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Higher education in emergencies - Leveraging refugee potential for sustainable livelihoods

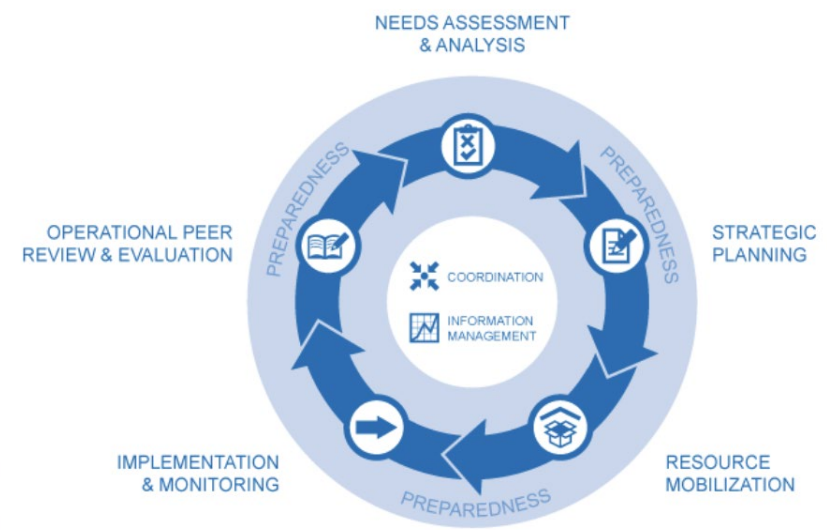
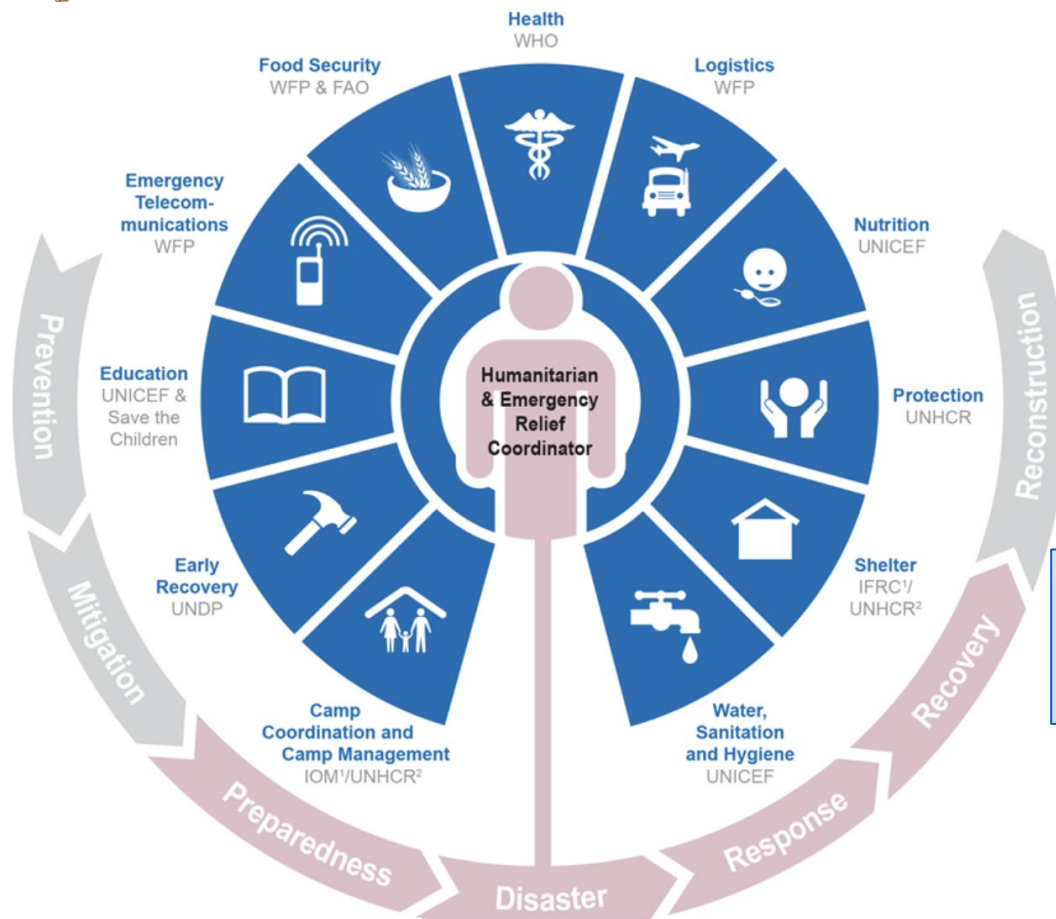
Barbara Moser-Mercer, Juvenal Mbonihankuye, Mateyos Asfaw
AHEEN/University of Nairobi/YES





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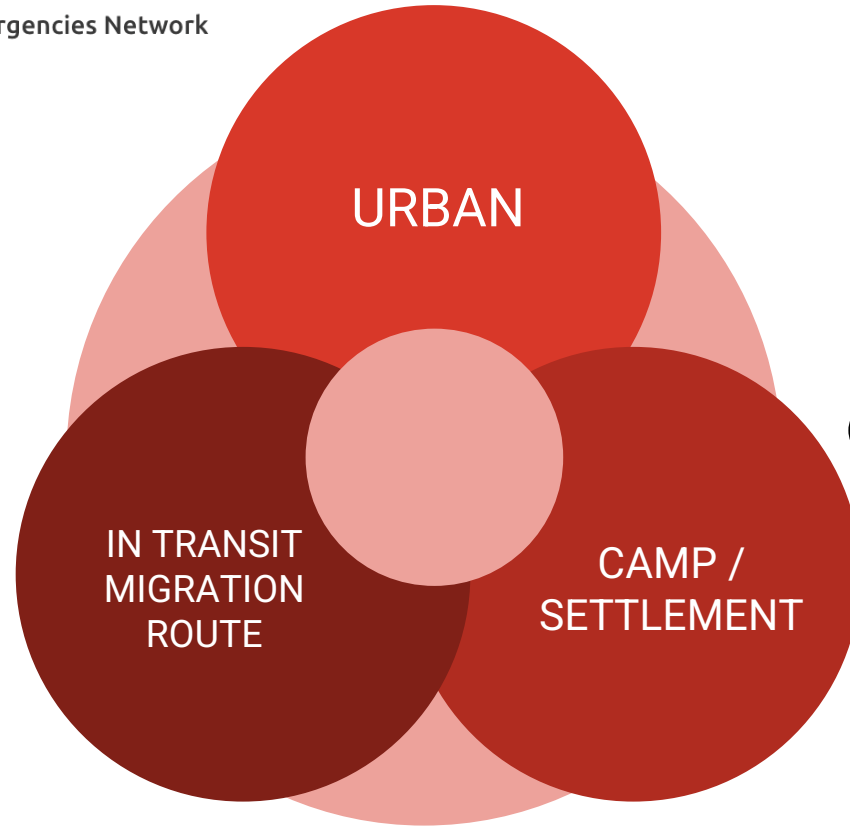
TIMING of HEiE



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DEVELOPING
COUNTRIES



INDUSTRIALIZED
COUNTRIES

LOCATION OF HEiE



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UNIVERSAL DECLARATION OF HUMAN RIGHTS
(Art. 26.2.)

INTERNATIONAL COVENANT ON ECONOMIC
SOCIAL AND CULTURAL RIGHTS (Art. 13c)

CONVENTION ON THE RIGHTS OF THE CHILD
(Art. 28c)

REFUGEE CONVENTION (1951)

OUA CONVENTION ON REFUGEES (1969)

WORLD EDUCATION FORUM FRAMEWORK FOR
ACTION-DAKAR (2000)

DJIBOUTI DECLARATION ON REFUGEE
EDUCATION (2017)

FOLLOW-UP DECLARATION ON DJIBOUTI
DECLARATION (2022)

NAIROBI DECLARATION (2018)

GLOBAL COMPACT ON REFUGEES (2018)



2030 AGENDA Global and National Sustainable Development Goal 4 Efforts

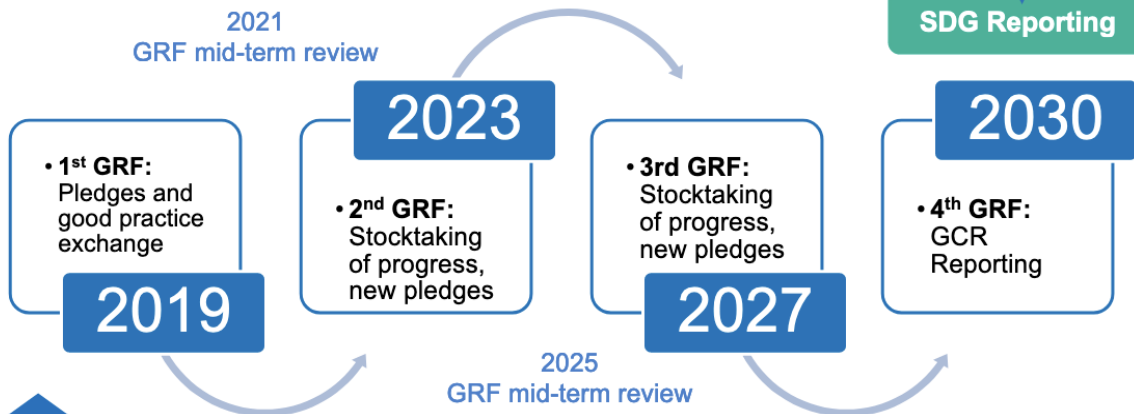
GLOBAL FRAMEWORK FOR REFUGEE EDUCATION

Putting the Global Compact on Refugees into Action

Refugee Education 2030: A Strategy for Refugee Inclusion

SDG Reporting

POLICY FRAMEWORKS



GRF Education Co-Sponsorship Alliance prepares Global Framework for Refugee Education and GRF sessions + pledges



GLOBAL FRAMEWORK FOR REFUGEE EDUCATION

Higher Education

Outcome 5: Enrolment in accredited higher education is increased and barriers, including recognition of prior learning and qualifications, restrictive policies and financing limitations, are eliminated



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THE CHALLENGE WE STARTED WITH IN 2019

“DESIGN AN AFRICAN SOLUTION TO THE AFRICAN PROBLEM OF REFUGEES’ AND IDPs’ LACK OF ACCESS TO TERTIARY EDUCATION”



An African Initiative Delivering African Solutions



Humanising pedagogies – Moving assignments outdoors –
Virtual group work – Integrated SEL



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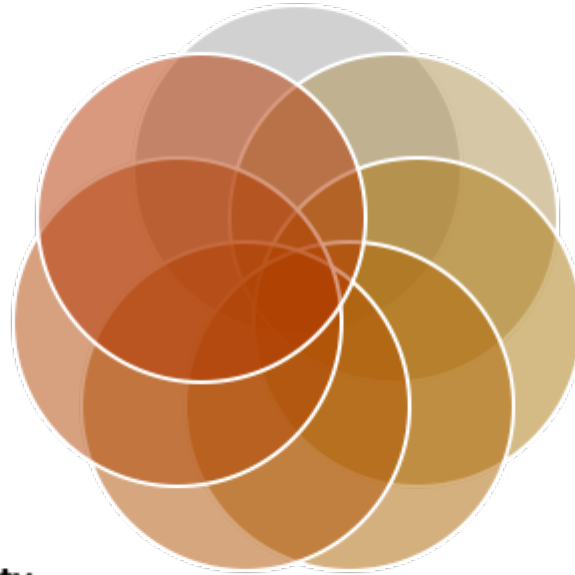
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universities (learning)

donors (funding for studies & evidence-building; collaborative model-building, scaling)

international organisations (UNHCR, ILO) (humanitarian compliance; advocacy, education sector coordination, labor market access)

NGO (capacity-building of RLO, legal hosting; humanitarian accountability)



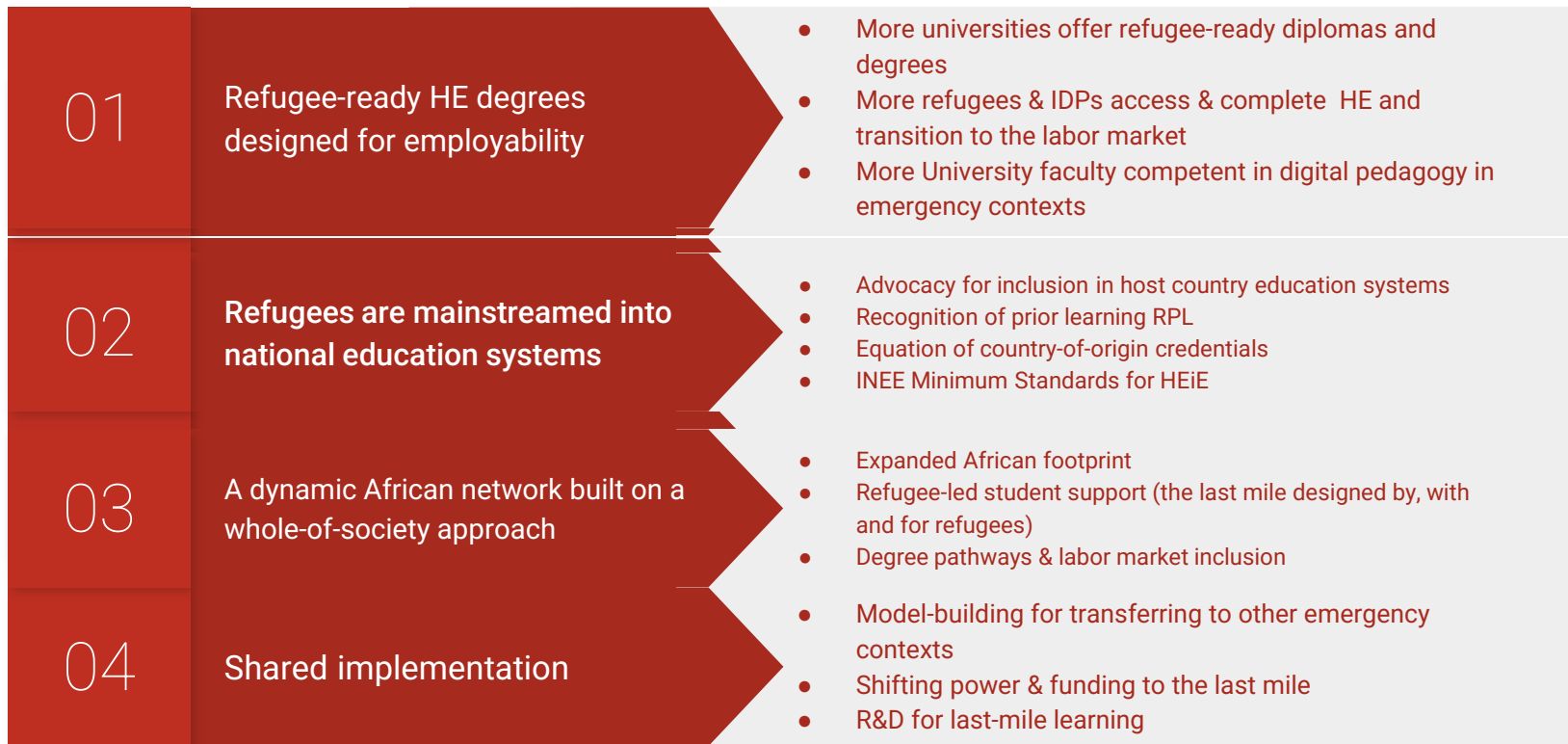
private sector (mentoring, employment)

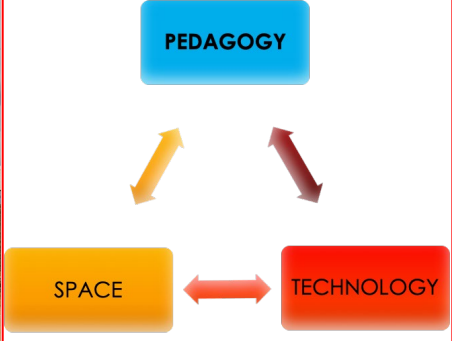
MoE, MoL (policy)

RLO (learning support, community-building, community well-being)




THE LAUNCH PHASE OBJECTIVES: 2020-22









Private comments

 Prof. Barbara MOSER-MER...
Feb 20, 8:34 PM

A good and comprehensive overview of the pre-encounter. One of the items you did not mention is knowing the identity of the client, as there could be a conflict of interest if the interpreter knows the client very well.

 Samadou Nyongolo
Feb 20, 9:14 PM

Thank you so much, I am back to the student resources and read so that I understand it well. Once again thank you so much for this wonderful feedback.

 Samadou

- Multiple communication channels
- Making learning visible
- Regular feedback

Aimé
Dear all,
I understand your worries about data bundles, it was a process. We are trying our best to issue bundles by next week. if nothing changes, by Wednesday or Thursday you will all have data bundles. Thank you.

9:43 AM

+254 722 111847 ~Omar Mohamed

Aimé
Dear all,
I understand your worries about data bundles, it was a process. We are trying our best to issue bundles by next week. if nothing changes, by ...

Thanks for the info.

9:47 AM

Aimé
Hello all,
Is there anyone from Dadaab or kakuma who have submitted his work but the system still indicating Missing? Please let me know so that I can help you to fix it. Thank you.

11:19 PM

-----keeping everyone connected even in low resource environments







The right to work

- Article 23 of the **Universal Declaration of Human Rights**
- Articles 6 and 7 of the **International Covenant on Economic Social and Cultural Rights**
- All **ILO Conventions** apply to all workers, including refugees
- Articles 17, 18 and 19 of the **1951 Refugee Convention** explicitly recognize refugees' right to access the labour market

70%
of refugees live in countries
with restricted right to work



66%
of refugees live in countries
with restricted freedom of
movement



47%
of refugees live in countries
with restricted access to
bank accounts





Transition to the labour market

- Local needs analysis
- Selection of diplomas and degrees relevant to local context
- Program delivery and SEL
- Student research projects relevant to community funded
- Student start-ups receive seed funding
- Private sector mentoring for start-ups
- Collaboration with ILO PROSPECTS on work permits



Digital learning & digital well-being in fragile contexts



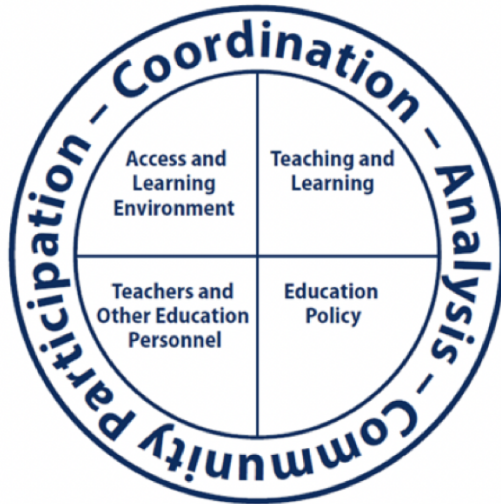


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Well-being in crisis and conflict contexts

Promoting Psychosocial Well-being through Education



INEE Minimum Standards

Domain 1: Foundational standards

Domain 2: Access and learning environment

Domain 3: Teaching and learning

Domain 4: Teachers and other education personnel

Domain 5: Education policy



Well-being, resilience and self-reliance





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Social-emotional learning



Implementing the Integrative SEL

01	DESIGN OF 3 COMPONENTS	<ul style="list-style-type: none">• EACH DESIGN COMPONENT ADDRESSES SPECIFIC SUB-SKILLS OF SEL• DESIGNERS CREATE CROSS-COMPATIBILITY AND SYNERGIES
02	IMPLEMENTATION	<ul style="list-style-type: none">• EACH COMPONENT CREATES ON-LINE CONTENT FOR DELIVERY• EACH COMPONENT TRAINS ON-SITE FACILITATORS FOR DELIVERY ON THE GROUND• EACH COMPONENT CREATES COMMUNICATION CHANNELS FOR HYBRID SUPPORT
03	TESTING THE MODEL	<ul style="list-style-type: none">• EACH COMPONENT CREATES INDICATORS TO MEASURE SKILL ACQUISITION• EACH COMPONENT MEASURES HOW PROGRAM FEEDS INTO SUPPORTING THE COMPLETE SEL SKILL SET• INTEGRATE MODIFICATIONS AND SCALE



Resource sharing
Solidarity
Community
Intergenerational cohesion
Team collaboration

Living & working together
Intergenerational cohesion
Social well-being
Team member effectiveness



Team collaboration
Team member effectiveness

Community
Mental well-being
Social well-being
Team member effectiveness

Living & working together
Friendship
Acknowledging & respecting differences
Community
Intergenerational cohesion
Social well-being
Team collaboration
Team member effectiveness





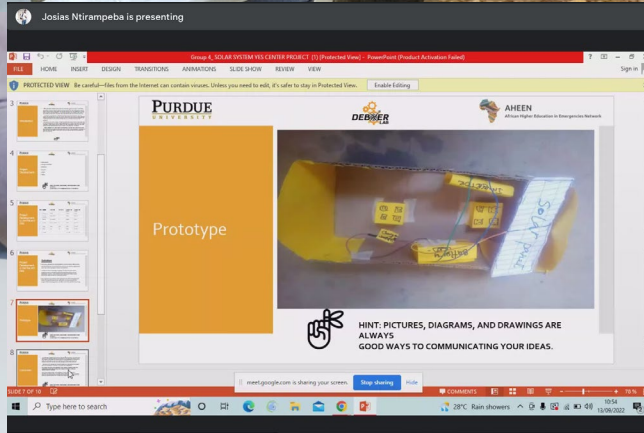
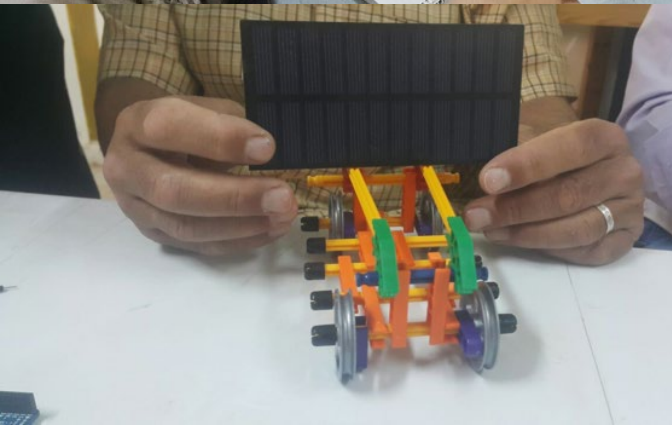
Learning in challenging environments

- For optimal development and functioning the human brain requires **social relationships, emotional experiences and cognitive opportunities.**
- The **quality of these relationships**, experiences and opportunities shapes **neurocognitive development.**
- Neuroplasticity cuts across **all age groups.**
- **Adversity negatively impacts neuroplasticity** as synapses require strong, diverse and frequent activation to facilitate quality learning, which requires regular and diverse reinforcement.
- **Enhanced neuroplasticity** will in turn **enhance resilience** and coping with adversity, finding alternative ways of dealing with stressful situations and to continue learning.



What matters for social-emotional well-being and learning

- The **Integrative SEL model** embraces the motivations and interests of a diverse group of participants and speaks to most dimensions of human activity and endeavor.
- The model thus acts as an equalizer - you don't have to be particularly good at any of the components, but you are exposed to all of them as a way of finding your calling, outside of the predefined stereotypical boxes into which young people are put based on gender, ethnicity, socio-economic status or physical and intellectual ability.
- What matters is not to be the champion in any one component, but to have the curiosity and opportunity to explore, persist and decide on one's future direction.





WHY INTEGRATIVE SEL?

- For optimal development and functioning the human brain requires **social relationships, emotional experiences and cognitive opportunities.**
- The **quality of these relationships, experiences and opportunities** shapes **neurocognitive development.**
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Cross-Cutting Elective

SEL





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UNHCR
The UN Refugee Agency



WORLD
ATHLETICS.

**OPEN SOCIETY
FOUNDATIONS**

the CATALYST
FOUNDATION
for UNIVERSAL
EDUCATION

nuffic
meet the world



DEPA