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Higher education for refugees in low resource environments: landscape review

December 2016

About this report

This landscape review was prepared by Jigsaw Consult in partnership with Refugee Support Network. The research was generously funded by an anonymous private foundation. The landscape review is one of two publications stemming from the research. It is best read in combination with the other publication which is titled 'higher education for refugees in low-resource environments: research study'.

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About Jigsaw Consult

Jigsaw Consult is a social enterprise that conducts independent research and evaluation to enhance outcomes in the humanitarian and development sectors.

www.jigsawconsult.com

About Refugee Support Network

Refugee Support Network is a London-based charity which enables young people affected by displacement and crisis to access, remain and progress in education.

www.refugeesupportnetwork.org

Front cover: Outdoor classroom in Dzaleka, Malawi / Jesuit Worldwide Learning (JWL) ©

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Executive summary

Purpose and structure

The purpose of the landscape review is to provide a comprehensive mapping of programmes providing higher education for refugees. The review functions as a standalone resource but is best read in conjunction with the associated report titled 'Higher education for refugees in low-resource environments: research study'. The landscape review has three main objectives:

- To understand the different types of programmes that are in operation
- To explore the significance of academic, technological and pedagogical approaches
- To facilitate comparative analysis between modalities

The landscape review comprises 43 programmes and four additional sharing platforms, categorised into five modalities of programme delivery:

- Modality A – programmes with a physical presence amongst affected populations
- Modality B – host community scholarship programmes
- Modality C – international scholarship programmes
- Modality D – online learning platforms
- Modality E – information sharing platforms

The methodological approach consists of a literature review, 27 interviews and extensive desk-based research regarding the specific programmes within each modality. The modalities provide an overarching structure for engaging with the range of approaches being used in providing higher education for refugees.

Higher education context

In 2014, forced displacement reached unprecedented levels—the highest recorded since World War II. Increasing numbers of displaced students also come from countries with historically high enrolment rates. Evidence from several locations confirms the high levels of demand for university-level programmes among refugee students. Despite this, UNHCR estimates that globally only 1% of refugee youth are able to access higher education (UNHCR 2014). At the core of this global challenge is a lack of recognition of higher education as a humanitarian priority.

Despite this, the benefits of higher education for refugees are evident at both the individual and community level. The prospect of gaining access to higher education serves as a strong incentive to complete primary and secondary levels of school. Higher education is also an instrument of protection in refugee crisis contexts, and it plays a vital role in helping to develop the human and social capital necessary for rebuilding lives and communities.

Overview of the five modalities

For each of the modalities (aside from modality E), three main themes are explored in the form of academic, technological and pedagogical profiles, followed by a brief analysis of the strengths, weaknesses, opportunities and threats. The academic profile of each modality examines the accessibility of programmes, cost per student, course structure, structure of teaching, learning outcomes, accreditation, and programmes' contribution to durable solutions. The technological profile of each modality examines the place of technology within the programmes, including the flexibility of the technology, technical support provided, dependence on reliable connectivity, and demonstration of both good and concerning practice with technology. Finally, the pedagogical profile of each modality examines the degree of contextualisation of the programmes, the learning environment, student support and holistic development.

Modality A programmes operate through

physical learning centres based in camps or urban environments, often linked to institutions in other countries. These programmes usually have a combination of local and distance-based staff, allowing students to benefit from group-based learning and access international expertise without leaving their current location. Most programmes in this modality make significant use of technology to deliver the higher education. Programmes have a high degree of contextualisation and offer personalised support to students. The underlying rationale for the programmes is that blended learning is more pedagogically effective than purely online learning, while being able to reach more students than through scholarship programmes. At the core of many programmes in this modality is a focus on applied learning, non-academic development and community engagement.

Modality B programmes operate in partnership with host-community universities in countries with high concentrations of camp-based or urban refugees. This enables refugee students to study at established universities without leaving their host country. These programmes give refugee students access to mainstream higher education courses, generally in a physically protective learning environment. The application process is normally highly selective, with a strong emphasis placed on academic achievement as well as engagement in community development. The provision of student support depends primarily on the host higher education institution (HEI) and varies within the programmes themselves. Some programmes negotiate or advocate for places for refugee students at host country HEIs with reduced fees.

In Modality C programmes, refugee learners are selected from a camp or low-resource host community and provided with a scholarship to study at a HEI in a high-resource country. International scholarship programmes can be established quickly to respond to refugee crises by drawing on readily available expertise, resources and partnerships. These programmes emphasise the contribution of higher education to durable solutions and prioritise applications from students who are considered to have the potential to lead and rebuild within post-conflict contexts. The use of technology within these programmes is fully dependent upon the context of the destination HEI. These programmes enable a relatively small number of refugees to study a wide range of subjects up to PhD level. The level of additional support and contextualised learning for refugee students depends on the programme and the specific HEI.

Modality D is focused on online learning platforms without a physical presence in camps or host communities. The intention is that they can be accessed by refugee students with the requisite technology from anywhere in the world. These programmes prioritise peer-to-peer collaborative learning approaches, supplemented with varying levels of engagement from qualified course instructors. Any accreditation is often transferable between countries. Several programmes in this modality were not initially designed for refugee students. However as a result of increasing demand for higher education from refugees such programmes are now seeking to make their services more accessible and contextualised.

Modality E is focused on information sharing platforms which are not direct service providers but have emerged primarily in response to the Syria crisis to provide information, advice and guidance to refugee students wishing to begin or continue in higher education. Some platforms are conducting research and advocating for higher education for refugees, seeking to catalyse collaboration. There are still relatively few platforms that are explicitly focused on sharing information about higher education for refugees.

Emerging good practice

The landscape review provides a foundation for the associated study titled 'Higher education for refugees in low-resource environments: research study'. The review of the modalities identifies emerging good practice and demonstrates the importance of the following broad areas in effective higher education programming for refugees:

- A thoughtful and customised approach to academia and organisational structure which considers accreditation, transferability, curriculum, and has high quality staff with a good understanding of refugee contexts
- A commitment to accessibility and inclusivity

throughout all steps of programming including marketing of courses, application processes, planning and design, delivery, and appropriate support to aid student retention

- Effective integration of technology in a manner appropriate for the operating context, including reliable connectivity and a significant and sustained focus on training and support for all users
- A clear understanding and rationale for the pedagogical approach employed, clear curriculum and learning outcomes, with appropriate academic and non-academic support mechanisms in place for students and staff
- A conscious understanding of the impact of programmes on individuals and communities, with programmes considering holistic outcomes and demonstrating several years of effective operation alongside the ability to scale while retaining high standards

Each of these themes is explored in more depth in the associated research study and contributes to the framework of the analytical structure employed.

Acronyms

BA	Bachelor of Arts
CBO	Community-based organisation
CD	Compact disc
CV	Curriculum vitae
CSLT	Community Service Learning Track
DEAC	Distance Education Accrediting Commission
ECDL	European Computer Driving Licence
ECTS	European Credit Transfer and Accumulation System
FAQ	Frequently asked questions
GPA	Grade point average
HE	Higher education
HEI	Higher education institution
ICRC	International Committee of the Red Cross and Red Crescent
ICT	Information and communications technology
IDMC	Internal Displacement Monitoring Centre
IDP	Internally displaced person
JRS	Jesuit Refugee Service
LMS	Learning management system
MENA	Middle East and North Africa
MOOC	Massive open online course
NGO	Non-governmental organisation
OECD	Organisation for Economic Co-operation and Development
SWOT	Strengths, weaknesses, opportunities and threats analysis
SPOC	Small private online course
UBC	University of British Columbia
UN	United Nations
UNESCO	United Nations Educational, Cultural and Scientific Organization
UNHCR	United Nations High Commissioner for Refugees
URL	Uniform Resource Locator
USB	Universal Serial Bus
USD	US dollars

Programmes

ACU	Australian Catholic University
AOU	Arab Open University
AUB	American University in Beirut
AUF	Agence Universitaire de la Francophonie

BHER	Borderless Higher Education for Refugees
CLH	Coursera Learning Hubs
CLMC	Caritas Lebanon Migrant Centre
CMIC	Community Mobilisation in Crisis
DAFI	Deutsch Akademische Flüchtlings Initiative
FCTC	From Camps to Campus
FSU	The Free Syrian University
GBS	Global Border Studies
GPSS	Global Platform for Syrian Students
HES	Higher Education for Syrians
ISP	Iraqi Student Project
ISSUE	International Syrian University in Exile
JWL	Jesuit Worldwide Learning
LASER	Language and Academic Skills and E-Learning Resources
LASeR	Lebanese Association for scientific research
LfS	Leadership for Syria
LIU	Laureate International Universities
MSP	The MENA Scholarship Programme
NPYSJ	New Perspectives for Young Syrians and Jordanians
NRC	Norwegian Refugee Council
OU	Open University
OUR	Open University for Refugees
SCHEC	Syria Consortium for Higher Education in Crisis
SISS	Swedish Institute Study Scholarships
SPOC	Small Private Online Course
SRP	Student Refugee Programme
SRSP	Syrian Refugees Scholarship Programme
TIH	There is Hope Malawi
TL	Tomorrow's Leaders
ULYP	Unite Lebanon Youth Project
UoPeople	University of the People
UNHCR/FF	UNHCR Exchange/Fuse Foundation
UNRWA	United Nations Relief and Works Agency
USP	University Scholarship Program
WUSC	World University Service of Canada
YES	Youth Education for Stability

1. Introduction

1.1. Purpose

The purpose of this landscape review is to provide a comprehensive and systematic mapping of programmes working on the issue of higher education for refugees. The three objectives of the exercise are:

- To understand the different types of programmes that are in operation
- To explore the significance of academic, technological and pedagogical approach
- To facilitate comparative analysis between modalities

The landscape review functions as a stand-alone resource and also forms part of a larger study regarding higher education for refugees. It is best read in conjunction with the associated report titled 'Higher education for refugees in low-resource environments: research study'.

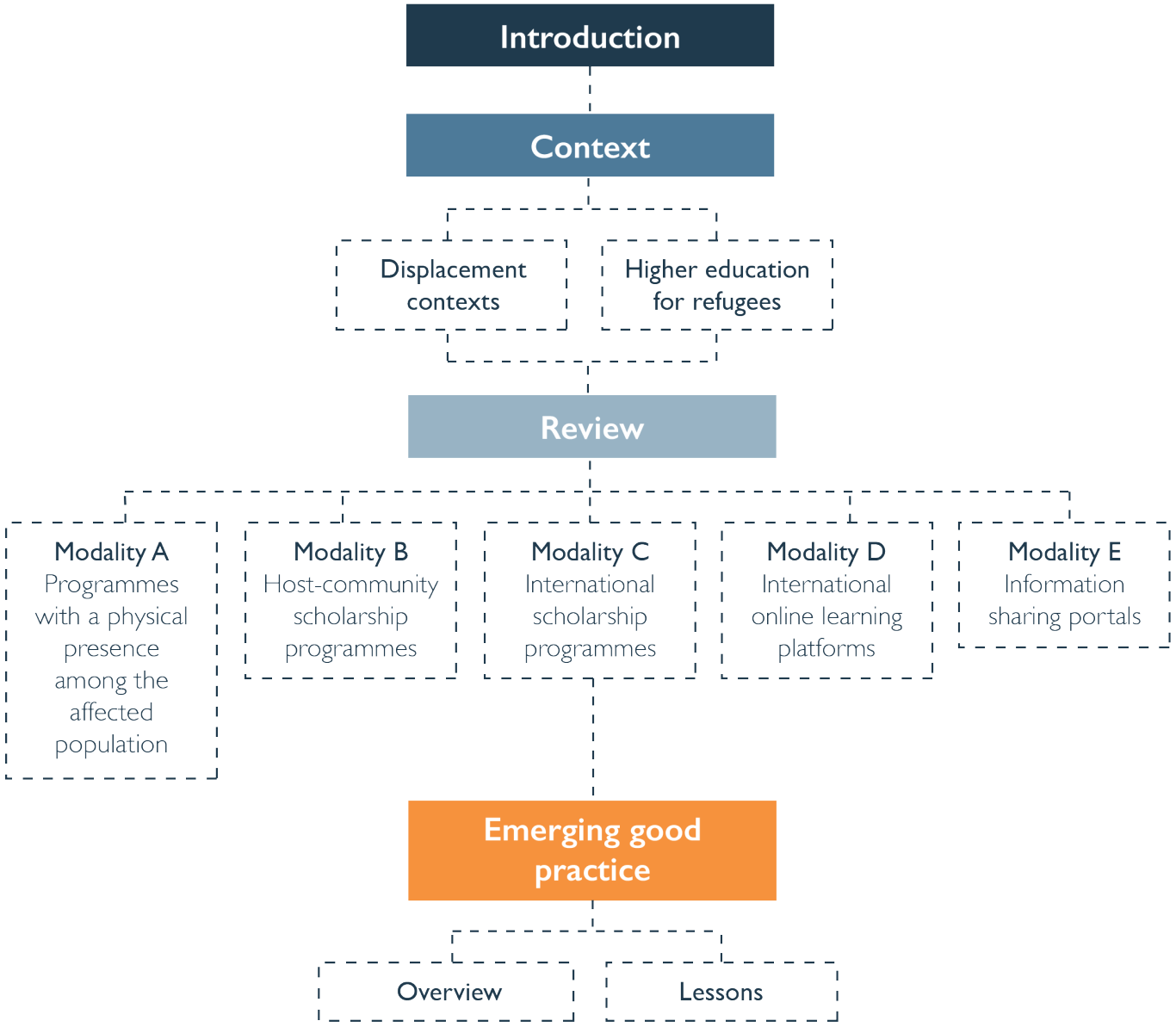
1.2. Structure

The review begins with an overview of the approach employed (Chapter 1.4) and an explanation of the parameters of the study (Chapter 1.5). It then focuses on the context within which the exercise is situated, providing a typology of displacement (Chapter 2.1) and a review of the current higher education crisis (Chapter 2.2). Chapters 3 to 7 engage in detail with the five modalities that provide the overarching structure for the review:

- Modality A – programmes with a physical presence amongst affected populations (Chapter 3)
- Modality B – host community scholarship programmes (Chapter 4)
- Modality C – international scholarship programmes (Chapter 5)
- Modality D – online learning platforms (Chapter 6)
- Modality E – information sharing platforms (Chapter 7).

Each of these chapters (apart from Modality E) follows the same format, providing a snapshot, academic profile, technological profile, pedagogical profile, and SWOT analysis. Chapter 8 briefly summarises emerging good practices in anticipation of the associated research study report.

Report structure

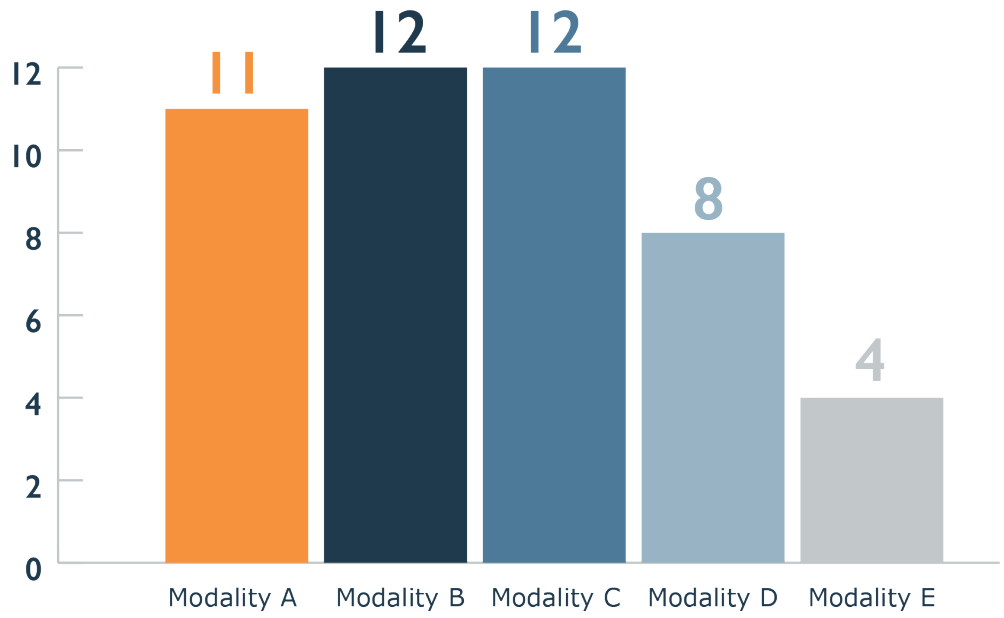


1.3. Approach

The landscape review comprises 43 programmes (modalities A-D) plus four information sharing platforms (modality E). The relevant programmes were identified through the following three avenues: the pre-existing knowledge of the research team, key programmes recommended by other organisations and experts in the field, and a comprehensive online search. The information publicly available regarding the programmes was supplemented by conducting 27 interviews with relevant stakeholders from within the programmes and from the wider sector. A full list of the interviewees is available in Annex B.

Throughout the landscape review there are regular references to the relevant programmes. Each of the programmes has a reference figure so that it can be easily identified. This reference is the letter of the modality (A–E) followed by the number within the modality (01 – 12). Each reference links to the programmes summarised

Number of initiatives per modality



Modality A
Programmes with a physical presence among the affected population

Modality B
Host-community scholarship programmes

Modality C
International scholarship programmes

Modality D
International online learning platforms

Modality E
Information sharing portals

in Annex A. References are also made to distance interviews, represented by the code 'DI' followed by the number of the interview (1 – 27).

Once identified, the programmes were categorised into one of five modalities. The five modalities were identified through an iterative process of reflection during the initial research. They provide an appropriate overarching structure by which to understand the broad range of approaches being used to address the global need to provide higher education for refugee learners. The table below provides a summary description of each modality.

Three main themes were reviewed within each of the five modalities because of their particular relevance to the research priorities:

- Academic profile – this theme examines the academic approach and level offered by each programme
- Technological profile – this theme examines the ways in which each programme uses technology
- Pedagogical profile – this theme examines the pedagogical approach adopted by each programme

A summary of the three profiles and the structure of how they are analysed is provided in the table below. A full outline of the information collected for each of the profiles is provided in the annexes: the basic programme information (Annex B), the academic information (Annex C), the technological information (Annex D), and the pedagogical information (Annex E).

Modality	Description
A - Programmes with a physical presence amongst affected population	These programmes, though linked with a variety of physical or online institutions around the world, operate through physical learning centres based in camps or in host communities. These programmes commonly have a combination of remote and local staff, tutors and facilitators, which in many cases means that students can benefit from group-based collective learning without leaving their initial displacement location.
B - Host-community scholarship programmes	These programmes work in partnership with host-community universities in countries with high concentrations of camp-based or urban refugees, enabling refugee learners to study at existing established universities without leaving their immediate host country.
C - International scholarship programmes	These programmes' presence in camp and host communities is typically limited to selection processes. Refugee learners will be selected from a camp or low-resource host community and provided with a scholarship to a university in a high-resource country. These programmes require refugee learners to travel internationally to begin their studies in a new location.
D - International online learning platforms	These programmes do not have a physical presence in camp or host communities and can be accessed by individual learners with the requisite technology from anywhere in the world.
E - Information sharing portals	These programmes are not direct service providers but have emerged primarily in response to the Syria crisis to provide information, advice and guidance to learners wishing to begin or continue their tertiary education. Some conduct research and advocate for higher education for refugees, and seek to catalyse collaboration.

Table 1. Summary description of each modality

1.4. Parameters and clarifications

A landscape review of such a rapidly growing and changing sector has inevitable limitations and is likely to contain errors and omissions regarding programme detail. It should therefore be read with the following parameters and clarifications in mind.

The extent of activity and information available varies significantly between the five modalities. This means that they have considerable variation in length and detail within the review. Despite this, it is important that the five modalities are recognised as the five overarching areas within which all the programmes take place.

The five modalities (A–E) are engaged with in sequence for clarity. However, it should be noted that they are not discrete silos: there is significant overlap between them in both design and delivery. For the purpose of this review, each programme is categorised according to its primary identity aside from where it has two clear major identities. In addition, many programmes are expanding rapidly and branching into new areas of support. As a result, programmes that previously were contained within one modality may begin to span into other modalities. An example of this is DAAD (B04, B05, C04) which has historically been known for extensive scholarship programmes in Germany but is now also investing in host-country scholarship schemes. Another example is the organisation Jusoor (B12) which provides both host community scholarships (Modality B) and international scholarships (Modality C). Modality D programmes, such as Kiron (D05), which began as primarily online learning platforms, are increasingly providing in-person support to learners, thus shifting towards Modality A. The review has sought to capture this but will likely have missed more recent developments. In addition, some programmes that are included may have changed their names, merged with

Modality	Academic profile	Technological profile	Pedagogical profile
A - Programmes with a physical presence amongst affected population	Summary Thematic analysis • Accessibility • Cost per student • Course structure • Structure of teaching • Learning outcomes • Accreditation • Contribution to durable solutions	Summary Thematic analysis • Flexibility of technology • Technical support provided • Dependence on high-bandwidth connectivity • Demonstration of good practice • Demonstration of concerning practice	Summary Thematic analysis • Contextualisation • Learning environment • Student support • Holistic development
B - Host-community scholarship programmes	Summary Thematic analysis • Accessibility • Cost per student • Course structure • Structure of teaching • Learning outcomes • Accreditation • Contribution to durable solutions	Summary Thematic analysis • Flexibility of technology • Technical support provided • Dependence on high-bandwidth connectivity • Demonstration of good practice • Demonstration of concerning practice	Summary Thematic analysis • Contextualisation • Learning environment • Student support • Holistic development
C - International scholarship programmes	Summary Thematic analysis • Accessibility • Cost per student • Course structure • Structure of teaching • Learning outcomes • Accreditation • Contribution to durable solutions	Summary Thematic analysis • Overview • Demonstration of good practice • Demonstration of concerning practice	Summary Thematic analysis • Contextualisation • Learning environment • Student support • Holistic development
D - International online learning platforms	Statistical summary Thematic analysis • Accessibility • Cost per student • Course structure • Structure of teaching • Learning outcomes • Accreditation • Contribution to durable solutions	Statistical summary Thematic analysis • Flexibility of technology • Technical support provided • Dependence on high-bandwidth connectivity • Demonstration of good practice • Demonstration of concerning practice	Statistical summary Thematic analysis • Contextualisation • Learning environment • Student support • Holistic development
E - Information sharing portals	This is an anomalous modality and does not follow the same sequencing as modalities A, B, C and D.		

Table 2. Summary of the three profiles

other programmes, recently ceased operating, or be about to launch but not yet be fully operational.

The three themes (academic, technological, pedagogical) are also engaged with in sequence for clarity. Again, it is important to note that there is significant overlap between them. Within the three profile areas, there are different amounts of information available. As a result, the technological profiles for each modality are significantly shorter than the academic and pedagogical profiles. There is a more substantive engagement with the specific technological strengths, weaknesses, opportunities and threats of programmes in the associated report titled 'Higher education for refugees in low-resource environments: research study'.

There are areas within the landscape review where significant information could not be located, and therefore it is likely that there is relevant information missing from some programmes. The review is based primarily on information that was publicly available: it is notable that programmes vary considerably in regard to the amount of information they make available online. Aspects of programmes, such as the extent to which a scholarship programme actively seeks to provide support to arriving refugee students, or the cost per student of a programme, sometimes have no official documentation. Publicly available information was supplemented by conducting 27 distance-based interviews representing 17 organisations (Annex B). Some programmes did not respond to requests for interviews, and thus there is less information included relating to them. Similarly, in a landscape review it is not possible to fully substantiate the extent to which the programmes actually outwork their stated priorities and activities in practice.

The current Syria refugee crisis is unprecedented in terms of the number of university-ready students that have been displaced. As a result, over the last few years, there has been a notable upsurge in access to higher education initiatives for refugees that have focused on this region. There is an inevitable focus on this within the review. However, as much as possible, a geographically global perspective is maintained.

There are numerous additional scholarship programmes that refugees are able to apply for. The requirement for inclusion in the landscape review is that the programmes be specifically designed for refugees and marginalised groups, and available to prospective students in low-resource environments. This means that the review excludes generic scholarship programmes that refugees can apply for alongside others and excludes refugee-specific scholarship programmes that require the applicant to already be in present in a high-resource environment such as Europe or the USA. While these are important and related areas of study, they fall outside the parameters of this review. Similarly, the landscape review does not include a focus on massive open online courses (MOOCs), apart from where they have an explicit refugee focus.

The interventions included in the exercise are broad and diverse. They refer to themselves variously as projects, interventions, programmes and initiatives. For the purpose of consistency, each is referred to throughout the landscape review as a programme.

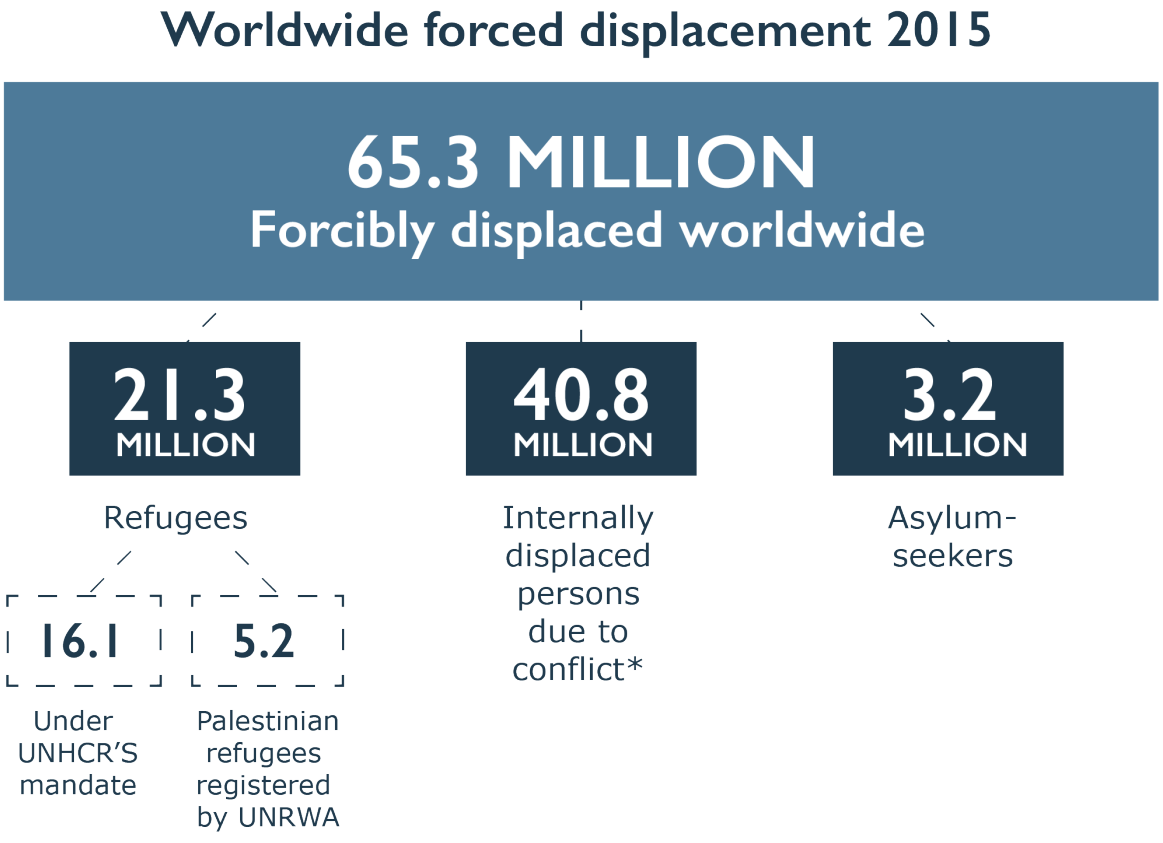
2. Context

2.1. A typology of displacement contexts

Forced displacement reached unprecedented levels in 2014, with the highest displacement recorded since World War II. By the end of 2015, 65.3 million people were forcibly displaced worldwide as a result of persecution, conflict, generalised violence, or human rights violations (UNHCR, 2016a). The majority of refugees under UNHCR's mandate are hosted by low-resource regions (86%), with the least developed countries providing sanctuary for 26% of the global total (ibid.). For the second consecutive year, and as a result of the crisis in Syria, Turkey has been the country hosting the highest number of refugees worldwide (2.5 million refugees), followed by Pakistan with 1.6 million refugees (predominantly from Afghanistan), and Lebanon with 1.1 million (predominantly from Syria and Palestine) (ibid.). Forcibly displaced people fall into six main groups of differing sizes, each of which are explained below. Although commonalities exist across the groups, each has differing needs, challenges and opportunities.

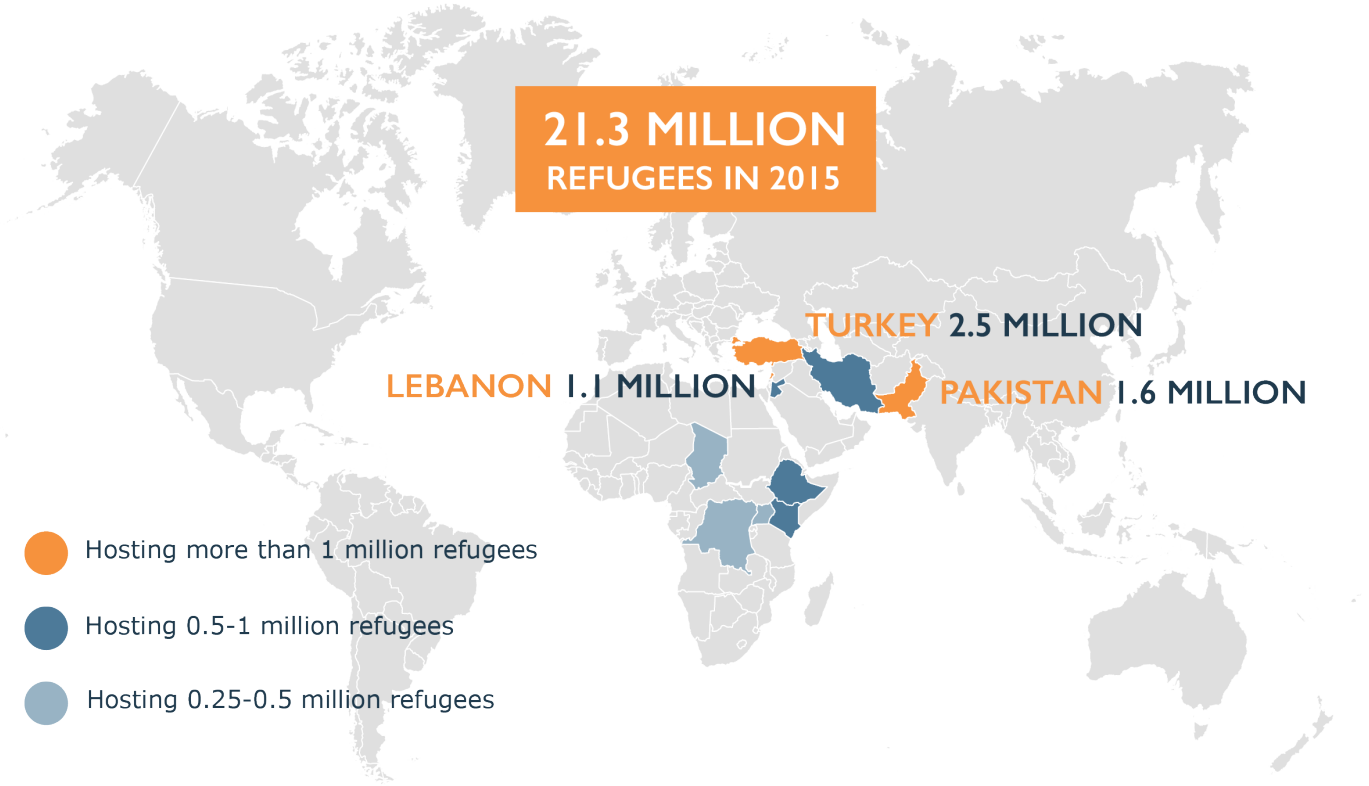
Camp-based refugees

Camps are perhaps the most obvious form of refugee assistance, and indeed the form of assistance most readily visualised when 'refugee crises' are talked of. However, only one-third of the world's refugees are living in camps. The



*This does not include an additional 19.2 million IDPs displaced by natural disasters.

Refugee host countries



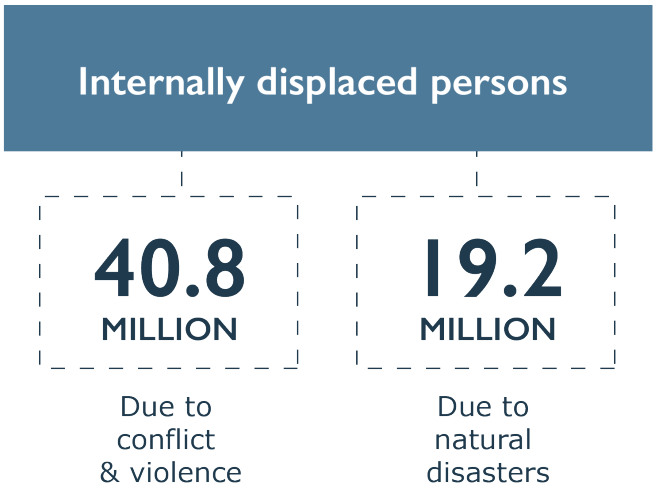
three largest refugee camps in the world are located in Kenya (Dadaab, a complex of five camps predominantly hosting refugees from Somalia that is due to be closed in November 2016 by the Government of Kenya (GoK, 2016)); Ethiopia (Dollo Ado, also predominantly hosting Somali refugees); and Jordan (Za'atari camp, predominantly hosting displaced Syrians). Of these camps, Dadaab has existed since the early 1990s, whereas Dollo Ado was established in 2011 to respond to a fresh wave of fleeing Somalis. Za'atari camp is one of the newest and fastest growing camps in the world, with approximately 5,000 new refugees arriving each week in mid-2015. Camp-based refugees face particular challenges, including living for long periods of time in 'temporary' structures, restricted movement and lack of access to employment or services outside the camps. Many refugees remain in situations of protracted displacement, living in camps for over a decade, and yet durable solutions - such as resettlement, repatriation or integration into host countries - have not been found for the majority.

Urban refugees

The number and proportion of refugees in urban environments is rapidly increasing. At the end of 2015, approximately 60% of the refugees assisted by UNHCR lived in urban areas (with the remainder of those living outside camps located in rural areas) (UNHCR, 2016a). Refugees living in urban areas face the same challenges as the urban poor and are often dispersed throughout the given city. As a result of fears of detention and forcible return, urban refugees often attempt to retain a low profile, and it can therefore be harder for them to access humanitarian aid. They are often denied the right to work or access certain forms of education and can face discrimination from host communities, particularly when perceived as a drain on already limited resources.

Internally displaced persons (IDPs)

The Internal Displacement Monitoring Centre (2016a) estimates that there are 40.8 million IDPs as a result of conflict and violence, and an

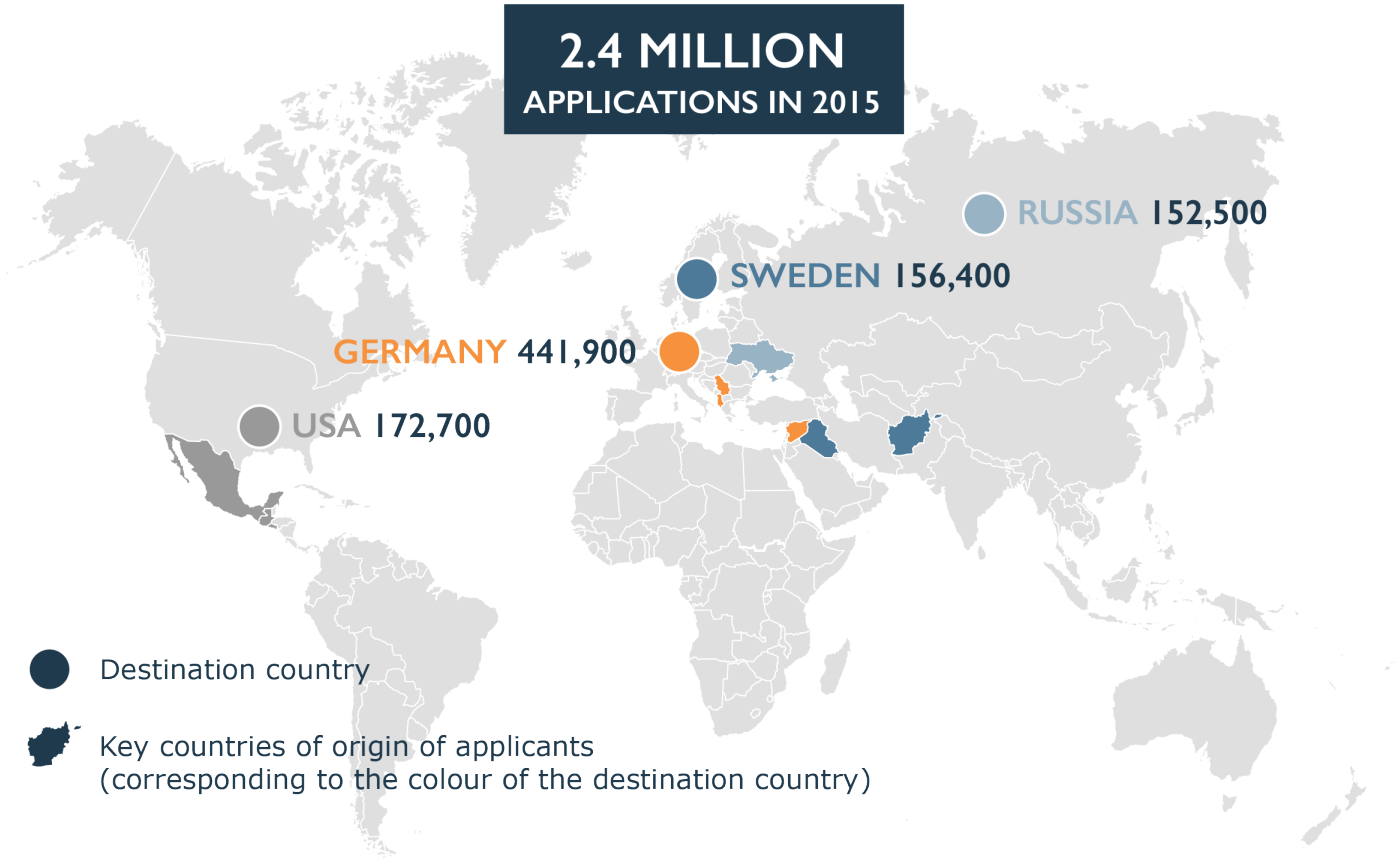


additional 19.2 million IDPs because of natural disasters. This category of displaced persons face particular challenges in that their protection and assistance remain the responsibility of their state, which, for a number of IDPs in conflict settings, may be party to the conflict they are fleeing. As with urban refugees, this group can also face discrimination and mistrust from the communities to which they flee.

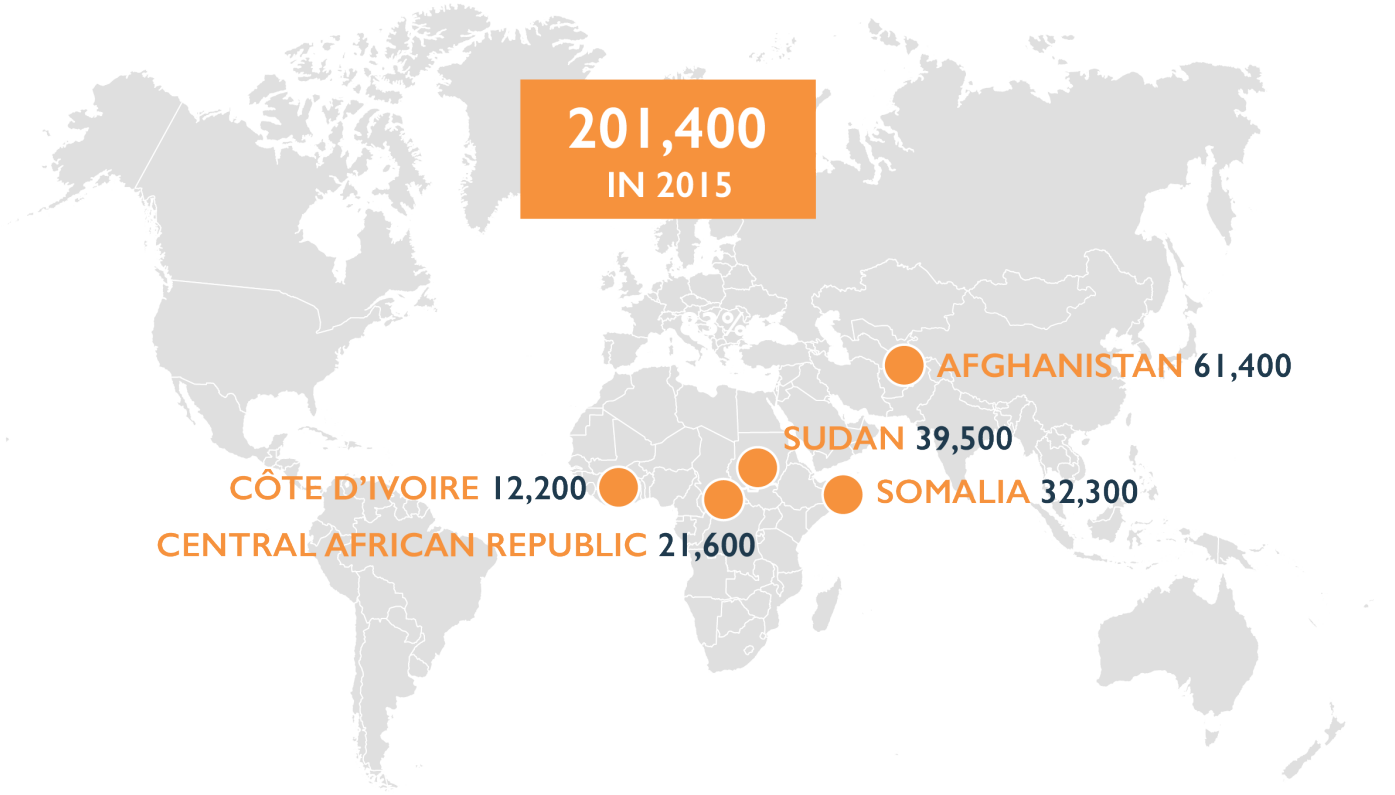
Asylum seekers

In 2015, the number of applications for asylum submitted reached the highest level ever recorded. More than 2.4 million individual applications were submitted to states or UNHCR in 174 countries or territories — a 48% increase on claims submitted in 2014 (UNHCR, 2016a). At the end of 2015 it was estimated that the number of pending asylum claims in OECD (Organisation for Economic Co-operation and Development) nations was significantly greater than a year prior, with Germany, Sweden and Austria experiencing the sharpest rise in number of asylum applications. In total, European nations received more than twice as many asylum claims in 2015 as in 2014 (Eurostat 2016). The diagram below shows that 38% of all applications for asylum in 2015 were received by the four countries highlighted.

Destination countries of new asylum seekers



Returned refugees



Returnees

2015 saw the third lowest number of refugees return to their country of origin in the last twenty years. Only 201,400 were able to return due to a combination of factors, including increasing fragility and the protracted nature of many current conflicts (UNHCR, 2016a). However, this number was a marked increase from 2014 when only 126,000 refugees returned (ibid.). Most returns were to Afghanistan (61,400), Sudan (39,500), Somalia (32,300), and the Central African Republic (21,600) (ibid.). The diagram below shows that 83% of all returned refugees in 2015 were to one of the five countries highlighted.

Resettled refugees

Although not included in UN refugee statistics, it is worth noting that over a million refugees were submitted by UNHCR for resettlement through official government programmes to high-resource countries during the last decade (UNHCR, 2016b). As a result of the unprecedented scale of the refugee crisis in the Middle East and Europe, in 2015 several

Protracted and acute settings

There were an estimated 6.7 million refugees living in a protracted crisis situation at the end of 2015. UNHCR (2015) defines a protracted refugee situation as one 'in which 25,000 or more refugees from the same nationality have been in exile for five years or more in a given asylum country'. UNHCR note that this definition means that many refugees living in a protracted crisis situation will be excluded from the statistic: for example, 24,000 refugees from a given nationality may have been displaced for 10 years, but until their number reaches 25,000 for five years, they will not be accounted for – regardless of how long their displacement continues. Such limitations notwithstanding, it is important to note that the number of refugees in protracted situations is increasing – and, as a result, so is the number of children and youth completing, or needing to complete, their entire education in displacement.

countries, including Canada, the UK, the USA, Norway and Australia, significantly increased their resettlement quotas (ibid). Despite these increases, the resettlement needs of refugees continue to vastly outnumber the resettlement places available, with UNHCR estimating that the total global resettlement needs in 2017 will be over 1,190,000 persons (ibid). Although only a small proportion of displaced people are resettled each year, many refugees still hope for this durable solution.

2.2. Current higher education crisis in summary

The need

Access to higher education for refugees is part of the education continuum beginning at pre-primary level, progressing through primary and secondary, and culminating in tertiary education. Without completing primary and secondary school, a student will struggle to progress to higher education. In 2014, 64% of refugee children and youth completed primary education across UNHCR's priority countries, and 37% completed secondary education (UNHCR 2014). Although completion figures for 2015 are not available at the time of writing, an additional 230,000 refugee children and youth enrolled in primary and secondary education in 2015 than in 2014 (UNHCR 2015).

Despite this, UNHCR estimates that globally, only 1% of refugee youth are able to access higher education (UNHCR 2014). This figure is, at present, the only available estimate of the proportion of refugee youth accessing higher education at a global level. It remains, however, somewhat problematic. This is in part due to the unwillingness or inability of a proportion of displaced people to register with UNCHR due to travel costs, or concerns about security and freedom of movement (Save the Children, 2014), and in part as a result of the increasing plethora of higher education initiatives enrolling or designed for refugee learners. Interesting and insightful work has recently been carried out analysing the numbers of refugee students, and in particular Syrian refugee students, accessing certain forms of higher education in particular locations (inter alia Al Fanar Media, 2015a; UNESCO 2015a, 2015b; Lorisika et al 2015; Redden, 2015). However, thus far there has been no dedicated, rigorous research on the global numbers of refugee students desiring to access and succeeding to access the full spectrum of higher education initiatives. This remains a gap in the research in this field and an area for future work. Until a more detailed statistical analysis of the numbers of refugee youth accessing higher education is available, UNHCR's 1% estimate should continue to be used, albeit with a degree of caution.

The 1% estimate suggests that although around 7.2 million refugee children and youth complete secondary education, only 195,000 are accessing university. This does not mean that the population of 'university-ready' refugee students is 7.2 million, as not all secondary-completers would have the academic ability or desire to access higher education. No robust data on the potential number of 'university-ready' refugee students is available. However, a brief examination of tertiary education participation rates in other locations provides some context in which to locate the refugee youth 1% participation figure. In countries unaffected by displacement, relatively large numbers of young people go to university. Across OECD member states an average of 41% of 25- to 34-year-olds had attained tertiary education in 2014 (OECD, 2015). In contrast to OECD rates, it is helpful to look at participation rates in countries where conflict and poverty create significant barriers to participation in tertiary education. These statistics are not available for many countries, but Afghanistan provides a useful example. Here, in a country affected by severe long-term conflict, 8.7% of the population enrolled in tertiary education in 2014 (UNESCO, 2016). Thus, higher education participation rates in Afghanistan, one of the world's most fragile states, are almost nine times greater than for refugee youth.

Evidence from several locations suggests that demand for university-level programmes amongst refugee students is very high. Increasing numbers of displaced students come from countries with historically high enrolment rates. The most notable example is Syria, with a pre-war higher education participation rate of 26% in urban areas and 16% in rural areas (UNHCR, 2015). By contrast, in 2015 fewer than 6% were enrolled in higher education

programmes, with significant discrepancies between potential and actual enrolment figures for Syrian youth in Turkey, Lebanon and Jordan (Al Fanar Media, 2015b; Watenpaugh et al, 2014a, 2014b). Therefore, it is reasonable to suggest that even the most conservative estimates of the 'university-ready' refugee population would demonstrate that only a small proportion is currently being served. It is clear that the vast need cannot be met by international scholarship programmes alone, where applications already exceed available places by ratios of around 100:1 in many cases (Al-Fanar Media, 2015b). Yet, there is also a general lack of higher education places in immediate host countries (Lorisika et al. 2015) – whether in local universities, or blended learning programmes designed specifically for refugee populations.

Barriers to access

Reaching the academic standard necessary for enrolment is the first step for refugees wanting to access higher education. Once this is achieved, multiple other barriers to continuing education have been documented.

An initial barrier to access for large numbers of potential refugee learners is the lack of available information about potential opportunities (Lorisika et al 2015). For urban refugees in particular, access to information about opportunities that do exist is a challenge. Populations are often dispersed through a variety of urban centres, without obvious information points or portals that communicate the avenues open to them (Dryden-Peterson and Giles, 2010). This barrier to access is exacerbated by the lack of coordination between current providers, which means that potential students must attempt to access information about multiple initiatives in multiple places (Al-Fanar Media, 2015b; Lorisika et al 2015). Over the course of the last year, several initiatives that have potential to contribute to this gap have emerged. UNESCO's Jami3ti programme provides a single online platform for the dissemination of information for refugees seeking higher education opportunities in Jordan (UNESCO 2015b), while an initiative led by Al-Fanar Media is exploring the creation of an online clearinghouse to track new initiatives and best practices and help people working in the field to network. However, as these two examples demonstrate, the majority of work taking place to reduce this barrier is focused on the Syria region, and a more global approach is still needed.

The cost of pursuing higher education is also a significant barrier for potential refugee learners. For the majority of refugees, economic hardship means that university fees are unattainable (CRS, 2010; CARE, 2013, Dippo et al, 2012; RSC, 2014; Watenpaugh et al, 2014b; Lorisika et al 2015; UNESCO 2015a;). Those who do access university in their host country often have external sources of funding, such as money sent by relatives working in other countries. However, unless refugees are participating in a programme specifically designed for refugees, or fee reductions for refugees have been negotiated, they are typically charged international student fees at public universities in their host countries and will not receive government support. This makes study at these institutions almost as costly as private universities (Watenpaugh et al, 2013; Refugee Support Network, 2011).

Obtaining the necessary documentation is another substantial barrier for refugees wishing to pursue their education. Refugees often struggle to evidence their previous educational attainments due to loss of exam certificates and academic transcripts, and lack of recognition of certificates gained in other countries (Dryden-Peterson and Giles, 2010; BHER, 2010; Lorisika et al 2015). Documentation proving identity or nationality requirements may also have been lost (Dryden-Peterson and Giles, 2010; Lorisika et al 2015, UNESCO 2015b, Watenpaugh et al 2013). As a result, potential students have been known to make life-threatening journeys back to countries of origin in an attempt to locate the documentation they need. In response to this critical protection issue, early guidance is starting to emerge, with new resources aimed at documenting recommended practices to help institutions recognise refugee applicants' prior learning when full, official or verifiable documentation is missing (Loo, 2016).

The need for a high level of written and spoken English also prevents many refugees from moving forwards (CRS, 2010; Lorisika et al 2015). The majority of international scholarship

programmes require English, as do blended learning programmes accredited by universities in Anglophone states. For many refugee learners, improving their language capabilities is both expensive and time-consuming (British Council, 2015). For those studying in a regional host country, an additional language may be required (for Syrians wishing to attend Turkish universities, for example). The majority of online learning at university level also requires English, with Jordan's Arabic-language Edraak programme being the notable exception.

For other refugees, the conflict means that their education has been interrupted, and many have been out of education for several years. Without appropriate preparatory courses, even those learners who are technically 'higher-education ready', having completed their secondary studies or started a degree programme, may never be able to re-start their education (Dippo et al 2012, UNESCO, 2015b).

These barriers to access affect potential refugee learners across multiple categories and locations. Two particular groups, camp-based and female refugees, face additional challenges. In many camp environments freedom of movement – in particular the ability to come and go from the camp – is restricted (Dryden-Peterson and Giles, 2010). As a result, university-ready students in camp contexts are almost entirely dependent on NGO-linked programmes or scholarship programmes that specifically recruit in their camp for tertiary education opportunities. Access to online courses is entirely dependent on camp-connectivity and access to a computer. For women, issues including responsibility for domestic work, early marriage, lack of access to sanitary products and a lack of confidence have also been found to hold them back from pursuing studies at the tertiary level (Dippo et al, 2012).

Donor and international community reluctance to engage

The challenges and debate regarding access to higher education for refugee students take place in a global context where education has not been considered a humanitarian priority, with donors and the majority of humanitarian agencies prioritising expenditure on food, water, shelter and health (Crea 2016).

Recent progress has been made towards the recognition of education as both a life-saving intervention and a stated priority for conflict-affected communities (Gladwell and Tanner, 2014), particularly following the 2016 World Humanitarian Summit. Several leading donors, including the EU, have responded to a call to dedicate a minimum of 4% of humanitarian aid to education in emergencies (ECHO, 2016). However, despite this encouraging progress, primary and secondary education remain the principal focus. Recent global movements, including Education for All and the Millennium Development Goals, have focused on enabling access to quality primary education. The post-2015 agenda and formation of the Sustainable Development Goals has seen a renewed focus on post-primary education, but the issue of higher education is largely unaddressed in both policy and scholarship (Dryden-Peterson and Giles, 2010; Magaziner, 2015). Likewise, compared to other phases of education, higher education for refugees was the least prioritised by UNHCR in 2015 spending (UNHCR 2015b). Other donors have resisted financing higher education programmes for refugees on the basis that the costs are high and the benefits may be limited to a small and elite group of students. Nonetheless, in 2016 the message that refugees need assistance to enter higher education is gaining both profile and momentum (Global Education Monitoring Report 2016), as donors and the international community recognise that, in a context of knowledge-based economies, long-term displacement and uncertain futures, high-level education that is both adaptable and portable is essential (Dryden-Peterson 2010).

Why higher education for the displaced is critical

Access to higher education is a human right enshrined or referred to in various international conventions, including the Universal Declaration of Human Rights (Article 26.2), the International Covenant on Economic, Social and Cultural Rights (Article 13c) and the Convention on the Rights of the Child (Article 28c) (UNHCR 2015). It provides protection from harm, contributes to post-conflict reconstruction, promotes social, economic and gender equality, and empowers refugee communities.

Access to higher education provides significant

benefits. Firstly, it serves as a strong incentive for students to complete studies at primary and secondary levels. It has been noted that access to higher education is only possible in contexts where students have been able to complete primary and secondary school. Conversely, attending university is often listed as a primary aim for displaced students (Gladwell and Tanner 2013; Refugee Support Network 2011). Consequently, where tertiary education is not a possibility, learners have reported lower levels of motivation and persistence at the primary and secondary levels (Chaffin 2010; Perlman Robinson 2011).

Secondly, higher education protects. Whilst it has been long accepted that education in all its forms is an instrument of protection in refugee or crisis contexts (inter alia Gladwell and Tanner 2013), higher education makes a significant contribution to the protection of older youth – increasingly proving important in conflict settings. Providing education services for this particular group can both maintain a sense of hope for the future and provide a powerful 'university student' identity – factors that can mitigate the risk of young people being drawn into identification with violent or sectarian ideologies (Hart, 2008; El Jack, 2010), Brookings Doha Centre, 2015).

Thirdly, higher education is a tool that helps develop the human and social capital necessary for future reconstruction and economic development in countries of origin. A study of the UNHCR DAFI programme for Afghan refugees demonstrated 'a direct link between a refugee programme focused on tertiary education and national reconstruction' (UNHCR, 2007). The Brookings Doha Centre recently found that when properly supported, higher education can 'act as a catalyst for the recovery of war-torn countries… not only by supplying the skills and knowledge needed to reconstruct shattered economic and physical infrastructure, but also by supporting the restoration of collapsed governance systems and fostering social cohesion' (Brookings Doha Centre, 2015). In addition, providing higher education opportunities for refugees has the potential to limit the socio-economic burden for hosting countries (Lorisika et al 2015), as the economic and social benefits facilitated by higher education (OECD 2012, McMahon, 2009) can enable refugees to be more productive contributors to their host communities.

Key stakeholders

Historically, the UNHCR DAFI scholarship programme has been the key provider of higher education opportunities for refugees. However, over the last decade, a number of new initiatives have emerged, ranging from small programmes serving a limited cohort in particular camps or host countries, to large online providers that have the potential to facilitate access to higher education-level courses for unlimited numbers of people but often without support or face-to-face contact. The recent Syria crisis has also led to an upsurge in new initiatives (key stakeholders are identified in the analysis of each modality below). Each programme, both well established and emerging, will have an (often thoughtful and justified) rationale for why it has chosen to operate as it does. What is clear, however, is that devising a universally applicable model is impossible and that all models must consider the unique elements of the context or contexts in which they exist, and maintain a high degree of flexibility to serve an ever-changing population in ever-changing environments (CRS, 2010).

In this context, productive collaboration between initiatives and stakeholders is both an imperative and a challenge. Several initiatives are, however, attempting to bring a much-needed degree of coordination to the growing sector. These include UNHCR's global platform for higher education — which focuses on innovation and blended learning — as well as several nascent initiatives, such as Al-Fanar Media's potential creation of a Syria region-focused online clearinghouse to track new initiatives and facilitate networking (Al-Fanar Media, 2015b) and the Central European University's Higher Education Alliance for Refugees (HEAR), which plans to bring together university and college leaders to improve access to higher education for refugees through research, advocacy and volunteering (HEAR, 2016).

3. Modality A: Programmes with a physical presence amongst affected populations

3.1. Modality snapshot

Programmes mapped	11 (A01 – A11) Australian Catholic University (ACU, A01); Borderless Higher Education for Refugees (BHER, A02); Certificate Programme in Community Mobilisation in Crisis (CMIC, A03); Norwegian Refugee Council Distance Learning Project (NRC, A04); The Free Syrian University (FSU, A05); Global Border Studies (GBS, A06); InZone (A07); Jamiya Project (A08); Jesuit Worldwide Learning (JWL, A09); Kepler (A10); LASER (A11). CMIC is not scheduled to begin until September 2017.
Countries covered	13 (Afghanistan, Chad, Jordan, Kenya, Lebanon, Malawi, Myanmar, Philippines, Rwanda, Sri Lanka, Sudan, Thailand, Turkey)
Number of students served per programme	Numbers range from 15 (GBS, A06) to 3,200 (NRC, A04) (where figures are available).
Summary of approach	These programmes, though linked with a variety of institutions around the world, operate through physical learning centres based in camps or in host-communities. They commonly have a combination of remote and local staff, tutors and facilitators, so that in many cases students can benefit from group-based collective learning and in-person teaching without leaving their initial displacement location.
Five important things to know about this modality	• Understanding and connecting with the needs of the learner and their environment is an inherent part of many programmes in this modality. They feature a high degree of contextualisation and offer personalised support to students. • Most programmes are premised on the observation that blended learning is more effective than purely online courses, and has the potential to reach more students than scholarship programmes. However, there is significant variation in the balance and structure of online to offline components, and this balance is continually shifting. Thus Modalities A and D are best conceptualised as a spectrum. • At the core of many programmes in this modality is the desire to develop learners into leaders capable of contributing significantly to their communities. Many therefore encourage applied learning, non-academic development and community engagement. • There is significant variation in scale, breadth of courses offered, structure of teaching and learning, and length of programme operation. • This is a relatively new and rapidly expanding field. All of the programmes in this modality have been established within the last decade, though many partner with older HEIs. Continued expansion is catalysed by a number of factors, including technological developments, increased awareness of the importance of higher education for refugees and changing migration flows. More established programmes have significant learning to share with the sector.

3.2. Academic profile

Qualification levels offered	Pre-university University-level non degree or diploma Undergraduate degree
Subjects offered	A range of subjects are offered, including communications (Kepler, A10), community health (BHER, A02), community service learning tracks (CSLT) (JWL, A09), education (BHER, A02; FSU, A05), geography (BHER, A02); health care management (Kepler, A10), liberal studies (ACU, A01; BHER, A02; JWL Afghanistan, A09a; JWL Jordan, A09c; JWL Kenya, A09d; JWL Malawi, A09e; JWL Myanmar, A09f), management (Kepler, A10; LASER, A11); and translation (FSU, A05; InZone, A07). Three programmes offer general access to MOOCs (NRC, A04; Kepler, A10; LASER, A11). The Jamiya Project (A08) is piloting 'Small Private Online Courses' (SPOCs) in Applied IT and Global Studies.
Length of course	One month (NRC, A04; InZone, A07) to four years (with shorter-term options) (BHER, A02; Kepler, A10).

Accessibility

Most programmes require proof of working knowledge of the language of instruction, usually English (ACU, A01; BHER, A02; InZone, A07; JWL, A09; Kepler, A10; LASER, A11). The NRC's Distance Learning Project (A04) and LASER (A11) offer British Council English Language training to facilitate access to courses with English as the language of instruction.

Programmes with higher levels of accreditation tend to have more stringent entry requirements. Applicants to ACU and Kepler (A01, A10) must sit an admissions test and interview. The FSU (A05), however, has no known prerequisites.

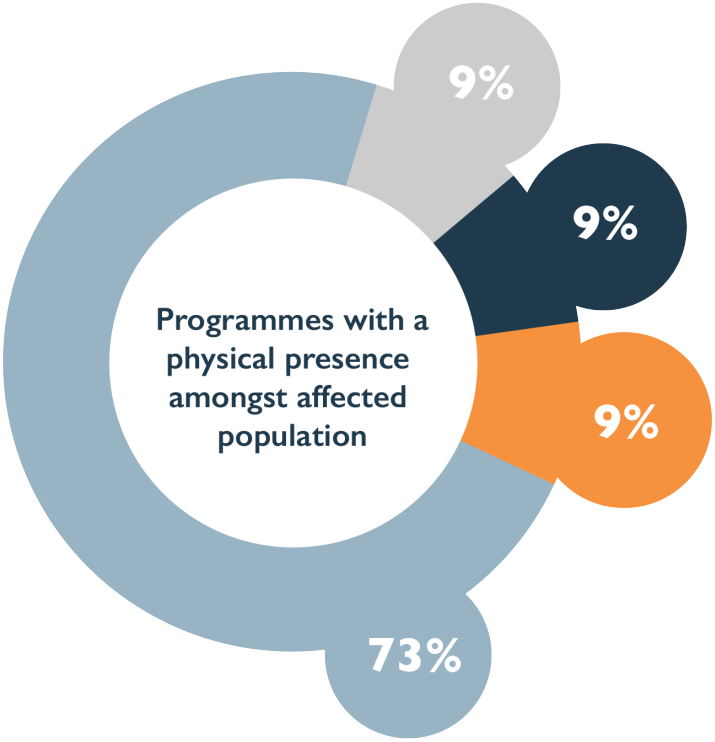
It is common for programmes in this modality to require applicants to demonstrate willingness to contribute to their wider community. Applicants to JWL (A09) must provide evidence of engagement in the life of the camp or community, and participate in an oral interview focused on English comprehension, time management and commitment to the service of others. At diploma level, applicants are required to write an essay in English. For individuals for whom the JWL diploma is not yet accessible, the CSLT represents a bridging option.

BHER (A02) has developed its application and selection processes to encourage gender equity within the programme. Women have been allowed into the programme with a lower grade, taking into account work or life experience (DI06). Significant effort is made by staff on the ground to encourage women to apply. Space has been provided for women to bring their children into the learning centre (DI03). Other strategies employed to encourage the application and retention of women in the programme include the provision of solar lamps, enabling women to study after household work has been completed, and provision of transportation from the camps to the learning centre (DI05). Instructors have been asked to integrate issues around gender and equity into their course outlines. BHER also has a gender equity committee with representatives from all participating universities, who have made suggestions about recruiting and retaining women in the programme (DI05). BHER also has provision for accommodating 25-30% of students from the host community.

CMIC (A03) plans to use a multi-step process of tests, essays, submissions and interviews for the selection process to circumvent barriers including lack of accreditation or access to documentation. Admissions will be determined by a combination of aptitude, including participation in initiatives for community development, and need, such as having been displaced or severely affected by the Syrian crisis or facing multiple barriers to higher education. CMIC (A03) will be open to registered or unregistered refugees and members of the host community.

Level of accreditation of programmes mapped

- No certification or accreditation
- Certified by NGO only
- Accredited by a higher education institution
- Certified by a MOOC provider
- Unknown



Cost per student

There is limited information publicly available regarding cost per student. Programmes calculate the cost per student in a range of different ways, and therefore comparison is of limited reliability. Many of the programmes are free for students at the point of delivery (including but not limited to BHER, A02; CMIC, A03; NRC, A04; Jamiya Project, A08; JWL, A09; LASER, A11). Others, like Kepler (A10), require non-refugee students to make a financial contribution. This is similar to the pay structure of Rwandan public universities, and financial aid is available to students.

Course structure

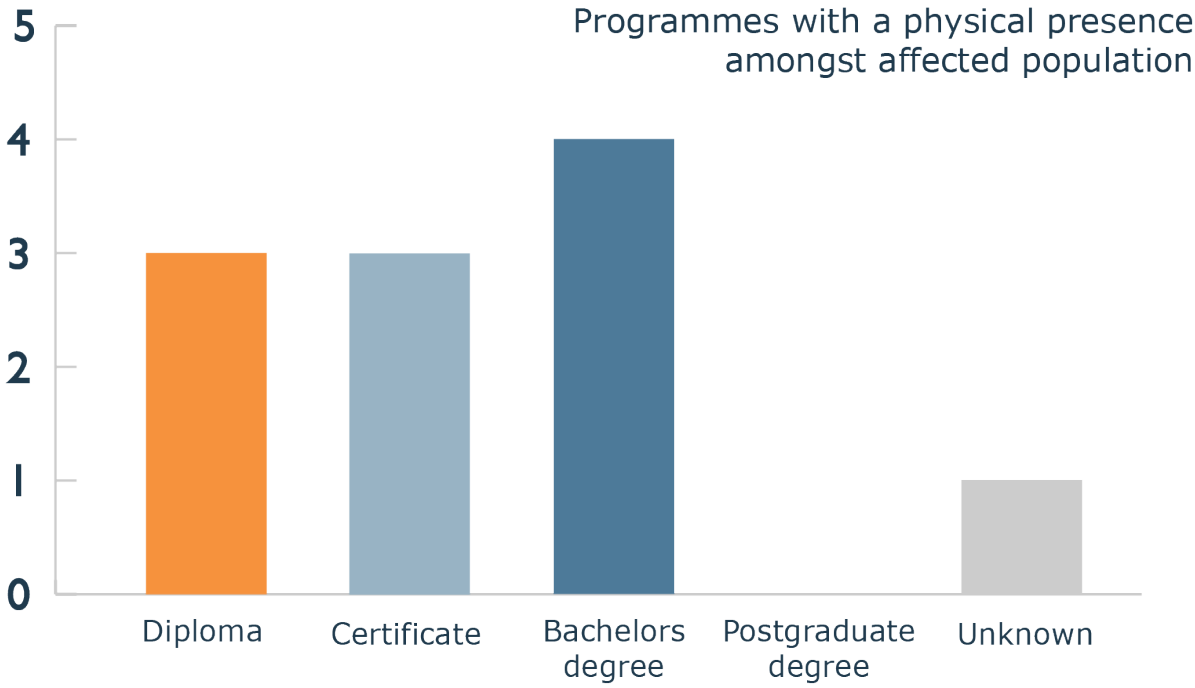
Programmes delivered in partnership with higher education institutions (HEIs), or which offer HEI accredited degrees, tend to follow a modular structure (BHER, A02; GBS, A06; JWL, A09; Kepler, A10). They include core or introductory modules and then move on to more complex, flexible modules, allowing the course to be tailored to students' interests.

BHER (A02), InZone (A07) and Kepler (A10) employ a stacked approach, with different elements of the programmes building progressively upon one another. Certificates or qualifications can be achieved at each level. Kepler (A10) students can achieve an associate degree in two years and a bachelor's degree in three to four years. BHER (A02) begins with courses in English Language for academic purposes, information and communication technologies (ICTs) and research skills. These preparatory courses are designed to bring students up to speed with the requirements for attending the subsequent certificate and diploma programmes (DI03). Students can move on to a one-year educational studies programme, then a diploma in teacher education (primary or secondary level), and then a bachelor's degree programme.

Structure of teaching

The majority of programmes are taught through a combination of online instruction by faculty members from partner institutions and in-person facilitation by locally-based staff and volunteers (ACU, A01; BHER, A02; CMIC, A03; GBS, A06; InZone, A07; JWL, A09; Kepler, A11). Some programmes also include in-person teaching by facilitators who travel to the learning site

Highest qualification awarded by programmes mapped



for short periods (BHER, A02; InZone, A07; Jamiya Project, A08). FSU (A05) is taught in person by academics from the refugee and host-community academics, with support from local HEIs and NGOs. The NRC's Distance Learning Project (A04) is taught by qualified Syrian refugees from the community, who are supported by a team of professional Jordanian staff.

Courses on the BHER programme (A02) are offered by the four institutions that form the BHER consortium. BHER's (A02) teaching structure reflects the fact that most of the students on this programme are also active teachers in the Dadaab camps at the primary or secondary level. Teaching mainly takes place intensively during school holidays in April, August and December. Teaching begins onsite, with online components built in to the course as students make progress. Instructors build in catch-up time and coaching for the students (DI03).

The Jamiya Project (A08) aims to use Syrian academics as teachers. It will be largely taught online using a SPOC model, with local partners facilitating learning centres in places of displacement. Syrian academics will travel to the place of displacement to provide intensive block seminars. CMIC (A03) will include an in-class component in Lebanon taught by the American University in Beirut (AUB) and an online component taught by the University of Ottawa.

Learning outcomes

There is limited information available regarding student learning outcomes. NRC (A04) includes pre- and post-testing to assess skills increase. JWL programmes (A09) include reflections on learning outcomes expressed via grades, formal and informal feedback and year-end outcome assessment data collection.

BHER (A02) considers the assignments and interactions undertaken by the students during the course, along with student performance on exams. In addition, feedback is collected from students at the end of each course on how the course was delivered and how they are finding the programme (DI03). BHER also obtained a

research grant to study the process of delivering the programme and the learning outcomes for students. This has included interviews with students to gather information about how they are processing what they are learning and what the impact of this has been (DI05).

Kepler (A10) monitors the quality of its teaching by combining online measurements of student performance, such as test outcomes, with more complex assessments, such as progress on critical thinking abilities. They analyse and visualise performance data on a regular basis in order to identify less effective instructional methods and make appropriate changes. They have also worked with IDinsight to measure the performance of Kepler students against a control group (IDinsight 2015).

Accreditation

Accreditation levels for this modality vary significantly, from those with no certification, such as FSU (A05), to accreditation by an international HEI, with modules counting as course credit (ACU, A01; BHER, A02; InZone, A07; JWL, A09; Kepler, A10; LASER, A11).

Accrediting institutions include Regis University in the USA (JWL, A09), York University and the University of British Columbia in Canada and Kenyatta and Moi Universities in Kenya (BHER, A02), Southern New Hampshire University (Kepler, A10) and the Open University (OU) (LASER, A11). The European Credit Transfer and Accumulation System (ECTS) accredit InZone (A07). NRC (A04) courses are certified by relevant partner organisations, including the British Council and the European Computer Driving License (ECDL) foundation, which offer ICT skills certification programmes.

Jamiya (A08) aims to offer a one-year programme leading to a diploma accredited by European universities, equivalent to the first year of a university degree (DI14). CMIC (A03) will provide a 30-credit certificate (equivalent to the USA system), leading to a certificate likely to be offered by the University of Ottawa.

Contribution to durable solutions

The most common contribution to a durable solution offered by these programmes is in relation to employment opportunities (BHER, A02; NRC, A04; GBS, A06; InZone, A07; JWL, 09; Kepler, A10; LASER, A11). InZone (A07) equips refugees to earn a living through employment with international NGOs in the conflict, emergency or displacement context. It offers practical courses that are integrated with employers' needs for interpretation (working closely with the International Committee of the Red Cross and Red Crescent (ICRC), for example), as well as with the certification and accreditation requirements of the Université de Genève. Many ACU (A01) graduates go on to teach in refugee camps and migrant schools or work on the Thai-Burma border in NGOs and community-based organisations (CBOs) involved with human rights, health and education. BHER's teaching diplomas are issued by the two Kenyan universities in the consortium (Moi and Kenyatta), ensuring that they meet Kenyan teaching qualification framework requirements (DI05). BHER (A02) is also exploring how it can support students who are repatriated back to Somalia to complete the programme from their new location, including a supervised practicum required to finish the programme and meet the Kenyan teaching certificate requirements (DI05).

Programmes offering internationally recognised qualifications (ACU, A01; BHER, A02; NRC, A04; JWL, A09; Kepler, A10; LASER, A11) aim to equip students to gain access to further study or employment in their host country or if resettled. The extent to which programmes enhance employment prospects in practice is limited by a number of factors, particularly refugees' right to work in their host country.

CMIC (A03) will facilitate a competitive process for graduates to apply for small project funds to design and implement sustainable community services. Six small grants will be available for each of the six planned cohorts. The impact of programmes on students' future prospects is examined in more detail in the associated research study.

3.3. Technological profile

Main ICTs being used in the programmes	Computers (usually provided or in a dedicated 'learning lab'); internet connection frequently required
Use of a learning management system (LMS) or other software to facilitate the learning environment	LMS borrowed or adapted from a partner institution.
Main ICT-related pedagogies being used	Classroom replication; self-directed learning

Flexibility of technology

Programmes in Modality A are well adapted to the needs of refugees in many ways. Their use of technology is the most robust because they present learners with technology at the point of service, which partially addresses the 'last-mile' problems of distance programmes.

Programmes adopt a range of approaches to adapting technology to learners' needs. Some programmes employ solar power (InZone, A07); provide end-to-end comprehensive technology access, including internet provision and a laptop for each student (Kepler, A10); or tailor content to make a wide range of resources available to marginalised communities (BHER, A02; JWL, A09). BHER (A02) has also explored how to work with technologies that the students are already using. For example, WhatsApp — which the students were already using to collaborate with one another — has been utilised for instruction, to distribute course materials, to keep in touch with students and update them on assignments (DI05).

Technical support provided

Modality A programmes provide most technical support to learners when need arises. The quality of technical support in each programme is difficult to ascertain. The Kepler (A10) curriculum includes an explicit focus on developing students' own technical abilities, with modules covering technology basics, technology skills and advanced technology applications offered during the first two years.

JWL (A09) provides a dedicated learning centre, often including an ICT support hub. In Dzaleka (Malawi), for example, the centre includes two computer labs with 30 computers each, a projector, a solar system with batteries, a seminar room, an ICT office and a staff office. InZone (A07) has established learning hubs in some of its locations, which are equipped with ICTs and technical support. BHER (A02) has also equipped a learning centre, and students can use internet in secondary schools in the camp.

Dependence on high-bandwidth connectivity

These programmes mostly depend less on high bandwidth connectivity (such as for online video streaming) than those in other modalities. Kepler (A10) does rely on online platforms for course content and resources and ensures the provision of a fast, reliable internet connections for students without charge. In the InZone (A07) programme, learning activities are completed in an asynchronous manner, so that learners can upload their lessons when they have a reliable connection. BHER (A02) has adopted a flexible approach to managing challenges in connectivity, including sending materials via CD and USB if needed.

Demonstration of good practice

Programmes in this modality that have relationships with international institutions can use technology to help scale. JWL (A09) leverage Jesuit educational and technical infrastructure and the experience and presence of Jesuit Refugee Service (JRS) globally. The

programme uses existing institutions and technical infrastructure and seeks to adapt to new paradigms of ICT-mediated learning.

Good practice is demonstrated by InZone (A07), which builds the capacity of the learning community to provide maintenance for the computer lab, so that these remote areas do not require further technical input to be maintained. BHER (A02) begins with onsite courses, taught in person by faculty from participating institutions during the holidays. As students move on to the online courses, they are supported by dedicated teaching assistants, either in person or online. The Jamiya project team (A08) is exploring whether block chain technology could be used to solve the issue of missing qualifications (DI14).

Demonstration of concerning practice

A number of programmes rely on external sources of content for their online learning platforms. However, the programmes have no control over the content and resources and therefore cannot guarantee the longevity of courses. For example, the NRC's Distance Learning Project (A04) utilises EdX (D04) and Edraak (D03) content, both of which are discussed in Modality D.

3.4. Pedagogical profile

Explicit pedagogical models referenced	Ignatian (JWL, A009), Blended Learning (ACU, A01; BHER, A02; CMIC, A03; GBS, A06; InZone, A07; Jamiya, A08; JWL, A09; Kepler, A10), Backwards Design (Kepler, A10).
Types of learning	Combined individual and group learning (online and face-to-face), (ACU, A01; BHER, A02; NRC, A04; FSU, A05; GBS, A06; InZone, A07; JWL, A09; Kepler, A10).
Where learning takes place	Host-community learning centres; host-community schools; camp-based learning centres; camp-based schools; online.

Contextualisation

With the exception of JWL and InZone, these programmes are designed to be implemented in just one location. They are generally highly contextualised. Four programmes are designed specifically for Syrian refugees (NRC, A04; FSU, A05; Jamiya, A08; LASER, A11). Two are designed for displaced Burmese students in Thailand or along the Thai-Burma border (ACU, A01; GBS, A06). CMIC (A03) is, at present, focused on implementation in Lebanon. BHER (A02) is designed primarily for refugees in Kenya's Dadaab camp and members of host communities; though in response to the repatriation of refugees from Dadaab to Somalia, they are facilitating paths for students to complete their qualifications in their home country.

Programmes in this modality generally encourage students to apply learning to their own context through individual and group reflection. Contextualisation and personalisation are central to the Ignatian pedagogical approach employed by JWL (A09). The JWL CSLTs are developed in response to specific needs within the community. The liberal studies diploma, offered in five JWL field locations, has been designed by curriculum experts and international faculty members to be adaptable to different contexts. The diploma includes a 'Bridge to Learning' course, designed to introduce students to Ignatian pedagogy and to help them appreciate different cultural perspectives. Teachers on NRC's Distance Learning Project (A04) are trained to utilise a technique of 'reflective practice'. CMIC plans to employ a reflective, dialogical pedagogy with a strong focus on contextualised learning, encouraging students to build and reflect on their own experiences (DI07). Other programmes including BHER (A02) and Kepler (A10) also encourage students to contextualise teaching to their own experience through reflection, discussion, and practical work. Kepler students learn through a blend of online resources and in-person instruction, with time to reflect and contextualise learning through in-person

discussions and workshops with their peers.

BHER began with an extensive feasibility study, including participatory research assessing context-specific needs and exploring which subjects potential students regarded as useful (DI26). BHER also includes pre-engagement work with Canadian faculty members who will be teaching on the programme, providing them with information about the context prior to teaching. For instance, WUSC (C06) students at University of British Columbia (UBC) were involved in sharing their experience as students in the camps with the prospective BHER teachers (DI05). A large number of those involved in teaching online have previously taught on the programme in person in Dadaab and therefore have direct experience in the context (DI06).

InZone's interpreting and translation programmes (A07) are designed specifically for those working in conflict and emergency environments. These programmes operate across diverse geographical locations, but offer one niche type of training.

The NRC's Distance Learning Project (A04) and Jamiya Project (A08) engage Syrian refugee teachers as facilitators, providing learners with positive community role models who understand their backgrounds, communities and context. This also demonstrates particularly good practice in that it takes into consideration the context and beneficiary preferences in the design of the programme; it therefore creates a relevant, community-oriented programme, encouraging continued learning.

Learning environment

Programmes such as BHER (A02), NRC (A04), JWL (A09) and Kepler (A10) are explicit in their intention to move away from traditional, lecture-based learning, towards more inclusive approaches and active-learning methodologies.

Two residential programmes include the GBS programme (A06) and the ACU Thai-Burma programme (A01). Practical efforts to ensure the protection and inclusion of learners have been made in JWL's Jordan programme (A09c), where buses collect refugee students from around Amman and transport them to the learning centre.

Student support

Most programmes offer structured support to learners. Programmes linked to international NGOs (such as NRC, A04; JWL, A09) benefit from these organisations' presence amongst refugee populations and the ability to link students into other existing activities. ACU (A01) provides students with one-to-one support from residential tutors. In the case of the JWL programmes (A09), onsite staff, peer-to-peer support, and online tutorials and support from tutors all contribute to increased student retention. Personalised support is also offered to all Kepler students (A10), alongside regular monitoring of student performance and counselling where required. This approach is explicitly designed to ensure struggling students can be quickly identified and supported. FSU (A05) appears to offer little additional support beyond the social networks built between learners.

BHER (A02) has established a mentorship programme for young women to assist them with challenges relating to school and employment. Staff on the ground follow up with BHER students, working with those at risk of dropping out to keep them engaged in the programme and help sort through technology problems that might get in the way of their submitting assignments (DI05, DI26). BHER (A02) students travelling from the farthest parts of the camp have been provided with funds to stay with relatives near the learning centre (DI03).

CMIC (A03) plans to offer a living stipend to support students to stay in the programme. Non-academic support will be provided to CMIC (A03) students by WUSC and the Caritas Lebanon Migrant Centre (CLMC), including support and training to address challenges faced during the programme and minimise attrition. Training workshops in non-academic soft skills will be delivered to build students' capacity to deliver community interventions. CMIC will also offer additional support in English prior to the beginning of the certificate programme.

The Distance Learning Project (A04) provides non-academic support by linking students with the NRC's livelihoods and income generation activities. InZone (A07) builds links between

interpreters through which experience can be shared. The Faculty of Translation and Interpretation's Interpreting Department uses its Virtual Institute learning portal as a meeting point for interpreters in conflict zones. Interpreters thus develop a shared repertoire of resources drawn from experiences, stories, tools and ways of addressing multilingual communication problems in the field.

Holistic development

The majority of programmes in this modality are proactive in encouraging critical reflection, applied learning and non-academic development (ACU, A01; BHER, A02; CMIC, A03; NRC, A04; GBS, A06; JWL, A09, Kepler, A10). BHER (A02) students are primarily active teachers, who are supported to apply their learning in the classroom. The NRC Distance Learning Project (A04) and JWL programmes (A09) encourage engagement in camp structures, with learners participating in camp youth boards (NRC, A04) or volunteering in leadership roles in the camp (JWL Kenya, A09d).

Students on the GBS programme (A06) are encouraged to engage critically with their own environment and their role within it, and to apply their learning to local sustainable development issues. They also undertake a year-long work placement with a local CBO. Kepler (A10) provides its students with extensive education-to-employment support: students are expected to undertake intensive job training and coaching, work-study programmes and structured internships with local employers. Support is provided in the form of internship, job and entrepreneur coaching. In Kepler's main campus programme in Kigali (not refugee-specific), 90% of second-year students secured internships; similar results are expected for the refugee camp programme, now in its second year. Finally, CMIC plans to teach community mobilisation, combining social enterprise, life and coping skills, and academic skills (DI08). During the second and third terms, students will undertake a community service placement. This experience learning will include the participation of CSOs and NGOs in Lebanon.

3.5. SWOT analysis of Modality A

Modality A	Academic	Technological	Pedagogical
Strengths	Educational content is made available to students who would not otherwise be able to continue learning. Most programmes offer accreditation, either from internationally recognised HEIs or accrediting bodies. Many programmes enhance students' employability through work placements or by encouraging community engagement. The majority of programmes are either free of charge to students or low cost. Programmes are often designed to contribute to the local community and help meet practical needs. Many programmes provide structured, personalised support to learners.	Significant attention is paid to the ICT needs of each refugee learner. Programmes in this modality generally ensure that students are accessing the materials and resources they need.	Programmes tend to demonstrate a high degree of contextualisation. Many programmes are designed with the target population in mind and with input from members of the affected population at planning, design and delivery stages. Safe, clean and friendly working environments, including access to technology, are provided for students in contexts where this is difficult to access. Facilitation by local community members enhances the relevance and contextualisation of the programme. Physical learning centres and group learning help to foster a strong sense of collective student identity.
Weaknesses	Some programmes offer only one subject. Unaccredited programmes or those only accredited by an NGO are limited in their contribution to a durable education solution.	Some programmes are not able to make the most advanced use of technology in all of their field-based locations; particularly where they are limited by weak internet connectivity.	In-person teaching is often provided by generalised course facilitators who do not necessarily have subject-specific expertise. Many programmes are designed for one specific location and are therefore applicable to a limited affected population. Reliance on online content can undermine potential for contextualisation.

Opportunities	Programmes are able to take advantage of the increasing availability of certified and accredited online courses. The proliferation of programmes in this modality could lead to increased collaboration, learning and shared or transferable modules.	Programmes in this modality could integrate with existing educational resources to achieve greater scale. Programmes could benefit from increasing technology access — particularly by mobile devices — to connect students globally. This could include greater integration of social media tools, including WhatsApp and Facebook.	There is significant innovation happening in this modality, catalysed by the growth in demand for higher education and the increasing availability of new technology to facilitate distance learning. Commitment of the majority of programmes to reflect on their content and approach, and to evolve in relation to changing context, offers potential for continual improvement.
Threats	Fee increases can lead to exclusion of vulnerable students. Programmes are vulnerable to changes in national policy. For example, contextual factors – such as refugees' right to work and recognition of online learning - affect the extent to which completing these courses enhance students' prospects.	The increasing sophistication of online course infrastructure can exclude learners in refugee camps. For example, Coursera now requires students to use a webcam for registration and to take exams. Key infrastructure, particularly internet connectivity, can be weak, unreliable and expensive, undermining the ability of programmes to access online content. Repairing or replacing damaged technology in a camp environment can be a significant challenge.	Facilitators without training or subject-specific knowledge could undermine quality of teaching. Insufficient or inflexible funding represents a key threat, particularly to the ability of programmes to meet the needs of the most marginalised students, including those in remote locations and those requiring additional support.

4. Modality B: Host-community scholarship programmes

4.1. Modality snapshot

Programmes mapped	12 (B01 – B12) Albert Einstein German Academic Refugee Initiative (Deutsch Akademische Flüchtlings Initiative) (DAFI, B01); From Camps to Campus (FCTC, B02); Global Platform for Syrian Students (GPSS, B03); Higher Education for Syrians (HES, B04); The HOPES project (B05), New Perspectives for Young Syrians and Jordanians (NPYSJ, B06); Syrian Refugees Scholarship Programme (SRSP, B07); There is Hope Malawi (TIH, B08); Tomorrow's Leaders (TL, B09); Unite Lebanon Youth Project (ULYP, B09); United Nations Relief and Works Agency (UNRWA, B11); Jusoor (B12).
Countries covered	Egypt, Iraq, Jordan, Kenya, Lebanon, Malawi, Palestine, Turkey, Syria. DAFI (B01) is implemented in 41 countries, with the top countries including Iran, Pakistan, Kenya, Ethiopia, Chad, Uganda, Yemen and Jordan.
Number of students served per programme	Where information is available, numbers range from 515 scholarships between 2010 and mid-2016 (ULYP, B10) to 2,300 in 2015 (DAFI, B01). Additional figures are provided in the reference table (Annex A).
Summary of approach	These programmes offer or facilitate access to full or partial scholarships to refugee students at host HEIs. They allow students the opportunity to study a variety of subjects at different academic levels, including diploma, undergraduate or postgraduate. Candidates must have a strong academic performance record and an interest in investing their degree to improve communities in their home countries, host countries and the countries where they may one day resettle. Pedagogically, all of the programmes have students participating in combined individual and group learning through mainstream HEI courses. At least six of the programmes (HES, B04; NPYSJ, B06; SRSP, B07; TL, B09; UNRWA, B11, Jusoor B12) also implement supplementary support programmes and activities. Scholarships and other initiatives to support refugees are also offered directly by some host country institutions. These are not included in the scope of this review.
Five important things to know about this modality	• These programmes provide scholarships to attend host HEIs, giving refugee students access to mainstream HEI courses, generally in a physically protective learning environment. • A major objective of all the programmes is to produce graduates who have the potential to contribute to durable solutions. • A principle eligibility criterion of all of the programmes is that applicants be strong academically. • The provision of student support – such as extra-curricular activities, pastoral care or language classes – depends primarily on the host HEIs. The programmes themselves offer varying levels of supplementary support. • Some programmes negotiate or advocate for places for refugee students at host country HEIs with reduced fees.

4.2. Academic profile

Qualification levels offered	Seven programmes offer undergraduate degrees (DAFI, B01; FCTC, B02; GPSS, B03; HOPES, B05; SRSP, B07; TL, B09; UNRWA, B11). One programme offers postgraduate degrees only (NPYSJ, B06). Three programmes offer both undergraduate and postgraduate degrees (HES, B04; ULYP, B10; Jusoor B12). SPARK's HES programme (B04) additionally offers short technical programmes lasting six months or more. One programme offers undergraduate degrees and graduate diplomas (TIH, B08), though undergraduate degrees appear to be considered more favourably by the provider.
Subjects offered	The programmes offer a wide variety of courses across the sciences, social sciences and liberal arts. The courses offered may vary between institutions and countries, as well as between scholarship providers, based on availability and demand within those institutions. Four of the programmes limit the course selection to subjects that can contribute to post-conflict reconstruction and development, such as education, public health and international relations (DAFI, B01; FCTC, B02; SRSP, B07; TIH, B08). One programme offers all subjects except medicine, veterinary medicine, dentistry and law (NPYSJ, B06).
Length of course	Six of the programmes offer scholarships for up to or more than three years of study (DAFI, B01; GPSS, B03; HES, B04, TIH, B08; TL, B09; UNRWA, B11). Three of the programmes offer scholarships for up to three years of study (FCTC, B02; NPYSJ, B06; SRSP, B07).

Accessibility

The demand for higher education scholarships for refugees significantly outweighs the supply. UNRWA estimates that they are able to accommodate around 22% of the demand for their scholarships (DI25). DAFI received 5,803 applications for 70 scholarships in Turkey in 2015, and 723 applications for 10 scholarships in Uganda in 2014 (Tarvainen 2016). TL (B09) receive between 500 and 600 complete applications for around 50 places (DI01).

All programmes in this modality therefore adopt relatively stringent application processes. All of the programmes require applicants to be strong academically, though the specific academic prerequisites depend on the programme and qualification level offered. Programmes offering mainly or only undergraduate degrees (DAFI, B01; FCTC, B02; GPSS, B03; SRSP, B07; TIH, B08; TL, B09; UNRWA, B11), require at least secondary school qualification to be eligible for the programme. FCTC (B02) and SRSP (B07) require that students already have been enrolled in HEI before their studies were disrupted by displacement. NPYSJ (B06) solely offers postgraduate degrees, expecting students to have successfully completed a bachelor's degree within the last six years.

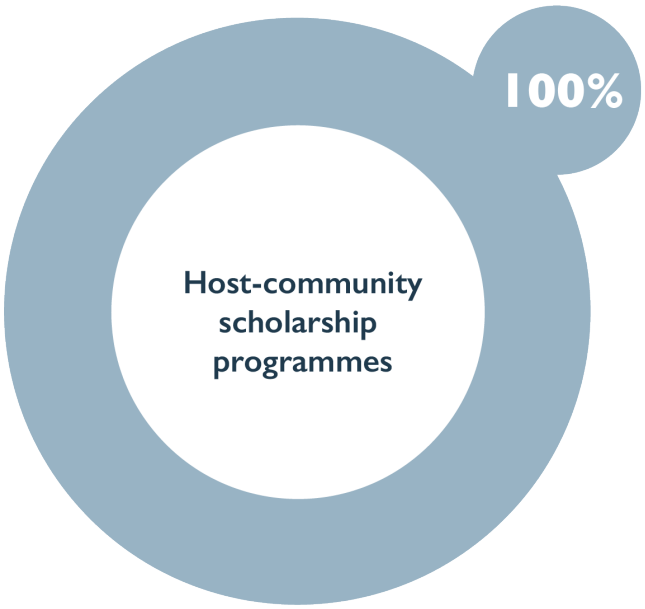
Programmes also select students based on criteria that are central to the aim of the programme, such as engagement in community development. For example, FCTC (B02) selects candidates partially on the basis that they have a proven track record of community service and are willing to commit to this upon completion of their degree. TL (B09) requires that candidates write a short essay explaining how they plan to use their degree to work towards the development of a democratic society in Syria. A related approach is adopted by TIH (B08), a nationally-registered NGO in Malawi, where the scholarship provision — for five students per year to study in Malawi — is an extension of broader income-generating activities to support refugees.

UNRWA (B11) field offices develop a shortlist of candidates with the highest academic merit and then conduct interviews to discuss the students' economic situation, motivation and academic merit. Scoring is based 30% on academic merit, 60% on socioeconomic situation and 10% on student motivation (DI25). It is the responsibility of the student to secure a place at the university.

SPARK (B04) negotiates directly with HEIs in host locations to reduce their tuition fees for Syrian students and agree how many scholarships will be offered in that university. They agree joint eligibility and selection criteria

Level of accreditation of programmes mapped

- No certification or accreditation
- Certified by NGO only
- Accredited by a higher education institution
- Certified by a MOOC provider
- Unknown



with the HEI and then open a call on behalf of the university. Students apply directly to SPARK, which does the screening and scoring and admits the students directly to the university. The admissions criteria include motivation and financial situation (whether the person could afford education on his or her own).

At least three programmes (HES, B04; TL, B09; UNRWA, B11) have both online and offline application processes, and this number is likely to expand. SPARK's (B04) offline outreach efforts include partnering with local CSOs who reach out to underserved students, holding induction sessions and distributing printed materials. UNRWA (B11) scholarships are advertised in local newspapers and distributed in UNRWA schools, clinics and programme centres. UNRWA applications are made in hard copy to local UNRWA offices (DI25). TL (B09) advertises through a range of means, including radio, TV, social media, and adverts in newspapers and visiting schools, as well as word of mouth (DI01).

SPARK (B04) seeks to achieve a 50-50 gender balance and to include at least five per cent persons with disabilities and five per cent persons who have lost their father. They encourage female applicants to apply, for example, by speaking to their parents, explaining that there will be a bus to take them to university and that they can attend segregated classes if applicable or that they can stay in a female dormitory. At present, 53% of programme participants are female (DI22). UNRWA (B11) gives priority to disabled students. Around 70% of those studying with UNRWA are female (DI25). Forty-three percent of DAFI students are female (Tarvainen 2016).

Language of instruction is a significant factor affecting accessibility. Most programmes require proficiency in the language of instruction, which varies between host countries. At least three (HES, B04; SRSP, B07; ULYP B10) provide extra English support for their scholars. In Lebanon, programmes are taught in English and French (DI22). LASeR (B07) has developed an extensive, tailor-made English course as a preparatory programme for SRSP students before they start their academic year. This takes up to six weeks of daily study. LASeR's intensive English programme is also used by SPARK in Lebanon (B04), with staff observing that the preparatory English programme increases retention (DI22).

Accessibility to universities in Turkey generally requires proficiency in Turkish. A recent presidential decree in Turkey determined that eight universities should develop an Arabic translation of the Turkish curriculum. SPARK (B04) has sponsored the first intake of 100

students on this programme with University of Gaziantep, and are in communication with two other universities (DI22). As well as developing an Arabic language curriculum, the University of Gaziantep is sending Turkish language teachers to refugee camps (Al Fanar Media, 2015).

Cost per student

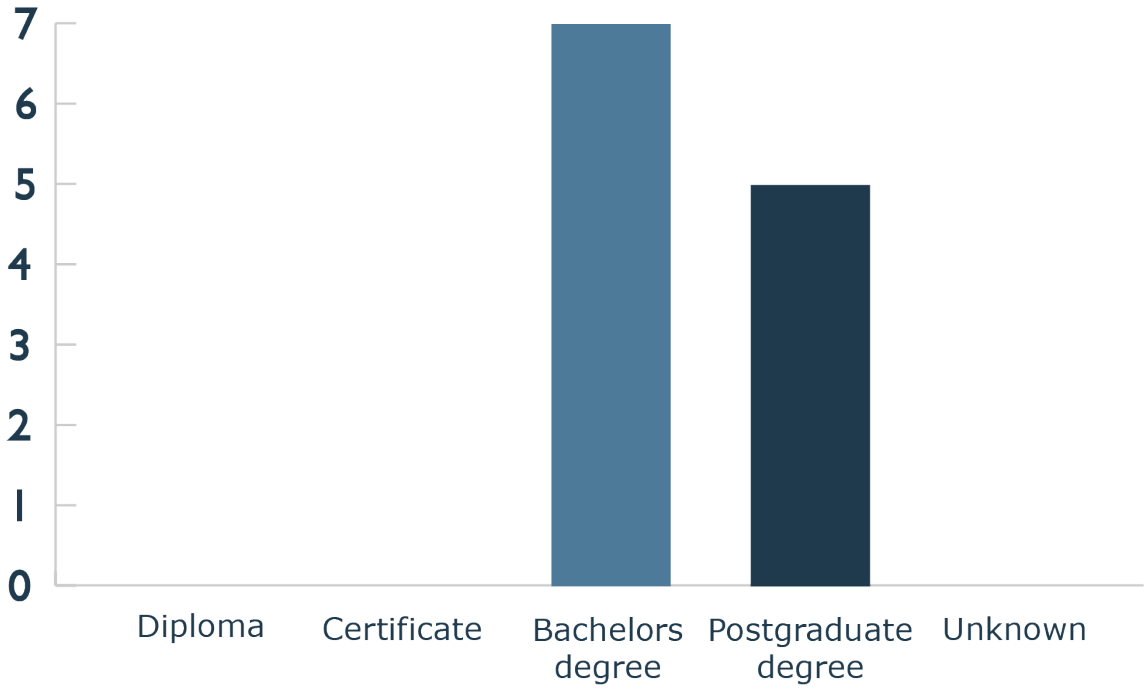
There is a range of information available regarding the cost of host-country scholarships. As with the previous modality, costs are calculated differently according to the programme or the HEI, and reliable comparisons are therefore challenging. The cost per student is largely dependent on the cost of tuition fees in the host country. For example, UNRWA (B11) estimates that the total cost to the programme per student in Jordan is USD 2,000 to USD 2,500 per annum, whereas in Lebanon this rises to approximately USD 11,000 per student per annum. Programmes vary regarding their approach to student contribution. UNHCR emphasises the need for financial support to be made available to students to cover their entire cost of study, enabling them to secure a qualification and to cover the cost of living, indirect costs such as school supplies and financial support to vulnerable families (UNHCR 2015).

Course structure

All of the programmes are essentially scholarships to attend host HEIs, and therefore the course content and structure are the same as those found in mainstream HEI degrees. The structure of the mainstream courses differs from HEI to HEI; however, they tend to generally consist of core curriculum modules, modules

Highest qualification awarded by programmes mapped

Host-community scholarship programmes



specific to the main subject being studied and electives. Three of the programmes (NPYSJ, B06; SRSP, B07; TL, B09) also expect students to participate in programmes and activities that run alongside the mainstream courses.

Structure of teaching

The structure of teaching is dependent upon the nature of the provision at the host HEI.

Learning outcomes

Students participating in these programmes receive either HEI diplomas, undergraduate degrees or postgraduate degrees. Learning outcomes are typically assessed by the host HEI with progression to subsequent years of study dependent upon satisfactory performance.

Accreditation

All of the courses offered through these scholarship programmes are accredited by the host HEIs. All of the programmes are designed to provide durable solutions, which they see as a central part of their objectives.

Contribution to durable solutions

At least five of these programmes (FCTC, B02; GPSS, B03; HES, B04; NPYSJ, B06; SRSP, B07) aim to provide graduates with degrees, such as teaching and nursing, to reinvest in the future of their home countries and contribute to the reconstruction of their home countries as soon as the conflict ends. SPARK (B04) focuses on practical and technical education, such as nursing or farming, with the aim of developing young professionals who will be an integral part of post-conflict reconstruction in Syria (DI22). Four of the 12 programmes (DAFI, B01; FCTC, B02; SRSP, B07; TIH, B08) make it mandatory for students to take courses that will be particularly useful for the future of their home countries.

Five of the 12 programmes (DAFI, B01; HES, B04; SRSP, B07; TIH, B08; UNRWA, B11) aim not only to equip students to return to their home countries but also to help them integrate into a host country or resettle elsewhere, potentially contributing to the social and economic development of the country or region. For example, SRSP (B07) runs a capacity-building programme alongside their mainstream courses that aims to provide students with citizenship and post-trauma integration skills.

TL (B09) is not exclusively designed for refugees; however, the purpose of the programme is to equip students with civic-mindedness, and professional and leadership skills so that they can become community, business and national leaders who will address and attempt to solve problems in their respective countries. The intention is that these students could also potentially work towards the development of a democratic society in Syria. Finally, it is also noteworthy that SPARK (B04) supports the HEIs that host refugees. In Kurdistan, SPARK supports institutional capacity building and offers a grant for university renovations (DI22).

4.3. Technological profile

Main ICTs being used in the programmes	Various according to facilities of host HEI. Limited information publicly available.
Use of an LMS or other software to facilitate the learning environment	None of these programmes appears to have an LMS specifically for the learners in the programme, though some have a basic LMS that is used by the partner HEIs.
Main ICT-related pedagogies being used	Classroom replication (most learning is classroom-based in host HEIs).

Flexibility of technology

Limited relevance, as the students are pursuing a university-based course of instruction, without special affordances for their technical needs.

Technical support provided

Technical support, where applicable, tends to be provided by host HEIs, rather than by the programme itself. Students can often access computers and an internet connection on the campus of the host HEI (FCTC, B02; GPSS, B03; NPYSJ, B06; TIH, B08; TL, B09).

Dependence on high-bandwidth connectivity

Limited relevance, as the students are pursuing a university-based course of instruction, without special affordances for their technical and connectivity needs. These courses are classroom-based and therefore less dependent on internet connectivity.

Demonstration of good practice

Some programmes offer both on- and offline marketing and application processes, to facilitate applications from students without internet access.

Demonstration of concerning practice

Many host-community scholarship programmes require students to have sufficient access to a computer and internet connection to research courses and place an application.

4.4. Pedagogical profile

Explicit pedagogical models referenced	None
Types of learning	Combined individual and group learning (face-to-face).
Where learning takes place	Host HEIs in a variety of countries.

Contextualisation

In all programmes, students are expected to take mainstream courses at the host HEI. SPARK (B04), NPYSJ (B06), SRSP (B07) and TL (B09) also provide supplementary programmes that run alongside the mainstream courses, which can help to contextualise the teaching for these students. These additional programmes include English language support, life skills, professional skills and post-trauma integration.

Learning environment

All of the programmes are run on HEI campuses, which generally provide a physically protective learning environment, allowing students the space to focus on their studies. However, it is important to note that integrating refugee learners into an existing HEI does not necessarily ensure a protective and inclusive learning environment; in Lebanon, for example, there are security concerns for and reports of discriminatory practices towards Syrian university students and faculty (Watenpaugh, Fricke and King, 2014).

Five of the scholarships provide students with accommodation (DAFI, B01; GPSS, B03; NPYSJ, B06; SRSP, B07; TL, B09). Three programmes (NPYSJ, B06; SRSP, B07; TL, B09) provide additional programmes and activities that aim to create an inclusive learning environment. DAFI (B01) encourages students, as well as former scholarship students, to organise themselves in clubs for the purpose of networking and information sharing, particularly on internships, employment opportunities and other sponsorships for postgraduate studies.

The way the scholarship programmes cater to a variety of different learning styles is largely dependent on the host HEIs. SRSP (B07) is explicit in catering to a range of learning styles.

The capacity building and English language classes have been developed by education specialists and are delivered by professional trainers, and explicitly state that they use student-centred methods that cater for a range of learning styles.

Student support

These scholarship programmes fall into three categories (two of which are overlapping) that affect the students' likeliness to continue learning: programmes that provide full scholarships, programmes that provide partial scholarships and programmes that support students both financially with full scholarships and holistically with additional support for living costs and indirect costs. Five of the 12 programmes (DAFI, B01; GPSS, B03; NPYSJ, B06; SRSP, B07; TL, B09) provide scholarships that fully fund HEI degrees. These include all tuition fees, as well as any other fees such as other institutional fees, medical insurance coverage, a monthly living allowance, and accommodation and study costs. UNRWA (B11) covers tuition fees and provides a small amount of funding for textbooks and transportation.

FCTC (B02) and TIH (B08) offer partial scholarships. FCTC (B02) covers tuition fees and other costs based on the needs of the students but does not include housing. TIH (B08) mainly offers partial scholarships, as it has limited resources and selects participants based on the cost of a study programme and the availability of funds.

Four of the scholarship programmes (HES, B04; NPYSJ, B06; SRSP, B07; TL, B09) support students both financially and holistically, recognising that barriers to progression in education are not just financial or academic. In response to a high dropout rate among its students, SRSP (B07) responded by creating additional programmes that support students by helping them foster their personal skills, professional skills and entrepreneurship/social responsibility, and help them better express themselves in English. Support from SPARK (B04) varies between countries. In Kurdistan, where public universities are tuition free for Syrian students, SPARK provides a monthly allowance to support students with living and other costs, including transportation to and from the refugee camp each day (DI22).

TL (B09) provides supplementary programmes that support students by teaching them time management skills, and providing them with academic advising, internship opportunities and mentoring services. NPYSJ (B06) provides students with additional training programmes and workshops. Similarly, DAFI (B01) offers students extra support in an indirect way by encouraging them to organise themselves in clubs for the purpose of networking and information sharing, particularly for internships, employment opportunities and other sponsorships for postgraduate studies.

Host HEIs play a significant role in helping students access other forms of support. HEIs commonly provide access to counselling services and career guidance centres. For example, through the TL (B09) host HEIs, students are able to access free counselling services, which can help them with a variety of issues such as transition and life skills, physical or emotional trauma, recovery, loss and grief, depression and anxiety, and adjustment to HEI life.

Holistic development

Four of the programmes (DAFI, B01; FCTC, B02; GPSS, B03; TIH, B08) do not have an explicit focus on encouraging the development of holistic personal, non-academic development in their students. Any such development depends largely on the HEIs hosting the scholarship participants.

SPARK (B04), NPYSJ (B06), SRSP (B07) and TL (B09) offer supplementary programmes or activities. SRSP (B07) implements a capacity-building programme alongside the mainstream courses that focuses on helping refugee students gain personal and professional skills. The personal skills element helps the students recover from trauma, build self-esteem and plan for the future, and the professional skills element helps them integrate into the job market, whether in Lebanon or abroad. The students also learn entrepreneurship and social responsibility, which help them understand how to serve the community and start businesses. TL (B09) actively equips its students with personal, non-academic skills through supplementary programmes. Students are expected to take part in a two-direction mentoring programme that includes meeting regularly with a public

or private sector community leader and are also expected to serve as mentors to incoming students. In addition, it is mandatory for students to take part in regular events and seminars, which include roundtables led by public and private sector leaders, and networking with a council of community leaders. NPYSJ (B06) provides students with additional training programmes and workshops. UNRWA (B11) provides guidance for students whose academic performance drops, and counselling for students where required (DI25).

SPARK (B04) offers a range of additional support to scholarship recipients, including leadership and economic empowerment programmes, social enterprise training and access to a psychologist. This is delivered with different service providers in each country. SPARK also provides preparatory language support in English, where relevant (DI22). In Lebanon, the service provider offers skill development in presentation, conflict resolution and mediation, and culture of peace building. A new component of SPARK's programming is to place a representative of SPARK on each campus, at a 'student affair desk'. These representatives will be trained in case management and confidentiality and will be able to track or identify students that need psychological support (DI22). FCTC (B02) offers a range of non-academic support to scholarship recipients; this includes interaction with FCTC staff, psycho-social support, counselling, legal advice, careers advice and mentoring. None of the host-community scholarship programmes explicitly state that they encourage critical thinking and reflection. However, these programmes select and enable students to participate in higher education with the aim of producing graduates who have the potential to contribute to durable solutions.

4.5. SWOT analysis of modality B

Modality B	Academic	Technological	Pedagogical
Strengths	These programmes provide access to tertiary-level education qualifications for young people affected by crisis and displacement. An objective of all of the programmes is to produce graduates who have the potential to contribute to creating durable solutions. Many of the programmes require students to study certain subjects that serve to directly benefit communities. All of the programmes allow students to attend host universities, giving refugee students access to mainstream HEI courses in a physically protective learning environment.	There are some potential advantages over international scholarship programmes: often less adjustment is necessary for learners in terms of ICT, language, and cultural expectations. Levels of ICT capability within student populations are often similar to that of refugee learners, so they are on equal footing. The fact that these programmes encourage learners into an integration pathway can be positive for affirming their existing ICT capabilities.	These programmes immerse refugee students in a learning setting that promotes critical thinking. Learning takes place at HEIs, and all of the programmes have a similar objective to produce graduates who will contribute to durable solutions.

Weaknesses	Many programmes have limited subject study options. Many programmes require candidates to have a certain level of English proficiency, limiting access to the scholarship.		Many of these programmes do not provide supplementary activities to contextualise and better facilitate the learning experience of refugee students.
Opportunities	These scholarship programmes create awareness about barriers to accessing higher education for refugees within host communities. There is the potential for HEIs to fill under-subscribed courses and benefit from refugee students enrolling.		All of these programmes offer scholarships that take place at mainstream HEIs where students have access to services such as counselling and career advice. HEIs also offer opportunities for refugee students to get involved in social groups such as clubs and study groups.
Threats	The scholarship programmes have limited resources. The cost per beneficiary is substantial, and the number of potential beneficiaries is therefore much smaller than the demand.		Many programmes do not offer additional support that is tailored to the specific situation of refugee students. There are cases where lack of support leads to high dropout rates.

5. Modality C: International scholarship programmes

5.1. Modality snapshot

Programmes mapped	12 (C01-C12). Agence Universitaire de la Francophonie (AUF, C01); Global Platform for Syrian Students (GPSS, C02), Iraqi Student Project (ISP, C02); Leadership for Syria (LfS, C04); The MENA Scholarship Programme (MSP, C05); Student Refugee Programme (WUSC, C06); Swedish Institute Study Scholarships (SISS, C07); Syria Consortium for Higher Education in Crisis (SCHEC, C08); UNRWA (C09); Erasmus Mundus (C10); Chevening Scholarships (C11); The Said Foundation (C12).
Countries covered	Iraq only (ISP, C03) Syria only (AUF, C01; GPSS, C02; LfS, C04; SISS, C07; SCHEC, C08) Palestinian refugees from Jordan, Lebanon, Gaza, and the West Bank (UNRWA, C09) Residents (not exclusively refugees) from the Middle East and North Africa (MENA) region (Algeria, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Oman, Syria Tunisia) (MSP, C05) Refugees from Ethiopia, DRC, Somalia, Rwanda, Burundi, Sudan, Burma and Afghanistan residing in Kenya, Malawi, Jordan, Lebanon, and Malaysia (WUSC, C06)
Number of students served per programme	Where numbers are available, students served range from 64 over nine years (ISP, C03) to more than 100 per year (GPSS, C02).
Summary of approach	International scholarship programmes enable refugees to study a range of subjects at various levels, from short professional development courses to PhDs, in HEIs in Europe, North America, and (to a limited extent) Latin America. All but MSP (C05) are specifically for refugee students, while WUSC (C06) describes itself as a resettlement programme not a scholarship programme. Made possible through partnerships between HEIs, governments, NGOs, civil society groups and private funders, these programmes recognise the role of higher education in durable solutions and prioritise students whose education will benefit wider communities. Although four programmes are more established (ISP, C03; MSP, C05; WUSC, C06; UNRWA, C09), over half (AUF, C01; GPSS, C02; LfS, C04; SISS, C07; SCHEC, C08) have been created recently in response to the Syrian refugee crisis, building on existing expertise, networks and higher education projects. These programmes make little use of ICT, as learning takes place directly in high-resource contexts where students participate in mainstream courses. They vary in the extent to which they provide additional support and contextualised learning for refugee students.

Five important things to know about this modality	• International scholarship programmes can be quickly established to respond to refugee crises by drawing on readily available expertise, resources and partnerships. • These programmes enable a relatively small number of refugees to study a range of subjects up to PhD level and demonstrate varying degrees of additional, contextualised support to refugee students. • International scholarship programmes recognise the contribution of higher education to durable solutions and prioritise applicants with the potential to lead and rebuild post-conflict contexts. • These programmes highlight the role of high-resource countries both in emergency response to refugee crises and longer term development of countries of origin, benefitting host communities and HEIs through the presence of refugee students. • Due to the speed at which some of these programmes have developed in response to particular crises, it is not yet possible to assess their current status or longer term impact.

5.2. Academic profile

Qualification levels offered	University-level short courses (MSP, C05), bachelor's degree (GPSS, B03; ISP, C03; LfS, C04; WUSC, C06), master's degree (GPSS, B03; LfS, C04; SISS, C07), PhD (GPSS, B03; LfS, C04).
Subjects offered	A wide range of subjects, with some exclusions – such as medicine, pharmacy, fine arts and architecture – in certain programmes (AUF, C01; GPSS, B03; LfS, C04; SCHEC, C08).
Length of course	From 1-3 month courses (MSP, C05) and exchange semesters (UNRWA, C09) to 3-4 years (ISP, C03; LfS, C04).

Accessibility

Students need to have completed relevant previous study to progress to the next academic level through scholarship programmes. Only MSP (C05) has no clear academic prerequisites; however, an applicant's employer must confirm his or her suitability for further study and the programme's wider organisational value.

Application processes differ between programmes. In four cases (GPSS, B03; ISP, C03; LfS, C04; WUSC, C06) students apply first to the scholarship programme, which then supports them through the university application process or allocates them a place at a particular HEI. These programmes offer more support through the process, including a comprehensive FAQ document or assistance to meet HEI entry requirements such as language tests (ISP, C03; LfS, C04; SCHEC, C08). In others (MSP, C05; SISS, C07) students apply for scholarships after being offered a place on an eligible course at a participating HEI.

All applicants are also assessed for their personal potential, vision, character, motivation and, in the case of ISP (C03) and LfS (C04), how this scholarship would contribute towards the reconstruction and development of their country of origin. SISS (C07) asks for a motivation letter, a CV and references. They assess the work experience of applicants and whether they are active in their region, demonstrating that they have ambition and vision to contribute to their community (DI23). All programmes also have additional criteria related to an applicant's age, employment or immigration status, country of residence, dates and locations of previous study, desire for resettlement or repatriation, and language ability.

Three programmes (ISP, C03; LfS, C04; WUSC, C06) require a face-to-face interview. In this case of ISP (C03) this is a highly personalised process in which the programme founders personally meet prospective students and their families. Staff members of WUSC (C06) travel to

camp contexts to interview candidates through locally based partner organisations, while in LfS (C04) candidates are required to travel to one of the organisation's regional centres and present their original documents for verification.

As is the case in Modality B, many more prospective students apply for scholarships than there are places available. For example, more than 5,000 Syrians applied for 221 fully funded scholarships through the DAAD Leadership for Syrian Students programme (C04) in the 2015-16 academic year (Al Fanar Media 2015b).

Cost per student

There is limited information publicly available regarding the full programme costing of one international scholarship. The cost for the student varies considerably: some programmes charge no fees (LfS, C04; MSP, C05; WUSC, C06), and others require student contributions that are often unspecified but include things such as housing, living costs, fees or partial fees. Even though many programmes do not require students to pay for their fees, travel and living costs, students incur other hidden costs such as travel to interviews, including to neighbouring countries (LfS, C04), and pre-entry language tests.

UNHCR emphasises the importance of scholarships covering a full course of study, including additional support such as cost of living, medical fees, transportation and social support, to enable the student to complete a qualification. They note that this is particularly crucial for disadvantaged or vulnerable students (UNHCR 2015, p. 3). Furthermore, programmes should account for the potential disruption to a family's livelihood without the student's presence or remittances (UNHCR 2015, p. 6).

Course structure

The structure and content of available courses vary widely between level, subject and the participating HEI.

Structure of teaching

The teaching received is dependent on the provision at the host HEI. In all programmes there are restrictions around the courses and HEIs to which students can apply.

Learning outcomes

MSP (C05) offers a short (1-3 month) course while all others lead to a bachelor's, master's or PhD. The UNRWA programme (C09) enables Palestinian students to complete an exchange semester of their degree in Europe, as part of a course undertaken in a host country university.

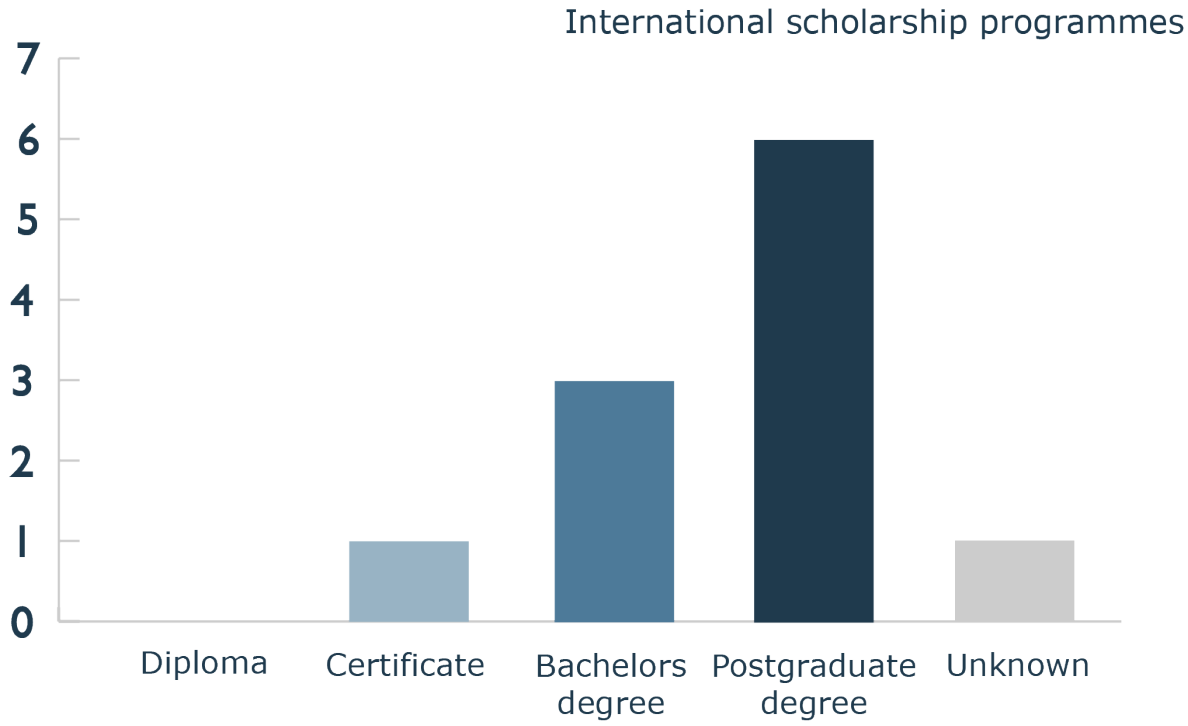
Accreditation

Courses are accredited by the HEIs where they are undertaken. The additional courses offered

Level of accreditation of programmes mapped

- No certification or accreditation
- Certified by NGO only
- Accredited by a higher education institution
- Certified by a MOOC provider
- Unknown

Highest qualification awarded by programmes mapped



by some scholarship programmes do not appear to offer any stand-alone accreditation.

Contribution to durable solutions

All programmes recognise the role of education in durable solutions. ISP (C03), LfS (C04) and SISS (C07) aim to equip refugees for eventual repatriation, envisaging that students who have spent time overseas will be at the forefront of leadership and investment in their countries of origin. MSP (C05) emphasises regional capacity building, which, though not explicitly tailored towards refugees, implies an aspiration for eventual repatriation or resettlement. The recent expansion of UNRWA's established host community scholarship programme for Palestinian refugees to include opportunities to study within European universities (C09) is a noteworthy development for protracted refugee contexts. WUSC (C06) is primarily a resettlement programme (not a scholarship programme), using education as a means towards this end.

LfS (C04) addresses the complexity of durable solutions. While its ultimate aim is to equip people for repatriation to Syria, it recognises the ongoing nature of the conflict and makes provision for possible integration (for example through information about post-study work visas and free German classes, and by stating that participation in this programme may inhibit students' ability to return to the third countries where they have been residing). WUSC (C06) also recognises that some students from camp contexts may eventually choose to return to their countries of origin. In ISP (C03), scholarship support is only offered to students who can commit to returning to Iraq (claiming

asylum would lead to a revocation of the scholarship).

UNHCR highlights the need for scholarship providers to consider the protection needs of students prior to departure, ensuring that students do not find themselves in situations of expired residency, destitution or forced return after pursuing studies abroad. Receiving institutions and states should ensure legal status and protection for refugee students (UNHCR 2015).

5.3. Technological profile

Main ICTs being used in the programmes	Various, according to facilities of host HEI.
Use of an LMS or other software to facilitate the learning environment	All of the host universities have some sort of LMS, though these vary widely in their features and accessibility for the learners in the programme.
Main ICT-related pedagogies being used	Same as in the host universities.

Overview

Programmes in this modality have varied levels of direct use of ICT according to the specific programme at the host university. Many students hear about scholarships online and also apply online. Although ICT use and ICT literacy may not be explicitly stated, the assumption that coursework is completed and submitted electronically may require general familiarity with ICTs. The flexibility of the technology, nature of content and resources, technical support provided and dependence on high-bandwidth connectivity have been examined for programmes in this modality. However, an overall analysis is not relevant because the students are pursuing a university-based course of instruction, without special affordances for their technical needs.

Demonstration of good practice

UNRWA (C09) appears to consider more ways of using ICTs to support its students than the majority of programmes in this modality. UNRWA offers webinars for Syrian students to assist them with their CVs and summer job searches, has worked with partner organisations to facilitate online access to free testing that many students will need in order to pursue their studies overseas, and has created a portal to match students with potential opportunities to study. Along with this, it planned (though it is unclear whether or not this is yet available) to create an online learning portal for students who are still in Syria or are unable to access courses in person.

IIE (SCHEC, C08) are also looking to launch a platform for Syrian students to identify educational opportunities around the world. This will include virtual advising for students, with individuals answering questions and a matching algorithm based on factors such as interest and academic level (DI11).

Demonstration of concerning practice

The main area of concerning practice is merely in the lack of continued support, where programmes are simply about provision of scholarships. No specifically harmful practices were apparent. The technological use of international scholarship recipients is not clear, as the partner HEIs assume a certain level of technological competency. MSP (C05) requires prospective students to apply online. This may exclude individuals without internet access or with limited experience of technology. Similarly, some elements of the ISP programme (C03) require computers with internet access, such as applications to HEIs in the USA.

5.4. Pedagogical profile

Explicit pedagogical models referenced	None
Types of learning	Dependent on the host HEI.
Where learning takes place	Over 200 HEIs in USA, Canada, Mexico, Holland, Sweden, Germany, UK, Hungary, France, Belgium, Portugal, Egypt, Lebanon, Iraq, Turkey, Brazil, plus some other European and Latin American countries.

Contextualisation

Students participate in mainstream courses at HEIs in high-resource countries. Although none are contextualised for refugee students, ISP (C03) and LfS (C04) provide extra mandatory courses for their students. ISP (C03) offers an academic, social and practical preparation course, while LfS (C04) requires students to undertake language tuition and an additional 'socio-political' course in governance, civil society and project management.

Learning environment

Three programmes (ISP, C03; WUSC, C06; SCHEC, C08) explicitly aim to create an inclusive and nurturing learning environment for their students, both by encouraging them to participate fully in university and community life and offering additional help through local support groups, webinars and peer mentoring relationships. ISP (C03) and WUSC (C06) emphasise two-way inclusivity, encouraging change and increased understanding among host communities. LfS (C04) offers less individual pastoral support but, through its additional course for scholarship participants, creates a space for them to learn with other refugee students.

Four programmes (AUF, C01; GPSS, B03; SCHEC, C08; UNRWA, C09) place students in a range of universities and do not appear to provide additional centralised support. However, many participating universities showcase the support they offer to make refugee students welcome; this is seen in GPSS (B03), ISP (C03) and WUSC (C06). In all programmes, universities in high-resource contexts offer refugee students a physically safe learning environment.

Student support

Four programmes (ISP, C03; LfS, C04; WUSC, C06; SCHEC, C08) have systems to support students to continue learning and to mitigate the risk of them dropping out. In the case of ISP (C03) and WUSC (C06), local support groups exist to ensure that students' physical, psychological, social and financial needs are met, and students are also encouraged to access campus-based student services in the same way as their peers. The application guidelines from LfS (C04) imply that good advice and guidance would be available for students throughout their stay in Germany, while through SCHEC (C08), students are paired with a mentor.

SISS (C07) provides full scholarships as well as a travel grant and a monthly stipend to cover living costs. Students are also invited to become members of the Network for Future Global Leaders, which enables them to take part in events, exchange ideas and create networks that benefit career and personal development, and allows scholarship recipients to meet one another. They are also connected to Swedish companies, organisations and civil society through the scheme (DI23). SISS also provides lists of students to Swedish embassies around the world, so that they can involve them in events being held in their area (DI23). MSP (C05) has offices in different countries around the world, enabling them to follow up with students once they return to their home country (DI23).

The strongest programmes in terms of student support put pre-arrival measures in place — for example, offering strong local support throughout the university and visa application processes, in the case of ISP (C03) and WUSC (C06), and making comprehensive information

about the programme widely available for all potential applicants, in the case of LfS (C04). All programmes have a rigorous selection process in place, and the fact that students' fees, living expenses and legal status in the host country are tied to their programme of study creates strong incentives for participants to remain in education. For recipients of SISS (C07), changing course or university is prohibited, and LfS (C04) and ISP (C03) stipulate that students' ongoing support is contingent on their grades.

Holistic development

Although not all the programmes have a specific emphasis on holistic, personal and non-academic development, it can be inferred that they encourage critical thinking and reflection by expecting participants to demonstrate leadership skills and the potential to influence wider society. In some cases, this is made more explicit with, for example, students having to choose courses that are in line with their professional background (ISP, C03), accompanying programmes that focus on leadership development (LfS, C04), and membership of leadership networks (SISS, C07). Many programmes in this modality view participants as potential future leaders of their countries and build activities into their programmes to nurture leadership skills (ISP, C03; LfS, C04; SISS, C07; SCHEC, C08).

ISP (C03) and WUSC (C06) have a particularly strong emphasis on community, friendship, and family and encourage students to engage in university and local life. In the case of ISP (C03), the preparatory year includes literature and writers' workshops, which encourage students to think critically, nurtured through cross-cultural friendships.

5.5. SWOT analysis of Modality C

Modality C	Academic	Technological	Pedagogical
Strengths	All programmes address the negative impact of disrupted education and enable refugees to continue their studies in a physically safe environment. Programmes promote the role of education in strengthening communities and contributing to durable solutions. Programmes offer refugees access to quality mainstream teaching and safe learning environments in high-resource contexts.	The use of technology in these programmes suggests high integration within the destination university.	In many programmes refugees receive tailored support to overcome barriers in accessing higher education. Programmes that focus on financial (not pastoral) support prioritise 'student' over 'refugee' identities. Programmes draw on existing partnerships and expertise to facilitate refugees' study.

Weaknesses	The cost per beneficiary is substantial and meets a fraction of the demand. Some entry requirements from HEIs and scholarship programmes, such as proficiency in English, original transcripts and references, identity and travel documents, would be prohibitive for some. All programmes place limitations on the available courses and HEIs.	Not all the programmes offer additional support to help refugee students adapt to their new context. With regard to ICT, some students may need additional support before or during their course, as they may not have the same level of technological proficiency as their peers.	Not all programmes recognise or address the particular needs of refugee students or put extra support measures in place. Some programmes assume a degree of homogeneity among refugee students studying a range of subjects at different levels.
Opportunities	International scholarship programmes can quickly access expertise, resources and partnerships (e.g. between HEIs, NGOs and governments) to increase refugees' access to higher education. Programmes highlight the role of HEIs in supporting refugees through discretionary fee waiver places and the diversity that refugee students can bring to student bodies.	Given the high level of commitment and buy-in from universities, it may be possible for this to be leveraged for greater impact by allowing students to complete part of their degree online in addition to spending part of their programme at the universities. There is some demonstrated potential for scholarship programmes to use ICTs to provide applicants with pre-university support (such as free online English testing to demonstrate the language levels needed for application to international HEIs).	Programmes with a strong emphasis on holistic development present an opportunity for refugees to address past trauma and build greater resilience for the future, in addition to gaining academic qualifications. Programmes in high-resource countries enable refugee students to benefit from campus-based services, medical and mental health provision, and support from faith-based or community groups.
Threats	Regional volatility can impact selection processes and the extent to which these programmes can function and meet their stated durable solution aims. The reliance on the goodwill of institutions to waive fees or civil society groups to raise funds leaves programmes vulnerable to shifting public opinion and economic stability.		Programmes that offer more personalised and holistic support require a greater investment of time and money from civil society and other funders, making them more vulnerable to shifting public opinion and economic stability.

6. Modality D: Online learning platforms

6.1. Modality snapshot

Programmes mapped	8 (D01 – D08). Arab Open University (AOU, D01); Coursera Learning Hubs (CLH, D02), Edraak (D03); edX (D04); Kiron (D05); Laureate International Universities (LIU, D06); UNHCR Exchange/Fuse Foundation (UNHCR/FF, D07); University of the People (UoPeople, D08).
Countries covered	The online nature of Modality D programmes facilitates international implementation. There are specific operational branches or programme HQs in 11 countries (Bahrain, Egypt, Germany, Iraq, Jordan, Kuwait, Lebanon, Oman, Saudi Arabia, Uganda, and the USA). One programme (LIU, D06) operates in 29 countries across Africa, the Americas, Asia, Europe and the Middle East. Most of Kiron's (D05) students are based in or around cities. Its biggest student communities are living in and around Berlin, Munich, Hamburg and Cologne. In Jordan, the main group is living in Amman (DI21).
Number of students served per programme	Where figures are available, numbers range from 20 (UNHCR/FF, D07) to more than 4 million (edX, D04).
Summary of approach	Eight programmes were mapped: seven use online learning platforms and one relies on dissemination of physical learning materials, supplemented by instruction and support at learning centres in 11 countries (AOU, D01). Only two of the programmes primarily target refugee and asylum seeking students (Kiron, D05; UNHCR/FF, D07). An additional programme explicitly considers refugee and asylum seeking students in its enrolment policies (UoPeople, D08), while Coursera announced in June 2016 a partnership with the US State Department to expand Coursera courses to refugees without charge (CLH, D02). Seven of the programmes offer a diverse range of courses and qualification levels. The exception is UoPeople (D08) which deliberately focuses on business administration, computer science and health studies. One programme prioritises vocational training, with content provided by refugees, for refugees (UNHCR/FF, D07). Peer-to-peer collaborative learning approaches are heavily utilised, often supplemented with instruction from qualified specialists. The level of involvement of course instructors and support staff varies, and is implemented through online fora and, more rarely, face-to-face interaction. There is limited evidence of course content contextualised to the learner's situation, which presents a potential barrier to the engagement of refugee and asylum seeking students.

Five important things to know about this modality	• There is a trend towards blended learning, with primarily online platforms increasingly expanding the level of in-person and tailored support that they provide to marginalised learners, including refugees. This is mainly achieved through partnerships with organisations working more closely with these groups. • These programmes prioritise peer-to-peer collaborative learning approaches, supplemented with varying levels of engagement from qualified course instructors. • Learning outcomes are often transferable between countries, promoting durable solutions for refugee and asylum seeking students following repatriation or resettlement (where they remain able to access internet). • More than 50% of programmes mapped provide international accreditation, promoting transferable learning outcomes. • Currently limited targeting of refugee and asylum seeking learners, and limited contextualisation of course content and structure. However, programmes in this modality increasingly recognise the demand for their services amongst refugees and are seeking to extend and tailor their services to meet the needs of refugee learners.

6.2. Academic profile

Qualification levels offered	Pre-university; university-level non-degree or diploma; undergraduate degree; postgraduate degree; postgraduate diploma MOOCs; informal vocational and entrepreneurial qualifications (certified by the programme).
Subjects offered	Broad range of subjects offered at undergraduate and postgraduate diploma- and certificate-level.
Length of course	Contingent on the type of course being taken.

Accessibility

Entry requirements are generally contingent on the level of education and accreditation offered by the programme. Three programmes — AOU (D01), LIU (D06), and UoPeople (D08) — specify higher entry-level requirements, ranging from the completion of secondary-level school education (AOU, D01), to a high school-level diploma or transcript to the completion of a higher-education enabling subject (bachelor's or master's degree). Evidence of English proficiency is also required for at least two programmes (LIU, D06; UoPeople, D08), if the prospective student is not a native English speaker or has graduated from an institution where English is not the primary language of instruction. Kiron (DI04) does not test English proficiency but notes that students will struggle to move forward without it (DI21). Edraak (D03) is implemented in Arabic. UoPeople (D08) has recently made it possible for refugee students to access their programme without any evidence of prior qualification, using the academic gravitas of the programme board to circumvent standard accreditation requirements regarding access.

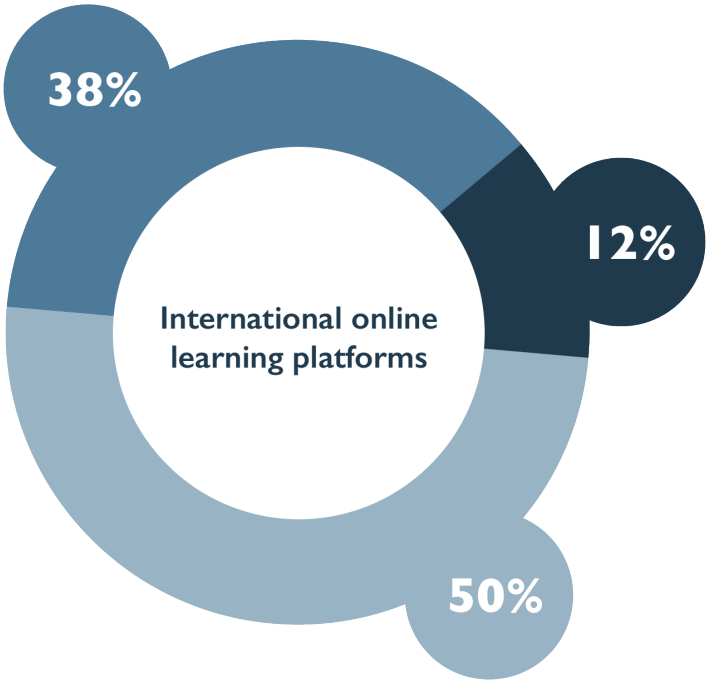
Non-university accredited programmes (Edraak, D03; edX, D04; UNHCR/FF, D07) have lower entry requirements and are open to all students. Kiron (D05) has rolling applications, launching a new cohort each month (DI20). It does not reject any applicants, although some do not complete the application process.

UNHCR/FF (D07) does not require prospective students to have formal qualifications and is led and implemented by refugees themselves. UoPeople (D08) has a dedicated 'Refugee and Asylum-Seeker Admissions Policy' that gives special consideration to students with refugee status who may not have access to the required documentation (such as school transcripts or diplomas). Anyone who is over 18, proficient in English and has completed high school education is eligible to apply for the course.

edX (D04) has developed partnerships with a

Level of accreditation of programmes mapped

- No certification or accreditation
- Certified by NGO only
- Accredited by a higher education institution
- Certified by a MOOC provider
- Unknown



number of other organisations, including Edraak (D03) and Kiron (D05), to expand course access to refugee learners. Content from edX partner universities and companies is provided to third parties, such as Edraak, through licensing agreements, enabling them to translate the content into other languages (DI09). edX also provides a technology support platform that other organisations, such as Edraak, can use to give access to specific target populations, including particular refugee groups. edX has also established a financial aid scheme to enable learners to secure a verified certificate.

Through a partnership between edX (D04) and Kiron (D05), Kiron partner universities can use edX content, or develop their own content using the edX platform, as part of learning pathways for refugees. Through a Kiron access point, refugees registered to Kiron can receive free verified edX certificates without having to go through the usual funding application process (DI09).

In June 2016, Coursera (D02) and the US State Department announced 'Coursera for Refugees', which will enable refugees to take any Coursera course and obtain a certificate for free. Non-profit groups working with refugees will also be able to access Coursera's catalogue, a recommended course list for refugees, administrative support and a custom portal to connect with other non-profits.

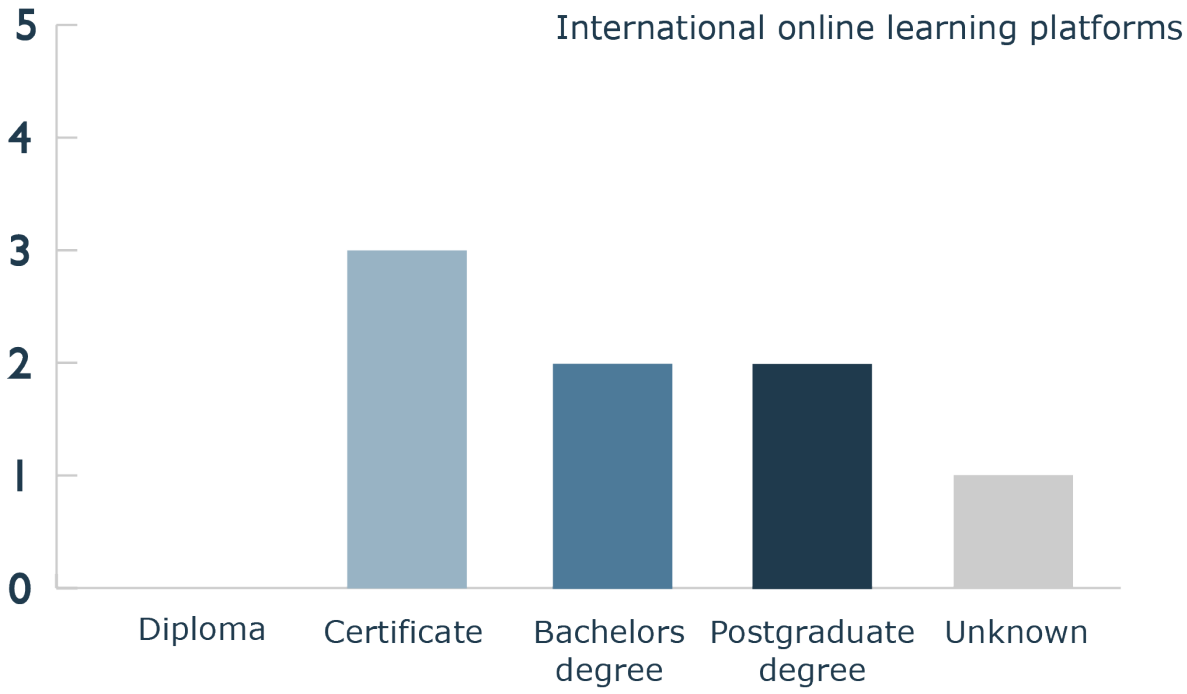
Cost per student

Many programmes within this modality are without charge (CLH, D02; Edraak, D03; edX, D04; Kiron, D05; UNHCR/FF, D07), assisting with access for refugee and asylum seeking students. Other programmes require significant fees: LIU (D06), for example, has fees of up to USD 11,000 per course. UoPeople (D08) works to provide fee-waivers for refugees through provision of scholarships.

Course structure

Course structure is dependent on the type and academic level of the programme. HEI programmes such as LIU (D06) and UoPeople (D08) incorporate a combination of core and elective modules to enable personalisation. At least two HEI programmes supplement online learning with short-term face-to-face residencies, as seen in LIU (D06) and Kiron (D05). Kiron (D05) allows students who have successfully completed earlier modules of their course online to complete their degree in a partner university.

Highest qualification awarded by programmes mapped



One non-university accredited programme (UNHCR/FF, D07) is designed specifically for refugees and prioritises vocational over academic content. Training for content creators (also refugees) covers various aspects of commercial video production. Training material for participants is delivered through online video courses and supplemented by face-to-face learning groups. UoPeople (D08) deliberately offers a limited range of courses, focusing on computer science, health science, and business (via an MBA) as the subjects considered to be of most urgent need in promoting economic development. The structure and design of the courses for UoPeople are bespoke for the programme and draw on high quality content from affiliated universities around the world.

Structure of teaching

Four programmes (AOU, D01; Kiron, D05; LIU, D06; UoPeople, D08) offer courses that are facilitated or supported by specialist instructors or university faculty members. UNHCR/FF (D07) utilises sector experts and practitioners to create vocational video content, which is accessed by participants online. Teaching is supplemented either by face-to-face support or peer learning. For example, AOU (D01) provides technical support through instructors at individual learning centres. UoPeople (D08) and Kiron (D05) provide peer-to-peer learning forums.

LIU (D06) emphasises high quality teaching. This programme is accessible online and so could be made available to refugee and asylum seeking students. The online degree programmes offered by one of its participating HEIs (the University of Liverpool, UK), mirror the academic standards of equivalent on-campus degrees. Class sizes are small, and all course instructors are experts in their relevant subject areas and hold advanced degrees. Similarly, in UoPeople (D08), instructors and

course developers must hold at least a master's degree in the field and previous experience of course developing or instructing. Kiron (D05) has established regional physical study hubs to support teaching. It supplements online learning with face-to-face peer learning sessions in locations around the world.

edX (D04) course content must meet certain quality criteria, with the aim of reflecting the equivalent quality and rigour of campus education. Institutions must ensure that the content offers engagement to learners; for instance, all courses must have a forum. Each course is supported by teaching assistants who provide support for learners within the course (DI09). Kiron (D05) has provided its students with learning modalities and support mechanisms through the use of volunteers (DI09).

Learning outcomes

There is limited information available regarding assessment processes for four of the eight programmes mapped (AOU, D01; Edraak, D03; Kiron, D05; UNHCR/FF, D07). The other programmes employ a combination of coursework and examinations to assess learning outcomes. EdX (D04) uses an online portal through which coursework is uploaded and remotely assessed; LIU (D06) requires a written dissertation from all students; and UoPeople (D08) employs separate examinations to assess learning outcomes (20 for associate-level degree programmes, and 40 for bachelor's-level degree programmes).

Level of accreditation

Accreditation levels range from no formal accreditation, in the case of UNHCR/FF (D07), to accreditation by a reputable international HEI, as is the case for AOU (D01), LIU (D06), and Kiron (D05). UNHCR/FF's programme (D07) is unique amongst those mapped in receiving no formal accreditation, though it is worth noting that this programme prioritises vocational over academic study. Coursera (D02) certifies all of its own courses. edX (D04) also verifies its own courses.

Internationally accredited courses receive their accreditation from a participating or partner academic institution, including the Open University UK (AOU, D01), the German and/or Italian Ministry of Higher Education (Kiron, D05), or other national or international bodies (LIU, D06). At least one programme (Kiron, D05) also provides courses that are certified by the European Credit Transfer and Accumulation System (ECTS). Edraak (D03) is accredited by the Queen Rania Foundation for Education and Development. UoPeople (D08) is accredited by the Accreditation Commission of the Distance Education Accrediting Commission (DEAC). Kiron (D05) students who complete one to two years of study online, and then two years at a partner university, can secure a BA, with degrees awarded by the partner university (DI21).

Contribution to durable solutions

Programmes that are inclusive of refugee and asylum seeker students facilitate durable solutions following resettlement and repatriation. The programme implemented by UNHCR/FF (D07), for example, has an extensive focus on content, which emerges from and is responsive to the refugee context. Its vocational focus promotes skills that will assist students seeking employment following repatriation or resettlement. UoPeople (D08) permits students to take leave for one or more terms and provides ten years to complete the bachelor's degree, meaning that refugees needing to delay studies can do so easily. The programme primarily promotes independent study online, which may limit potential integration. However, students are exposed to their peers around the world through online peer learning mechanisms.

6.3. Technological profile

Main ICTs being used in the programmes	Computers, mobile devices, internet.
Use of an LMS or other software to facilitate the learning environment	These programmes consist of online portals that present a learning environment – essentially an adapted LMS.
Main ICT-related pedagogies being used	Ubiquitous learning.

Overview

The online platforms, which rely heavily on ICTs, are not always well-adapted technologically to the situation of many refugees, particularly those in camps. They often require high bandwidth internet, and frequently do not provide backup means of accessing the course materials.

However, the large range of offerings and the opportunity to pursue advanced study through these platforms, including options for academic credit, provide unique options to refugees. Additionally, it is possible to expand upon these platforms with tailored delivery or additional content that is better suited to the specific needs of refugees.

Flexibility of technology

The web-based technology provides a platform for independent learning that can be accessed flexibly and seamlessly with different devices and different locations, and in some cases with varying affordances for internet quality. Edraak (D03), EdX (D04) and Kiron (D05) also support video at different speeds. This allows more flexibility for learners at different levels or with limited language ability.

Programmes are increasingly available via mobile technology. This can be seen in the example of edX (D04), which has developed apps for both Android and iOS devices to allow students to use their phones and tablets to watch video content. UoPeople (D08) has designed its courses to be accessible to students who only have access to a mobile phone or tablet.

Technical support provided

No additional technical support is provided at the point of need, though facilitators answer some technical questions at the point of provision. Well-documented technical walk-throughs in multiple languages are also available for remote support, focusing on general questions, rather than specific issues. In some cases, an introduction to the technology required for learning is provided at the outset of the course. LIU and Liverpool University courses (D06) offer a 'Student Readiness Orientation' module, intended to orientate students to the online classroom. edX (D04) operates an online student support centre for learners, with channels open 24 hours a day (DI10).

Dependence on high-bandwidth connectivity

In general, these programmes require a strong internet connection. Some programmes allow videos to be downloaded so that they can be watched later without interruption. This minimises the need for a fast, consistent connection, but the videos are still large files, requiring high bandwidth. Study with UoPeople (D08) is internet dependent, but courses are explicitly designed to be accessible to students with a weak internet connection: use of audio and video is limited, there are alternatives to all rich media content, and most material can be downloaded and read offline.

edX (D04) is continuously adapting its platform for low connectivity (DI09). This includes

building a mobile platform for which streaming and the bandwidth required to view the content are minimised as much as possible. In addition, content can be downloaded so that learners can engage with it when they do not have connectivity. Because the platform is free and open source, third parties can modify it in ways that help learners to access content in low-resource settings (DI09).

Demonstration of good practice

OERs and open-source content are important to allowing improvement and adaptation of learning resources to different needs and opportunities. edX (D04) uses an open-source platform. UoPeople (D08) has demonstrated good practice in reducing the technological barriers preventing vulnerable students from accessing its courses. Following the 2010 earthquake in Haiti, UoPeople established a project intended to enhance accessibility of its courses to students in Haiti who lack access to computers or internet. UoPeople has worked with local organisations to seek out, screen and recruit potential candidates, locate places for students to go to study, and to furnish these places with computers, electricity, back-up generators and satellite internet. UoPeople plans to replicate this model elsewhere, working in partnership with local NGOs, in order to reach more prospective students without a computer or internet connection.

Demonstration of concerning practice

There is a risk that programmes in this modality primarily focus on the technology employed, rather than the learners themselves. Programmes in this modality generally have very low completion rates. A number of elements of LIU's online programmes (D06) inhibit their accessibility to marginalised groups. This programme requires a reliable internet connection with frequent and extended periods of connectivity. No allowances have been made for learners with limited connectivity or access to ICTs.

6.4. Pedagogical profile

Explicit pedagogical models referenced	E-learning (using open educational resources) and peer-to-peer (collaborative) learning. Teaching and learning is through analysis of real-life work situations. Course instructors monitor forums, participate in class discussions and oversee the assessment process.
Types of learning	Combined individual and group learning (online); limited short-term residencies (see, for example, LIU - D06); plans for exchange programmes (see Kiron - D05).
Where learning takes place	Online; some face-to-face at learning centres (see AOU - D01), short-term residencies (see LIU - D06), or exchange programmes (see Kiron - D05).

Contextualisation

The informal vocational training programme implemented by UNHCR/FF (D07) includes an extensive focus on course content, which emerges from and is responsive to the refugee context. edX (D04) tries to contextualise courses to the learner's location by providing universities and partners with the opportunity to contextualise the content in particular, by translating content into other languages. Partners are asked not to modify the content but can enhance it by providing additional information (DI09). Kiron (D05) programmes are contextualised through local volunteers and sharing of learning amongst regional groups (DI20). Edraak (D03) offers Arabic language courses.

Learning environment

The UoPeople programme (D08) has measures in place to promote an inclusive and encouraging online learning environment, with instructors on hand to monitor forums and facilitate discussion. This programme also has a non-discrimination policy and disability policies in place to facilitate greater accessibility to courses by refugees and

asylum seeking students. Similarly, the courses available from this programme utilise a range of learning activities, including posting questions in forums and responding to other students' questions, written assignments, quizzes and tests.

Kiron (D05) has established study hubs with WiFi and laptops provided by Google. Hotspots have been provided in Berlin, Athens, Istanbul and Paris, where students and come and meet one another. Students are also connected on an online platform (DI21). Coursera (D02) Learning Hubs create physical spaces in which students can access the technology needed to undertake Coursera courses. To date, there has only been one attempt to set up a hub in a refugee camp. A study of the implementation of a Coursera Learning Hub (CLH) in Dadaab refugee camp reported significant challenges, including the prohibitive level of ICTs required (such as webcams and regular connectivity), issues with time-zone differences and time-bound URLs, and chaotic organisation of discussion forums (which were found to require extensive connection time with questionable contribution to learning outcomes).

Student support

Students using online learning platforms complete most of their study away from their peers, which leads to an increased risk of drop-out. Retention rates increase when class sizes are small and when there are instructors and facilitating faculty members to monitor and support students (including remotely). UoPeople (D08) specifically identifies students from marginalised backgrounds in order to provide additional support and closely monitors the academic performance and progress of all students. Retention rates for this programme are increasing: when opened in 2009-10, the retention rate was 45% for a bachelor's degree and 22% for an associate degree. In 2013-14 the rates had increased to 79% and 86% respectively. There is also a noteworthy level of variance in the way that different programmes and their associated institutions assess retention rates, which can lead to figures being misrepresented.

LIU (D06) also exhibits this small class-size approach and close monitoring. The programme amended its pedagogical approach in 2012 following a review of its courses that highlighted low retention rates and inflexible course structures. The new pedagogical model includes group work, flexible learning materials, and a focus on promoting research skills and high-level learning skills. The approach also incorporates tailored support, including access to a team of specialist advisors. Technical support to help students access online learning materials also improves student retention. One programme that currently relies on disseminated learning materials (AOU, D01) plans to roll out its courses through an online learning platform with technical support at learning centres.

Four programmes provide support to students looking for employment following their study. Edraak (D03) offers specific courses to promote employability, and the UNHCR/FF programme (D07) provides specialist vocational training (with input from UNHCR advisors). UoPeople (D08) has a student career centre and an online career education program, which offer interactive workshops to help prepare students for work. The broader programme also offers internships, mentorship and job opportunities through global corporate partners. An academic 'virtual office' enables students to access advisors and mentors in Moodle.

Kiron (D05) includes a focus on career development. The academic programme is combined with a job integration programme, including career mentoring with partner companies, internships and a job placement after graduation (DI20). Partner companies and supporters include BMW, Google, the German Development Ministry and NGOs and INGOs. Kiron also offers a buddy programme and language support to its learners. The buddy system is a one-on-one support system offered to all learners (DI21). Kiron also has a student service team, comprised of 80 persons who help with student administration and data, mentoring and answering general questions (DI20). They are also working with a network of psychologists to whom they can connect students for online therapy (DI20).

Holistic development

UoPeople (D08) and LIU (D06) highlight the ways in which online learning platforms can

encourage critical thinking through peer-to-peer online learning forums, exchange programmes, and engagement with course instructors. LIU (D06), for example, encourages students to use live work issues to select assignments and class discussion topics. Students are encouraged to share and reflect on each other's professional experience. Similarly, UoPeople (D08) requires that all students take general education courses intended to develop critical thinking and analysis skills. Student interaction via online forums offers the opportunity to develop inter-disciplinary connections and reflect on concepts and ideas learned.

A number of online learning platforms also facilitate practical skill-development (see, for example, Edraak, D03; LIU, D06; UNHCR/FF, D07; UoPeople, D08). These programmes promote team-building, decision-making, presentation skills and management skills (LIU, D06); communication skills, quantitative and scientific literacy, civic engagement and computer information processing skills (UoPeople, D08); and citizenship (Edraak, D03; UoPeople, D08).

6.5. SWOT analysis of Modality D

Modality C	Academic	Technological	Pedagogical
Strengths	All online courses cater to students unable to access other forms of education. Most online courses offer a diverse range of courses. These programmes enable resettled refugee and asylum seeking students to continue their studies elsewhere. International accreditation enables students to transfer qualifications. Supplementary online tutorials, face-to-face support meetings and placements enable specialist support.	Almost limitless potential scalability at low cost (or cost absorbed by students from high-resource contexts).	Peer-to-peer learning encourages students to practically apply their learning. Students discuss academic issues and receive input from course instructors. Restricted class sizes enable close monitoring of students' work. This increases retention and fosters interactive engagement with peers and instructors. In some programmes, qualified course instructors and advisors oversee students' work. Learning forums foster a protective and contextualised learning environment.

Weaknesses	Most programmes have limited attempts or processes evident to understand the individual context of the learner – especially applicable to refugee and asylum seeking students. No consistency across programmes in providing technical support to address learners' ICT needs.	Most of these programmes have low completion rates (for MOOCs generally), and sustained participation is likely to be even more challenging for refugee learners. Often directional pedagogy (lectures and assignments), without contextualisation or adaptation to refugee needs.	Some programmes have course fees of up to USD 11,000 for undergraduate-level courses. Online learning platforms rely on student self-motivation to consistently engage with the course, especially in the absence of rigorous engagement from instructors.
Opportunities	Engagement with international institutions can connect students to alumni and sector specialists, especially through peer learning forums. Online learning can be supplemented with face-to-face meetings between learners and qualified instructors.	Accreditation is increasingly available through this route as universities become more comfortable with automated and distance assessment. Well-suited to identifying outstanding, high-performing individuals.	Exchange programmes or short-term residencies can strengthen collaborative learning through face-to-face engagement with peers and course instructors. A couple of programmes offer opportunities for refugees themselves to inform course content.
Threats	Refugee and asylum seeking students face barriers in high course fees and reliance on online media that is not necessarily available to all learners. Limited face-to-face meetings with course instructors and inconsistent access to online materials can lead to high dropout rates.	Large amounts of energy and attention can be paid to these platforms as a 'cure-all' when in fact they only serve a minority of highly self-motivated, driven students. This can mean that more egalitarian or inclusive approaches are marginalised, or students who fail are seen as not having made sufficient effort.	Peer learning is often prioritised over teaching from qualified course instructors. Often online materials primarily focus on class discussions, making it hard to ascertain what other teaching and learning methods are employed. Online courses can inhibit contextualisation of learning to an individual's situation, especially for refugee and asylum seeking students. There can be limited understanding of the learners' context and especially the challenges they may be facing.

7. Modality E: Information sharing platforms

This modality is somewhat anomalous in the landscape review. It covers programmes that aim to share information with refugees about opportunities for higher education, to enhance collaboration between providers, and to advocate for additional support. Few programmes were identified that explicitly aim to make information about higher education opportunities for refugees available. This is a significant gap in the field.

The Higher Education Alliance for Refugees (HEAR) programme (E01) is a new initiative developed in order to improve access to education for refugees through research, advocacy and volunteering. One of its aims is to ensure refugees have access to information about education in their own languages.

UNESCO's Jami3ti initiative (E02) has been developed with the dual purpose of gathering data that can help make the case for higher education for refugees and connect refugees to existing opportunities. It is currently only operational in Jordan, but the option of expansion to Lebanon is being explored (DI13). UNESCO screens all initiatives submitted to the platform, which are activated once UNESCO is confident in its utility for the beneficiary. UNESCO in Jordan also provides some financial support (DI13). There is interest within UNESCO in expanding this programme to additional countries (DI13). Open Universities for Refugees (OUR) (E03) is bringing together existing institutions and other stakeholders, such as donors, to develop new initiatives collaboratively.

The UNESCO-linked Youth Education for Stability (YES) programme (E04) is a small-scale project operating in Jordan, Lebanon, Syria and Iraq that provides students with information about higher education options available in the region. Despite this project, a lack of information about available options is cited as a barrier to access in several documents analysing the higher education crisis in the region.

In European contexts, where various programmes exist to facilitate access to university for asylum seekers, the sharing of accurate and accessible information on the diversity of options available has been recognised as a key component of enabling displaced youth to study at tertiary level. Asylum seeking students in the UK, for example, are charged international student fees and are not eligible for government loans. A multitude of small-scale university-led, charity-led and private foundation-led initiatives exist to offer scholarship or bursary places to small numbers of asylum seeking students each year. In response to this, a number of information, advice and guidance initiatives have been developed, helping asylum seekers to identify the options available, assess which they may be eligible for, navigate the application processes for various university and charity-led programmes and create back-up plans to continue their education should they not be successful.

Programmes such as these operating from high-resource environments have not been included in the landscape review. However, it is clear from relevant literature that many refugee students in low-resource camp or urban contexts are excluded from higher education opportunities simply because they do not have access to information about the options and programmes that exist. In light of this, lessons from the European context may be applicable more broadly.

A final noteworthy area is the emergence of social media networks as significant information sharing portals. An example of this is the way that Facebook groups are being used by refugees to share information regarding the higher education opportunities that may be

available to them. Syrian refugees have been particularly active in this area. One example is a group titled 'I am a Syrian in Lebanon', which has over 30,000 members seeking advice on participating in education at various levels. This development highlights the way in which generic social media platforms are being utilised for specific purposes and are likely to become increasingly established and significant information resources.

8. Emerging good practice

8.1. Overview

The landscape review engages with a wide range of different programmes and approaches. It is important to note that there is therefore no one set of good practices that is applicable to all contexts. Within each modality-specific SWOT analysis, the 'strengths' and 'opportunities' sections provide a summary of the relevant emerging good practices. However, many strengths have significant corresponding weaknesses, and this should be understood when considering replicability and scalability. As an example, the programmes in Modality A can only assist a limited number of students but can offer a high degree of support, whereas the programmes in Modality D have the potential to assist a theoretically unlimited number of students, but can only offer a limited degree of support.

Analysis of the strengths, weaknesses, opportunities and threats across the modalities above has revealed several emerging key trends in good practice. The associated report that builds on this landscape review titled 'Higher education for refugees in low-resource environments: research study' is focused primarily on programmes operating within Modality A. The review therefore closes by focusing on some of the key characteristics that are likely to determine good practice within Modality A, which have been demonstrated to varying extents within these programmes. In doing so, the landscape review provides a foundation for the subsequent research study.

8.2. Emerging lessons

The landscape review demonstrates the importance of the following broad areas in effective higher education programmes for refugees. Each of these themes is explored in more depth in the research study and contributes to the framework of the analytical structure employed.

Academia and organisation structure

- A thoughtful approach to accreditation, with students provided with widely recognised, valued and transferable qualifications which can be transferred to other locations
- A suitable range of subjects that match student needs and desires for study
- Appropriate means of assessment that meets accreditation requirements while also being aware of refugee contexts
- Sufficient academic rigour, with the programme having policies and practices in place that ensure quality teaching and learning can take place
- High quality, emotionally intelligent staff who understand refugee contexts

Accessibility and participation

- Transparent programme promotion and clear application routes that are as accessible as possible
- A focus on ensuring access for disadvantaged students and reducing the risk of drop out by providing appropriate support
- Target students involved in the planning, design and delivery of courses
- Fostering a strong collective student identity amongst beneficiaries

Technology

- Effective integration of technology that is appropriate for the operating context
- Reliable internet connectivity
- Appropriate and ongoing training and support for all users, including students and staff

Pedagogy

- Understanding of the pedagogical approach employed and the rationale for it
- Detailed curriculum design with clear learning outcomes
- Significant levels of non-academic support provided to students to help in their studies

Impact and future

- Conscious understanding of anticipated impact
- Focus on holistic development including citizenship, employability, enterprise, worldview and how each is developed
- Demonstrated maturity through several years of effective operation
- Ability to scale while retaining high standards
- Recognising the multiple possible futures facing refugee students and equip them accordingly

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Annexes

Summary of annexes

Annex A: Programmes reviewed

Annex B: Distance based interviews conducted

Annex C: Approach to landscape review

Annex A. Programmes reviewed

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
AO1	Australian Catholic University (ACU) Thai-Burma Program	ACU	Myanmar, Thailand (cross-border programme)	www.acu.edu.au/about_acu/faculties,_institutes_and_centres/education_and_arts/partnerships/ACU_Refugee_Program_on_the_Thai-Burma_Border	• Established in 2004, this programme leads to a diploma in Liberal Studies; facilitated by professors from ACU and the universities they partner with. • The diploma is certified by partner universities. • Primary target group: young asylum seekers and refugees.
A02	Borderless Higher Education for Refugees (BHER)	BHER Consortium – Moi University, Kenyatta University, York University, University of British Columbia, Windle Trust Kenya (WTK)	Dadaab, Kenya	www.bher.org	• The BHER programme builds on several years' research into higher education for refugees. It aims to improve the delivery of education in refugee camps and host communities by providing university-level teacher training opportunities. It is designed to tackle low retention in primary and secondary education and poor quality teaching in the camps, with a particular focus on gender equity. • It adopts a 'stackable' approach with qualifications gained at each level of the programme, including a university preparation programme with WTK-WUSC certificate, a Certificate in Education Studies, a diploma in primary or secondary teacher education, and finally, a bachelor's degree. • Qualifications are accredited by universities in the BHER consortium. • Teaching begins onsite with online learning built in progressively. • Significant support is provided to ensure the inclusion of marginalized learners, with a particular focus on affirmative action to facilitate women's participation in the programme. • Primary target group: working teachers in Dadaab camps and host communities, with women prioritised.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
A03	Certificate Program in Community Mobilisation in Crisis (CMIC)	University of Ottawa, World University Service Canada (WUSC), American University of Beirut (AUB) and the Caritas Lebanon Migrant Centre (CLMC)	Lebanon		• The University of Ottawa will offer a 16 month onsite/ online Certificate Program in Community Mobilisation in Crisis (CMIC) in Beirut, Lebanon. • This programme is scheduled to begin with its first cohort of students in September 2017. It aims to provide post-secondary education to 216 refugee and host community youth in Lebanon over five years between September 2017-2022. • There will be 30 students in Lebanon per cohort, for whom it will be tuition free. It may be open to Canadian and international students in the long term, who will register for courses using existing tuition based processes. • CMIC is designed to build on the existing capacity, technical and leadership skills of participants to carry out participatory community interventions. • Primary target group: registered and unregistered refugees, Lebanese and other nationals. Selection will be based on aptitude, such as understanding of initiatives for community development, and need, such as having been displaced or adversely affected by the Syrian crisis, and/ or facing multiple barriers to higher education.
A04	Distance Learning Project	Norwegian Refugee Council (NRC)	Jordan		• Established in early 2013, this programme offers a variety of qualifications, including: internationally certified ICDL; a variety of Arabic-language MOOC courses (Edraak); preparatory English-language training ahead of university, and; a variety of technical and vocational courses. • Each qualification is certified by relevant partner organisation, including the ECDL foundation; specific universities (MOOCs), and; the British Council. • Primary target group: Syrian refugee male and female youth aged 16-32.
A05	The Free Syrian University	The Free Syrian University	Turkey, Syria *not clear whether remains operational in Syria at present	www.fsyriauni.com/index.php	• Established in late 2013, this programme is facilitated through an informal network of displaced Syrian academics. • It provides instruction on 13 individual majors, including: political science, law, media, education, psychology, economics, and business degrees. Turkish and English translation. • Courses not accredited or certified. • Primary target group: Any displaced Syrian student, or Syrian who is eligible to attend college.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
A06	Global Border Studies	Dundalk Institute of Technology	Myanmar, Thailand (cross-border programme)	www.dkit.ie/globalborderstudies/	• Established in 2010, this programme offers a university-level degree and/or diploma in a social science subject. It is facilitated through a combination of distance and on-site teaching support. • It is not clear whether it is certified or accredited. • Primary target group: displaced Burmese students.
A07	InZone	Faculty of Translation and Interpreting (FTI) and the Global Studies Institute (GSI) at the Université de Genève	Afghanistan, Kenya, Sudan	inzone.unige.ch/	• Established in 2009, this programme offers a range of courses specific to translation and interpreting in humanitarian and conflict contexts, and is facilitated by faculty from the Université de Genève and Kenyatta University. Courses can be tailored to the needs of specific interpreters, organisations and environments. • InZone's Certificate of Advanced Studies (CAS) in Humanitarian Interpreting is delivered online and accredited by the University of Geneva's Continuing Education Service. Content is provided by InZone and partner organisations including DisasterReady.org, the ICRC and UNHCR. • Primary target group: interpreters from conflict and post-conflict zones.
A08	Jamiya Project	Jamiya Project	Jordan	jamiya.org	• The Jamiya Project aims to deliver higher education projects for Syrian refugees facilitated through a combination of Syrian academics, European universities and education technology. • Two 12-week blended learning Small Private Online Courses (SPOC) in Applied IT and Global Studies are being piloted in Jordan with the University of Gothenberg. Content is to be delivered in Arabic by Syrian academics. • Teaching will largely take place online, with some intensive in-person sessions taught by Syrian academics in the place of displacement. • The Jamiya team is also developing an app for academic language learning – VocApp – designed to assist students starting courses taught in a second language (English, German and French). • The Jamiya project and its tools will be open source, with the aim that the model could be replicated in another crisis. • Primary target group: Syrian refugees, asylum seekers and conflict-affected communities.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
A09	Jesuit Worldwide Learning (JWL)			www.jwl.org	• Offers a Diploma in Liberal Arts and community service learning tracks (CSLT) in a range of subjects in multiple field sites. Diplomas are accredited; CSLT are certified by JRS and/or the local implementing partner and Regis, but are not university-level accredited. • Diploma developed and delivered online by US-based faculty members with in-person facilitation from staff and volunteers at each site. [Country specific information listed below]
A09a	JWL Afghanistan	JRS	Afghanistan (part of the JRS South Asia programme)	www.jwl.org/herat-afghanistan-2/	• Established in 2013, this programme works in partnership with JRS Afghanistan in Herat, Bamiyan and Kabul provinces to offer an intensive English as Foreign Language CSLT course to select groups of students. The Diploma programme was initiated alongside the CSLT in 2015. • The JRS-supported Herat Technical Institute has grown rapidly and currently offers technical hands-on education and English-language training to 880 students, including more than 230 girls. It employs supplementary online education. • In 2008, JRS began higher educational support work in Kabul and its surrounding environs, focusing on building capacity in learning institutions and providing quality education. • Primary target group: Afghan returnees, principally from Iran and Pakistan
A09b	JWL Chad	JRS and UNHCR	Chad	www.jwl.org/chad-2/	• Established in 2015, currently running CSLT in refugee camps in Guereda and Goz Beida in eastern Chad. • Primary target group: refugees, predominantly from Sudan.
A09c	JWL Jordan (formerly Syria)	JRS and UNHCR	Jordan	www.jwl.org/amman-jordan-2/	• Established in 2010 (Syria), and transferred to Jordan in 2012. This programme offers a Diploma in Liberal Arts; and CSLT in Applied English as a Foreign Language Track 1, and Advanced English Track 2. • The learning centre is located in Amman. • Primary target group: refugee and host community students from urban field sites. Actively encouraging applications from female students.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
A09d	JWL Kenya	JRS	Kenya	www.jwl.org/kakuma-kenya-2/	• Established in 2010, this programme offers a Diploma in Liberal Arts and CSLT in Community and Business Development; Peace and Inter-Religious Dialogue; Primary Teacher Education; Psychosocial Case Management, and Training of Trainers for English Language Learning. • Primary target group: refugees and host community members in Kakuma.
A09e	JWL Malawi	JRS	Malawi	www.jwl.org/dzaleka-malawi-2/	• JWL Malawi was established in 2010. It offers the Diploma programme, as well as CSLT in IT and Computer Programming, Business Management (French), Community Health (French), Family Economics (French), Youth Work, and Sustainable Agriculture. • Primary target group: refugee students within Dzaleka camps and host community members.
A09f	JWL Myanmar	St Aloysius Gonzaga	Myanmar	No website specific to Myanmar	• Established in 2014, this programme offers a Diploma in Liberal Studies. • Programme implemented in partnership with the St. Aloysius Gonzaga (S.A.G.) Institute in Taunggyi. • Primary target group: students from across Myanmar, including rural and urban areas and a range of ethnic national groups.
A09g	JWL Philippines	Apu Palamguwan Cultural Education Center (APC)	Philippines	www.jwl.org/philippines-2/	• In the process of establishing infrastructure for the programme.
A09h	JWL Sri Lanka	JRS	Sri Lanka	www.jwl.org/sri-lanka-2/	• Established in 2015, currently running CSLT only.
A09i	JWL Thailand	JRS	Thailand (border with Myanmar)	www.jwl.org/mae-hong-son-thailand-2/	• Established in 2012, this programme offers pre-university CSLT in English as a Foreign Language (immediate and advanced), and is developing a Primary Education track. • Primary target group: refugees from Myanmar's Karenni State who have sought protection across the Thai border, in two refugee camps in Mae Hong Son: Ban Mai Nai Soi (Camp 1) and Ban Mae Surin (Camp 2).

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
A10	Kepler	Kepler	Rwanda	www.kepler.org/	• Established in 2013, this programme offers qualifications in Communications, Health Care Management and Management at associate or bachelor's level. It combines online content, including MOOCs, with offline facilitation by trained Rwandan Teaching Fellows, and education-to-employment support including job skills and internships. • Two campuses: one in Kigali and one in Kiziba refugee camp • Internationally accredited through the program's partner, Southern New Hampshire University. • Primary Target Group: students in Rwanda (not refugee specific) with strong English, high exam results and leadership skills. Applicants can also sit the admissions exam in Goma, DRC, and Bujumbura, Burundi. The Kiziba refugee camp campus specifically targets refugees.
A11	Language and Academic Skills and E-learning for Refugees (LASER)	British Council, Amity University, the Open University	Jordan and Lebanon		• This programme is funded by the EU and delivered by the British Council. • It aims to help 3000 people aimed 18-30 to reintegrate with education (Al Fanar 2015). • The programme includes language and academic skills courses, delivered face to face by British Council trainers in partner centres in Jordan and Lebanon, short online courses, and internationally accredited online degree courses. All courses are in English. • Students can study at Learning Centres established for LASER, equipped with computers and internet access. Facilitators in the learning centre can help with technical problems, study planning and other issues. • Access to internationally accredited online degree courses will be facilitated for approximately 350 students. Students can study a six to nine month Professional Certificate, a two year diploma or a three year degree (based on full time study). • A further 400 students will complete language courses using the online platform FutureLearn. • Primary Target Group: Syrian refugees who have settled in Jordan and Lebanon along with disadvantaged Jordanians.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
Modality B					
B01	Albert Einstein German Academic Refugee Initiative (Deutsch Akademische Flüchtlings Initiative) DAFI	UNHCR	Host universities in 41 different countries	www.unhcr.org/uk/dafi-scholarships.html/	• Established in 1992, this programme is UNHCR's main global programme for tertiary education, providing scholarships annually to refugees to study in host countries. DAFI scholarships are provided for one academic year. The scholarship can be renewed for another year, if the student passed the annual examination for promotion to the next academic year. • Courses include Business Administration, Behavioural Science, Development Studies and International Relations, Mathematics and Computer Science, Medical Science/Public Health, Education Science, Agriculture, Forestry, Environmental Studies, Engineering, and Law. • Students must select a course of study that is likely to lead to employment in the country of origin. Courses are facilitated through participating host university staff. • DAFI has served more than 7,000 students since 1992. It provided 2,300 scholarships for refugees in 2015. • In 2016, Germany provided additional support to DAFI for 1700 scholarships for Syrian refugees, 560 for sub-Saharan Africa including Somali, Congolese, Sudanese and other groups, and 300 for Afghan refugees. • Primary target group: registered refugees.
B02	From Camps to Campus	IIE, Jusoor	Lebanon	jusoorsyria.com/programs/refugee-education-program/	• From Camps to Campus aims to provide Syrian refugee students in Jordan with the opportunity to continue their education at nearby universities. • The programme initially focused on Syrian students who have already enrolled in Jordanian institutions, but may require additional support to complete their studies. • A pilot has been established in autumn 2015 to provide scholarships to students from the Za'atari refugee camp to continue their education at nearby universities. The goal is to identify university students displaced from their education due to the conflict with financial need and an interest in community service, and to enable them to complete their education in fields that help respond to the refugee crisis, such as teaching and nursing. • Courses are taught by participating university professors and certified by the individual universities participating in the programme. • Primary target group: Syrian students at the Za'atari refugee camp whose education has been disrupted by the conflict.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
B03	Global Platform for Syrian Students – host country	Sampaio Foundation	Host universities in the Middle East and North Africa, North America, Portugal and European Union countries	www.globalplatform forsyrianstudents.org/	• This programme is a multi-stakeholder initiative (supported by IIE, the Council of Europe, the League of Arab States, the Union for the Mediterranean, and several host-country governments) to provide scholarships to Syrian students to travel abroad and enrol in tertiary education at participating institutions. Courses are facilitated by participating university professors. • Courses are certified by participating universities. • Primary target group: Syrian students whose education was interrupted by the on-going crisis.
B04	Higher Education for Syrians (HES)	SPARK	Iraq, Jordan, Lebanon, Turkey	www.spark-online.org/	• This is a host country scholarship programme operating in four countries. • It was officially established in August 2015 (although SPARK has had an office in Turkey for more than three years). • SPARK develops agreements with universities, determining a range of factors including which subjects are on offer through the scheme. At present, SPARK is working with three universities in Lebanon, three in Kurdistan, two in Jordan and one in Turkey, with two others potentially starting soon (DI22). • SPARK is aiming to enrol 10,000 Syrian students into higher education and vocational education in the coming three years. So far, 1,517 have been enrolled. • SPARK is working with Gaziantep University in Turkey to set up a higher vocational programme on Crisis Response and Early Recovery for Syrian youth. SPARK is also setting up a higher vocational institute for individuals in Syria, focusing on Agro-business, Trade and Industrial Production in emergency situations. • Primary target group: Syrian youth in Iraq, Jordan, Lebanon and Turkey.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
B05	The HOPES Project	German Academic Exchange Service (DAAD), British Council, Campus France and EP-Nuffic.	Turkey, Lebanon, Jordan, Egypt and Iraq.	bruessel.daad.de/veranstaltungen/2016/en/42302-creating-perspectives-through-education/ (website refers to the launch of the programme which contains details of the HOPES project)	• This project will run from April 2016 to November 2019. It is funded by the MADAD Fund - the European Union's Regional Trust Fund in Response to the Syrian Crisis. • It will provide academic counseling on access to tertiary education opportunities in host countries for Syrian refugees and vulnerable host community members, with an estimated outreach of 42,000 contacts. • It will award at least 300 full academic scholarships, mainly at bachelor's level, with a particular focus on Syrian students whose studies were interrupted by conflict. • It will provide access to university-based English and study skills courses to a further 4,000 students. • In addition, the project will provide funding to two local providers with a focus on credit-based short courses, aiming to reach 3500 refugees. • Two regional policy conferences and country-based dialogues will be organised to facilitate coordination. • Primary Target Group: Syrian refugee youth and host community members.
B06	New Perspectives for Young Syrians and Jordanians	German Academic Exchange Service (DAAD) – host country scholarships	Jordan		• This Programme is funded by the German Federal Ministry for Economic Cooperation and Development (BMZ). It offers Master's Scholarships to participating students. • Primary target group: Jordanians and Syrians at selected Jordanian universities.
B07	Syrian Refugees Scholarship Programme (SRSP)	Lebanese Association for Scientific Research (LASeR) *in partnership with Edu-Nations	Lebanon		• Established in 2013, this programme offers scholarships for students to study majors in Business administration, Media studies, Education, and Health and psychosocial studies. These courses are supplemented by an English language programme and a capacity building programme. Courses facilitated by participating university professors. • LASeR (B07) delivered 440 scholarships in 2015 (Al Fanar media, 2015) and will deliver 460 in 2016. • LASeR negotiates discounts with universities, of up to 75%. • Courses are certified by participating universities. • Primary target group: Syrian university students who have been unable to continue their studies in Lebanon and are registered with UNHCR.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
B08	There is Hope Malawi	There is Hope Malawi	Malawi	thereishopemalawi.org/	• This programme, whilst open to all students, gives priority to students wishing to embark on a 4-year degree programme which will allow them to seek employment in the sectors open to refugees in Malawi (medical and teaching) or in all sectors if they choose to return to their country of origin or are resettled to another country. Courses facilitated by participating university professors at institutions across Malawi. • Courses are certified by participating universities. • Primary target group: applicants with official refugee or asylum seeker status in Malawi, who are over 24 years and therefore not eligible for WUSC. Students under 24 can apply but must prove they have not been accepted by the WUSC programme.
B09	Tomorrow's Leaders	America-Mideast Educational and Training Services Inc. (AMIDEAST) / US Department of State Middle East Partnership Initiative (MEPI) - host country	Lebanon, Egypt	www.amideast.org/our-work/academic-and-cultural-exchange/leaders/tomorrows-leaders-scholarship	• AMIDEAST facilitate the marketing and recruitment process for US government funded scholarships at the American University of Beirut (AUB), the American University in Cairo (AUC), and the Lebanese American University (ALU). AMIDEAST present candidates to the HEIs, which then make the final decisions on enrolment. • There are 289 students currently enrolled through this programme, excluding the most recent cohort (DI02). • AMIDEAST additionally facilitate a number of international scholarship funds for students from across the MENA region. • Primary target group: high school students from socio-economically underprivileged backgrounds. Students must also demonstrate the drive and energy to be leaders.
B10	Unite Lebanon Youth Project (ULYP)	ULYP	Lebanon	www.salto-youth.net/tools/otlas-partner-finding/organisation/unite-lebanon-youth-project.3703/	• Established in 2010, Unite Lebanon Youth Project (ULYP) gives scholarships to exceptional students to study in universities abroad and in Lebanon. • Between 2010 and mid-2016, 515 scholarships were awarded. • Primary target group: marginalized individuals living in Lebanon, including refugees and Lebanese nationals, with high grades.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
B11	United Nations Relief and Works Agency (UNRWA) Scholarship Programme	UNRWA - host country scholarships	Jordan, Lebanon, Syria, Gaza, and the West Bank	www.unrwa.org/what-we-do/university-scholarships?program=33/	• Since 1955, UNRWA has acted as a recipient and trustee for scholarship funds (i.e. from other UN member states) and awarded them to qualified Palestine refugee candidates. Students are supported through their first university degree, including vocational training. Students study across the UNRWA grants, which usually cover the cost of tuition fees only. • UNRWA (B11) scholarships have assisted 6,038 students since 1955. UNRWA is currently supporting around 379 students, including 192 in Lebanon, 60 in Jordan, 52 in Gaza, 38 in the West Bank and 37 in Syria (DI25). • UNRWA offers its own two year diploma called the Technical, Vocational and Educational Training Programme, and has established two science educational facilities to prepare students for teaching. 4600 students have graduated from these facilities in the West Bank and Jordan since 1998. • Scholarships are awarded for study in a wide range of fields across the sciences, social sciences and liberal arts. Courses lasting four to five years, such as engineering, are supported. Students can be supported for five or six years of study in the areas of medicine, pharmacy, engineering, or law. • Primary target group: young Palestinian refugees who excel academically but would otherwise be unable to afford tertiary education.
B12	Jusoor	Jusoor	Jordan, Lebanon, UK and the USA	jusoorsyria.com/programs/jusoor-scholarship-program/	• Jusoor offers a range of different scholarships and services for Syrian youth. It has supported students in the USA, Canada, Europe and the Middle East through provision of full and partial funding and establishing partnerships with universities. • The Jusoor Scholarship Database will be launched shortly as a service to match Syrian students with academic opportunities abroad. • Camps to Campus (B02) is one scholarship fund delivered by IIE and Jusoor. • Primary target group: Syrian youth.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
Modality C					
C01	Agence Universitaire de la Francophonie (AUF)	AUF	AUF is a global network of French-speaking higher education and research institutions. With 800 members and active in 100 countries.	NA	• There is very little information is accessible about this initiative. It appears to have been established to enable Syrian students in Syria and Lebanon to study in Francophone universities. • Primary target group: Syrian and Lebanese students.
C02	Global Platform for Syrian Students - international	Sampaio Foundation	See B03	www.globalplatform forsyrianstudents.org/	• See B03
C03	Iraqi Student Project	Iraqi Student Project	United States of America (35 US-based universities)	www.iraqistudentproject.org/	• This programme operated between 2007 and 2016. It offered a range of undergraduate programmes at different US-based universities for Iraqi refugees. • Until 2012, students would complete a 1-year preparatory course in Damascus before being eligible for scholarship and transfer to the USA to enrol on the specific course. • Preparatory courses were conducted locally by volunteers, with tertiary-level courses facilitated by participating university professors in the USA. • Primary target group: Iraqi refugees under 24.
C04	Leadership for Syria	DAAD (German Academic Exchange Service) – international scholarships	Germany		• Established in 2014, this programme offers students the opportunity to study courses currently offered at German universities (with the exception of medicine, dentistry, veterinary medicine, law, fine arts, music and architecture). • Primarily masters level, with some PhD and bachelor's courses. • Funded with EUR 7.8 million from the Federal Foreign Office. • This is in addition to regular DAAD scholarships. • Primary target group: Syrians in Syria and refugees from Syria in any country, whose education was interrupted.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
C05	The MENA Scholarship Programme (MSP)	The Netherlands Organisation for International Cooperation in Higher Education (NUFFIC)	Holland	www.studyinholland.nl/scholarships/highlighted-scholarships/mena-scholarship-programme/	• NUFFIC's wider programme was established in 1952. • The MENA scholarship programme offers university-level courses in Economics, Commerce, Management and Accounting, Agriculture and Environment, Mathematics, Natural Sciences and Computer Sciences, Engineering, Law Public Administration, Public Order and Safety, Humanities, Social Sciences, Communication and Arts. • Primary target group: Professionals (under 45) who are nationals of and working in one of the following countries: Algeria, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, Oman, and Tunisia. Syrian applicants are eligible if they are working in one of these countries.
C06	WUSC Student Refugee Programme (SRP)	World University Service of Canada (WUSC)	Canada	wusc.ca/en/srp/	• The WUSC Student Refugee Programme (SRP) is a resettlement programme that provides opportunities for refugees from Malawi, Kenya, the Middle East and South Asia to continue their post-secondary studies in Canada. It is based on personal aptitude and academic merit. The SRP negotiates with participating universities for enrolment, placement and tuition fees. • Primary target group: refugees from Malawi, Kenya, the Middle East, and South Asia.
C07	Swedish Institute Study Scholarships (SISS)	The Swedish Institute (SI)	Sweden	studyinsweden.se/scholarship/swedish-institute-study-scholarships/	• SISS offers scholarships for study in Sweden, including tuition fees, living costs, insurance and a travel grant. Students also join the SI Network for Future Global Leaders. • The scholarships are for full-time master's level studies, including: Social Science courses (focusing on Democracy, Social Studies, Law, Human Rights, Gender Studies), and Business, Information and Communication Technologies, and Environment and Sustainability courses. • Scholarships are granted on condition that the students have been admitted to a master's programme at a Swedish university. • SISS has provided over 1500 scholarships in total (DI23). • Primary target group: Students from countries on the OECD-DAC list of ODA recipients. A specific initiative for scholars from Syria has been initiated within the scholarship scheme.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
C08	Syria Consortium for Higher Education in Crisis	Institute of International Education (IIE) – international scholarships	Host universities in the USA, Canada, France, Hungary, Iraq, Mexico and UK	www.iie.org/Programs/Syria-Scholarships	• The IIE HE Consortium was launched in 2012 to catalyse support for Syrian students and scholars amongst higher education institutions. • More than 60 higher education institutions around the world have joined the consortium by making a commitment to offer support, including full and partial scholarships. IIE have worked with some institutions offering partial scholarships to cover the remaining cost. They also share learning and best practices amongst members of the consortium through webinars, conferences and workshops. • In addition, IIE have brought together a group of 300 higher education institutions in the USA who have indicated that they are willing to waive tuition. • Some 4,000 Syrians applied for scholarships through the programme in 2015 and 43 secured grants. • The IIE Emergency Student Fund supports international students from countries affected by conflict or natural disasters, who are already studying in the USA, to complete their studies if their financial resources are depleted and they are close to graduation. Students are nominated by their USA host institution. Through the Emergency Student Fund, IIE has awarded 750+ emergency grants since 2010 (DI11). • Primary target group: the target group for the IIE Syria Consortium for Higher Education in Crisis is Syrian students.
C09	UNRWA	UNRWA - international scholarships	Exchange partnership between 8 Middle Eastern Universities and 9 in Europe	www.unrwa.org/what-we-do/university-scholarships	• See B10
C10	Erasums Mundus/ Erasmus+	European Commission	European universities	ec.europa.eu/programmes/erasmus-plus/	• Erasmus Plus combines EU education, training, youth and sport programmes, including higher education cooperation and grants. Scholarships may be granted for students to undertake a mobility period or full degree in a partner University in Europe. • Approximately 100 Syrian students received scholarships in 2015. • Erasmus + is also providing online language courses through the Online Linguistic Support (OLS) programme to 100,000 refugees. • Primary target group: prospective students from around the world. Different options are available for students in different countries.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
C11	Chevening Scholarships	UK Foreign and Commonwealth Office	UK	www.chevening.org/	• Chevening scholarships are provided for a one-year master's at any UK university • Syrian applicants for Chevening Scholarships in Britain grew from 508 in 2013 to 1,213 in 2015. • Primary target group: 'outstanding emerging leaders' from Chevening-eligible countries, with an undergraduate degree and work experience.
C12	The Said Foundation	The Said Foundation	UK	www.saidfoundation.org/	• There are various private organizations trying to fill the gap between Arab students accepted at universities in the United Kingdom and those able to afford them. • The Said Foundation is an example of this type of programme and offers scholarships for postgraduate study in Britain for students from Syria, Jordan, Palestine and Lebanon, resident in Syria, Lebanon, Jordan, Palestine or Israel. • The annual number of scholarships awarded to Syrian students has increased from eight in 2010 to 15 in 2015, the number of applicants has increased from 105 to 208 over the same period. • Primary target group: individuals from Syria, Jordan, Palestine and Lebanon who hold an undergraduate degree.
Modality D					
D01	Arab Open University	AOU	Operational branches in Kuwait* (HQ), Saudi Arabia, Bahrain, Oman, Lebanon and Egypt.	www.arabou.edu.kw/index.php?par=1	• Established in 2002, this programme offers students a range of undergraduate and postgraduate diplomas and certificates. Courses are facilitated by the AOU faculty. • Although not an online-based learning platform, AOU distributes audio and video materials, supplemented with paper textbooks, to deliver their training programmes. • Courses are certified/accredited by the Open University (UK). • Primary target group: anyone who can provide evidence of their completion of secondary school.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
D02	Coursera	Coursera	Online, learning hubs operating in 30 cities	refugees.coursera.org/	• Coursera Learning Hubs enable students to study towards an undergraduate degree in a variety of subjects (1,300 courses offered). Primarily implemented through MOOCs, with support from instructors. • In June 2016, Coursera and the US State department announced "Coursera for Refugees", a partnership designed to enhance expand to Coursera courses to refugees. This includes financial aid for refugees to study Coursera courses and financial aid packages for relevant nonprofits. • Primary target group: Coursera for Refugees specifically targets refugees around the world. Coursera Learning Hubs do not specifically target refugees (only one learning hub seems to address the education needs of refugees).
D03	Edraak	Edraak, Queen Rania Foundation	Online (facilitating organisation based in Jordan)	www.edraak.org/en/	• Edraak is an Arabic language MOOC programme, initiated by the Queen Rania Foundation in 2014 utilizing technology developed by edX. • It offers original Arabic courses, and Arabic translations of a range of edX courses. • All courses are delivered online, and are free for everyone. • A certificate of completion is provided by the Queen Rania Foundation for Education and Development. • Primary target group: anyone is eligible to apply. Learners must have access to a computer with internet connection.
D04	edX	edX	Online (facilitating organisation based in the USA)	www.edx.org/	• Established in 2012, edX offers a wide range of free online courses from universities around the world. • In order to expand access to their courses to refugees, edX have formed partnerships with organisations working closely with displaced persons, including Kiron and Edraak. This includes developing licensing agreements which enable partners to access content produced by edX partner universities and companies, and to translate this into appropriate languages. 1000 free verified edX certificates are also being provided through their partnership with Kiron. • Financial aid is granted to some refugee learners to enable them to secure edX verified certificates, for which there is usually a cost. • Primary target group: anyone, though some specific partnerships target refugees.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
D05	Kiron	Kiron	Online (facilitating organisation based in Germany)	kiron.ngo	• Kiron combines MOOCs with in-person teaching at partner universities. • Students study for one to two years primarily online with offline support, and can then continue with two years at a partner university. • There are currently 22 partner universities, in Germany, Belgium, the Netherlands, Luxemburg, France, Sweden, Turkey and the USA. Partner universities offer guest lectures. Some are opening up library spaces and providing some coordination, enabling people to meet. • Additional offline support includes a buddy programme, mentoring programme, study hubs and career services. • Study hubs, currently located in Berlin, Athens, Istanbul and Paris, allow students to meet one another, and to access laptops and WiFi. • Kiron offers four study tracks: Business and Economics, Computer Science, Engineering and Social Sciences. • There are 2350 students in the programme at present (DI20). Around 1000 of these are active (DI21). • Around 50% of Kiron's students are from Syria; other groups represented include those from the Ukraine, Eritrea and Sudan. • Previous academic qualifications are not considered in the application process. Students enrol first as a preliminary student, and must complete two test MOOCs to become a full student. • Primary target group: refugees and asylum seekers.
D06	Laureate International Universities (focus on Laureate Online Education)	Laureate International Universities	29 countries across Africa, the Americas, Asia, Europe and the Middle East	www.laureate.net/	• Established in 1998 (renamed in 2004), this programme offers a range of courses, with a particular focus on health sciences, hospitality management, art, culinary arts, education and architecture and design. Courses are generally implemented by academic staff, specific to the institution accrediting the course. • Certification/accreditation varies depending on the specific institution implementing the course. • Primary target group: varies depending on the specific institution implementing the course.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
D07	UNHCR Exchange / Fuse Foundation	UNHCR, The Fuse Foundation	Uganda (pilot); plans to roll-out in Iraq with Syrian refugees	www.unhcrexchange.org/	• This programme was piloted in Uganda, with a new project supporting Syrian refugees in Iraq established in 2015. The programme offers a variety of vocational courses, with a focus on video production and direction (including commercial video production: defining an audience, storytelling, directing, learning to film, editing, and methods of collaborating with specialists and experts to 'achieve transmission of valid, high quality information'). Online communities of practice (intended to accompany face to face learning) cover capacity building, innovation projects and idea generation, learning programmes for refugees, exchange of best practice, staff training (for UNHCR staff and implementing partners). Courses are facilitated by entrepreneurial peers and experts/practitioners. Training also provided by UNHCR and Fuse Foundation. • Courses are not certified/accredited. • Primary target group: refugees living in Naikvale Settlement, Uganda, and Syrian refugees living in Iraq.
D08	University of the People	University of the People	Online (facilitating organisation based in the USA)	www.uopeople.edu/	• Established in 2009, this programme offers associate and bachelor's degrees in Business Administration, Computer Science and Health Studies. Additional Arts and Science courses are provided in each subject. Each course is facilitated by an 'instructor' who specialises in the subject, with an additional focus on peer-to-peer learning. • Certified/accredited by the Distance Education Accrediting Commission (DEAC) since February 2014. • Primary target group: Anyone who is over 18, proficient in English, and who has completed high school. Refugees and asylum-seekers can submit alternative documentation verifying their level of previous study.
Modality E					
E01	The Higher Education Alliance for Refugees (HEAR)	The Higher Education Alliance for Refugees	Turkey, Lebanon, Jordan		• HEAR will be a research and advocacy platform around higher education for refugees • One of its aims is to ensure refugees have access to information about education in their own languages. • Primary target group: Syrians in Turkey, Lebanon and Jordan.
E02	Jami3ti initiative	UNESCO	Lebanon	amman.unesco.org/home	• Jami3ti is an information sharing portal for refugees in Jordan to find scholarships and other options for higher education. • It has also conducted research into the higher education needs and interests of Syrian refugees in Jordan. • Primary target group: Syrian youth in Jordan.

Ref no.	Programme	Lead implementers	Country of operation	Website	Summary
E03	Open Universities for Refugees (OUR)	OUR	Malaysia, Turkey	initiativeour.org/	• Open Universities for Refugees (OUR) aims to bring together students, universities, donors and NGOs to build knowledge networks and consortia relating to higher education for refugees. • The intention is to create a model in which these organizations are able to collaborate and develop best practice.
E04	Youth Education for Stability Programme (YES)	UNESCO	Iraq, Jordan, Lebanon, Syria	www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/SC/pdf/dg_UNESCO_YouthEducation_Stability.pdf	• Established in 2014, this programme supports the access of Syrian refugee youth to quality higher education for social integration. • It has two main components: firstly, information sharing on both opportunities and the need for higher education in the Syrian crisis, including Jami3ti (E02); and secondly, advocacy for access to university, funding and quality in higher education for Syrian students.

Annex B. Distance-based interviews conducted

Interview code	Organization / Initiative	Name	Position	Country
DI01	AMIDEAST	Heather Oliver	Programme Officer (Tomorrow's Leaders)	USA (joint interview)
DI02	AMIDEAST	Kate Archambault	Vice President	USA (joint interview)
DI03	BHER	Aida Orgocka	BHER Project Manager	Canada
DI04	BHER	Don Dippo	Professor, Tenured Faculty of Education at York University, and co-lead of BHER	Canada
DI05	BHER	Tom Sork	Professor, Department of Educational Studies at University of British Columbia, and Research Advisor, BHER	Canada
DI06	BHER	Wenona Giles	Professor, Anthropology and Associate Researcher, Centre for Refugee Studies at York University, and Project Director of BHER	Canada
DI07	CMIC	Emily Regan Wills	Assistant Professor and co-founder of CMIC	Canada (joint interview)
DI08	CMIC	Nadia Abu-Zahra	Assistant Professor and co-founder of CMIC	Canada (joint interview)
DI09	edX	Johannes Heinlein	VP of Strategic Partnerships	USA (joint interview)
DI10	edX	Rachel Lapal	Director of Communications	USA (joint interview)
DI11	IIE	Daniel Obst	Deputy Vice President, International Partnerships in Higher Education	USA
DI12	InZone	Barbara Moser-Mercer	Director of InZone Centre at Geneva University; Chair of UNHCR HE Consortium	Switzerland
DI13	Jami3ti initiative, UNESCO	Claude Akpabie	Team Leader, Education Sector, UNESCO Amman	Jordan
DI14	Jamiya Project	Ben Webster	Founder	UK*
DI15	JWL Afghanistan	Orville Desilva	JWL Coordinator	Afghanistan
DI16	JWL Sri Lanka	Divya Anandam	JWL Project Manager	Sri Lanka
DI17	JRS	Fr Eric Goeh-Akue SJ	Chad Country Director	Chad
DI18	JRS	Stan Fernandes	South Asia Director	
DI19	Kiron	Nora Hauptmann	Head of NGO relations	Germany (joint interview)
DI20	Kiron	Vincent Zimmer	Managing Director	Germany (joint interview)
DI21	OUR	Gul Inanc	Founder	Singapore
DI22	SPARK	Islam Elghazouly	Deputy Regional Project Manager, Higher Education for Syrians Programme	Turkey, Lebanon, Jordan, Iraq

Interview code	Organization / Initiative	Name	Position	Country
DI23	SISS	Seble Abera	Programme Manager	Sweden
DI24	University of the People	Shai Reshef	President	USA
DI25	UNRWA	Sami Abu-Zuhair	Finance & Scholarship Officer	Jordan
DI26	Windle Trust Kenya	Dr. Marangu Njogu	Director	Kenya
DI27	Anonymous Researcher working in sensitive environment			

Annex C. Approach to landscape review

Basic programme information

The following information was collated for each programme:

- Name of programme
- Primary website
- Organisation
- Partner organisations
- Programme start date
- Is the programme part of a larger organisational portfolio?
- Geography: what are the field locations?
- Geography: what are the locations of the partner institutions?
- Academic overview: what levels and subjects are offered?
- Academic overview: what is the length and intensity of the programmes offered?
- Academic overview: is the programme certified, and if so, who by?
- Academic overview: is the programme internationally accredited, and if so, why by?
- Academic overview: who teachers on the programme?
- Beneficiaries: who is eligible to participate?
- Beneficiaries: how many students (f/m) have enrolled since the programme started?
- Beneficiaries: how many students (f/m) have graduated since the programme started?
- Beneficiaries: how many students (f/m) are currently enrolled?
- Finance: what is the cost per student per course to the organisation?
- Finance: what is the cost per student per course to the student?
- Finance: who is the programme funded by?

Academic information

The following information was collated for each programme:

- Level of qualification offered by the programme
- Level of required qualification (if relevant)
- Length of the course (number of weeks, months, years of study)
- Teachers and tutors for the programme
- Assessment of the quality of teaching and training provided
- Subjects offered within the programme (including 0-5 ranking of the range of subjects offered)
- Accreditation offered within the programme (including 0-5 ranking of the level of accreditation offered)
- Description of course structure, including modules available
- How are learning outcomes measured in this programme?
- What are the most impressive academic features of this programme?
- What are the most concerning academic features of this programme?

- To what extent does this programme contribute to a durable education solution (repatriation, integration, and resettlement)?

Technological information

The following information was collated for each programme:

- ICTs required in order to access the learning materials
- Extent to which other ICTs be used to access the learning materials
- Use of an LMS or other software to facilitate the learning environment
- Extent of technical support necessary or available to access the programme
- Are there interactive resources, or rich media content available to students?
- Can the resources be accessed without high-bandwidth connectivity?
- What aspects of the programme's approach to technology demonstrate good practice?
- What aspects of the programme's approach to technology demonstrate poor or potentially concerning practice?
- Which ICT-related pedagogy fits the programme best?
- The level of ICT ability required to engage with the programme (including 0-5 ranking)
- The effectiveness of ICTs in facilitating learning in the programme (including 0-5 ranking)
- The extent to which ICTs enable inclusion of students otherwise unable to participate (including 0-5 ranking)
- The extent to which the ICT use is innovative (including 0-5 ranking)

Pedagogical information

The following information was collated for each programme:

- Summary of the pedagogical model of the programme
- Is an enabling subject or other academic pre-requisite needed to access the course?
- Relevant details regarding admission process
- Location of the learning
- Nature of the learning - group, individual or both
- To what extent has the teaching and learning been contextualised to the learner's situation?
- To what extent does the programme create a protective and inclusive learning environment?
- To what extent does the programme cater to a variety of learning styles?
- What about the programme might encourage a student to continue / not continue learning?
- What other forms of support are provided to learners (advice and guidance, work placements/ experience, legal advice, psychosocial support)?
- To what extent does the programme encourage critical thinking and reflection?
- To what extent does the programme encourage the development of holistic personal, non-academic development?
- What elements of the pedagogical approach demonstrate particularly promising practice?
- What elements of the pedagogical approach demonstrate potentially concerning practice or weaknesses?