

# Refugees and displaced people: what role can Open Universities play?

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Each day, the role of the teacher is reinforced and its importance confirmed as the world questions what future we want for our children



# Syrian Refugee crisis data

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Breakdown of registered refugees per country (in region):

Turkey: **2,715,789**

Lebanon: **1,067,785**

Jordan: **636,040**

Iraq: **246,051** (almost all in Kurdistan)

Egypt: **118,512**

Libya: **28,027**

In camps: **490,869**

Out of camps: **4,321,335**

Estimated **6.5m** IDPs in Syria

Estimated **1.7m** IDPs in camps or collective centres (in Damascus and Latakia)

# Stranded migrants and refugees

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As of 07/04/16 :

**57,812** stranded migrants and refugees

in Greece, FYROM, Serbia, Croatia, Slovenia, Bulgaria and Hungary

Of **736** Syrians interviewed in Greece in February 16:

**27%** of all respondents are students, **14%** over 18 who are students

<b>Country</b>	<b>Number of stranded people</b>
Greece	53,063
fYROM	1,151
Serbia	932
Croatia	111
Slovenia	365
Bulgaria	972
Hungary	1,218

# 3RP NLG - No Lost Generation

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New phase of the NLG aims to improve quality formal and non-formal learning opportunities for children and young people in the refugee host countries. This will be achieved by:

- Scaling up equitable access to education in formal and non-formal settings.
- Increasing demand for learning by engaging families and communities in the education of their children.
- Improving the quality and relevance of education.
- Strengthening national and sub-national education systems, including recognition and accreditation of formal and non-formal learning.



# Why should HE matter?

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*‘Education strengthens the ties which bind people, takes the fear out of difference and encourages tolerance’*

Baroness Kennedy, Learning Works, 1998

# What are the barriers to HE access for refugees

- Location and geography – in-country displacement, in camps, in Europe
- Infrastructures
- Lack of stability
- Trauma, ill health, disability
- Money and employment
- Prior attainment



# How can Open Universities help?

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- Providing:

- Mobile learning
- Flexibility
- Scalability
- Open access and inclusion at core of missions

- To support:

- young students who missed secondary education
- students who were in the middle of a university study
- professionals who need conversion courses to find work now
- pathways into other universities in Europe and in the region
- specific education to rebuild the country
- platforms/connections across Europe for diaspora to discuss educational futures
- centres of excellence around specific subjects



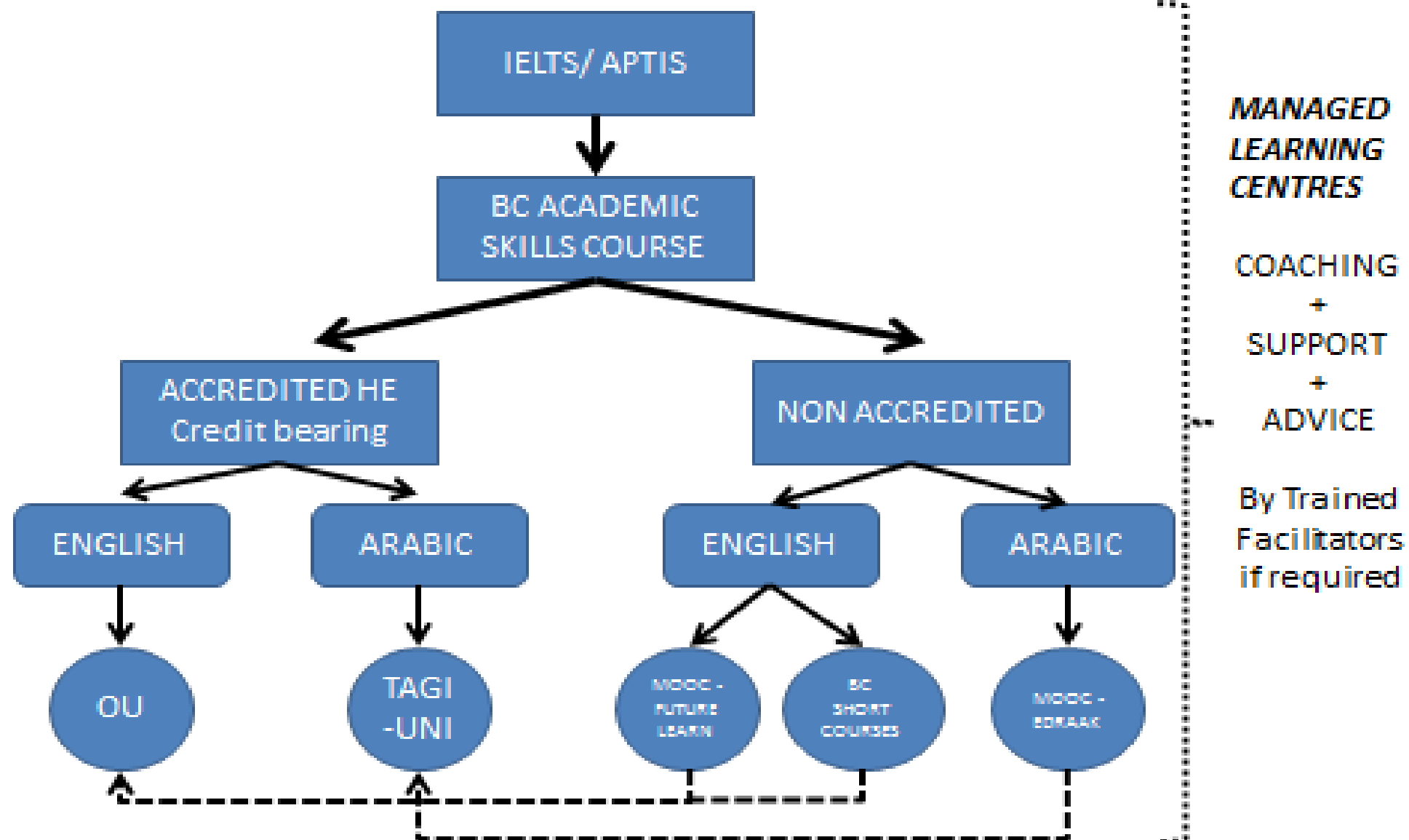
# Language Skills and Progression to HE



- The **Open University UK** is working with The British Council to deliver academic programmes to displaced Syrian refugees who have temporarily settled in Jordan
- BC provide coaching, study skills, an English Language programme and BC Online Academic Readiness Course
- Students who reach required standards in English will be able to register on a OU course, others will be offered study through Arabic courses. All levels of qualification will be encouraged (Degrees, Diplomas etc)
- MOOCs and other OERs will be made available to assist with readiness to study
- Credit must be transferrable to other providers

# Study Model

Credit for previous HE study can be transferred in



# Teacher Education Through OERS and mobile devices



<http://www.tess-india.edu.in/>

<http://www.open.ac.uk/about/international-development/ido-africa/TESSA>



Provides adaptable OERs which can be downloaded onto mobile devices to support teacher education and class room development

# The EADTU Proposition

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- Need for a specific long term cohesive cross sectoral European strategy to develop HE for refugees and displaced persons which:
  - Provides access to free courses for HE preparation, OERS, MOOCs, BOCs
  - Provides access to European language courses
  - Provides short, accredited conversion courses to meet European qualification equivalences
  - Provides short learning programmes which can be used as stepping stones into HE or as building blocks for qualifications
  - Provides vocational study programmes to support transition into employment in areas of skills gaps
  - Provides access to flexible degree and higher level study options
- And does all this through flexible study modes, using mobile technologies, study centres in camps and trained support workers.