

OROS — Online RECI Open Space

Higher Education in Emergencies: Blended Learning and its potential for individual and social transformation

November 21 • 15:00-17:00 CET
Online · English

PARTICIPATIVE
WEBINAR

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RECI EiE
Education in Emergencies
Working Group



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Agenda

1. Setting the Scene
1. HEiE Challenges and Solutions
1. Solutions: Mapping out Existing Initiatives
1. Digging into Transformation: Individual and Societal
1. Q&A and Reflections

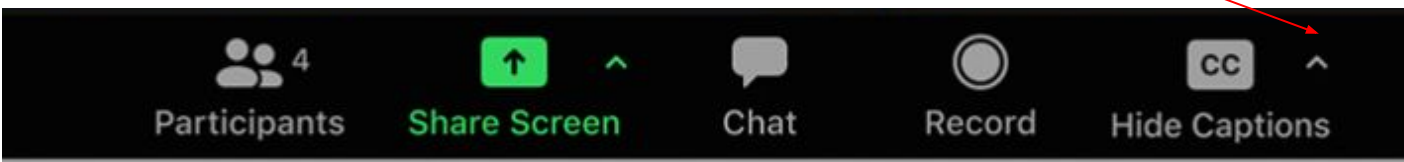
Netiquette



- Use a headset if possible - the sound quality is better
- With the webcam on we can see each other, it feels a bit more like being in a face-to-face meeting
- Mute the microphone if the background is loud
- It's okay to take breaks!
- Questions? Use the chat box or send a private message to Nadine Bernasconi or by e-mail (nadine.bernasconi@reci-education.ch)

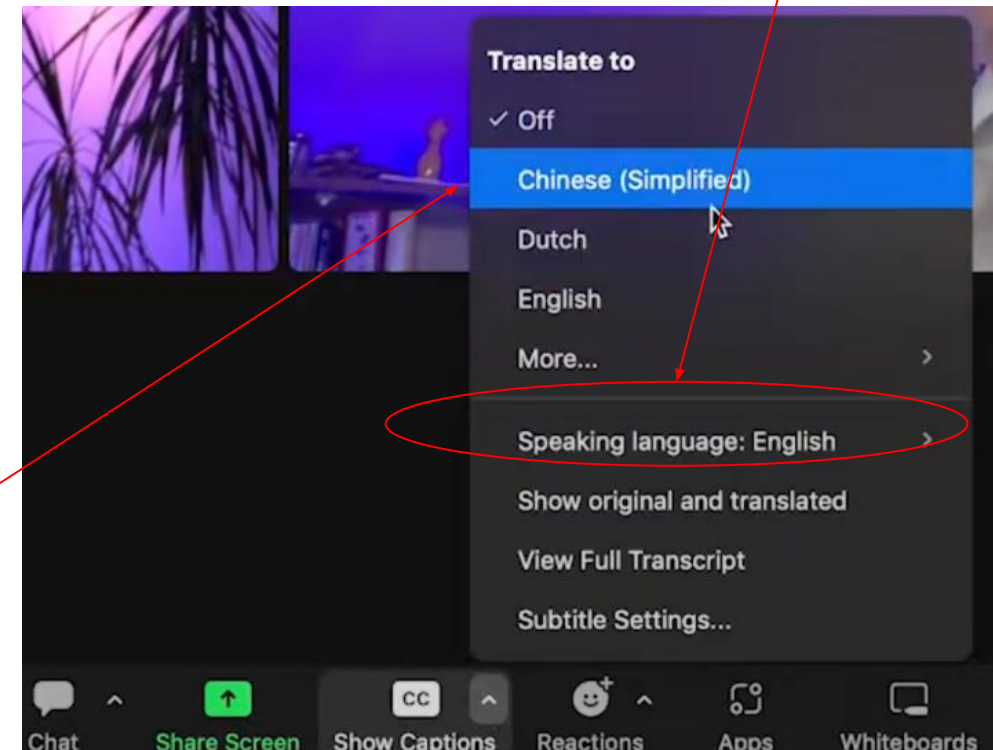
Interpretation/translated captions

Step 1. click on the small arrow next to Hide Captions, click Show Captions



Step 2. Choose the language that you want to see in the subtitles

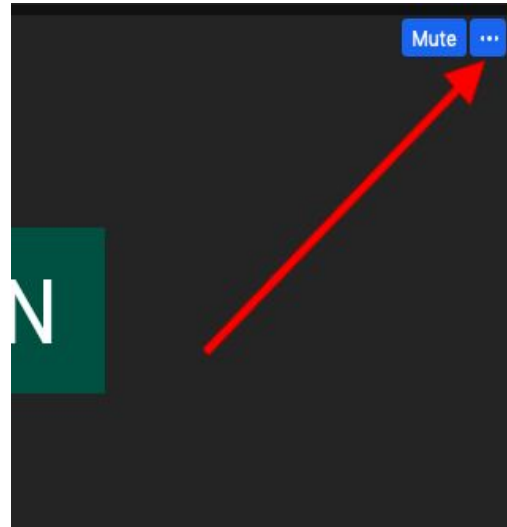
Step 3. Choose the language in which you will speak (please speak in that same language throughout the webinar)



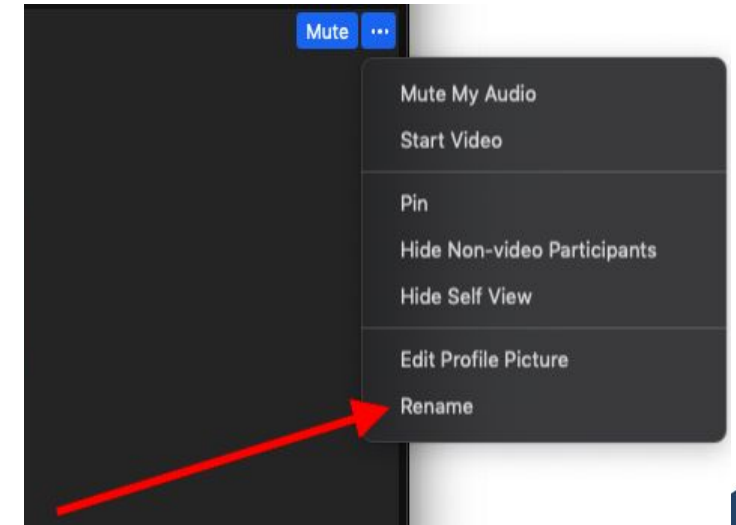
On Zoom, rename yourself with your name + languages + organisation

1st step:

Click on the three dots on your screen.

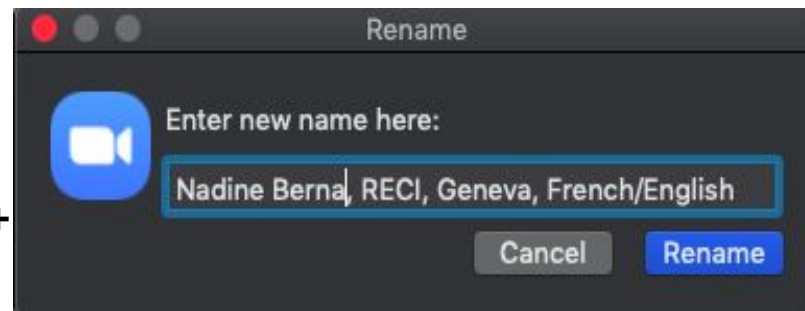


2nd step:
Click "Rename"



3rd step:

enter your name + languages + organization



ex : Nadine Bernasconi, FR, EN, ES, RECI

Icebreaker: Who we are

Share with us in the chat

- Your organisation
- Your location in the world



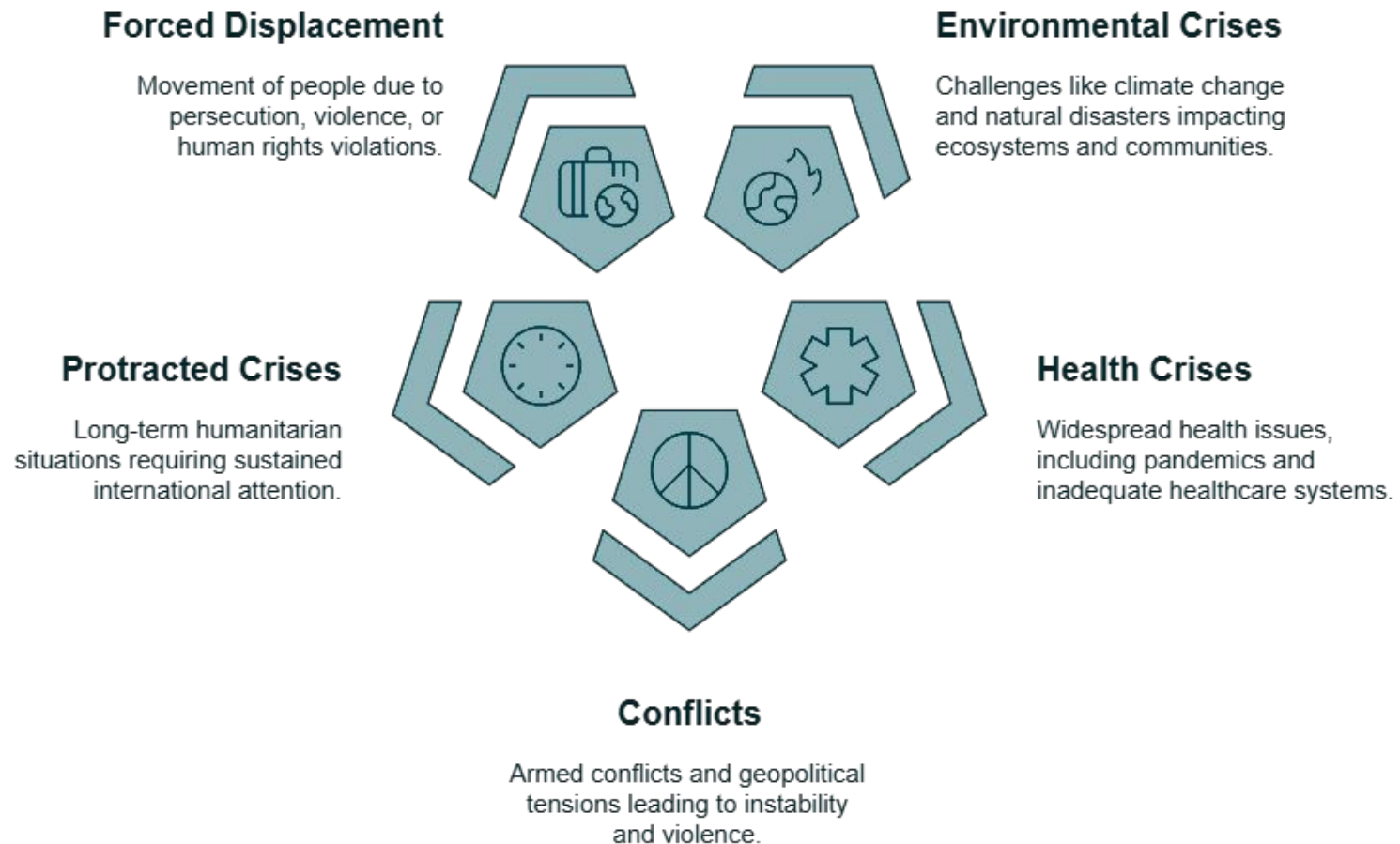
Setting the Scene



What do we mean by Emergencies?

A serious disruption that requires urgent action.

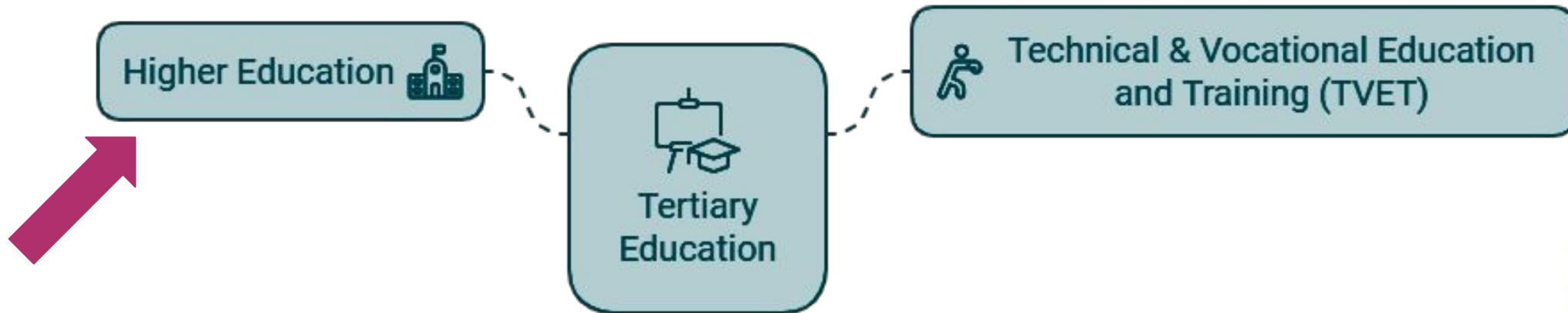
Slow-onset vs. rapid-onset situations



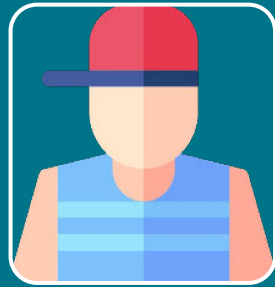
Higher Education vs. Tertiary Education

UNESCO defines tertiary education as Learning that:

- Follows secondary education
- Focuses on specialized fields



Who is the target audience?



Full-time learners

- Recent graduates from secondary education
 - **Kakuma Camp refugees**
- Former students with interrupted studies
 - **Sudanese students**

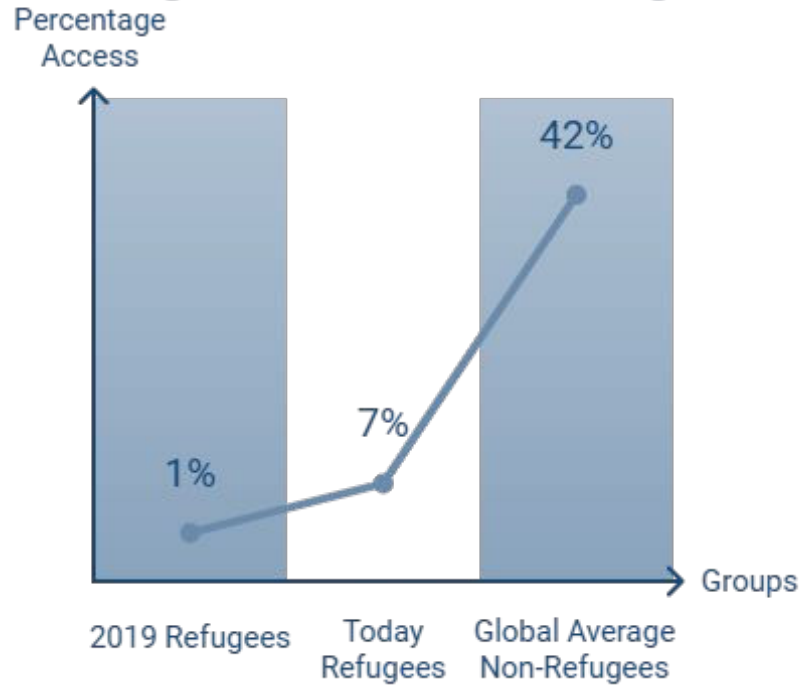


Part-time learners

- Working adults
- Breadwinner
 - **Everywhere!**

Refugee Access to HEEd

Access to Higher Education for Refugees vs. Global Average



UNHCR 15by30
Target

<https://www.unhcr.org/media/15by30-roadmap-expanding-higher-education-skills-and-self-reliance-refugees>

Discussion: Higher Education in Emergencies

Rationale

According to you: Why is it important to provide Higher Education opportunities in Emergency contexts (HEiE)?

- Add to sticky notes on the [Canva whiteboard](#) (page 1)
- or share in the chat

According to you: Why is it important to provide Higher Education opportunities in Emergency contexts?

- Add one reason per sticky note here. Use separate Sticky notes for each idea
- OR
- Write in the Zoom chat

With the long duration of conflicts (in Syria, Sudan), displaced children are now university age, so it essential for them not to miss their "life" while waiting for the war to end.

Carol S

For many in refugee camps, the disruption of their education means they will really struggle to catch up if going the usual school route. Being able to jump into higher education gives a much more realistic view of where they are in terms of their personal abilities than ranking them according to school completion.
--Elsa

providing skills and knowledge (at individual level) necessary to enter the labour market

Maggi Na

To break cycles of crisis and poverty and provide Youth with the required skills to live an emancipated life

It gives room for continous education regardless of conflicts just as the UN slogan which says '**Leave No One Behind**'

Sallah Bisalla

So much potential being wasted if creative and innovative students are not empowered to continue their studies.



Important method for integration into host country
Carol S

contribute to recovery, peacebuilding and stability

(Long term benefits)

Lack of financial support (as a result of being in exile) makes it tricky to complete studies - HE needs to be available to all. It will be needed in all communities if we are to survive.

To ensure these young people can develop their full potential for the benefit of the community.

Boosts morale (self-esteem) - people can identify as a "student" instead of a "refugee"

Carol S

Graduates from higher education can play a critical role in rebuilding communities, infrastructure, and governance systems after emergencies.

In order to ensure equality for developing one's full potential (and everyone's right to education)

It is a key to better life outcomes and upward social mobility.

In order to develop any society or nation, you need an educated community. With the protracted situation in refugee camps, man displaced people's lives are put on hold and they are basically not included in many basic rights such as education.

To enhance the psychological stability of displaced personscontexts

oabuamsha

Feeling valued! That alone is a good reason. :)



To bridge the gap in education between learners in emergency and crises free contexts

oabuamsha

Ajouter du texte

Oula Abu-Amsha

Relevance of HE in Emergencies

Human Right

Access to quality education is a human right. key to fight against poverty, level inequalities and ensure sustainable development. (Universal Declaration of Human Rights)

Recovering a Sense of Purpose

Access to higher education “is the surest road to recovering a sense of purpose and dignity after the trauma of displacement.” (UNHCR, 2019)

Individual and Community Transformation

The empowering benefits of higher education for refugees are evident at both individual and community levels: higher-level education turns students into **leaders**, and it harnesses the **creativity, energy and idealism** of refugee youth and young adults. By doing so, it casts them in the mould of **role models**, developing **critical skills for decision-making, amplifying their voices**, and enabling **rapid generational change** (UNHCR 2019).”

Protection and Reconstruction

Higher education is also an instrument of protection in refugee crisis contexts, and it plays a vital role in helping to develop the human and social capital necessary for rebuilding lives and communities (Gladwell et al. 2016).



HEiE

Challenges and Solutions



Activity: HEiE Challenges, Solutions and Resources

Let's brainstorm in breakout rooms about:

1. What are the challenges in implementing HE in emergencies?
2. What are the solutions that can be identified to overcome those challenges?
3. What resources are needed to implement these solutions?

Go to [Canva](#) Page 2 to note down your ideas.

(20 minutes)

GROUP	1. CHALLENGES	2. SOLUTIONS	3. NECESSARY RESOURCES
Example	<ul style="list-style-type: none"> High Tuition 	<ul style="list-style-type: none"> Scholarship Programs 	<ul style="list-style-type: none"> Funding
Group 1	<ul style="list-style-type: none"> Lack of ID documents (lost when fleeing) Language barrier degrees from country of origin not accepted in host country online institution degrees not accepted in host country the battle between survival and learning, this leads to psychological imbalance, lack of concentration on learning Lack of digital access and skills Lack of continuous professional learning for teachers in charge of refugee and displaced kids. 	<ul style="list-style-type: none"> online programmes gives broader access to women and care givers UNESCO qualification passport can facilitate accepting qualifications for those who have lost their documents. Should be recognised by employers and institutions. inter NGOs collaboration is a potential solution. This will also take care of the psycho-social support for refugees so that they can concentrate on learning UNESCO Global Convention on the Recognition of Qualifications <ul style="list-style-type: none"> https://www.unesco.org/en/legal-affairs/global-convention-recognition-qualifications-concerning-higher-education?hub=66535 	<ul style="list-style-type: none"> Funding for training on digital skills Funding for professional development (training of trainers) Policy-level: <ul style="list-style-type: none"> Regional collaboration and recognition of degrees (accreditation). Partnerships across institutions
Group 2	<p>Perspectives from Nigeria:</p> <ul style="list-style-type: none"> lack of awareness of the relevance of HE Lack of proper data, climate changes, untrained teachers/lecturers attacks on education Funding Lack of inclusive and life skills curriculum 	<ul style="list-style-type: none"> address the issues from the bottom up, deal within primary& secondary education First Curriculum revie 	<ul style="list-style-type: none"> Policy Revision
Group 3	<ul style="list-style-type: none"> Students not having completed their basic education / or having had their BE interrupted mental health challenges / trauma different ideologies and the role of education in conflict lack of documentation / recognition of certification 	<ul style="list-style-type: none"> All governments to sign and enforce Safe Schools Declaration. Accelerated education pathways. Use of technology. Support to basic + continuing education in emergencies. counselling or MHPSS support promote shared / contextualized understanding of education. Facilitate exchange of experiences. validation of previous experiences and certification / official recognition 	<ul style="list-style-type: none"> policy dialogue & advocacy funding technological resources human resources relevant education content
Group 4	<ul style="list-style-type: none"> Funding Security Flexibility Resources Disability not catered for Electricity Technology - digital tools - data Access to study spaces 	<ul style="list-style-type: none"> Funds being allocated Catering for disabled Making sure HE delivered in emergency situations is not left out Flexibility - how to work Access to study for mature age students, including parents 	<ul style="list-style-type: none"> Human and financial resources Knowledge and information - technical literacy, etc. In accessible form. Tech resources Online access Power resources Learning spaces Libraries - online or otherwise Mentors - successful students are the best Special funding for young people with disabilities Also funding for non-traditional students (mature age, parents, minorities, etc) within the refugee community Solutions include partnership with private sector players: strategic advocacy: higher education programs that includes learning and earning

Technology related Challenges

Internet Connectivity

Digital Literacy

Electricity Outages

Language and culture related Challenges

Non-native
Language

Gender

Academic
Communication

Challenges addressable through Programme Design

Instability of
Environment

Delays in Remote
Communication

Real-time Session
Accessibility

Relevance to
Community Needs

Relevance to Future
Aspirations

Credential related Challenges

Recognition of Prior
Learning

Recognition of Host
Country Education

Financial Challenges

Difficulty in
Accessing paid
resources

Time and Workload



Solutions: Mapping out Existing Initiatives



Solutions and Models: The CLCC

The Connected Learning in Crisis Consortium (CLCC) includes 40 institutions delivering innovative connected higher education programs to refugees worldwide.

<https://connectedlearning4refugees.org/members/>

Solutions include:

- scholarship programs: Mastercard Foundation, King's College London
- online learning programs: MIT ReACT
- blended learning programs: Arizona State University, JWL
- micro-credentials: Kiron
- Combination: Luminus Technical University College

Program Mapping Activity

You will work in pairs in breakout rooms

1. Go to the CLCC website, select one consortium member, explore their approach
2. Go to Canva p.3 and add your notes indicating what type(s) of solution the given member implements and how.

<https://connectedlearning4refugees.org/>

CLCC Programs

<https://connectedlearning4refugees.org/members/>

Scholarship Programs



Provide scholarships since 2012, have funded 45k students.
Cooperation: Work with gov't and private sector and have NGO partners.
Aim to "double" impact by 2030
25% intake are refugees
Operate mainly in Africa



Online Learning

IDEL

kiron



Blended Learning

IDEL

Solutions include partnership with private sector players; strategic advocacy; higher education programs that includes learning and earning



Blended learning: online and in person learning



Your paragraph text

Micro-credentials

kiron

Kiron
free access to high-quality education, bridging skill gaps and promoting inclusion in the job market on virtual learning platform "Kiron Campus", refugees can engage in self-paced certification courses and earn micro-credentials from renowned educational providers. Learners can also access language learning, mentoring, and upskilling programs to prepare them for the job market.

Other?

IDEL is facilitating knowledge exchange, capacity building, needs assessments for various higher education stakeholders and CLCC members.

They also link into internships, career advice and employment support



Skills development, education and coaching for economic sustainability, including activities such as English language courses, digital literacy, business skills, etc

Solutions include partnership with private sector players; strategic advocacy; higher education programs that includes learning and earning



Digging into individual and societal transformation



Transformation: The Diploma in Liberal Studies (JWL)

10 years, 1'073 students

Blended learning:

- 15 courses, 8 week each
- International faculty
- Local Support

Accredited by Regis University (US)

Honen-Delmar, M. and Rega, I. (2021). A Journey towards Empowerment: The impact of Liberal Studies on graduates and their communities. Research Report 02. JWL Worldwide Learning

EMPOWERMENT

EXISTENTIAL COMPETENCES

KNOWLEDGE AND SKILLS

Soft skills:

- Professionalism;
- Communication;
- Time management.



Hard skills:

- Research;
- Business;
- Social work;
- Digital skills;
- English.

Leads to: academic, networking and professional opportunities.

CRITICAL THINKING: A NEW MINDSET

Components:

- Analysis and evaluation skills;
- Interpersonal communication.



Fosters: problem solving (all spheres of life), adaptability and autonomy.

Increase in self-confidence

KNOWLEDGE AND SKILLS

EMPOWERMENT

SERVANT LEADERSHIP



Leading by example – leader of oneself and then of others. It encompasses all spheres of life.

Values: courage, humility, honesty, empathy and patience, integrity and equality, responsibility.

Soft skills: collective work, problem solving, critical thinking, and communication skills.

Consequences: finding one's voice or carrying and amplifying the voice of the voiceless.

INTERCULTURAL / INTERRELIGIOUS SENSITIVITY



DMIS model:

- Acceptance of differences through knowledge (respect and reciprocity);
- Adaptation, based on communication;
- Integration by embracing diversity and removing discrimination.

Developed through knowledge (specific courses and local and global classroom), introspection leading to empathy, JWL leading by example.

Consequences: local inclusivity and global awareness towards the creation of peaceful communities.

SENSE OF COMMUNITY



Awareness leading to **responsibility and inclusion** leading to **action**.

Spaces for community engagement: private, social, cultural, professional, and religious environments.

Mechanisms:

- Empathy;
- Servant leadership.

EXISTENTIAL COMPETENCES

KNOWLEDGE AND SKILLS

Soft skills:

- Professionalism;
- Communication;
- Time management.



Hard skills:

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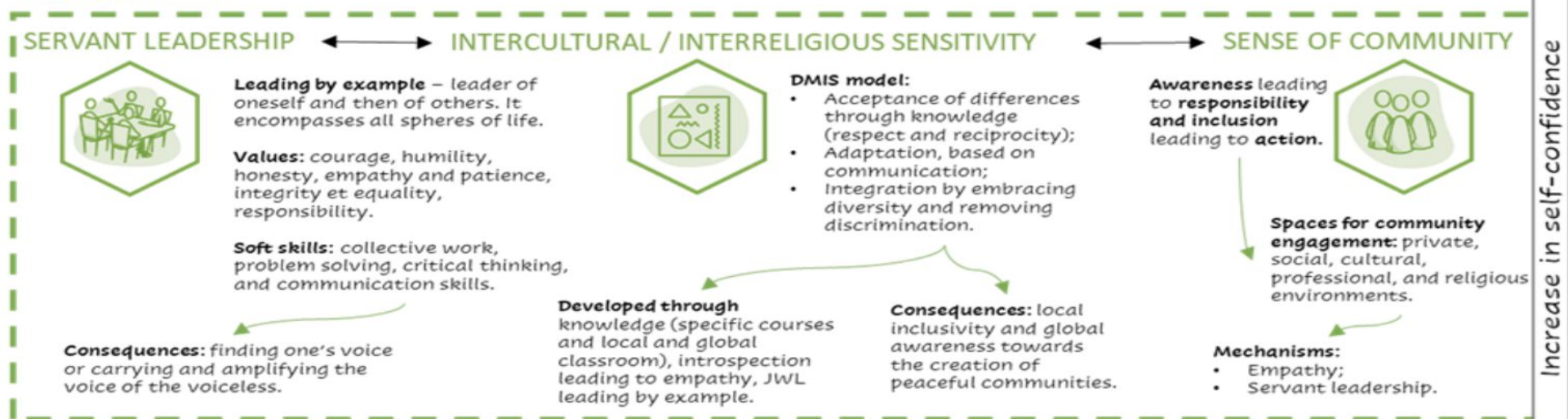
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KNOWLEDGE AND SKILLS

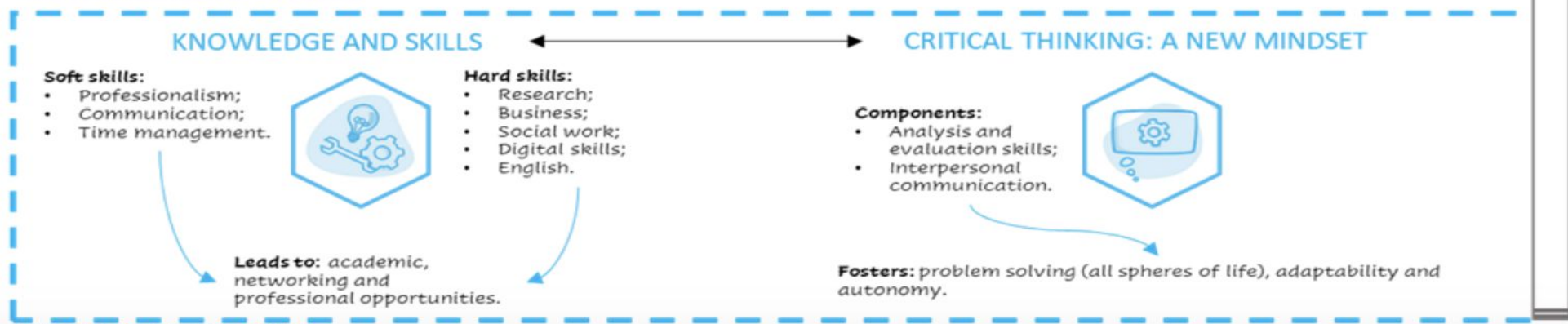
Increase in self-confidence



EMPOWERMENT



EXISTENTIAL COMPETENCES



KNOWLEDGE AND SKILLS



Research Report

#02 / September 2021

A Journey towards Empowerment:
The impact of Liberal Studies on graduates and their
communities



Mélodie Honen-Delmar, Global Academic Operations and Research Manager, JWJL
Dr. Isabella Rega, Global Research Director, JWJL

“If I had not had a chance to study in Diploma programme, I think I was not going to be who I am today. [...] I would not have a voice. I would not have the power to stand as a woman in the community, in my family. [...] So it is like light that takes away darkness from my eyes. I am able to see now [...] the right path to take.”

Research Report

#02 / September 2021

A Journey towards Empowerment:
The impact of Liberal Studies on graduates and their
communities



Mélodie Honen-Delmar, Global Academic Operations and Research Manager, JWL
Dr. Isabella Rega, Global Research Director, JWL

“There is a kind of bond between community members and the love that overflows from us is what helps us to keep this place more safe. [...] I'm not sure if Dzaleka would be [a] welcom[ing] place like today. So [...] the programme helps not only me but the whole community to be a better place to live.”

“I think the Diploma will help me to get maybe what I need, in making my lifestyle change. I can't change my life without changing my community or environment.”



Q&A and Reflections



THANK YOU!
Merci!
Gracias!
Danke!

شكرا!

Follow us!



@RECI



ww.reci-education.ch



Sign up!



Swiss Network for Education
& International Cooperation