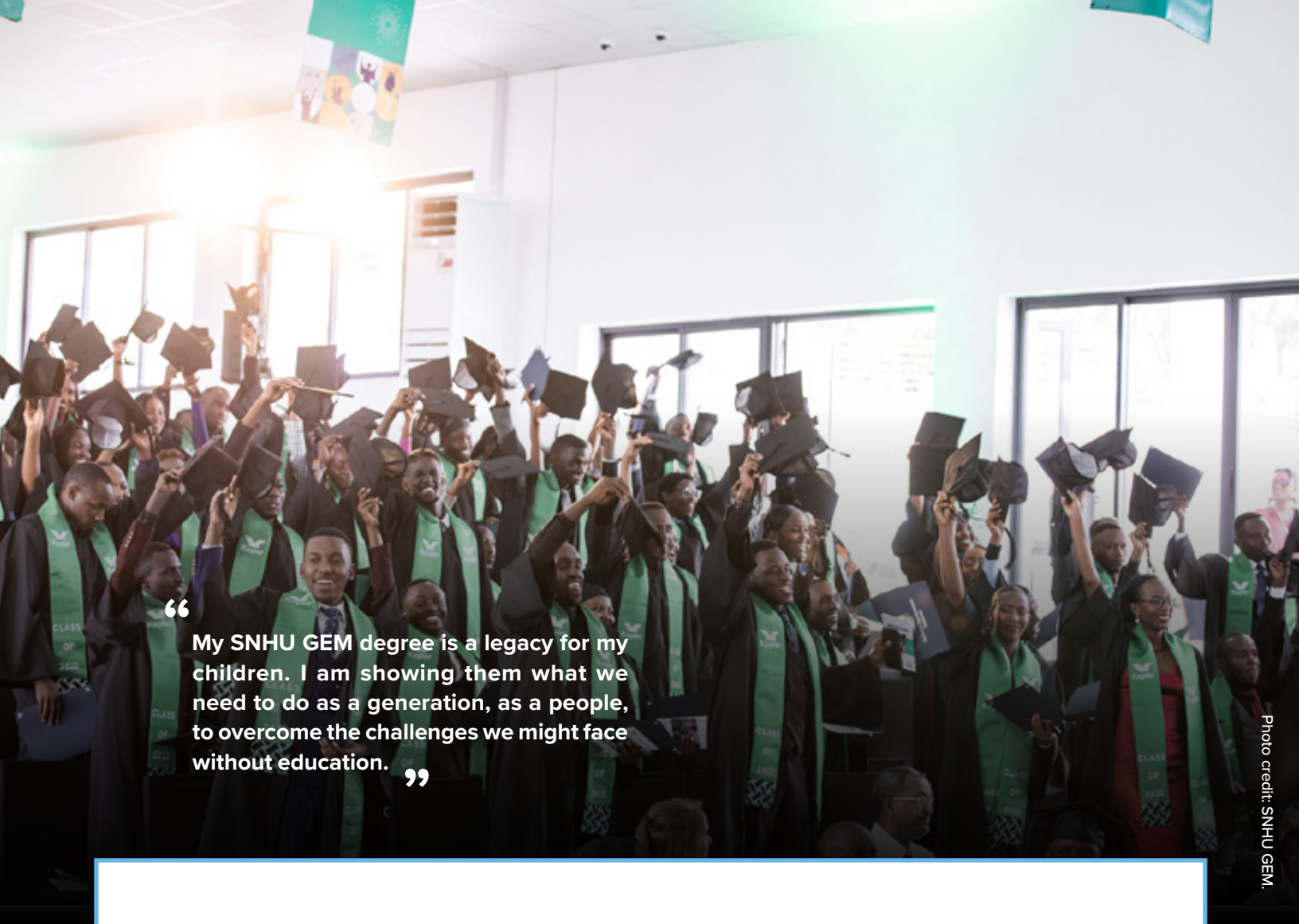


Photo credit: SNHU GEM.

“My SNHU GEM degree is a legacy for my children. I am showing them what we need to do as a generation, as a people, to overcome the challenges we might face without education.”

## SOUTHERN NEW HAMPSHIRE UNIVERSITY'S GLOBAL EDUCATION MOVEMENT (SNHU GEM)



SNHU GEM offers refugees and their surrounding communities the opportunity to earn U.S.-accredited degrees and gain real-world professional experience that opens pathways to employment and self-determination. SNHU GEM is working to create a world where refugees have the knowledge, credentials, and leadership skills to pursue brighter, more secure lives.

Founded in 2017, SNHU GEM was the first large-scale higher education program to provide U.S.-accredited degrees to displaced learners. SNHU GEM partners

with in-country organizations to reach refugees where they are with flexible, competency-based education and wraparound support services.

Since its founding, **SNHU GEM** has served over **2,600 learners**.

Today, more than **1,000 students** are enrolled in programs across **12 sites and 5 countries**.



More than **85% of graduates report securing meaningful employment within 6 months of graduation, improving their own lives, and ultimately strengthening their communities.**

In 2022, SNHU GEM welcomed Rachael Sears as the new SNHU GEM Vice President and Executive Director of the Global Education Movement. The program and its in-country partners also celebrated the graduation of 250 students. SNHU GEM's partners are located in the communities where students reside and provide critical wraparound support services, ranging from academic coaching, mentoring, internship and employment support, psychosocial support, and assistance with meals and childcare. SNHU GEM could not provide these high-quality holistic learning experiences for refugees without the committed partnership of in-country organizations around the world.

SNHU GEM believes higher education can expand opportunities for refugees, their families, and their communities. SNHU GEM remains committed to co-creating new programs with refugees, supporting leadership development among refugees, and working with refugee-led organizations. To this end, SNHU GEM will increase its impact and reach by 30% in 2023, welcoming more learners who otherwise would be excluded from higher education.

To learn more about the program, visit the SNHU GEM [website](#) and social media accounts: [Instagram](#) | [LinkedIn](#) | [Twitter](#).

## STUDENT PROFILE



Photo credit: SNHU GEM.

**Glory (Lukambo) Luundo** is a Congolese refugee working to end hunger in Kakuma. Glory enrolled in SNHU GEM through Jesuit Refugee Service, an in-country partner. Glory is pursuing a bachelor's degree in healthcare management with a concentration in global perspectives.

Working with other youth from Kakuma, Glory established a pond to farm tilapia and catfish and fight malnutrition in the community. His first pond was only 2m by 1m with eight tilapia fish, but the project, Fishing in the Desert, grew rapidly into a sustainable and self-sufficient agricultural system.

Fishing in the Desert won the United Nations' NextGen East African Innovators Programme for its innovative and student-led approach to food challenges in the refugee community. Glory credits his SNHU GEM education for providing him with the leadership, management, and entrepreneurship skills to help start and grow this project.



Photo credit: SNHU GEM.



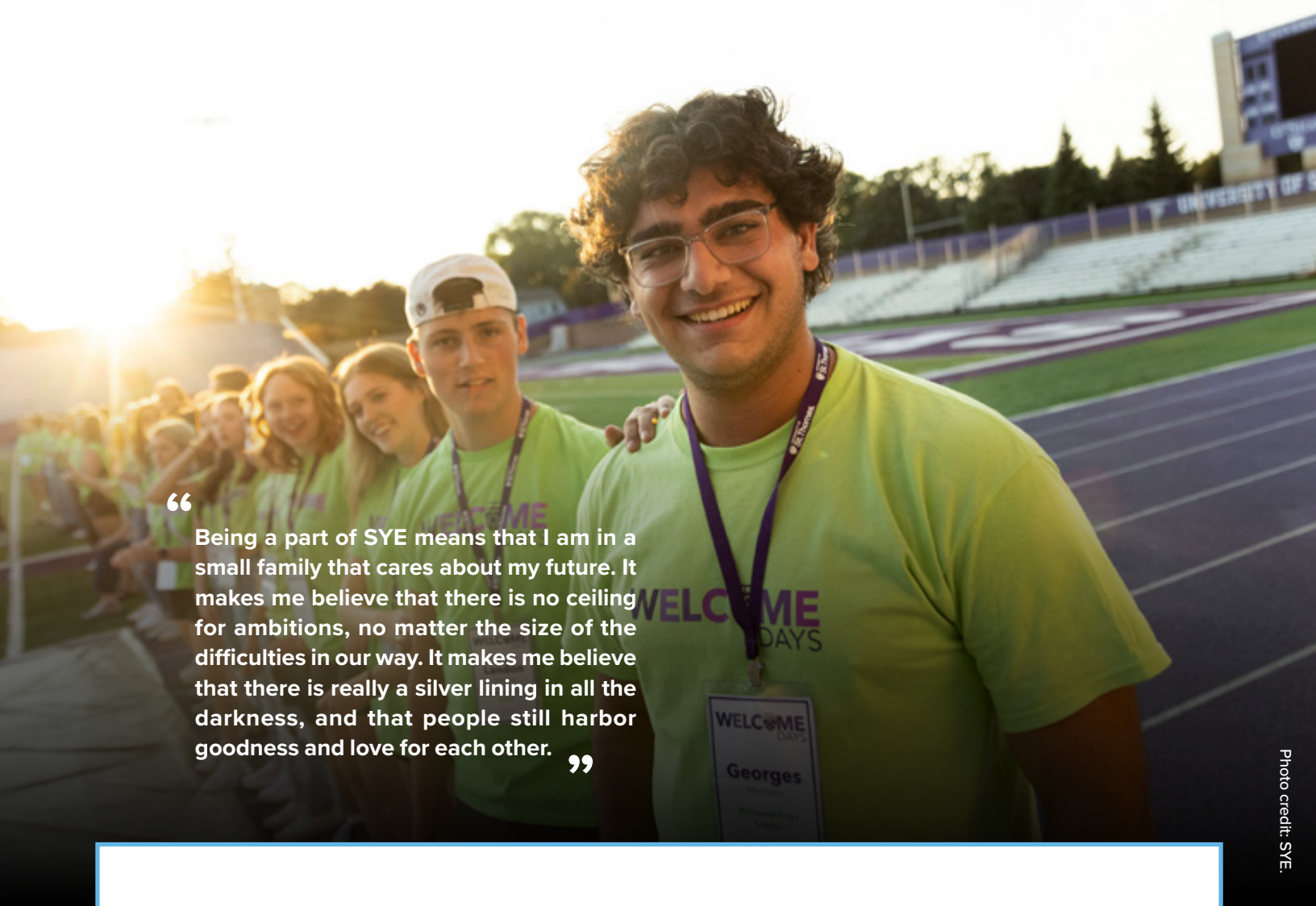


Photo credit: SYE.

“Being a part of SYE means that I am in a small family that cares about my future. It makes me believe that there is no ceiling for ambitions, no matter the size of the difficulties in our way. It makes me believe that there is really a silver lining in all the darkness, and that people still harbor goodness and love for each other.”

## SYRIAN YOUTH EMPOWERMENT (SYE)



Regardless of their intellect or academic performance, students from conflict zones often cannot access higher education due to political, social, and economic instability. SYE is committed to helping conflict-impacted Syrian and Iraqi students access quality, in-person higher education so they can realize their potential.

**SYE’s innovative approach combines workshops with experts and admissions officers with digital mentorship from the Syrian and Iraqi diaspora.**

Started by Syrian refugees in 2015, SYE has supported over 300 students, many of whom have matriculated at global universities like the University of Oxford, Stanford University, Princeton University, Harvard University, Amherst College, Brown University, Cornell University, Massachusetts Institute of Technology, and Smith College, among many others.

SYE students have been awarded over  
**\$40 million**  
in scholarships.



In the first 4 years, SYE worked exclusively with students from Syria applying for bachelor’s degrees. In 2019, SYE broadened its support to Iraqi undergraduate applicants, Syrian master’s applicants, and younger students looking to develop skills for success in the application process.

In 2022, over 30 SYE students received full scholarships to attend college at prestigious universities, such as Brown University, Harvard University, NYU Abu Dhabi, Princeton University, and more. Additionally, 6 SYE students in the younger years program received scholarships to complete their high school studies at United World Colleges and Woodstock. Through the Schmidt Futures and Rhodes Trust, SYE also launched a partnership with the Rise Program to recruit and support Syrian and Iraqi students for their worldwide talent search.

In 2023, SYE is supporting 3 cohorts of students and hundreds of students accessing SYE’s digital tools, video training, and resource guides. In addition to growing and refining SYE’s digital libraries and portal for students, SYE hopes to continue building relationships with universities, extracurricular programs for students, and experts in the field.

Learn more about SYE via social media: [Instagram](#) | [LinkedIn](#) | [Facebook](#).



Photo credit: SYE.

## STUDENT PROFILE



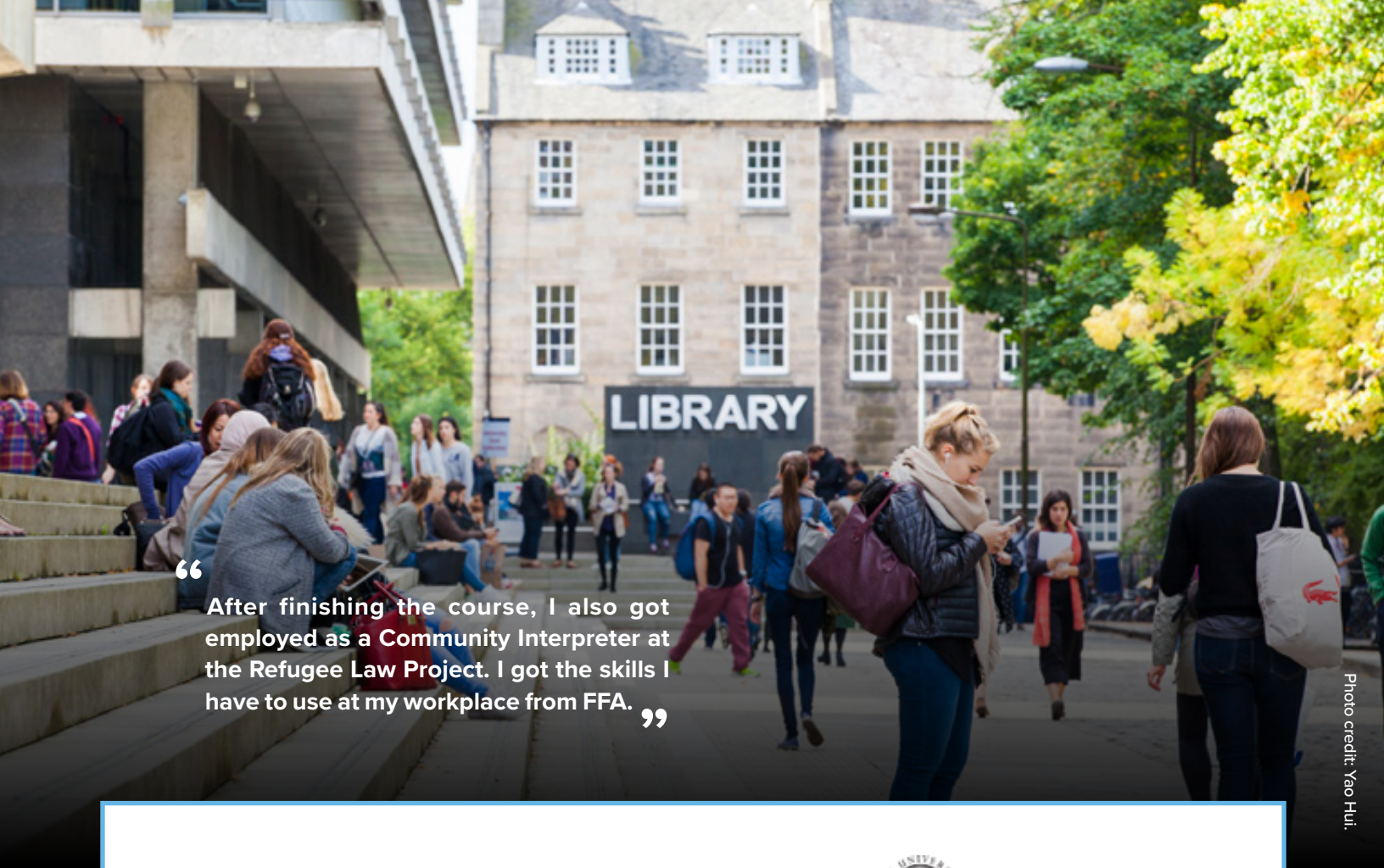
Photo credit: SYE.

**Mohammad Omar Kaziz** was born in Damascus, Syria. Impacted by the ongoing crisis around him and his limited access to education, Omar started looking for opportunities to access higher education abroad. He joined SYE Initiative in 2020, where he was matched with a mentor to identify and apply for scholarship opportunities around the world. Omar is now a sophomore at Salve Regina University in Newport, Rhode Island, where he received a full scholarship. He is pursuing a double major in political science and business administration, a minor in global studies, and a concentration in international affairs. He is also an SYE mentor, supporting 4 students through their application processes.

Like many SYE students, Omar made an impact in his community prior to joining SYE and continues to do so as an SYE alumnus. He is the founder of Guardians of Nature, a global youth environmental movement with more than 150 volunteers, and he participated as the Syrian delegate in pre-COP26 Milan Youth4Climate and pre-COP37 NYC Youth4Climate.

Omar continues to advocate for students from conflict zones and refugees; he can frequently be found sharing his story with his university and the community around him, hoping to unlock opportunities for other refugee students to pursue higher education.





“After finishing the course, I also got employed as a **Community Interpreter** at the **Refugee Law Project**. I got the skills I have to use at my workplace from FFA.”

Photo credit: Yao Hui.

## UNIVERSITY OF EDINBURGH



THE UNIVERSITY  
of EDINBURGH

Founded in 1583, the University of Edinburgh is one of the world's top universities and a leader in digital education. Offering a range of programs, the University is one of the largest online learning providers, attracting a global network of 4 million learners.

The University is committed to improving access to higher education for refugees and displaced communities by leveraging its expertise in research, digital education, and holistic support across a number of University projects, including:

### ENGLISH LANGUAGE EDUCATION TEAM

Works closely with **refugee students**, who also benefit from the team's expertise in trauma-informed pedagogy.



### SYRIAN FUTURES PROJECT

Works **within and beyond the University** to help **Syrian students connect** with higher education and employment opportunities.



### COUNCIL FOR AT-RISK ACADEMICS (CARA) SYRIA PROGRAM

Contribute to **continued academic development and professional network building** online for regionally-based scholars in exile.



In 2021-2022, the University worked alongside partners at the Refugee Law Project in Uganda, the American University in Beirut (AUB), and the Mastercard Foundation to pilot the Foundations for All (FFA) blended bridging program for refugees and disadvantaged national students in Uganda. With an initial cohort of 40 students across 2 learning centers in Kiryandongo Refugee Settlement and Kampala, the 30-week curriculum prepared students to access and succeed in higher education, with an emphasis on preparing students to sit the Mature Age Entry Exam at the University of Makerere in December 2022. The course went beyond core academic modules – English, maths, study skills, and digital skills – and included a core module on ‘Understanding Myself and Others,’ which provided students with psychosocial support and tools for self-care.

Alongside the successful pilot of the FFA curriculum, the University also worked with the Mastercard Foundation Scholars and refugee interns to produce a comprehensive Toolkit on designing, establishing, and implementing blended bridging programs in other contexts.

In 2023, the University will lead discussions to highlight the critical role higher education institutions can play in ensuring refugee inclusion. Additionally, through the University's Refugee and At-Risk Advisory Group, the University will strengthen its cross-University strategy for supporting displaced learners across all dimensions of professional and academic services.

**The University will continue to take a leading role in building the evidence base for refugee education across a number of initiatives.** For example, in

partnership with other CLCC members, the University will coordinate an evidence review that will inform the #15by30 strategy. Across other research initiatives, the University will continue investigating practical barriers preventing refugees from registering, enrolling, and accessing higher education. Research from across Edinburgh will inform a Mastercard-funded project between the University's MSc in Digital Education team and 6 Ugandan universities to develop digital education, particularly for displaced populations.

Learn more about the University's [FFA Toolkit](#) and [Refugee and At-Risk Scholar Support](#).

## STUDENT PROFILE



Photo credit: Byuja DieuDonne Pacifique

**Byuja DieuDonne Pacifique** is a Congolese social activist and peacebuilder currently living in Uganda. In 2021, he graduated from the FFA program and, since leaving, has established a recognized community-based organization called ‘Refugee Youth United for Change’ (RYUC) in the Nakivale refugee settlement.

Byuja started RYUC to promote peace within communities and support disadvantaged groups, irrespective of their religions, tribes, or nationalities. Byuja says that the mentorship and training he received through FFA gave him the skills and experience he needed to start RYUC and confidently lead the organization. Additionally, by working with people from different nationalities and religions during FFA, Byuja developed a greater appreciation for intercultural differences as well as improved communication skills, which have informed his approach to peacebuilding and conflict mediation. Please visit RYUC's [website](#) and [Twitter](#) for more information





Photo credit: WIK.

“ I look forward to being self-dependent ... and supporting my family and community at large through employment or my own ventures. ”

## WINDLE INTERNATIONAL KENYA (WIK)



WIK is a humanitarian organization that supports and implements education interventions for refugees in Kenya. Founded in 1977, WIK improves the economic and social wellbeing of marginalized girls and boys with the goal of building a more peaceful future.

WIK engages in advocacy efforts to support refugee education while also delivering quality education and training in needy and conflict-affected communities. Through its Center of Excellence in Kakuma and Dadaab, as well as across schools in surrounding host communities, WIK supports a number of programs, including urban education scholarships, secondary education, and vocational training.

Through WIK's largest program, a tertiary education scholarship initiative, WIK has supported **1,750 youth to access higher education.**



These graduates demonstrate the extraordinary gains that can be made **by investing in higher education for young refugee women and men.**

In 2022, **WIK tertiary education scholarships supported 730 students across 35 accredited institutions of higher learning in Kenya, giving students the opportunity to earn a wide range of certificates, diplomas, and degrees.** WIK also deepened partnerships that expanded the scope of education interventions both in Kenya and Somalia.

In 2023, WIK looks forward to growing its network of partners to strengthen access to transformative educational opportunities for refugees.

To learn more, please visit WIK's [website](#) and social media: [Facebook](#) | [Twitter](#).



Photo credit: WIK.

## STUDENT PROFILE



Photo credit: WIK.

**Nhial Thok Chuatwea** is a WIK Tertiary Education alum. He describes himself as a leader, mentor, and passionate environmentalist and humanitarian. Awarded the DAFI Tertiary Education scholarship in 2017, Nhial went on to pursue a bachelor's degree in environmental science. He is currently working as an intern at the Kenya Forestry Research Institute (KEFRI) as an environmental junior researcher.

Nhial describes being a WIK scholar as a wholesome experience and an opportunity that unlocked his potential. As a scholar, he was able to acquire leadership skills, create networks, and volunteer in many community outreach initiatives. His passion for community service led him to co-found I Stretch My Hand (ISMH), a community-based organization that sponsors needy and bright South Sudanese refugees living in Kakuma to study at top high schools in Kenya.





# 2023 PLANS







Photo credit: Antoine Tardy.

# UPCOMING WORK IN 2023

## NEW COURSES

UNESCO’s Institute for Lifelong Learning (UIL), UNHCR, and Open University have been working on a research piece, *“From Radio to Artificial Intelligence: Innovative Literacy Learning and Education for Refugees, Migrants and Internally Displaced Persons.”* The research piece featured many CLCC members, and UIL is collaborating with the CLCC, Open University, and UNHCR to build a course on policy and practice that can support ministry officials in the design and implementation of connected higher education offers.

## RESEARCH INTO 15 BY 30

In 2022, the CLCC released a call for proposals for a research piece that would collect evidence on connected higher education programs as well as look at the conditions required to increase enrolment in selected countries. The University of Edinburgh will work with partners in 4 countries on this piece of research, and UNHCR will help expand the focus of

the study to include research on refugee enrollment in national universities and TVET courses.

## KNOWLEDGE EXCHANGE SERIES

The CLCC, UNHCR, and Open University will continue hosting monthly webinars on connected higher education. In 2023 these will be based on tackling the most common challenges members identified at the annual meeting in Copenhagen.

## SUPPORT FOR STUDENTS AND REFUGEE-LED ORGANIZATIONS

The CLCC’s strategy in the coming years will emphasize creating opportunities for refugee leadership in connected higher education. Refugee-led organizations which CLCC students have set up will have the opportunity to apply for grants and technical support delivered in partnership with [COHERE](#). The CLCC is also looking to collaborate with UNHCR to train students in public speaking, leadership, and diplomacy so that they can serve as advocates for education at high-level forums.



Photo credit: Antoine Tardy.





## ACKNOWLEDGMENTS

The CLCC 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 applauds the efforts of our partner institutions, community partners, and students whose perseverance despite tremendous barriers over the last year has been extraordinary.







**2022**  
YEARBOOK