

Rethinking the campus: Partnerships and pathways into HE for refugees and displaced persons

Dr Michael Gallagher, Centre for Research in Digital Education

What does this have to do with the hackathon?

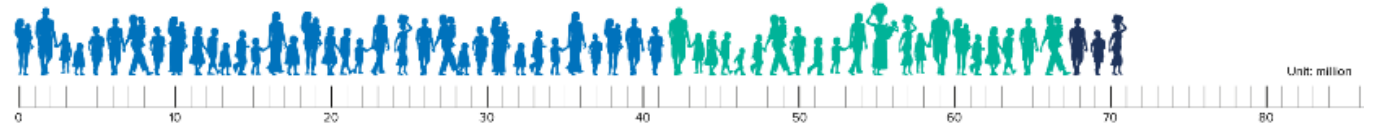
- The online hackathon will bring together the University of Edinburgh community to design practices, applications, or digital spaces that might potentially enhance **our distributed campus** in a way that **draws together our cohorts** and **surfaces our diversity**.
- How are we drawing in these students with our ideas here?
- How are we helping them feel as if they were part of our campus and our community?
- How are we making sure participation in HE is safe and inclusive?



Refugee education

- Refugee and displacement are increasingly permanent features of host countries
- Repatriation is small or non-existent
- Great strain on host countries
- Less than 3% globally enter HE
- Mixture of policy, capacity, languages, lack of psychosocial support, etc.

70.8 million forcibly displaced people worldwide



Internally Displaced People
41.3 million

Refugees
25.9 million
20.4 million under UNHCR's mandate
5.5 million Palestinian refugees under UNRWA's mandate

Asylum-seekers
3.5 million

Where the world's displaced people are being hosted



About 80 per cent of refugees live in countries neighbouring their countries of origin

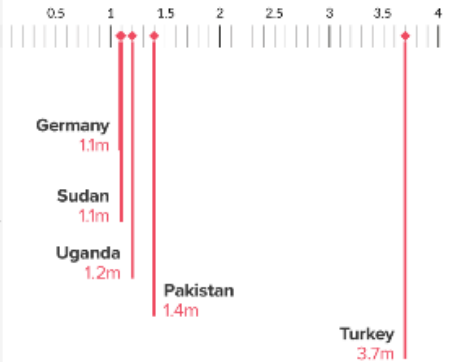
57% of UNHCR refugees came from three countries



341,800 new asylum seekers

The greatest number of new asylum applications in 2018 was from Venezuelans

Top refugee-hosting countries



UNHCR has data on
3.9 million stateless people
but there are thought to be millions more

92,400 refugees resettled

37,000 people a day forced to flee their homes because of conflict and persecution

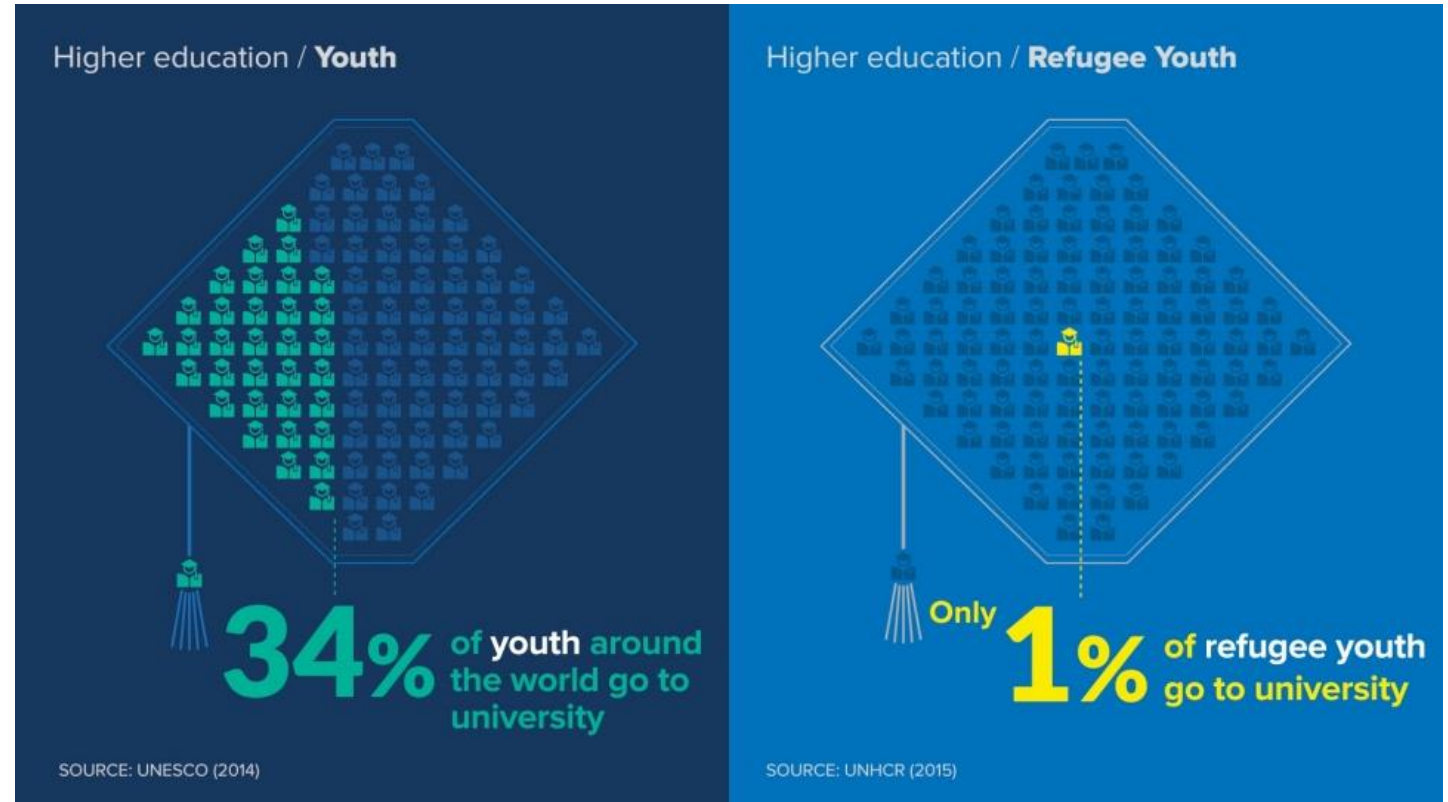
16,803 personnel
UNHCR employs 16,803 people worldwide (as of 31 May 2019)


134 countries
We work in 134 countries (as of 31 May 2019)

We are funded almost entirely by voluntary contributions, with 86 per cent from governments and the European Union and 10 per cent from private donors

Refugee education (2): what works

- Scholarship programmes in the first country of asylum
- a blended learning approach in partnership with a network of accredited universities
- (TVET): education, training and skills development relating to a wide range of occupations
- Advocacy with ministries, universities and academia to expand access for refugee students and to mitigate barriers that prevent refugees from enrolling in university



The background of the slide is a photograph of a park. In the foreground, there is a large, light-colored circular graphic that serves as a container for text. Behind this circle, the image shows a paved path where several people are walking. To the right, there are large, mature trees with dense green foliage. The overall scene is bright and natural.

Foundations for All (FFA) - objectives

This project will provide insights on how to effectively facilitate access to and future success in higher education for displaced and refugee young people in resource-poor environments through contextualised bridging programmes.

Foundations for All (FFA): partner-driven



funder

preparing new round of Africa scholarships (new priority = refugees and online)

MCF programme +
+ SPS, MHE
+ COL, ISG
+ Maths, Vet School

MCF programme +



MCF programme +



University of Edinburgh



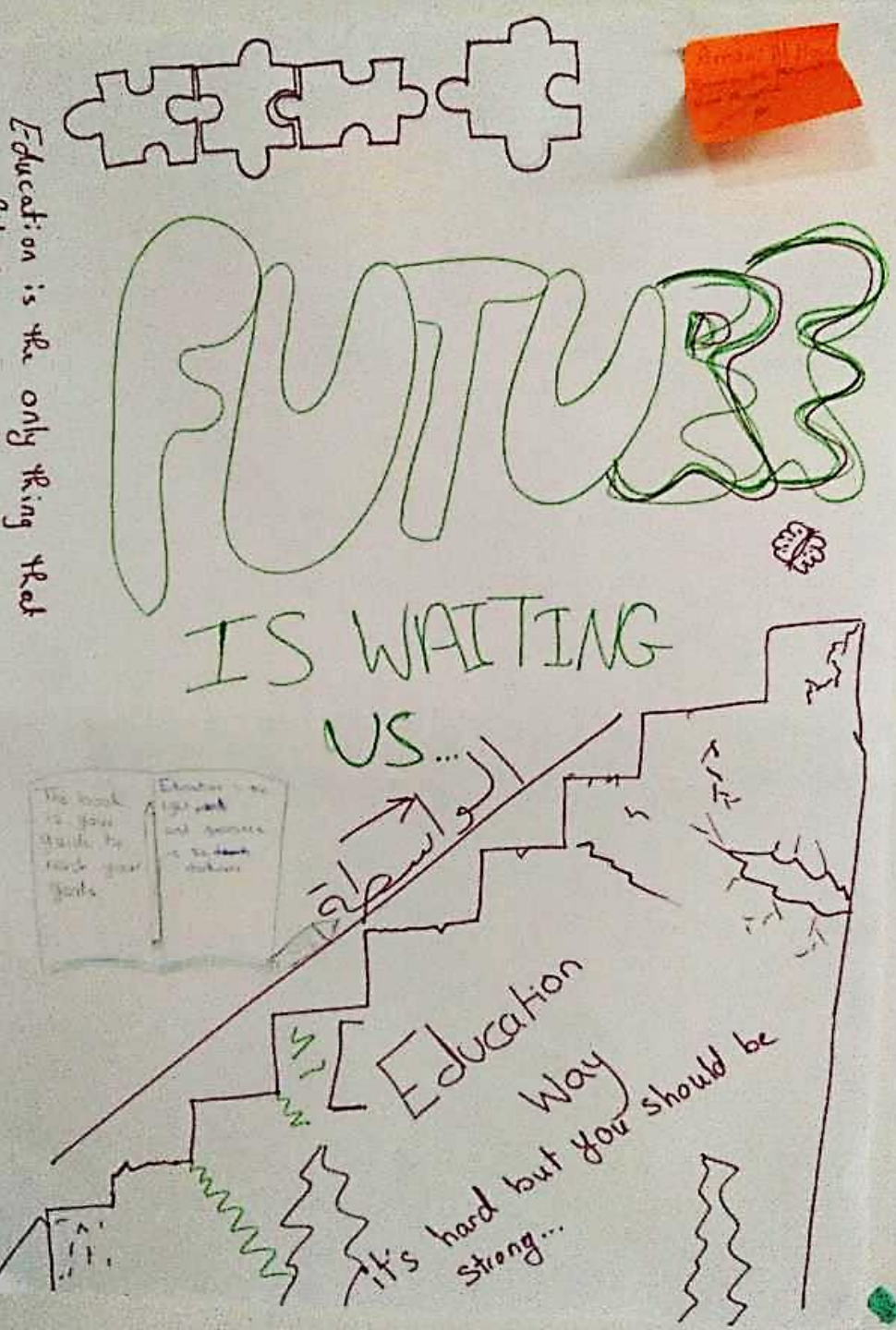
THE UNIVERSITY
of EDINBURGH

- School of Social and Political Science
- Centre for Research in Digital Education
- Centre for Open Learning
- School of Mathematics
- The Royal (Dick) School of Veterinary Studies
- Learning, Teaching and the Web, Information Services Group



PHASE 1: Learning from current experiences

Collaborative field research
with PADILEA in Lebanon



August 2019 fieldwork with MCF scholars

1A: Beirut

- Research trip to Lebanon with Mastercard Foundation Scholars from Uganda, Lebanon, and Edinburgh
 - training on fieldwork and field methodologies
 - Scoping Tool and Design Framework

1B: Beqaa Valley

- Fieldwork in settlement running PADILEA programme
- Interviews, Focus Groups, Participatory mapping (barriers and journeys)

PHASE 2: Developing a Scoping Tool

- Finalising the Lebanon/PADILEA analysis, testing the analysis elsewhere
- Three institutions, and MCF scholars, analysing the data
 - Scoping Tool and Design Framework
 - Blended learning design

PHASE 3A: designing a new programme

- In partnership with Makerere University:
 - 60 credit blended learning programme
 - Workshop in Kampala in February
 - Student voices: co-designers and critical friends
- Tutor training programme
- Exploring possible pathways to qualifications
- Design constraints: tech, accessibility, appetite





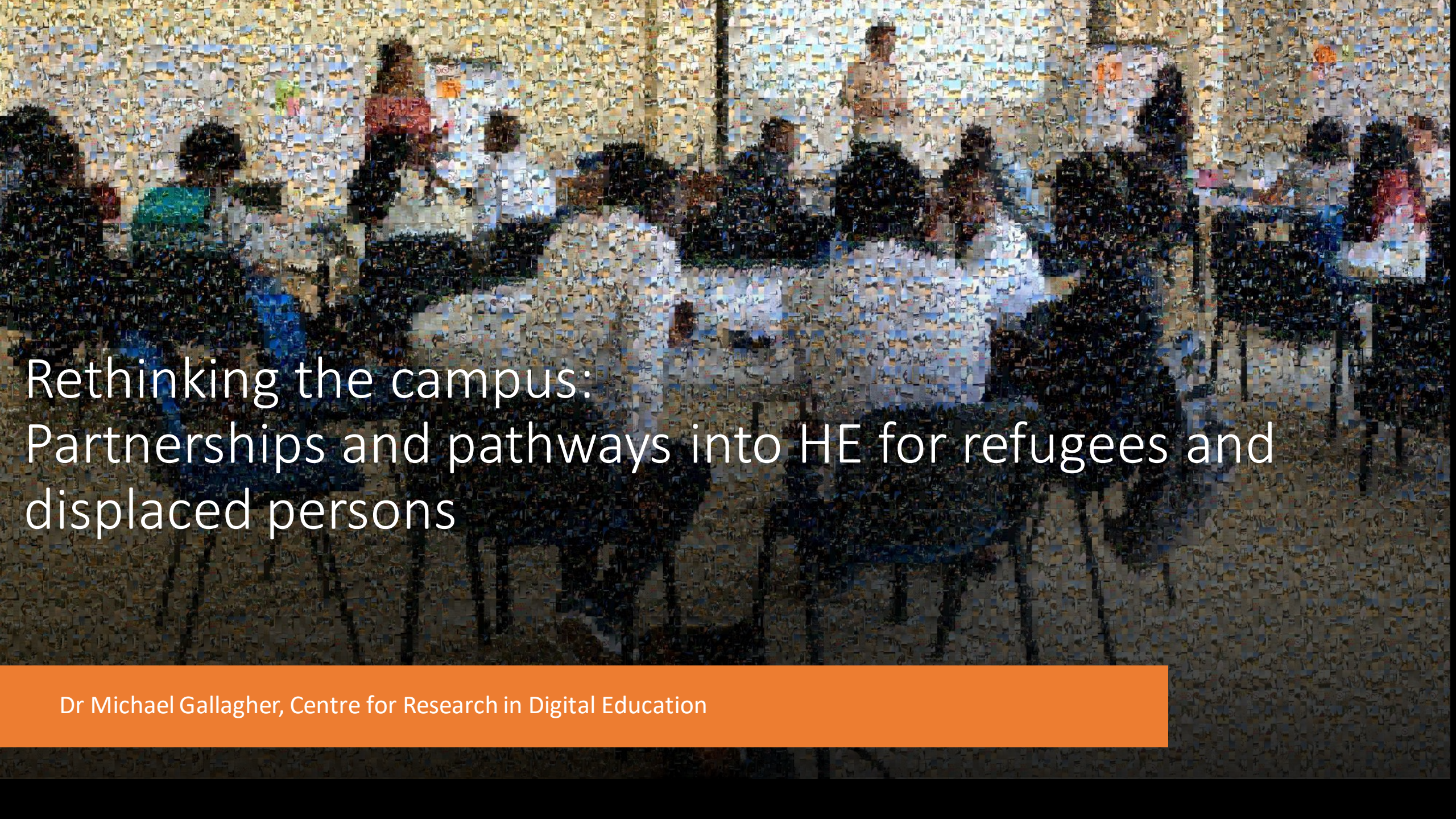
PHASE 3B: piloting a new programme

- 60 credit blended learning programme
- **Psychosocial Support**
- English for Academic Purposes (EAP)
- Mathematics
- Digital skills
- Study skills
- Critical Thinking using Literature and Philosophy *
- Social Sciences through the Study of Migration and Displacement *

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