Dear Readers,

Since the early 2000’s Connected Learning has emerged as a promising practice to enhance and expand the provision of quality higher education opportunities for displaced populations. Connected Learning, in contexts of higher education in displacement/fragility, can be defined briefly as the development and exchange of knowledge and ideas among students and faculty through the use of information technology that enables learning not bound by geographical limitations in contexts of fragility.

This Playbook was designed to help strengthen the delivery of Connected Learning programmes by sharing knowledge and practical experiences of current initiatives. Throughout the Playbook there are case studies which map to the four different sections of quality guidelines. These guidelines were created by the Connected Learning in Crisis Consortium (CLCC) with the aim of advancing future implementation and programme designs.

The quality guidelines are not intended to restrict approaches, but rather allow practitioners to learn from prior experiences, collective lessons, and common trends that have emerged across programmatic designs spanning initiatives deployed in Asia, Africa, Europe and the MENA region.

This Playbook was produced by the CLCC in 2017. The Consortium aims to support the provision of quality digital higher education in contexts of crisis and displacement by sharing and disseminating knowledge, experience and evidence; developing innovative and good practice; and ensuring accountability to students and their communities in order to foster self-reliance.

As co-leads of the CLCC, we hope that you will find this first iteration of the Playbook a useful guide to the landscape of rich experiences that have emerged within this field. We also highly encourage you to engage with the Consortium and share your experiences and knowledge to assist in advancing this emerging field.

Thank You,

Ita Sheehy, Senior Education Officer, UNHCR & Barbara Moser-Mercer, Director, InZone/Université de Genève

What is Connected Learning in Crisis?

Connected Learning, in contexts of higher education in displacement/fragility, is the development and exchange of knowledge and ideas among students and faculty through the use of information technology that enables learning not bound by geographical limitations. It promotes authentic self-knowledge, embeddedness in local and global learning communities, adaptive critical thinking and new media literacies to nurture a culture of adaptive life-long learning. This is achieved through linking student interest to relevant, flexible, accredited and sustainable academic programs, creating interconnected and global learning communities and ensuring academic achievement through dedicated learner support.

Connected Learning in Crisis integrates progressive, experiential and learner-centered approaches, whether technology enhanced or not. As a model, Connected Learning in Crisis promotes the creation of conflict-sensitive blended learning environments that support effective learning and educational equity. As a learning theory, Connected Learning is guided by learner interest and passion, shared purpose and social relevance and thus supports meaningful and sustainable forms of learning.

Connected Learning in Crisis is also a model for designing blended learning environments that connect learners across shelters, to the university, and to peer-based learning, by leveraging the affordances of digital and networked tools adapted to fragile contexts. While Connected Learning in Crisis does not occur in the same digital universe as that found in non-conflict settings, adaptive digital tools support contextually relevant forms of digital literacy. Most importantly, Connected Learning in Crisis ensures that learners remain in the center, as learner support by instructors, tutors and facilitators, both online and on the ground, represents the central node in this Connected Learning ecosystem. For refugee learners, learning begins when there is a connection.

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Thank You,
Access to Higher Education

Recognition of prior learning with or without official documentation

Institutions shall commit to:

- recognising prior learning leading to and within higher education
- exploring alternative means of verifying qualification for admission
- exercising flexibility within institutional policy guidelines
- equitable and inclusive access that focuses on learning outcomes to higher education

Case Study

JWL Employs a Multi-step Process for Acceptance Into Their Diploma Programme

The admissions process for the Diploma in Liberal Studies programme at Jesuit Worldwide Learning (JWL) allows students to apply even if they lack formal accreditation from past schooling. It begins with a Call for Applications in the local community, with the site coordinator leading public information sessions about the programme. After applications are submitted, the students will take the English exam.

Applicants who score at least a B2 level on the CEFIR scale may advance to the written essay portion of the admissions process. The essay test consists of one essay prompt created by the academic director at JWL, and reviewed by site coordinators.

University faculty members from Jesuit universities score the applicant essays based on compositional and grammatical ability. The English and Essay test scores are then combined to determine which applicants from each location will be invited for an in-person interview.

The interviews focus on assessing the candidates’ language skills, understanding of the interview questions, determination to work in the Diploma program, rapport with the interviewers, and demonstration of intellectual curiosity. Individual scores are later aggregated for an overall interview score that determines ranking among the applicants.

The new cohort then spends two months in an on-site, pre-orientation programme led by their site coordinator. The pre-orientation programme covers computer skills, basic essay writing, source citation, utilising the Georgetown University library, and study skill development. Individual learning sites can customise the pre-orientation programme to suit the needs of their location and students.

Helping Displaced Students with Educational Barriers

Providing connected higher education to students in emergencies and protracted situations requires much more than just access to online courses. Many students lack evidence of prior learning. While they can usually participate in courses without high school transcripts and other documentation, many institutions and ministries of education will not allow them to officially graduate without evidence of prior learning.

Some countries restrict access to higher education to domestic students. Due to local laws, many students and their families lack the right to work legally in the countries in which they have found refuge, meaning that even the lowest tuition is out of reach.

It is not just policies from the country of asylum which create administrative barriers for students. Universities can create barriers that are insurmountable for refugee students. Universities sometimes throw up barriers too, which are insurmountable to refugee students. In order to issue student cards, universities often require individual addresses or birth dates, information which many refugee students simply do not have. Exams or modules have to be completed by a specific time, which can be difficult to do if there is flooding or no electricity at learning sites. It is important to be flexible, responding to problems as they arise and to ensure availability for students to discuss whatever barriers they encounter.

Most importantly, working with refugee students requires special attention to protection concerns. Protection refers to efforts to ensure authorities, and international actors respect their obligations and the rights of individuals in order to preserve the lives, security, physical and moral integrity, and dignity for those forcibly displaced (ALNAP, 2012: Enhancing Protection).

Displaced students sometimes belong to persecuted minorities, political factions, or other marginalised groups. Their mobility can be restricted and some are not able to move freely throughout the country of refuge or will not be able to reenter the country if they leave. These issues must take precedence in planning and implementation. Above all, commitment to the principle of “do no harm” is important.
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Casestudy

Supporting Students Who Choose to Voluntarily Return to Somalia

A key principle of the BHER project is portability of programmes offered by institutions of the BHER Consortium. This means that if BHER students (and later alumni/ae of programmes offered through BHER) relocate or return to their home countries at a later date, they can use the university credits they have earned towards further education and professional studies. The principle of portability is being tested in Kenya’s current political climate toward refugees. In May 2016, the government of Kenya announced that it would close the refugee camps of Dadaab. Refugees of Somali origin were encouraged to repatriate voluntarily. In response, many BHER students have relocated to Kalobeyei (a resettlement 20 km away from Kakuma), or returned to Somalia. Others have received resettlement to the USA or Australia. These students are invested in continuing their studies, but cannot benefit from the learning support system offered through the BHER Learning Centre in Dadaab. While they are equipped with tablets to continue online learning, more is needed to enable students to stay connected to their online programmes. For students in Kalobeyei, Windle Trust Kenya facilitates access to a computer lab. BHER project has reached out to Connected Learning Consortium members, JRS and InZone, to help our students with access to computer facilities in Kakuma. UNHCR provides a stipend to allow students access to the lab and essential air time to stay connected to their study programmes. For students who have moved to Somalia, BHER has reached out to Somali National University (SNU). Students who moved to Modagdishu are able to access SNU computer labs. For students relocated to Kismayo (Somalia), US, and Australia, we are mobilising volunteer support to administer required exams. We have learned that while academic portability is possible, enabling access to systems that allow students to complete their studies requires the good will and creativity of non-academic actors.

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Checklist

Our programme(s):
- is in compliance with national accreditation standards
- offers credits that are interchangeable to international frameworks
- provides exposure to both local and international pedagogical approaches

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Credit Transfers

Institutions shall commit to:
- adhering to the principle of credit transfer within the CLCC where appropriate, and exploring relevant modalities
- exercising flexibility within institutional policies with regard to documentary requirements for admission
- working closely with international organisations and institutions on education regarding HE access frameworks (e.g. UNESCO, UNHCR, IO level, public/private sector) and mobilising support at policy level

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Checklist

Our programme(s):
- engages with developing articulation agreements with other programmes
- accepts credit transfers from other programmes
- accepts alternatives to official documents when official documents are unavailable
- works to advocate with national and international institutions for credit transfer opportunities

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The BHER Programme Includes Multiple Universities Recognising Each Other’s Credentials

All BHER academic partners adhere to the principle of reciprocity in credit recognition. This means that credit earned from courses offered by one partner university may be recognised by another partner university if these courses meet the criteria and have been approved through regular approval processes within each partner institution.

Each academic partner in the BHER project expects that the University offering a Certificate, Diploma, or Degree programme will recognise and award credit for courses offered by another University partner thereby economising on resources needed to offer refugee students free university education. For example, BHER students who started with a one year Certificates programme in educational studies (CES) at York University (YU), then continued on to the second year of the Diploma studies in teacher education (primary) (DTE-P) at Kenyatta University (KU) and received a credential from KU. Similarly, University of British Columbia contributed courses to the Diploma on Teacher Education (secondary), a two year programme offered and credited by Moi University.

At the Degree level, students who enrolled in the YU Degree in liberal arts have earned recognised credits at KU in DTE-P. The initiative has also required that Kenyan universities test the written principle of credit transfer between their institutions. The process of credit transfer requires understanding of and working with institutional systems that allow for a seamless credit transfer. Adequate time for discussion and flexibility in understanding the principle of transfer and mutual recognition are essential. For example, YU and KU spent a year examining course outlines and contexts of CES offered by YU and matched it to the requirements of the first year of DTE-P offered by KU. Upon approval by Senate, students who successfully completed courses and credits in CES transferred to the second year of DTE-P.

Additionally, in recognition of the fact that refugee students may have (partially completed) academic programmes from other accredited institutions, BHER academic partners recognised prior learning and agreements with other programmes. BHER also engaged in articulation agreements with national and international institutions for credit transfer opportunities.

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Story provided by: BHER 02/2017
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LESSONS LEARNED THROUGH CONTEXTUALIZED PRACTICE

“I grew up in the South Kivu Province of DRC but we had to leave to the North Province first, with my parents and my four siblings. Then we had to leave the country because my father was persecuted. He was a Professor of Human Rights.

When we reached the border between DRC and Uganda, we were arrested by soldiers. They killed my father and raped my mother. I ran away and ended up here. I heard that my family went back to DRC. I don’t know anyone here. I live by myself. I had to leave the Congolese quarter because I was being annoyed by boys there. Now I live among Ethiopians. I don’t want to get together with a boy because then I’d have to get married and have kids. All I want to do for the moment is study and make a future for myself.

When I finished my secondary school in Congo, I was prepared by my father to go to university in Nairobi, but I was not able to do so because of the war. When I arrived here, I started to learn English: basic and then advanced. Now it is very good. Then I took a computer course for six months. Now I’m taking this Human Rights course with InZone. Once I’m done with it, I’ll be able to help my community and other people anywhere in the world.

I will apply for scholarships. That’s also why I’ve worked so much on my English. Here in Kenya, my secondary education is not recognised. It’s an issue. My opportunities here are limited. I haven’t been able to go to university in Nairobi, but I was not able to do so because of the war. When I arrived here, I started to learn English: basic and then advanced. Now it is very good. Then I took a computer course for six months. Now I’m taking this Human Rights course with InZone. Once I’m done with it, I’ll be able to help my community and other people anywhere in the world.

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What’s my future going to be like? I really don’t know. All I know is that I must keep studying and take all my chances.”

Clarisse, 21
Democratic Republic of the Congo
In Kakuma since October 2015
Enrolled in InZone’s 8-week course on Human Rights

UNHCR Scholarship Programme Relies on Cost-sharing Between Students, UNHCR and the University

While many of the CLCC programmes rely on funding from governments, home universities, and philanthropic foundations, several are exploring other financial models. A UNHCR scholarship programme offered at Kakuma, relies on cost-sharing between students, UNHCR and the university. WUSC funds its scholarships and resettlement programme through a student levy voluntarily paid by Canadian university students. Kepler has implemented an income-sharing agreement on their Kigali campus, wherein students would commit to paying back a certain portion of their income after finishing their Degree and finding qualified employment. Additionally, SNHU is hoping to build off of this model through tuition remissions, wherein paying students can support refugee learners. None of the CLCC programmes operate for-profit. Many not only cover the cost of tuition for their students, but also provide transportation support, stipends, housing, access to technological devices, etc.

Our programme(s):

- is offered to refugees at nominal or no costs
- is offered to host communities and/or other vulnerable or displaced communities
- is open to different financing options

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Institutions shall commit to:

- ensuring that financing access to higher education is at no or nominal cost to students
- working on a not-for-profit basis (CL-members)
- being open to various financing options, including scholarships for accessing CL-programmes

Financing access to HE

Checklist

- is offered to refugees at nominal or no costs
- is offered to host communities and/or other vulnerable or displaced communities
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Photo: Refugee students in classroom at university in Kakuma camp. From left to right, the DAFI contingent studying at Masinde Muliro University of Science and Technology. Kakuma campus: Chagodi, 28; Mbuyekane, 29; Martin, 25; Chelia, 26. Credit: © 2017 UNHCR

Student Experiences

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Learning Pathway Design

The sequence and progression of tertiary education is best described using the metaphor of a pathway. Like a pathway, learning is a transformational process, with the sequence of learning, connecting the past experiences of a learner with their target. The path of higher education, in fragile and emergency situations, often has obstacles creating delays or interruptions, or in other circumstances non-existent.

The design of learning pathways is a critical stage of the planning and delivery of successful and sustainable tertiary education for people in fragile and emergency circumstances. There are many different ways that learning pathways might be designed and we provide some examples of these in this section of the Playbook. However, there is no singular ‘correct’ approach that can be prescribed.

The appropriate learning pathway should be tailored, as best as possible to the context in which it is to be deployed. It must also be sufficiently flexible and reversible so that changes can be quickly made to respond to the unpredictable fluctuation in the human, environmental and political context in which the education takes place. To complicate matters further, a successful learning pathway must also successfully interface with the tertiary education intuitions and their own learning and teaching, and administration systems. To this end, the human connection (the education coordinator, or team of coordinators) between universities, learning pathways and refugee learners and their educators is perhaps the most important component of the learning pathway. Finally, learning pathways should primarily be informed by the careful consideration of learning outcomes and graduate attributes that students and their communities need, rather than the amount of time spent along the pathway, to ensure that a focus on progressive learning achievements is maintained and to ensure that time does not become a barrier to learning.

In this section, we describe six important aspects of learning pathways that require consideration in successfully delivering tertiary education in fragile contexts, and provide current examples of these from the CLCC: Modularity and flexibility, Learning outcomes, Learner-centered design, Relevance, Student records, Openness and sharing.

Modularity and flexibility

Institutions shall commit to:
- flexible entry and exit points, with post-secondary being the lowest entry
- units that are modularised
- portability of credits
- learning outcome orientation over time orientation

Case Study

Kepler and Southern New Hampshire University Offer Competency-based Degree

Southern New Hampshire University (SNHU) and Kepler’s programme is designed for maximum flexibility and quality, with a focus on learning outcomes, rather than time spent completing the Degree. SNHU’s competency-based Degree inherently recognises prior learning by allowing students to move more quickly through projects in which they have significant skill sets or experience, while also supporting them on projects where they need more assistance or time to complete. Students can take as much or as little time as needed to complete projects for their Degree, and it is expected that students will submit and “master” some projects more quickly while taking more time or multiple submissions of other projects. Because this competency-based focus privileges learning outcomes rather than time spent in a classroom, it offers important flexibility for refugee students, particularly in technology-limited and resource-limited settings.

Students are not penalised or required to repeat coursework if they miss a deadline or are forced to pause in their studies - which can happen at any time due to electricity or internet failures, weather events, or illness. Instead, students can pick up where they left off with their projects, without being penalised for the time lost. Additionally, if students initially fail to pass or “master” a project with their first try, they will receive robust feedback from an expert assessor, and can revise their original project as many times needed to submit again. This flexibility in design has proved to be crucial for our refugee programme. When the project site was forced to close down for one week due to security concerns, students were able to pick up where they left off - no deadlines were missed, no examinations had to be re-scheduled, no term dates or teaching schedules had to be revised. For female students in our programmes who are also mothers, they are able to devote as much time as they can to their Degrees, without minimum weekly workloads, and so can adjust their work schedules accordingly around their family responsibilities or maternity leave. Prioritising learning outcomes (rather than rigid schedules or class times) enables our programme to offer high-quality learning content that is delivered in as flexible a way as possible for refugee populations.
Learning Pathway Design

Institutions shall commit to:

- programming design based on learning outcomes
- learning outcomes contributing to the development of relevant skills
- teaching transversal skills/soft skills/life skills/learning fundamentals

Checklist

Our programme(s):

- utilises design that is based on learning outcomes
- has learning outcomes that contribute to the development of 21st century skills
- has learning outcomes that contribute to the development of, e.g., transversal skills, soft skills, life skills, learning fundamentals

Case Study

Purdue Aligns Programme Assessments and Activities to Learning Outcomes

Purdue DeBoer Lab and InZone’s course, “Introduction to Engineering”, is centered on a community-based need. This course was designed to introduce engineering as an approach to solving real world problems, and it covers the main elements of authentic problem solving in a dynamic and friendly environment by focusing on working together to find solutions. The learning outcomes of the course are to: (1) apply ‘engineering thinking’ to community needs, (2) adapt problem solving processes, (3) demonstrate professional skills such as teamwork and communication in solving local development challenges, (4) adapt and exercise the engineering design process, (5) reflect on one’s own motivation, learning, and self-efficacy, (6) identify and apply the appropriate technical skills in electronics and solar energy, and (7) utilise the relevant engineering tools, including C programming and microcontrollers. These learning outcomes guide formative assessments (reflections, short quizzes) and summative assessments (a final design product), as well as in-class activities (including extensive group work).

The learning outcomes include both engineering skills and professional skills that students can apply in other areas of community need and other areas of engineering and technology. For example, students are required to learn and practice communication skills, both within their teams and in communicating technical solutions. This demands proficiency in English and Arabic literacy, using and communicating data, and creating models of proposed solutions. Both the engineering and professional skills outcomes also require information literacy.

This course provides some didactic content (both developed by the instructional team based on their expertise in engineering and engineering education, and some tailored from open educational resources), but it does not provide direct answers to simulated problems. Instead, it equips learners with tools to apply to the world around them. Learners work together face-to-face, in a space run by local facilitators, engaging frequently with course materials (videos, readings, and short quizzes) online and receiving feedback and support from the instructional team via WhatsApp. The course also includes professional visits by practicing engineers working with the solar farm in the Azraq refugee camp in Jordan. These guests help to contextualise what students are learning, showing them the connection between the course activities and the long-term application of their learning.

Case Study

InZone Human Rights Course at Kakuma, Refused By Refugees

The InZone Higher Education Space model, first piloted in Kakuma refugee camp in Kenya, and in its first year of implementation in Azraq refugee camp in Jordan, offers a potential solution to a vast daunting problem, that of giving refugee youth access to quality higher education. The model respects humanitarian principles, is cost effective as it leverages expertise from multiple partners under a coherent vision; builds capacity in the field; is cutting edge as it combines the latest academic research and technology and embeds it in a humanitarian approach; is sustainable, as the spaces are not expensive to create and the need for higher education in emergencies will exist as long as there are refugee camps and refugee communities in urban settings; and it returns to the refugees some control over their lives and their future by giving them dignity.

InZone Higher Education Space is designed to unlock the innovation potential of its “users” in an uncertain environment by operating flexibly while showing tolerance for ambiguity, and adaptability, it adopts multiple pathways to reach its objectives. A learning space in displacement should be able to motivate learners and promote learning as an activity; support individual and collaborative, as well as formal and informal, practice; provide a personalised and inclusive environment; be flexible in the face of changing needs and contextual challenges, adapted to the chosen pedagogical approach and support the highest possible quality in higher education.

The InZone Higher Education Space provides for learning in formal and informal places, has empowered refugee learners and InZone graduates to manage programming locally, has used the arts to amplify the learning and take it to the entire community in culturally and linguistically adapted ways. The learner-centered pedagogy creates capacity locally and thus extends the provision of critical 21st Century skills to the community.

Story provided by: InZone 2017
Learning Pathway Design

Relevance

- contextualising curricula and learning outcomes
- adapting to learners’ needs
- opening doors to livelihoods, employment, further education

Checklist

Institutions shall commit to:

- contextualising curricula
- contextualising learning outcomes
- contextualising assessment
- adapts to learners’ needs
- opens doors to livelihoods
- opens doors to employment
- opens doors to further education

Case Study

Kepler and SNHU Opening Doors to Employment: Internships and Workplace

Kepler Kiziba has a robust employment pathways model, which focuses dually on the development of relevant skill sets and competencies for employment as well as in-programme work experience. Through SNHU’s competency-based Degree, students gain globally competitive skills that are locally contextualised through Kepler’s supplementary curricula. In addition, students are required to complete internship experiences after finishing their Associate Degree programmes - the midpoint of the overall Degree - and before continuing into their Bachelor’s Degree work. The programme relies on strong employer partnerships built by Kepler with local and national employers in Rwanda, in order to find and offer internship placements to students. Students must apply to internship opportunities that they are interested in, and utilise professional competencies by submitting their cover letters, CVs, and expressions of interest to employers. Students are incentivised to apply and successfully complete their internship, in order to move on to their Bachelor’s Degree. Kepler Kiziba supports students to succeed in their internships and in the workplace by supporting the development of professional competencies and the development of key skills needed for developing economies, working with employers to identify key labour market gaps and to supply targeted training and skills support. One refugee student who has recently completed his Associate Degree is working for a tech start-up in Kigali, developing an online platform to host a digital curriculum that he developed to teach professional and safety skills to motorcycle taxi drivers in Rwanda. Another refugee student is completing an internship as a technology assistant at the Kepler Kigiba main campus, where he repairs computer hardware and helps maintain the technology in Kepler’s centre. These internship experiences and work experiences that focus on professionalism are critical for student job placement afterward.

SNHU/Kepler student Jackson is repairing computer as part of his internship as a technology assistant.

Credit: © 2017 SNHU/Kepler/Anouk Dusab

Case Study

ACU Fosters Cohesion in Student Cohorts

Students who enrol in the Australian Catholic University (ACU) Diploma are members of more than eight major ethnic groups within Burma/Myanmar, all of whom have distinct languages and cultures. Karen are the majority in the refugee camps on the northwest Thailand border, and students from this group typically have better access to education due to the popularity of instruction in schools in the Karen dialect. However, this leaves students from other Myanmar minority groups (such as the Kachin, the Shan and Burmese) with some degree of educational disadvantage. In response, the ACU admission policy includes affirmative action steps to ensure representation from marginalised minority groups as well as gender balance.

In the Mae Sot site, ACU manages two student dormitories, one for males and one for females which house students from refugee camps. While these facilities provide important benefits to students, such as safe and secure accommodation, and access to IT and internet, these students continue to endure substantial hardships while studying. The Diploma students do not have valid documents, and as such, they have limited freedom of movement beyond the dormitories which house the ACU Study Center.

Student evaluations of the ACU Diploma consistently point to the benefits of belonging to a multi-cultural learning community. Students who have never shared experiences with members of other ethnic groups enjoy the opportunity to learn about different cultures and languages. Student cohesion is created and fostered through a variety of activities which build an integrated and supportive community of learners. This journey begins on the first day of orientation into the Diploma, and continues throughout the academic program.

During orientation, a strong focus is maintained on trust building exercises to confirm that respect for cultural and religious differences is essential to achieving a positive learning community. Students manage the dormitory facilities through a system of rosters for cleaning, garden maintenance, cooking and shopping. They have weekly meetings, elect dormitory leaders and send weekly minutes to the coordinator. They also have the support of two meeting, elect dormitory leaders and send weekly minutes to the coordinator. They also have the support of two

Credit: © 2017 UNHCR/Antoine Tardy

In every subject in the Diploma as well as through the variety of activities which will ensure events and celebrations throughout the academic program. This is reinforced by the variety of group tasks included in every subject in the Diploma as well as through the academic advice provided by the resident tutor. In addition social events and celebrations throughout the academic year continue to build and reinforce the cohort cohesion.

Story provided by: Australian Catholic University ©2017

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LESSONS LEARNED THROUGH CONTEXTUALIZED PRACTICE

Learning Pathway Design

Openness and sharing

Institutions shall commit to:
- deriving lessons learned from every experience (successes and failures)
- contributing to the development of consortium-wide best practices

Checklist

Our programme(s):
- derives lessons learned from successful outcomes
- derives lessons learned from failed outcomes
- contributes to the development of good practices

Case Study

InZone Programme Demonstrates the Importance of Openness and Sharing

The InZone Higher Education Space is designed for openness and sharing. Our learners share their learning outcomes generously with the refugee community by bringing learning content to primary and secondary schools, and the community at large, through our trained applied arts practitioners. The InZone Cafe, provides another space designed to open up the learning space to the community through discussions and art events that are relevant to the refugee community, and our learning hub is open to prospective learners who want to find out about our courses. In turn, the wider camp community shares back: as resources are constrained, mapping the resource base and identifying opportunities for sharing infrastructure and human resources becomes essential for the sustainability of a programme and for uninterrupted implementation.

InZone has benefitted from portable IT resources such as the Instant Network Classroom, JWL’s classroom facilities in Kakuma, CARE’s computer lab in Azraq refugee camp, Kenyatta University’s facilities in Dadaab refugee camp, and the British Councils classroom facilities in Amman. But most importantly, it is the sharing of expertise across higher education in emergencies and crises partners, with local universities and with new programmes interested in entering this space, that the notion of sharing comes full circle.

Asmaa, 21
Dara’a, Syria
In Jordan since 2012
DAFI scholar. BA in Arabic Literature at Zarqa University.

“When I got here, I went into my last year of high school. But I wasn’t able to keep up. Things were too different, too hard. I dropped out for two years. During that time, I worked in a clothing shop. I finally went back and passed the final examination. I finally got my hopes back up. Thanks to DAFI now, I only study. I don’t have to work anymore. Life has changed for the better. Before I was sad. I was often crying. I had lost hope. Now I feel confident and successful. I am first in my class.

I am the oldest of seven siblings. So I have the responsibility to be a role model for them, to show them that they can be successful. After everything the family has been through, I want to give them all hope. I don’t want to be looked at or labelled as a refugee but as an achiever. I also want to prove that refugees are full of skills and resources. They can contribute a lot.

I will build my own future, my own identity. No one else will do that for me. I will take chances to thrive and won’t wait for chances to come to me. One day, I will go back to Syria and teach there. I will contribute to educate future generations.”

Story and photo provided by: UNHCR/Antoine Tardy, Jordan, © 2017
**Connected Learning Pedagogies**

Connected Learning pedagogies implement the principles of Connected Learning within the larger framework of a Higher Education programme in contexts of emergencies and crises. They emphasise the active participation of students, instructors, tutors, facilitators and advisors and makes use of both online and offline resources to enable active learning to occur. Learners are encouraged to design and create learning opportunities and to collaborate with their peers both on-site and online. Connections are being made at all levels to support learning; connections within the local community and among peers, connections within the larger online community, connections to information resources in order to co-construct knowledge and develop relevant solutions. This is significant for fragile contexts that are characterised by isolation, learned dependency, and uncertainty. By giving learners agency and placing them in the center of the learning environment with ownership of their learning path, Connected Learning approaches break the cycle of dependency and return a sense of being connected to a local and global community. When a person becomes displaced, their previous connections can become strained or broken. This includes connections with their family, their community, their country, and often with their very own identity.

- **Optimal learning environments**
- **Programme accreditation**
- **Retention and completion rates**
- **On-site and online learning support and facilitation**
- **Responsible integration of technology and pedagogy**
- **Technology: Creation of learning materials adapted to technological constraints**
- **Infrastructure design and maintenance**

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**Re-establishing Connections for Learners through Education**

Connected Learning pedagogies thus provide learners with a sense of community. This may occur at many levels: through on-ground learning support students connect to a peer learning group: knowledgeable academic tutors and e-learning facilitators accompany students throughout the learning process; online connections integrate students into a broader group of learners and/or faculty at a distance. Learning activities are designed for communication to flow seamlessly between what is happening on ground and activities online. Curricula emphasise the acquisition of learning skills and syllabi integrate collaborative and blended learning activities and learning materials that are contextualised and leverage team-work to strengthen connectedness. Collaboration between faculty, tutors, facilitators and peers strengthens the links between actors in the learning ecosystem and brings coherence to the learning environment, which itself is embedded in conflict-affected contexts.

Connected Learning pedagogies make use of project-based and inquiry-based learning, combine individual and collaborative learning, as well as online and face-to-face learning. Connected Learning pedagogies thus promote student ownership and learning by doing to enable progressive learner autonomy. By having learners contribute to contextualising their own learning and draw upon resources of the larger Connected Learning ecosystem, they codetermine their learning pathways to be an active participant in setting their own learning goals. This is the foundation for lifelong learning embedded in the 2030 Agenda for Sustainable Development (SDG 4, particularly Targets 4.1 on effective learning and 4.5 on lifelong learning opportunities).
### Institutions shall commit to:

- optimal learning environments that foster knowledge, skills and attitude development resulting in relevant and meaningful real-world applications
- programmes that include policies on access, protection, technology use, and management of learning environments

### Case Study

**SNHU and Kepler Form a Research-Based Learning Community**

The SNHU competency-based Degree is a cutting-edge innovation in US higher education which is informed by robust market-level research with industry leaders and academic experts. SNHU created its competency-based Degree to reduce student tuition costs, but also to address employers dissatisfaction with the skill levels of recent college graduates. SNHU built its competency-based curriculum around 240 competencies that were identified by employers and academics as most crucial in today's world of work. These competencies are mastered by students through complex projects that enable the students to directly earn their Degree Associate's and Bachelor's levels Degrees. Students can re-submit a project for feedback as many times as needed until it meets mastery. As a result, students never sit in lectures or complete a multiple choice exam. Instead, they use Microsoft Excel to create financial spreadsheets, develop marketing campaigns through the use of social media, and create video presentations to synthesize learning and outline specific next steps for improvement.

In combination with Kepler's localised professional competencies curricula, it is through the mastery of these research-based workplace competencies that graduates become well-prepared for the world of work. In one project, Alicia, a Bachelor's student in healthcare management is asked to imagine she's been hired on as the sole manager of a small medical facility, where some patients are paying, others are not, and some have no records at all. Alicia needs to take this complex data and create a financial spreadsheet, bifurcating the practice into a nonprofit for low-income patients. She needs to research the regulatory rules to do so. After completing the spreadsheet, she must also write a memo as well as create a video where she outlines her findings as well as the specific steps the practice must engage in to move forward. To master this project, Alicia might need to re-submit multiple times, but will receive robust feedback from her US-based assessor each time. By the time Alicia completes this project, she will have mastered three competencies: 1) she can speak effectively to persuade and motivate others, 2) she can identify and articulate the primary implications of an issue, and 3) Alicia can find multiple approaches to solving a problem.

This system of self-paced and self-guided learning, combined with robust feedback, and resubmission of projects until they meet a quality standard, ensures students are prepared for the world of work.

**Story provided by:** SNHU/Kepler

*Photo: Student Jamison Bruce with his Associate Degree*

Credit: © 2017 SNHU/Kepler/Alex Bruce

### Programme accreditation

**Institutions shall be committed to:**

- programmes linked to a recognised accredited institution offering real-world value

### Case Study

**JWL Diploma Recipients Continue Their Education in the United States**

Abdikarim and Suad Mohammed, brother and sister, have lived most of their lives in the Kakuma Refugee Camp in Kenya Africa. Growing up in the camp was a struggle. Most refugees come to the camp for safety reasons—war, famine, or religious persecution. The camp is located in the desert, hundreds of miles from the nearest city. It is a place no one chooses to live, very few people visit, and it is difficult to leave. They explain how living in such a harsh environment makes one lose hope.

The highest level of school available in Kakuma was secondary education—that was until Jesuit Worldwide Learning: Higher Education at the Margins (JWL) filled the tertiary education need and set up their first site in Kakuma in 2009. Abdikarim explained, "God sent this organisation to us to open our eyes to higher education. It was the first organisation to provide tertiary education to specifically help refugees. For decades, there was this huge gap! No one in Kakuma even thought of higher education before JWL arrived."

Suad immediately started to work. What helped Suad and Abdikarim’s transition into the US college at Columbus Community College was the easy enrolment into the school. The JWL Diploma Programme is awarded by Regis University in Denver, Colorado, and is an accredited institution.

When the norm is to quickly find a job and make money, both Abdikarim and Suad immediately started to work. What was different, they noticed, was that their passion for higher education that began in Kakuma, was stronger than ever. “Because of JWL, I knew I had to continue with my education, and JWL started that motivation.” Abdikarim said his goal was clear, “When I arrived in the USA I had one thing in mind, that was to continue my college education, and I even know what I wanted to study.”

Suad agreed, “JWL prepared us for our journey. They gave us leadership, encouragement, guidance, and education. Without JWL my arrival in the US would have been much more difficult. Instead, I was able to start with hope and confidence.”

When Abdikarim thought about life without JWL, he stated, “God only knows. But absolutely, it was JWL that tremendously helped me because it gave me the ability to take classes in the Kakuma camp. I do not think I would have had the motivation to continue with Higher Education in the US had it not been for JWL who provided me with the motivation to learn.”

Suad explained how easy her credits transferred as general education requirements. In contrast, her younger brother who was too young at the time to join JWL found himself in a much longer delay, requiring a full year of English as a Second Language (ESL) and other required classes before he could enrol in the same school.

They now find themselves continuing their tertiary education. Suad is attending school at Columbus Community College and is enrolled as a double major in Business Software Engineering.

Abdikarim started in the same school and is now attending Ohio State University, working towards a Degree in computer science. His ultimate goal is to continue with a Master's Degree in Software Engineering.

When Abdikarim thought about life without JWL, he stated, “God only knows. But absolutely, it was JWL that tremendously helped me because it gave me the ability to take classes in the Kakuma camp. I do not think I would have had the motivation to continue with Higher Education in the US had it not been for JWL who provided me with the motivation to learn.”

**Story provided by:** Jesuit Worldwide Learning

*Credit: © 2013 JWL*
InZone Programme(s) Designed for High Retention and Completion Rates

InZone programme design thus involves a careful mapping of opportunities and challenges that refugees encounter in the location where the programme will be running, so as to sustain learner motivation and positively impact retention and completion. While some opportunities and challenges are to be encountered in a large number of programme locations, there are host-country-specific differences, topographical and camp-specific variants, variations in infrastructure and regional differences regarding learner interest, to name but a few. As is clearly described in the section on learning pathways, understanding both the protected nature of refugee existence as well as the uncertainty regarding the solutions that will be available to learners (staying in a camp for a very long time, integrating into a host community, moving on, being resettled or being repatriated), will support refugee learners’ motivation to stay the course and be able to complete a programme even in a location that is different from where they started their learning journey.

InZone’s research has shown that one of the most important variables to influence retention and completion rates positively is InZone’s elaborate learning eco-system, designed to support learners both online and off-line. Online bilingual subject-matter tutors interact with learners online to ensure that learners transform information into knowledge and skills. On-site bilingual e-learning facilitators ensure access to learning platforms, organise peer-to-peer learning, tutoring, responsive, and appropriate support programmes that provide flexible, responsive, and appropriate support for peer-to-peer learning, tutoring, mentoring, coaching, technical support, and information literacy throughout the learning process.

While the resources deployed in a learning hub remain constant, the amount of learner scaffolding decreases over time as learners become more autonomous and manage their learning journey more independently. The most successful graduates of each course are trained as e-learning facilitators for future courses, while online tutors are carefully trained to meet the specific demands of supporting refugee learners in remote locations. The InZone learning eco-system thus creates a culture of learning, of peer support and bilingual subject-matter support that contributes greatly to retention and completion rates.

There is considerable scientific evidence for the bilingual advantage in learning, which also promotes respect for language and culture in a humanitarian context. Research on skill acquisition outcomes with the community, often with the support of trained applied arts practitioners. While group and individual support as learners are connected to the platform only for short periods of time, but continue to interact with e-facilitators and peers.

In the InZone learning ecosystem material resources and back-up resources remain an important source of learning support throughout the learning cycle, while scaffolding and tutoring support is designed to fade progressively as learners become more autonomous. There is considerable scientific evidence for the bilingual advantage in learning, which also promotes respect for language and culture in a humanitarian context.
Case Study: InZone and Purdue DeBoer Lab Build Pedagogical Models that Drive the Selection and Use of Technology

Purdue DeBoer Lab and InZone’s course, “Introduction to Engineering,” is centered on a local need that learners themselves identify. This need informs the students’ individualised assignment and the final deliverables for the course. The learners gain engineering competencies (design process, “engineering thinking”, modeling and problem-solving) and technical skills (Arduinos, programming), applied to a problem context (solar energy and power provision/application), with overarching professional skills (leadership, teamwork, technical, and general communication). Learner groups are led by one of their members, and each group’s final assignment is a unique, locally-applicable solution prototype. Given the learning outcomes, assessments, and classroom activities, relevant technologies were chosen for use at numerous points in the course.

Given the pedagogical structure of the course, two learning technologies are key. WhatsApp supports student-to-student and student-to-instructor communication for frequent, direct feedback from instructional team directly to learners and from learners back to the instructional team. It also supports file sharing and allows students to have access to feedback outside of the designated learning space anywhere in the camp. WhatsApp also allows the instructional team to form subgroups for the student group leaders, who are tasked with peer mentorship and facilitation of their team’s group work. The peer mentors are a crucial part of this course’s pedagogy, as they facilitate each group’s individual project evolution and also become course leaders for follow-up engineering classes. The edX platform supports the sharing of digital media course materials, and its data collection tools allow for frequent gathering and processing of diverse learner data. These data inform education research as well as timely adjustment of the course to learner needs as they arise.

Given the technical nature of the course and numerous learning outcomes related to engineering tools and their application, a variety of additional technologies are utilised as part of the course. One course deliverable is graduates who are aware of and experienced with solar energy, electronics tools, and photovoltaic applications. Arduinos and general principles of microcontrollers engage students in exciting activities, which they then apply to their final engineering product. The main deliverable for the course, an engineering design product relevant to a community need, requires students to identify the necessary technologies for the design product they create and to apply these technologies to solve a local problem.

Case Study: Centrality Builds Technological Solutions to Support Student Learning Experiences

Connected Learning is not about technology, it is about the learner. Setting up an education programme begins with analysing in detail the optimal student learning experience. This analysis will determine the basic requirements for infrastructure needs. The goal is not to deliver education to the computer, but rather to the student. Education is not a one-way transmission of knowledge; it is a three-dimensional experience—on-ground and online.

Research-based, high-quality learning experiences which required the use of broadband learning materials in resource-constrained areas necessitates this type of complex analysis. In fragile contexts, bandwidth is not always consistent. Obstacles were overcome by building specifications that focused on the experience of the learner instead of the technology.

One example is Kakuma Refugee Camp Kenya, located near the equator where wind and heat are a constant. In 2010, the camp had less than 1 mbps bandwidth for 70 computer stations. Competing needs existed to provide high-quality materials while simultaneously creating a way for teachers and students to interact remotely.

In order to accomplish both aspects, priority was given to use the majority of the bandwidth for the human-to-human interaction—connecting the students to each other as well as to their faculty and writing tutors. A local area network [LAN] was then created so the students could access videos and audio-narrated presentations. Broadband content was distributed overnight or during off hours to the LAN. By using the LAN, multimedia content could be distributed onsite at high speeds.

Once the bandwidth issue had been resolved, the next challenge centered around the heat, wind and lack of power. Microsoft Multi-point server zero client technology was chosen as a viable solution. This technology is essentially a combination of an operating system with a series of zero clients that splits the computing power of one computer across many stations. It provides full computing capability while requiring very little power, and—crucially for the environment—not add to the heat already in the room. Due to the compact design and lack of moving parts, zero clients are not affected by dust—another major issue at this site. The system was simple, easy to set up and could be supported remotely. The small size of the zero clients made shipping and transport cost effective. Additionally, the lack of value in the individual parts made them less vulnerable to theft. From the number of stations and sources of power, to available bandwidth, to the environmental and social variables that impact the learning center, creating student-centered specifications enable appropriate solutions for connected learning.
Institutions shall commit to:

- designs that are site-specific, contextually appropriate and sustainable, and consider variables that include learner needs; environmental conditions; safety constraints; logistics; available technology; skills and support; power supply and connectivity requirements
- infrastructure design that includes resources for all phases of a project, including planning, implementation and maintenance

Creating a global curriculum for use in connected learning requires thought at the global level combined with relevance at a local level – all supported by an excellent pedagogical approach.

Many times institutions will try to use online courses built for distribution to a Western audience. Learning examples from these courses are often not appropriate in fragile contexts. Cultural and contextual review of courses are necessary to determine if the content is appropriate to the learning environment.

Learning activities and examples need to be adjusted. Questions like “How does culture impact interpersonal communication?” What happens when an example calls for family observation when many of our students have no family in the camps? and many others help identify problem areas. Readings should be expanded to include global authors.

In order to evaluate existing courses, Centreity breaks knowledge into three categories: domain, procedural, and strategic. At each level, culture, context, and the use of technology can be analysed. For domain/discipline knowledge that consists of facts/concepts, we found that there is little cultural or contextual bias. Quite simply, a fact is a fact. There is one caveat, language may require you to describe it differently. Procedural knowledge has little cultural bias, but is largely impacted by the context. However, acquiring strategic knowledge is more complex. Application of strategic knowledge takes into account both culture and context and requires critical thinking strategies to apply in real-world settings.

Understanding this dynamic helps build the connected learning model. Choosing innovative technical approaches to deliver domain and procedural content with on-ground/on-line faculty and support structures in place to cultivate strategic knowledge, you can maximise your resources and leverage costs.

To build a global curriculum, “doors and windows” should be left open for global dialogue to occur. Spacial attention is paid to ensure students can “find themselves” in the media elements and the learning activities.

Within one camp, it is possible to have students from multiple countries, cultures and religions. Assumptions about context needs removed and replaced with activities that have the student bring elements of their context into the online classroom to be shared with faculty and other students. When you apply this design methodology, the remaining content will scale seamlessly across multiple learning sites. Combining the design with facilitated delivery models results in students participating in global dialogue and applying what they learn locally.

You can create an intelligent global curriculum by using evidence-based design, context-aware production and integrated support.

Photo: © 2017 UNHCR/Antoine Tardy

Student Experiences

Innocent, 34
Burundi
In Kakuma since July 2013
Diploma in Liberal Studies with JRS-JWL.

“I left my home country when I was a pharmacy student, due to a family conflict. I was about to finish my studies and they got scared that I might become some kind of threat to them. They threatened me and I had to leave. When I arrived, I wanted to keep learning. I was afraid that if I found a job, it would take me away from my studies. Studies are what will truly help me in the long run, not money. The conflicts in my home country happened because people do not have enough education. Also, I wanted to show my family that what they did was wrong and that they should never harm anyone in the same way ever again. But still with my wife we had to sustain ourselves. So we started our own liquid soap business. One part of our house is a little shop, another one is our production space. In front of the house, we’ve planted aloe vera that we use to cure various problems in the community. We sell our soap to locals as well as to schools, etc. My background in pharmacy and chemistry came in handy. I was also trained in Nairobi for two days. That’s where I get the raw material and chemicals from. When I got here, the first thing I did was to learn English. After that, I joined the JWL Diploma course. My wife also studies. We will both graduate by 2020. Our plan is to go back to Burundi and stay with her family, unless something comes up. You never know. We go to church every Sunday. Since I arrived here in Kakuma, I’ve met so many people from various countries and backgrounds. Some of them have experienced hardships way bigger than mine. But still they are generous to each other. You see solidarity everywhere. We talk together as equals. This has been a great lesson for me.”

Story provided by: UNHCR
Photo: © 2017 UNHCR/Antoine Tardy, Kenya
Academic Support

Academic support is crucial for students and staff in order to succeed in Connected Learning environments. There is compelling evidence demonstrating the importance of academic and student support services in assisting students in displacement and conflict settings to overcome significant academic gaps and environmental barriers. In many cases, these supports are similar to those offered within more traditional university settings; in other cases, there are specific needs for student support services related to Connected Learning environments and conflict settings.

Given the diversity of programme models for Connected Learning, there are also many different types and models for academic support. This can include support services that aim to deliver additional assistance prior to programme entry (for instance, delivering admissions preparation programmes to increase the number of female learners enrolled), support during the programme (including services for protection, individualised learning tracks and support, provision of appropriate technologies, establishing mechanisms for peer mentorship, and the establishment of student feedback procedures and mechanisms for complaint), as well as services after the programme has ended - which may include employment and counseling services, the development of alumni networks, and the provision of pathways for continued learning.

These services offer the guidance needed to help students ‘learn how to learn’ - focusing, for instance, on career advice, psychosocial counseling, or employment outcomes. Some programmes offer scaffolded support to students outside of their main academic programmes to help improve access and equity in enrolment. Meanwhile, others may choose to focus on providing students services to help students access and pursue needed documentation for their enrolment.

Academic support services are particularly important for learners who have significant academic gaps or are disadvantaged due to unequal opportunities due to gender, ethnicity, disability, or other characteristics. Connected Learning programmes have found academic support is particularly crucial for female students as a way to provide additional support and to help students balance home responsibilities and childcare through individualized learning pathways.

Although academic support models differ greatly across Connected Learning programmes, one key goal of most programmes is to increase the number of contact points; students have for academic and personal support in the programme. Connected Learning programmes are striving to provide students and staff with the assistance and guidance they need to be successful.

Case Study: Kepler’s Admission Programme

Kepler runs an admission examination for all students, refugees and non-refugees, across Rwanda. This includes special admission outreach in refugee camps, which focuses on raising awareness to encourage refugee students to apply. The selection process involves an admission exam, scored and reviewed by the Kepler admissions team, who then selects applicants for interviews. The exam assesses student readiness to succeed in the programme, focusing primarily on English language, critical thinking, math, and cognitive skills. Refugee students who are successful in the admissions process are admitted to the main campus in Kigali, Rwanda. In Kiziba refugee camp, where the refugee programme is based, an additional 25 to 34 students are admitted for the camp-based programme.

To support access to Kepler for refugee learners across Rwanda, particularly female refugees in Kiziba, there is an admissions preparation programme for those who want to apply. In 2015/16, Kepler ran two pilot projects in Kiziba and Gihembe to help prospective students prepare for the admissions test. Rationale for the programme was to increase the number of refugees competitive in the Kepler application process for the Kigali campus, and to support female students in Kiziba to prepare for and enrol in the admissions exam in order to increase gender parity in the Kepler Kiziba programme. The programme addressed existing knowledge gaps apparent among refugee applicants, including reading comprehension, academic writing, cognitive skills, and test-taking skills.

Based on initial data and analysis, these pilot programmes were highly successful in achieving Kepler’s goals, with an increased number of competitive refugee applicants to Kepler Kigali, having 8 refugee students from Kiziba refugee camp and 4 students from Gihembe refugee camp admitted in 2016. (Comparatively, in 2015, Kepler Kigali admitted only 3 refugee students from Kiziba and 0 students from Gihembe.) 5 of the 8 admitted students to Kepler Kigali from Kiziba camp participated in the admissions preparation programme, and these 5 were female; the other 3 were male. 3 of the 4 admitted students to Kepler Kigali from Gihembe camp participated in the admissions preparation programme. All 4 admitted students were male. The admissions preparation programme in Gihembe camp was designed as a mixed gender class, and male students made up 75% of students.

The preparation programmes were also successful in supporting access for female learners to Kepler Kiziba. Following the programme, Kepler Kiziba admitted 18 female and 7 male students to its 2016 cohort. This is a mirrored inverse of the gender ratio from 2015, which had 18 male and 7 female students. 16 of the admitted female students participated in the women-only preparation programme in Kiziba. Only 2 women were admitted to Kepler Kiziba who did not participate in the programme, and the other 7 were men. Evidence from these initial pilot projects demonstrates that the admissions preparation programmes are low-cost, high-impact interventions that support refugees to access higher education.
Academic Support

Targeted learning support throughout programme delivery

Institutions shall commit to:

- providing resources and adaptable pathways for individualised student learning support
- providing digital resources that are optimised to ensure cohesive and high quality learning
- providing assessments and methods of tracking student performance and progress that are embedded throughout the programme

Case Study
Programmes Utilise Popular Application to Provide Additional Instruction and Psychosocial Support

Several CLCC programmes use WhatsApp to provide additional instruction and psychosocial support to students after class hours, or when—for whatever reason—they are unable to come to class. WhatsApp is a particularly useful application as many students already have the app on their phones and know how to use it; moreover, it tends to use relatively little data and is thus quite cheap. UNHCR Lebanon keeps in touch with scholarship students, dispersed throughout the country, via WhatsApp.

InZone has medical students based in Geneva act as tutors to medical students in Somalia, using WhatsApp to continue discussions around course material and conduct informal assessments. BHER has a WhatsApp support programme specifically for female students, linking them to mentors around the globe who provide additional academic reinforcement and encouragement during their studies. Purdue uses WhatsApp groups to communicate in the local language with students, providing socioemotional support and creating a space for students to be empowered to share feedback and concerns throughout the course.

Story provided by: UNHCR ©2017

Technology and related software

Institutions shall commit to:

- designing CL programmes with technology in mind to support both access and quality of learning as programmes hinge on the development and support of students to be technologically literate and able to access the highest quality of resources and materials to support current and future learning
- a technology-based curriculum that is explicitly taught to support skill sets from novice to professional and is viewed as the backbone for learning outcomes in other content areas

Case Study
Openness and Sharing: BHER - KU Experience

The Borderless Higher Education for Refugees (BHER) Project is currently a partnership of 5 institutions composed of York University (YU), Moi University (MU), Kenyatta University (KU), University of British Columbia (UBC), Windle Trust Kenya (WTK) and World University Services of Canada (WUSC). The partnership has a learning centre hosted by Kenyatta University in Dadaab host community.

The centre provides every partner with physical space and facilities to teach learners face to face. Officially, the centre is owned by KU but financed by the project under a time-limited contract. The members of this partnership expect BHER to be able to solicit funds for more education programmes for refugees, and hence continue to support the centre.

BHER and KU regularly discuss educational programming for the centre. Should individual partners like to organise a private programme activity that is not part of the BHER partnership, the partner presents the request in a monthly partnership meeting. This supports transparency and also avoids situations of overbooking what are after all limited facilities. This partnership approach has allowed everyone to overcome infrastructure constraints and is a model of peaceful collaboration across higher education institutions.

Story provided by: BHER - Kenyatta University ©2017
Academic Support

**Protection**

Institutions shall commit to:

- **CL programmes that are designed to ensure the highest level of protection for students, ensuring that their rights, security, and welfare are recognised and safeguarded in accordance with international standards.**
- **CL initiatives that do not jeopardise the legal status, individual protection, or psychosocial well-being of refugees, while carefully managing their expectations and knowledge of digital engagement and safety.**

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**Checklist**

Our programme(s) has:

- [ ] has protocols & policy that incorporate a contextual understanding of different protection concerns are drafted (collaboratively with humanitarian & university partners)
- [ ] understands context that considers programme implications regarding the legal, psychosocial, and security protection of students (e.g. legal status, physical security, trauma, expectations)

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**Case Study**

Kepler Implements “Safewalkers” Programme for Students Walking To and From Classes

Kepler understands that its programme in Rwanda must take into consideration the legal, psycho-social, and security protection of students. As a result, the programme provides physical security for its candidates so that they may study in a safe environment.

In order to protect the equipment at the learning centers and decrease the risk for targeting of students, learners are not permitted to take laptops and other equipment home. The facility is also protected by twenty-four (24) hour security guards, who help ensure student safety.

Within a few months of operation, however, Kepler realised that it needed to make efforts to protect its students both during and after school hours. It became evident that students were potential targets on their walks home from class because they had access to more resources than many residents of the camps. In order to solve this issue, Kepler consulted a gender studies specialist who assisted in coordinating the response.

The result of this collaboration was the introduction of the “Safewalkers” programme, which focuses on student safety after school hours. The paid “Safewalkers” arrive at the classrooms during the evening hours (6:00 pm – 10:00 pm) and walk the students back to their homes. Students and walkers are also given flashlights to carry during their walks to and from class.

An obstacle that Kepler has faced with the “Safewalkers” programme is gender dispersion. Ideally, students would be paired with a “Safewalker” of each gender, but this is not the case. The “Safewalkers” are volunteers from the parent association, and the women were not comfortable with volunteering to be “Safewalkers”. There was fear that the mothers could also be targets for attacks, and in this instance, Kepler realised that it should not push to cross that cultural boundary. In this sphere, cultural boundaries and perceptions often need to be respected and adhered to and respected.

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**Orientation and Counseling**

Institutions shall commit to:

- **CL programmes that have an inbuilt component to give students comprehensive face to face orientation on what CL entails, as well as pertinent rules and regulations**
- **provisions made to support students’ academic and professional development as well as their psychosocial well-being by linking them with mentors, academic and career advisors, and counselors**

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**Checklist**

Our programme(s) has:

- [ ] has an appropriately designed and delivered orientation component
- [ ] has accessible and appropriate counseling and support services for academic support
- [ ] has accessible and appropriate counseling and support services for professional development and career planning
- [ ] has accessible and appropriate counseling and support services for psychosocial well-being

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Since its inception, Kepler has aimed to address factors outside of the classroom influencing learning outcomes, including mental and physical health needs. During the programme’s first year, counseling services were contracted out on an “as needed” basis. An end of year report showed traveling to counseling created student hardships, a gap in knowledge for the counselor between the school programme and provision of services, and that students on campus in need of non-emergency support were left to find services on their own.

Acting on the data from the report, Kepler hired a licensed clinical psychologist on its Kigali campus for the second year of operation. The counselor was supported in developing and running advisory groups on campus and in student housing to ensure each student received support. The psychologist also saw students individually for more acute cases. When Kepler opened a campus in Kiziba refugee camp, the clinical psychologist began scheduled visits to the campus to run advisory groups as well as conduct general screenings for outside services as needed. The counselor has scheduled visits throughout the year, and Kepler is also experimenting with the use of Skype to provide individualised counseling sessions when not present on the refugee camp site.

There are limited professional development services for clinical psychologists in Rwanda. To that end, Kepler’s partner, Southern New Hampshire University is providing a fully funded online Master’s Degree scholarship in psychology for Kepler’s practitioners. Additionally, the university has forged partnerships with expert researchers and practitioners in the United States for mentorship of Kepler’s psychologist. The partnership is mutually beneficial, as the Kepler’s psychologist teaches both mentors and classmates about the Rwandan context and challenges, while receiving SNHU support in problem-solving through challenging cases and methods of group counseling to effectively serve Kepler’s learners.

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**Story provided by:** SNHU/Kepler ©2017
Quality Standards for Academic support

Fostering Student Cohesion

Institutions shall ensure that:

- CL programmes are designed in a way that builds on bringing students of different backgrounds together
- CL programmes help students understand and appreciate differences in cultures, perspectives, and ideas, while at the same time help students to appreciate common values and shared similarities

LESSONS LEARNED THROUGH CONTEXTUALIZED PRACTICE

Case Study

BHER Offers Students Additional Opportunities to Succeed in Higher Education

The BHER consortium respects the institutional autonomy of each partner university to set admission and graduation standards, curriculum, and approaches to pedagogy. Thus students are admitted to programmes following admission criteria set by each partner university. For example, students wishing to join a programme at a Kenyan university need to meet the minimum threshold of a secondary school exit exam score of C+. However, not all BHER students meet this criterion.

Due to years of exposure to substandard education (including low qualified teachers, limited resources) some applicants may have not performed as expected in secondary school exit exams and obtain a low exam score. Many women belong to this group of students – marginalisation in education provision is coupled with gender-related stereotypical expectations that relegate school attendance and performance secondary to engaging with other major household responsibilities.

The advantage of the BHER consortium is that it enables students who have received an exit exam score lower than C+ to enrol in universities that have more flexible admission policies and require that students have completed secondary school. This does not mean that academic standards of admission are compromised; they imply that circumstances of marginalisation for many refugee and other marginalised groups are recognised in full confidence, and that given a second opportunity students may do well.

Following the principle of stackability (incremental earning of credits leading to a new credential at each level of a university program), a tier system of admission was used by Canada’s York University. First, it allowed students to enrol in a one year programme offered primarily on-site that provided students with essential knowledge in educational studies and prepared them with skills essential for continuing Degree studies offered online. Thus, many of the BHER women students initially enrolled in the York University Certificate in Educational Studies; those who performed well and met the criteria for admission to a university Degree programme then enrolled in a Degree in Liberal Arts offered again by York University. We expect several of the women students that started their journey with BHER and York University in 2014 or 2015 will graduate with a fully accredited undergraduate Degree in 2018. We have also learnt that, over time, institutional policies and practices can and do change. Kenyan universities have admitted students who have done well in programme courses who otherwise would not have been seen as admissible.

The sequence of subjects reflects learner needs. Students come from resource-poor education settings that have been staffed by mostly untrained teachers with little or no access to technology. The first subject in the Diploma is English Communication Skills, a unit that focuses on developing academic reading and writing skills as well as information and digital literacy. Students are provided with laptops and opportunities to explore the digital environment through a series of scaffolded practical tasks. They are introduced to critical thinking, reading and writing for academic purposes. Students are given guided group work tasks to find and analyse information, evaluate its validity and reliability and then to present their research to peers. This first subject is taught predominantly face to face and provides a foundation for independent learning. Later units have more online components and at several key points in the Diploma program, the Thai Burma border students are integrated with mainstream Australian students in several online-based programs, which include projects where Australian and Myanmar students can collaborate together. Such collaboration enriches all students by providing opportunities to develop intercultural communication skills.

These modifications in learning design of the mainstream ACU Diploma respond to particular student learning needs and are geared to developing transferrable knowledge and skills, as well as an orientation to successful life-long learning.

Story provided by: BHER © 2017

ACU students working together
Credit: © 2017 ACU
“Due the war, our family was separated. I live here in Jordan with my mother and two of my brothers. Two of my sisters are still in Syria, one is in the US, one in Turkey and one in Saudi Arabia.

When I came here, all I could think of was "when will I go back?" Studying was not in my mind. Eventually, I enrolled in pharmacy at Philadelphian University. I didn’t have a scholarship then so for two years, it was very challenging, financially speaking. I worked as a home teacher to support myself. But now that I have a scholarship, I can fully concentrate on my studies and on getting the best possible grades; they have gone up, by the way, with the scholarship.

Life is easier now. My late dad was a physician and also wanted me to study at university. So now I have the possibility to fulfill his dream. Yet I feel bad for all the other students who had to interrupt their studies, and who don’t have a scholarship. They need more support. I feel sorry for them. I hope they will get the same chance I did. In the future, I will help rebuild Syria. The society there will need a good drug delivery system, among many other things. I don’t expect the war to be over by the time I complete my BA in two years. So I’ll probably have to do my master’s here in Jordan or abroad, if ever that is possible.”

Story provided by: UNHCR
Photo: © 2017 UNHCR/Antoine Tardy, Jordan

ACU
Australian Catholic University (ACU)
www.acu.edu.au

Australian Catholic University (ACU) is a public not-for-profit Australian university funded by the Australian Government. The university has seven campuses across Australia and one in Rome, Italy (in collaboration with the Catholic University of America). Since 2004, ACU has been involved in delivering higher education on the Thai-Burmese border to refugees, particularly persecuted ethnic groups, who have fled repression and civil war in Myanmar. Here, ACU offers an 18-month foundational liberal studies Diploma – equivalent to one year of a three-year Bachelor of Arts Degree – in eight broad subjects; and a half-course, four-unit Certificate as an exit point if needed by students.

The programme aims to provide a gateway into further tertiary education, into critical positions in community-based organisations (CBOs) or NGOs, and to help shape the future leaders of Myanmar communities. The Diploma includes units on English language skills, international relations and human rights law, global history and global health, development and education, in partnership with York University in Canada. ACU believes the critical thinking that academic work demands leads to belief in peaceful, political negotiation as a means to end the violence in their homeland.

The ACU Diploma employs entrance testing procedures that mirror those used for international student entry to ACU in Australia, recruiting high-quality candidates for the Diploma of Liberal Studies course from the Thai-border region with Myanmar. In partnership with the Maesai Asia Foundation in Thailand, the ACU’s Diploma programme provides substantial face-to-face teaching from visiting academics in a flipped classroom approach in a comfortable, safe study centre. It also offers regular email and videoconferencing, with academics in Australia, and there are qualified English-language tutors based permanently in-country to provide daily support. Students have access to reliable internet and the IT required to successfully engage in both classroom and online learning. At key points in the Diploma, refugee students study ‘side by side’ with Australian students via ACU’s online learning platform, with great opportunities for collaborative learning. Assessment is undertaken across the whole student group, ensuring rigorous quality standards of assessment are met.

The provision of strong English-language support and a focus on building a safe, community of learners has led to a very low attrition rate of under 10%. This is, in part, because the tempo of learning is purposely slowed compared to academic programmes in most universities; eight units (a full-time load in Australia) are completed over a longer 12-18 month period, instead of 12-15 weeks. Where possible, the content of units in the Diploma is chosen to ensure cultural relevance to the students. This ensures there are some topics on which they may have greater expertise than their ACU peers in Australia, allowing them to confidently share their knowledge and experiences with Australian students via the joint learning platform. By this way, both domestic and offshore student experiences are enriched.

ACU is the only university that offers an internationally-accredited course to refugees in Thailand that is accepted by other universities. To date, more than 200 students on the Thai-Myanmar border have graduated with the Diploma of Liberal Studies from ACU. While the majority of these students do not have a recognised high school qualification, the award of the Diploma qualification means that universities across Asia, Australia, and Europe, have accepted them for further tertiary-level education.

For students who go on to further study in Australia, advance standing in a Bachelor’s Degree is also possible. Beyond further study, ACU’s Thai-Burma programme graduates have gained employment in NGOs and community-based organisations, CBOs as teachers or community leaders, and in the business sector as well.

BHER
Borderless Higher Education For Refugees (BHER)
www.bher.org

The Borderless Higher Education for Refugees program (BHER) runs an ambitious connected learning programme in Dadaab Refugee Camp in north-eastern Kenya— the world’s largest refugee camp complex, home to 270,000 mainly Somali refugees and asylum seekers, but also Eritreans and Ethiopians. The program is designed to educate untrained teachers and those interested in working in the education sector from among refugees and the host community.

Funded by the Canadian government, BHER’s driving ambition is to improve the quality of teaching in the Dadaab camps, where 70% of teachers were untrained, and thereby raise the educational attainment of primary and secondary school students. It also seeks to improve employment opportunities.
Feedback indicates that the classroom experience has trained teachers instead of two or three. By mid 2016, as a result of the teacher training, the 23 and poor provision. A significant achievement is that remedial tuition approach focuses instead on students (17% were female, 78% were refugees, 64% students (instead of students going to the universities). JWL's motto seeks to foster a community of global learners committed to “Learning Together to Transform the World.” Its cornerstones are represented by four key attributes: a blended learning model, global & local contexts, flexibility & adaptability, and “the best for the least.” JWL considers education as the value-based holistic individual formation leading to leadership for social transformation.

In a Blended IT model, connectedness and online-learning are not driving the model but supporting it. Students come together to form a cohort, to study in a virtual classroom, not larger than 15-20 students all coming from different countries and cultures. In local community learning centers, students are supported by a tutor or community coordinator. This blended model is easily scalable, thereby making higher education accessible to many more people in marginalised communities.

The focus on Global & Local Contexts is ensured as JWL partners with the best global academic institutions to invite them to share their knowledge and skilled faculties with learning communities at the margins. Focusing on the student within his/her local community, JWL’s curriculum is transformative and forms responsible leaders, men and women, ready to serve others. The student learns with students from other cultures and parts of the world and still remains in his/her own context. The impact higher education has on a community is the ultimate criterion of success.

Flexibility & Adaptability are key for JWL students who find themselves in different contexts that require a flexible & adaptable approach in making the model transferable to very different situations. JWL uses globally designed curricula which support cultural diversity and different environments. In a small refugee camp, a community learning center with a JWL computer lab could be an adequate solution for learning, but in another situation, it may be necessary for each student to get a key-board tablet to be able to study at home.

“The best for the least” means that JWL brings the best education of high academic quality to poor communities and refugees at the margins at moderate cost by partnering with the best academic institutes. JWL’s alliance of partners share the costs and make in-kind contributions. This way of delivering higher education is sustainable and affordable to the poor at moderate cost.

The heart of JWL’s programmes is its Diploma in Liberal Studies, where the emphasis is on an universal concepts and transferable skills. The curriculum is global in its focus and scope and encourages students to take an Ignatian approach to reflecting on knowledge and its local relevance, and to act on it. This Diploma of 45 college credits is awarded by Regis University in Denver, Colorado (USA). JWL is exploring the possibilities of other Certificates and Diploma issuing Jesuit institutions and universities in Africa, Asia, and Europe.

Since 2010, over 5,000 forcibly displaced and marginalised people have studied in JWL’s programs, 50% of whom are women. During an initial three-year pilot period, JWL pioneered the offering of an online Diploma in Liberal Studies to refugees and host community members in Dzaleka refugee camp in Malawi, Kakuma refugee camp in Kenya, and in the city of Amman, Jordan. By 2015, 24% of the students who had completed the Diploma were enrolled in college and university programmes. In addition, JWL has enabled refugees and host community members to study 25 different Professional Certificate Programs that are classroom-based courses. These courses serve the needs of the community in areas such as teacher education, counseling, English as a foreign language, child protection, special needs, and community health. JWL is presently in 10 countries and has 16 community learning centers.

JWL formed students are able to continue their studies either in local universities or abroad. Many have moved to Australia, the USA, Canada, etc. During the recent summer school organised by the University of Geneva/InZone and UNHCR (June 2017), three former JWL students were invited and they had the honor of sharing their formation through JWL during a public lecture. In a world of conflicts and contradictions, JWL students have the potential to become Peace Leaders and bridges of harmony and peace in the world.

InZone: Centre for Interpreting in Conflict Zones

InZone is an academic centre at the University of Geneva, uses Connected Learning to pioneer innovative approaches to multilingual communication and higher education for refugees and their host communities.

The Centre supports refugees from the Great Lakes region, South Sudan and Somalia in Kakuma camp and in Dadaab camp in Kenya, and in Azraq camp and in Amman, Jordan, and has also worked in Khartoum, Kassala, Kabal and Nairobi.

Its mission is to design, develop and scientifically validate learner-centered and technology-supported pedagogical models in camps and urban settings with detailed studies using control groups (see earlier section on Evidence of benefits of using blended learning with refugees).

It documents the effectiveness of pilot studies and its approach as it is tested and implemented.

InZone uses its own and other learning platforms through which it carries out summative and formative assessments.

These tools assist in offering multilingual courses taught through the medium of English, French and Arabic. The courses also support a host of other languages spoken by refugees, particularly in the context of training humanitarian interpreters.

It offers short-cycle or foundational courses for a Degree. The students gather together in a learning hub in the refugee camp and study courses online using a mixture of face-to-face on-site and virtual tutoring. They are encouraged to take a collaborative problem-solving learning approach relevant to promoting conflict resolution and peace-building.

InZone’s approach takes into account the likelihood of refugees finding it more difficult to maintain continuity of study and pieces together portable credits towards a Degree from groups of MOOCs, with particular reference to human rights. The credits conform to the European Credit Transfer System, making them internationally recognised.

In mid 2015 it was supporting around 130 students, 78 of whom were undertaking non-interpreting HE courses, while the rest were studying humanitarian interpreting.
CONNECTED LEARNING PROGRAMMES

Kepler

Kepler opened in 2013 to provide higher education to Rwandan students who otherwise could not afford it, but also to be a learning laboratory for best practices in blended learning and education-to-employment training. This approach was extended to refugees in 2015 with the opening of a branch campus in Kiziba camp in western Rwanda, which houses around 17,000 people who have fled the fighting in DR Congo in the past two decades.

The aim is to test the development of a low cost, high quality model for higher education that can be scaled across Africa, with the goal of delivering skills that emerging economies need. Kepler Kiziba, in collaboration with Southern New Hampshire University in the US, offers US-accredited Bachelor Degree programmes to 25 to 50 students a year to enable them to pursue employment opportunities. Students first complete an Associate Degree in general studies with a business focus, then a Bachelor’s Degree in management, communications or healthcare management.

In addition to supporting online Degree work with in person English and technology classes, Kepler provides student services and professional competency training to graduate tech savvy, creative and critical thinkers.

Kenya University Provision of Higher Education to Refugees

Kenyatta University in collaboration with the host community established a campus in Dadaab in September 2012. The campus initially provided part-time and blended learning study opportunities, however in March 2014 the campus was transformed to an ODEL Learning Centre.

In the effort to provide education for all, Kenyatta University has worked in partnership with Borderless Higher Education for Refugees (BHER) Project. Together with partners refugees in both Dadaab and Kakuma are able to obtain a range of certification including Certificates, Diplomas and even complete Bachelors Degrees. The host community is also provided with scholarship opportunities (25-30%) whenever refugees are sponsored for any of the programs. Kenyatta University programs include Certificates in Community Interpreting, Early Childhood and Project Management, Diploma in Business management, Public Relations, Nutrition and Health, Disaster Management, Primary Teacher Education, Secondary Teacher education and Security Management and Police Studies. Bachelors programs include; Bachelors in Education Arts, Science, Primary teacher Education, Public Policy and Administration, Security management and Police Studies.

Kenyatta University’s key contribution to refugee education in the Eastern Region of Kenya is enhanced by the capacity to link to local, regional and international universities; ensuring the students continue learning even after leaving Dadaab, Kakuma or Kenya by establishing greater partnerships with universities throughout the region and around the world. Secondly Kenyatta University is able to provide unique services to government and UN employees, who are able to pursue greater professional development from their work duty station.

Centreity

Centreity, the organisation that brings together experts in the field of Connected Learning in crisis with extensive experience acquired within JesuitNET Global, who, in 2010, partnered to launch Jesuit Commons: Higher Education at the Margins (JC:HEM). Working with JCHEM and their on-ground partner, Jesuit Refugee Services, the team configured three Connected Learning centers: an urban center in Aleppo, Syria, a protracted situation in Dzaleka Camp, Malawi, and at Kakuma, a fast-growing camp in Kenya.

Veterans of online-learning, the employees of Centreity spent ten years launching online-learning programmes for Jesuit Colleges and Universities across the United States. Working with refugees and marginalised communities tested the pedagogical approach globally and extended the delivery system into fragile contexts. In this role, the team provided the technological specifications, procurement, and logistics for setup and implementation of the labs as well as to create the courseware and the operational support for classroom delivery.

By building partnerships, they have delivered Connected Learning solutions in more than twenty countries, in five languages, by providing scalable infrastructure, support systems, policies, and Connected Learning strategies.

Centreity’s team of dedicated education, production and support experts is committed to continual innovation that makes technology accessible and transparent to the students and focuses on the learning experience.

Our programme(s):
- requires applicants to have secondary school graduation Certificates
- accepts alternatives to official transcripts
- has the ability to waive requirements
- provides opportunities for students to upgrade knowledge and/or skill gaps (for example, English for academic purposes, research skills, ICT, etc.)
- recognises credits from other programmes
- is in compliance with national accreditation standards
- offers credits that are convertible to international frameworks
- provides exposure to both local and international pedagogical approaches
- engages with developing articulation agreements with other programmes
- accepts credit transfers from other programmes
- accepts alternatives to official documents when official documents are unavailable
- works to advocate with national and international institutions for credit transfer opportunities
- is offered to refugees at nominal or no costs
- is offered to host communities and/or other vulnerable or displaced communities
- is open to different financing options

Learning Pathway Design (cont.)

Our programme(s):
- utilises design that is based on learning outcomes
- has learning outcomes that contribute to the development of 21st century skills
- has learning outcomes that contribute to the development of, e.g., transversal skills, soft skills, life skills, learning fundamentals
- employs a holistic development approach (learner as a person embedded in a context)
- empowers learners
- shares learner progress with students
- promotes learner autonomy
- promotes self-advocacy
- contextualises curricula
- contextualises learning outcomes
- contextualises assessment
- adapts to learners’ needs
- opens doors to livelihoods
- opens doors to employment
- opens doors to further education
- ensures data protection
- strives for validity of data (personal data)
- provides accessible transcripts for students (ie. physical, online, etc.)
- derives lessons learned from successful outcomes
- derives lessons learned from failed outcomes
- contributes to the development of good practices

Access to Higher Education

Our programme(s):

- identifies multiple, flexible, entry points
- is post-secondary
- is modularised
Connected Learning Pedagogies

Our programme(s) provides a learning environment that:
- encourages a learning community that is research-based
- encourages a learning community that is inclusive
- encourages a learning community that is learner centered
- partners with the community to be contextually responsive
- partners with the community to be culturally responsive
- maintains high standards of academic rigor
- fosters the development of knowledge, skills and attitude that are relevant and meaningful for learners

Our programme(s) includes policies on:
- access
- protection
- technology use
- management of the learning environment

Our programme(s) is:
- linked to a recognised accredited institution
- responsive to change
- designed for high retention rates
- designed for high completion rates

Our programme(s) provides flexible / responsive / appropriate support for:
- peer-to-peer learning
- tutoring
- mentoring
- coaching

The design of our learning spaces:
- is contextually appropriate
- is environmentally sustainable
- meets learner needs
- considers safety constraints
- is adequately resourced
- has adequate continuous power supply
- meets the programmes’ connectivity requirements
- meets the programmes’ capacity requirements
- includes a maintenance and renewal strategy
- includes a human resource strategy
- draws from local resources

CLCC Quality Guideline Checklist

Academic Support

Our programme(s) has:
- publicly accessible prerequisites and standards for admission
- initial assessment of student readiness in terms of language, research, and ICT skills
- periodic assessments to measure student performance and progress
- access to language competency support ahead of admission
- access to technology competency support ahead of admission
- access to research skills ahead of admission
- methods for tracking individual learner progress and needs
- periodic assessments and reflections on developing student needs
- provisions or ways to adapt resources for individual learner needs (e.g. remedial classes, individualised tutoring, etc.)
- resources that have been classroom tested or peer reviewed
- informed resource design considering technological limitations

Our programme(s):
- ensures that curriculum and resources utilise available appropriate technology to support learning outcomes
- informs technology skills development by needed competencies
- matches the use of available technology in learning to learner capabilities and abilities
- has protocols & policy that incorporate a contextual understanding of different protection concerns are drafted (collaboratively with humanitarian & university partners)