

Newsletter



JWL student consultations, hosted at Dohuk Polytechnic University, Kurdistan Region of Iraq

Scaling refugee access to higher education

A year after the [Global Compact on Refugees](#) was affirmed by member states at the UN General Assembly, the first [Global Refugee Forum](#) (GRF) will be taking place in Geneva this December. A Ministerial-level event, the meeting will follow-up on the implementation of the Compact, focusing on arrangements for burden and responsibility-sharing, education, jobs and livelihoods, energy and infrastructure, solutions, and protection capacity. Only 3% of refugees have access to higher education, compared to 37% of their peers globally. While this is up from 1%, more can and needs to be done to meet the goal of 15% by 2030. In order to advance this goal, JWL has made pledges in a number of areas.

Environmental and social crises are affecting populations across the globe on a massive scale, particularly in fragile, conflict and post-conflict regions. All are concerned and have a part to play in turning the tide. In partnership with Xavier University Bhubaneswar (India) and the Newman Institute (Sweden), we will deliver a learning pathway to an accredited, blended learning degree in Sustainable Development to displaced persons so that they may have equal access to knowledge that may well change the lives of their local and host communities and environment. We aim to reach over 1,000 students by 2023 (the next Global Refugee Forum).

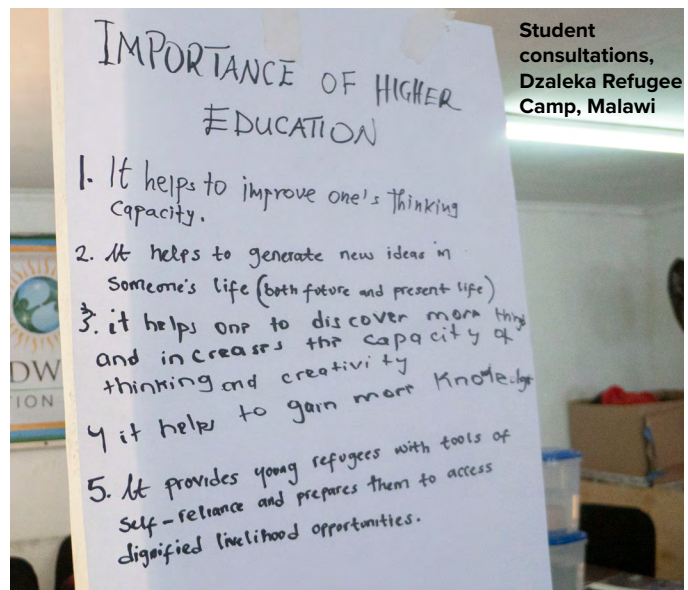
Limited language proficiency is one of the many obstacles refugees face in accessing employment higher education opportunities (both at local and international levels). Our Global English Language (GEL) programme, with testing provided by Cambridge Assessment English, provides a much-needed stepping stone to these different pathways. Within the next four years, we aim to have close to 3,000 displaced students enrolled in the GEL programme (for a minimum of one full year/covering three levels).

The professional certificates currently being offered by JWL and its partner universities (Catholic University of Catholic University of Eichstätt-Ingolstadt, Germany; Hekima College, Kenya, Metropolitan State University of Denver, USA, St Mary's University London, United Kingdom) aim to develop learners' skills in three areas: supporting the learning of others (in both formal and informal settings) including by integrating the best practices of online and on-site learning; understanding how conflicts evolved and applying practical ways for preventing, de-escalating and resolving them, fostering peace; and design and implementation of initiatives that leverage the potential of sports as a medium to address critical issues within their communities. By the time the next Global Refugee Forum is convened, we aim to enrol around 1,400 students across

the three certificate programmes, spanning existing and (potentially) new locations.

As with all of our offerings, JWL will continue to strive to reach a greater number of female students to foster gender equality and achieve gender balance across programmes.

Recognising that refugee access to higher education cannot be fully (and effectively) realised without the perspectives and contributions of refugees themselves, JWL has recently held student consultations in Domiz Refugee Camp (Iraq), Kakuma Refugee Camp (Kenya) and Dzaleka Refugee Camp (Malawi). The objective was to bring students together in a space where they could voice and reflect upon what they perceive as challenges and opportunities for scaling refugee access to higher education, also informing our work.



Student consultations, Dzaleka Refugee Camp, Malawi

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Learning facilitation as the most precious way of helping

Abdullah has been working as an English teacher in Afghanistan. He was intrigued when he heard about the Learning Facilitator professional certificate course, and sought more information. It became clear that this professional certificate course would provide him with the skills to achieve his goal of lifting his under-served community, as a learning facilitator. Members of the hard-working and motivated to learn – they just don't have access to the opportunities to do so.

According to him, “the most precious way of helping the people is providing or facilitating for them education possibilities,” and the acquisition of knowledge “is the only way that we can develop our community and removing the negativity from the community.”

Developed in response to the overwhelming need for learning and education spanning all ages and locations of the globe, and the need for a greater number of teachers to address this, the Learning Facilitator professional certificate course in Afghanistan, Kenya and Malawi in early 2019. Students learn to use instructional media and technologies to create friendly, inclusive online and onsite learning experiences for learning communities, applying multiple methods of assessment to engage their pupils, and encourage all persons – without discrimination – to actively learn and question.

The weeks have been flying by for Abdullah on what has so far been an interesting and enjoyable course. On top of the flexibility made possible through the blended, mobile learning approach, being able to interact with peers from around the world has also contributed to this positive experience. The programme isn't over yet but Abdullah has already been able to apply some of what he has learned, by being able to guide his colleagues through designing effective lesson plans.

As part of the course, Learning Facilitator students apply what they have learned by taking on a project through which they address a collective concern within their local community. At the end of this 6-month course certified by the Catholic University of Eichstätt-Ingolstadt (Germany), students will emerge with the toolbox they need to effectively spread the reach of knowledge to others and create a multiplier effect by forming others who may one day do the same.



KATHOLISCHE UNIVERSITÄT
EICHSTÄTT-INGOLSTADT

OEB 2019 - Leveraging technology to enable changemakers at the margins

How can digital and mobile learning technologies capture the hearts and minds of populations that are marginalised, displaced, vulnerable, or in (post-) conflict or disaster contexts? What needs to happen to initiate and sustain engagement with learners in these contexts? These are some of the questions addressed during a panel discussion at this year's OEB Learning Technologies conference in Berlin, Germany. Dr Oula Abu-Amsha, JWL Chief Academic Officer, spoke about how we effectively leveraged technology to enable changemakers at the margins. through the JWL HeLP platform (SIS/LMS). Developed last year, the platform includes an app through which students can access content learning materials both on and offline, on Android or Windows devices. We hear that it is user-friendly and allows for a flexibility that meets their personal needs and challenges. At our community learning centre in Kakuma Refugee Camp (Kenya), students were able to continue their studies despite flooding (inability to access the learning centre). This flexibility further facilitates the successful completion of their students.

This, in turn, facilitates the successful completion of courses. Students are prepared to head out into the world and give back to their communities.



Dr Bryan Alexander, CNDLS senior scholar, Georgetown University (USA), drops by JWL stand

Therein lies the goal – learning together to transform the world into a more peaceful and humane one, day after day.



Sports Facilitator graduation celebrations!

Our first ever Youth Sports Facilitator professional certificate course students have graduated! They celebrated their achievement in ceremonies which took place in September, in Kakuma Refugee Camp (Kenya) and Dzaleka Refugee Camp (Dzaleka). The 6-month professional certificate course (certified by Metropolitan State University of Denver, USA) and its practicum component trains facilitators to create, manage and sustain a youth sports programme in marginalised communities, with particular emphasis on forcibly displaced youths. Themes addressed include protection, gender inclusiveness, conflict management, psychosocial first-aid, and building of cross-cultural relationships. They emerge stronger in body and in mind, ready to impart their knowledge through the common language of sports.

What will they do next?

Keth (Kakuma) initially established the first volleyball team for women and girls within the camp which wound up uniting two rival tribes. She now runs a second team! Challenges remain and Keth needs support, but she is confident in her ability to be a coach for girls. Previously set on becoming a businesswoman, Keth has now set her sights on becoming a teacher and will be seeking more educational opportunities to obtain the necessary skills to realise this objective.

In Dzaleka, Verite started a football club for children of different nationalities. As we know, sport can be a wonderful medium through which to foster peace, respect and discipline. Behavioural changes have already been observed, as parents report respectful behaviour and improved performance in school.



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JWL IN THE NEWS

Have you been keeping up with us? To find out more about our work and our students, [Click here!](#) or connect with us on [Facebook](#), [Twitter](#), and [Instagram](#). Check out our latest videos on our [YouTube](#) channel.

Towards inclusion of refugees in design and implementing research initiatives

Our students know the needs and challenges faced by their communities and we are committed to incorporating their feedback in key decisions, empowering them to play an active part in transforming their communities.

At a workshop of the new Global Academic Interdisciplinary Network (connected to the Global Refugee Compact, formally introduced at the Global Refugee Forum) which recently took place in Geneva, JWL presented a paper entitled 'Enhancing Refugee Self-Reliance through Innovative Participatory Research Education.' It presented key findings of the stakeholder sets out our objective of including refugees in the design and implementation of research initiatives. Micro-level data such as that we collected through the survey is greatly needed. In fact, UNHCR and the World Bank have collaborated on a new Joint Data Center on Forced Displacement.



In this time of giving, we often think of our loved ones. This year, spare a thought for those you do not know - the underserved around the world.

Empower someone to fulfil their potential, their hopes and dreams. Donate or give of your time and make a difference in a new way!

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