

**Borderless Education:  
The Provision of Tertiary Programs to Long-term  
Refugees**

**Centre for Refugee Studies (CRS), York University,**

**April 9<sup>th</sup>-11<sup>th</sup>, 2010**

**WORKSHOP REPORT**

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**WORKSHOP REPORT**

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The Organizing Committee of the “Borderless Education” Workshop was composed of Wenona Giles (Chair), Don Dippo, Sarah Dryden-Peterson, Jennifer Hyndman, Susan McGrath, Michele Millard, Jackie Strecker.

This Workshop Report was compiled by Workshop Rapporteurs: Negin Dahya and Heather Peters and reviewed by Jackie Strecker and Elizabeth Lanzi Mazzocchi. Their assistance is greatly appreciated.

## **Borderless Education:**

### **The Provision of Tertiary Programs to Long-term Refugees Centre for Refugee Studies (CRS), York University, April 9<sup>th</sup>-11<sup>th</sup>, 2010**

#### **I. Workshop Background & Overview**

From 9 to 11 April 2010, the Centre for Refugee Studies (CRS) at York University in Toronto hosted the workshop, *“Borderless Education: The Provision of Tertiary Degree Programs to Long-Term Refugees”*. The workshop successfully brought together more than 30 academics, researchers, graduate students, NGO practitioners and government representatives from across Canada and internationally.

The workshop provided a forum for discussing and sharing knowledge and experience concerning access to tertiary education for migrants in protracted refugee situations. Workshop goals included furthering the understanding of the impact that the absence of tertiary education has had on long-term refugees, particularly in the ‘global South’; considering opportunities for the future provision of such education, particularly in refugee camps; and identifying the potential role of key Canadian and international institutions in the provision of tertiary education for refugees (TER) in these contexts.

The response to this workshop, through the diverse gathering of participants from various disciplines, sectors and geographic locations has shown that the development of a global appeal for TER is possible and indeed gradually being initiated. Final goals of the workshop included the establishment of a network committed to sharing resources and working towards increasing opportunities for refugees to gain access into tertiary education. Workshop participants also expressed the desire to reconvene on a regular basis starting possibly from 2011, in another geographic location and in the global South, hence opening space and allowing greater chances for a more diverse representation of stakeholders, including refugee tertiary students, prospective students, refugee leaders and representatives of refugee self-organizations operating in the education domain – groups that are often limited in their movement by lack of travel documents and difficulties in obtaining visas. A concrete opportunity for a follow-up meeting has been identified in the 13th conference of the International Association for the Study of Forced Migration (IASFM) which will be hosted by the Refugee Law Project and held in Kampala, Uganda, in June 2011.

It is apparent that this is a strategic time to pursue an international vision and multilateral efforts towards increasing opportunities for TER.

#### **II. Summary of Workshop Activities**

The workshop took place over three days in York Lanes and the York Research Tower where the Centre of Refugee Studies (CRS) is located on the York University Campus, Toronto, Ontario. Participants were welcomed by David Dewitt, the University’s

Associate Vice-President of Research, and Susan McGrath, Director of CRS. Dr. Dewitt challenged workshop participants to consider the significance of both the provision of tertiary education and strategic follow-up of the progress of educated individuals residing in long-term, precarious situations. Dr. McGrath gave an overview of the Centre for Refugee Studies and its interest and commitment to research and involvement in TER. Wenona Giles, Deputy Director of CRS and Workshop Chair, in her opening address highlighted the difficulties that refugees experience in accessing tertiary education, and Abraham Abraham, representative of the UNHCR office in Canada, in a keynote address outlined the awareness on the part of UNHCR, its support for TER and the organization's current education strategy in addressing the lack of tertiary education opportunities for refugees in protracted displacement situations.

During the first two days of the workshop various presenters shared their expertise drawn from academic research and field experiences on the following two Workshop themes: **Regional, Security and Longer Development Impacts; and, The Political and Technical Dimensions of Pedagogy with Mobile Populations (Partnerships and Programs)**. Sessions were followed by 10-15 minute discussions and each day concluded with an hour and a half chaired discussion highlighting key issues and implications, arising from the various presentations and discussions.

On the morning of the third day a session entitled **Forward Looking Strategies: short and long term**, was chaired by Aida Orgocka, Resource Development Officer at CRS. After summarizing key issues raised over the first two workshop days, she assisted the participants in identifying and developing clear goals and strategies that will inform the way forward, future networking efforts and concrete planning. Following this discussion, participants chose to break into several groups to consider what contributions they could make as individuals and organizations towards advancing TER. The Refugee Resource Network (RRN) was introduced as a possible resource and infrastructure for continued networking, dialogue and strategizing. See **Appendix A** for informal notes under three section headers: 1) advocacy; 2) program development and implementation; and, 3) research.

### **III. Schedule of Workshop Participants and their Topics of Presentation**

#### **Day 1 – Friday April 9<sup>th</sup>, 2010**

- a. Welcome:** David Dewitt (Associate Vice-President, Research); Susan McGrath (Director, Centre for Refugee Studies)
  
- b. Opening Address:** Wenona Giles (Deputy Director for the Centre for Refugee Studies, Professor, Anthropology Dept. & Chair, Workshop Organizing Committee)
  
- c. Keynote Address:** Abraham Abraham (Representative of the Office of the

UNHCR in Canada)

**d. Theme I: Regional, security and long-term development impacts (Session 1)**

- *The Geography of Education in Long-Term Refugee Camps*
  - (Jennifer Hyndman – York University)
- *Questions of Scale, Scope and Sustainability: The University of Alberta's Relationship with Buduburam Refugee Camp*
  - (George Richardson – University of Alberta)
- *Capacity-building Opportunities for Adults: Kakuma and Dadaab Refugee Camps, Kenya*
  - (Laura-Ashley Wright – Oxford University)
- *Discussion*
  - (chaired by Don Dippo – York University)

**e. Theme I (Session 2)**

- *Teaching in a Borderless World: Pedagogies of (dis)location*
  - (Kumari Beck – Simon Fraser University)
- *Exploring Paradoxes around Higher Education in Protracted Refugee Situations*
  - (Barbara Zeus – Inter-Agency Network for Education in Emergencies (INEE))
- *Returnees' Capacity and Peace-building: Utility of Exile-Acquired Human Capital*
  - (Amanda Coffie – Carleton University)
- *Discussion*
  - (chaired by Amani El Jack – York University)

**f. Discussion:** Chaired by Wenona Giles (York University)

**g. Book Launch: *Technical, Vocational, and Entrepreneurial Capacities in Southern Sudan: Assessment and Opportunities*** by Dominic Odwa Atari, Samer Abdelnour, Kevin McKague, Robert Wager – CRS, York University

**Day 2 – Saturday April 10<sup>th</sup>, 2010**

**a. Theme II: The Political and Technical Dimensions of Pedagogy with Mobile Populations: Partnerships (Session 1)**

- *The Politics of Tertiary Education for Refugees in a Global Movement for Basic Education*
  - (Sarah Dryden-Peterson – Ontario Institute for Studies in Education (OISE), University of Toronto)
- *Providing Refugees with Tertiary Education: the Example of Burmese Refugees on the Thai-Burmese Border*

- (Duncan MacLaren – Australian Catholic University)
- *Tertiary Education for Refugees: Beyond Sponsorship*
  - (Philip Landon – World University Service Canada (WUSC))
- *Discussion*
  - (chaired by Michael Barutciski – York University)

**b. Theme II: The Political and Technical Dimensions of Pedagogy with Mobile Populations: Programs (Session 2)**

- *Refugees: A Great Human Resource*
  - (Windle Trust, Kenya)
- *Assessing the Gaps in Programming: Information Communication Technologies and Education*
  - (Jacqueline Strecker – IDRC, Ryerson-York Universities)
- *The Experiences of Plan Canada and York University in the Development of Technical and Vocational Education and Training (TVET) in Post Conflict Situations: a Case Study from Southern Sudan*
  - (Ndungu Kahihu – Plan Canada; Susan McGrath – York University)
- *Remedial Education Programs for Girls in Kakuma and Dadaab*
  - (Robyn Plasterer – University of British Columbia)
- *Discussion*
  - (chaired by Aida Orgocka – York University)

**c. Theme II: The Political and Technical Dimensions of Pedagogy with Mobile Populations: Programs (Session 3)**

- *Re-spacing Educational Rights for Long-term Refugees through Tertiary Education*
  - (Ranu Basu – York University)
- *Unwelcome Guests: The Struggle of Refugees and Asylum Seekers in South Africa to Access Tertiary Education and Remain in the System*
  - (Elizabeth Mary Lanzi Mazzocchini – International Relations Officer of Unity for Tertiary Refugee Students (UTRS))
- *Experiences and Opportunities in the Provision of Tertiary Education for Refugees on the Thailand-Burma Border*
  - (Simon Purnell – ZOA Refugee Care, Thailand)
- *Discussion*
  - (chaired by Joseph Mensah – York University)

**d. Discussion:** Chaired by Susan McGrath (York University)

**Day 3 – Sunday April 11<sup>th</sup>, 2010**

- a. **Theme III: Forward Looking Strategies: Short and Long Term** (Chaired by Aida Orgocka York University)
- b. **Closing Remarks:** Wenona Giles (York University)

#### **IV. Summary of Daily Proceedings<sup>1</sup>**

##### **Day 1: Regional, Security and Long-term Development Impacts: Inequalities in the Provision of Education**

The importance of tertiary education for people living as refugees in camps, urban and rural, short and long-term contexts was made clear at the workshop *Borderless Education: The Provision of Tertiary Degree Programs to Long-Term Refugees*. Day 1 presentations addressed issues ranging from the impact and roles of governmental and non-governmental organizations in the provision of tertiary education for refugees to questions of pedagogy and sustainability of educational programs.

There was a clear focus on the need for a holistic conceptualization of TER, integrating pedagogy and curriculum related to specific and local refugee and forced migration settings. The wealth of experience on TER shared by participants indicated that TER must take the specific context into account and be in line with the durable solution applicable in that particular context, be it repatriation, camp-based care, local integration in urban areas and/or resettlement. There is also a need to support the development of programs involving localized pedagogies and content. Supporting localized educational programs was perceived as a way to ensure greater sustainability of the proposed education solutions, compared to attempts to implement externally constructed curricula and pedagogy which have often resulted in the failure to meet their educational objectives. This is so in part because refugee students arrive in their locations of displacement as people with existing histories, cultures, skill-sets, and knowledge, and are forced to live, work and learn in diverse, challenging and complex environments. Localized programming is the only way to account for, respect and accommodate the diversity of circumstances and knowledge present in particular refugee/forced migration settings. Furthermore the development of localized curricula can draw on the valuable human resources already available in the host community, engaging both refugees and host-country community members. In many cases, members of local host communities in the global South experience challenges themselves in gaining access into tertiary education and this too needs to be considered

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<sup>1</sup> See Appendix B for an informal summary of Days One and Two presented to participants at the beginning of Days Two and Three: Organized under the headings of *Opportunities, Challenges & Barriers*.



during the process of developing new programs for refugees. How will the development of tertiary education programs for refugees benefit the local community overall?

By supporting the provision of tertiary education in local contexts, educators should avoid creating parallel services and contribute to the growth and expansion of local programs for both the local and refugee community.

Power structures can have overt and covert impacts on the development, implementation and effects of educational programs for refugees. The importance of deconstructing power relations in the academy, in humanitarianism, in host and home communities, in pedagogical practice, and in educational institutions, in refugee camps and among refugees was considered an ongoing challenge in workshop discussions. Histories of imperialism and patronage must be considered throughout the development process of TER in order to account for the underlying effects of hegemony and other systems of power.

Difficult questions also emerged around issues such as the need to consider the meaning of 'access' in the context of refugees lived realities (i.e., consideration of language barriers or caregiver responsibilities) and the possibility of exacerbating already exploitative situations, inadvertently enacting harm rather than 'help' in efforts to develop tertiary educational programs (e.g. if funding support is not in place, by what means will individuals acquire the money needed to attend school?). Sustainability was also a repeated concern, as many development projects expend substantial human and financial resources that cannot be maintained without "outside" assistance. In order to address these concerns, more evidence-based qualitative and quantitative research must be conducted. This research must address both tertiary educational programs provided through local and international post-secondary institutions, as well as tertiary and adult education in local community settings. With a greater base of research at hand, the protocols, principles and frameworks for TER can be established.

The issue of communication, co-operation and integration of efforts between government, non-governmental organizations, researchers and refugees was a major concern. The absence of the voices of refugees both at the *Borderless Education Workshop* (the Vice-Chairperson of the Unity for Tertiary Refugee Students [UTRS], a refugee from Rwanda living in South Africa and a tertiary student and young professional was denied a visa to enter Canada and present at the workshop) and in the development of tertiary educational programs was seen as decidedly problematic. The voices of refugees must be heard in order to identify and provide refugees with what they perceive as being most needed. Another barrier to the provision of tertiary education is the issue of 'permanent temporariness', whereby refugees are permanently in a state of "limbo" – wherein commitment to long-term education programs can be difficult, or where local education structures are hesitant for this reason, to admit refugees to long-term degrees. Furthermore, programs in host countries must consider the transferability of credits or final certification to the home country or other countries should repatriation or resettlements occur. Offering a range of tertiary degree programs (e.g. diplomas and certificates to 4-year degree programs) in collaboration with accredited universities through satellite schools, is one way to address these concerns. Documentation of identity and previous schooling, as well as lack of financial resources,

were also considered as major barriers to accessing education for refugees.

In sharing their academic research and fieldwork experiences though, workshop participants found that tertiary education does, lead to the development of higher quality and more sustainable living conditions in or outside of refugee camps and can benefit host and home countries as well as refugees themselves. Developing employment options alongside educational opportunities was also seen as important to the long-term relevance and success of tertiary education in refugee and forced migration settings as the programs themselves. While most home countries do not support their displaced citizens studying abroad due to an unwillingness to allocate resources to their benefit, a lack of resources, and a fear of local talent and skills being drawn away to international locations (“brain-drain”), in reality many refugees who access tertiary education do return home when safe return is an option for them, and engage in making a contribution towards the improvement of local conditions in their home country. Conceptualizing refugees studying abroad as a “brain-train” rather than “brain-drain” better reflects the outcome of TER and supports the argument that improving and expanding the provision of tertiary education available to refugees on a global scale is needed and bears fruit in the long-term.

## **Day 2: The Political and Technical Dimensions of Pedagogy with Mobile Populations: Partnerships**

Refugees are often passionate about education and demonstrate an eagerness to learn. Given the reality of displacement in terms of material loss, it is a common belief among refugees that education will act as a social equalizer in the future. For parents, education is often the only “take away” item they can provide for their children (i.e. with no land, money, inheritance in most cases). Globally, education has been recognized as a ‘right’ in protracted refugee situations, further supporting the reality that education is a transformational experience for individuals and a reconstructive force in communities.

Currently, there is a growing desire by educators to implement information and communication technology (ICT) based learning for refugees, particularly in camp settings. However, infrastructural limitations can make this difficult. Everything from old computers to inadequate internet connection can render E-Learning nearly impossible. Therefore, effective ICT learning must often take advantage of technology already in place in host countries, such as mobile phones. Returning to a CD-ROM delivery mode was also identified as a viable solution to E-Learning as CD-ROMs can store a sufficient amount of data which can be used repeatedly. Though dated in Western/developed/industrialized settings, CD-ROMs may be an efficient means of information sharing globally.

Unfortunately, at present the provision of tertiary education in refugee contexts reinforces social disparity between the very few who have been able to access it and the majority who cannot. Girls and women in particular, are at risk of falling behind in educational access because they are restricted by domestic household responsibilities and/or patriarchal expectations and roles. Girl-child education must become a priority,

if we are to see the provision of TER flourish equitably.

Free, mandatory primary and secondary education is essential to achieving educational equality. In order for more people to access tertiary education, primary education must be more accessible. Education must be addressed as a continuum from primary to secondary to post-secondary education. Ideally, teachers within refugee camps should be from the camp or local community and trained at the post-secondary level at least. In addition, bridges from tertiary education to employment must also be factored into the development of TER. Unfortunately, at present, education is still placed below other essential needs such as shelter, food and health services by funders and host country governments.

Throughout the day it became clear that specific terminology and the wider discourse around refugees was problematic, reflecting Western framing of the issue of tertiary education. Participants also acknowledged that the needs of refugees beyond the camp setting were being overlooked, particularly those of individuals who get “lost” in dense urban centers. To account for the various refugee circumstances, locations, and surrounding geopolitical environments, different models of tertiary education should be created. For example, consideration of “in-country”, “off-site” and “hybrid” models were suggested as starting-points.

Partnerships are essential to the progress of tertiary education for refugees. NGOs, tertiary institutions, refugee students, professionals, and state representatives must work together to devise feasible, sustainable, and flexible solutions. Interested parties will need to lobby and advocate on behalf of TER in order to influence changes in policy. Barriers such as discrimination and political tensions based on refugees’ countries of origin can at times hinder government willingness to support educational programs. As well, the following challenges can hinder refugees’ access to tertiary education: lack of recognition of previous tertiary education by the host country, lack of infrastructure to support a growing student body, personal safety, loss of documentation and difficult accreditation procedures, residency and citizenship requirements, language barriers, school fees without government or other type of support/funding, material requirements and other economic responsibilities, as well as the psychological and physical duress of the experience of displacement. Day 3 of the workshop was dedicated to recognizing these challenges, while also devising plans to improve the provision of TER with realistic and tangible ‘next steps’ in research and practice.

### **Day 3: Forward Looking Strategies: Short and Long-term**

The previous two days’ presentations effectively presented the importance of tertiary education for long-term refugees. In the ‘global South’ there is increasing acknowledgement that material and fiscal resources are of both limited availability and sustainability within a rapidly developing knowledge-based economy. These resources are especially limited for long-term refugees, who emphasize that education is the only tangible asset they can take into a new living environment. Thus, tertiary education must be understood as being not only of benefit to the refugee but an essential human

right. As was addressed on Day 1, in addition to being a human right, tertiary education has long-term benefits that extend beyond the educated individual. Educated refugees often have strong commitments to returning to camps to improve conditions and educational opportunities for other refugees, to contribute to the development of home countries when repatriated, and to contribute to a new home country if they are unable to return safely to their country of origin. **As a result, tertiary education should be understood within a forward-thinking framework of development, rather than in terms of aid or assistance.**

The complexity and uniqueness of each refugee context was also underscored at the workshop, along with the need to understand the multiple and diverse bodies of actors involved in providing tertiary education in various protracted refugee situations. In short, it became clear that it is impossible to devise a universally applicable model for the provision of TER. **Any model that is constructed must take the many variables of each unique situation into account and infuse any implemented program with a high degree of flexibility, as even the given context of a new program may change from the development to the implementation phase.**

The identification of many specific challenges, barriers and opportunities to tertiary education can assist us in strategizing and developing long-term goals. One formidable challenge is that **the existence of an enormous population of long-term refugees is not likely to diminish in the foreseeable future. As a result, it is critical to obtain long-term funding for tertiary education** despite the global reality that tertiary education is not as high on the agenda of governments, institutional bodies and donors as are primary and secondary education.

**The ‘hybrid approach’** to the provision of TER that was raised on Day 2, includes both on-site and off-site involvement and is important for several reasons: **to consider both the context of a refugee’s “place of learning” as well as the future context of refugee placement; to avoid the raising of expectations without proper sustainability; for equitable involvement of the various local and foreign actors that will ensure sustainability and relevance of initiatives, interests and efforts; and to account for foreign and academic inclinations toward systematic approaches that may not align with existing practicalities and perceived relevance among grassroots organizations in local, fluctuating contexts.** To maximize effectiveness, participants agreed on the need to pay attention to existing programs in host countries, keeping in mind concerns of well-being, peace and human security. At the same time, because universities and other institutions in these contexts have limited funds, global initiatives will require multi-lateral funding.

At present, there is **a large degree of interest in tertiary education on several levels.** In particular, the interest of Canada, possibly CIDA, the UNHCR, IDRC, various NGOs and academics, and the body of participants at this workshop all testify to the current interest, concern and willingness to pursue the provision of TER. There are also various empowering educational initiatives that have been underway for some time (i.e., WUSC Refugee Programme for long-term refugees living in camps in Kenya, Malawi and Thailand; several initiatives on the Thai-Burmese border refugee camps, the experience of Unity for Tertiary Refugee Students (UTRS) in South Africa). The fact that

the Centre for Refugee Studies at York University has received a seven-year grant for the establishment of an on-line network called the Refugee Research Network (RRN) and has access to seed funding for graduate students and academic researchers to coordinate a TER-focused initiative that will include the efforts and outcomes from this workshop, were also seen as concrete opportunities in moving forward with advancing TER.

Participants were aware that as they imagine the future and strategize a movement toward change in the area of TER, there is a need to consider their dreams and ideals and then examine pragmatics. Where do we stand at the moment? This question was discussed in-depth. With a body of researchers and practitioners who have come to share their knowledge and experience from around the world, participants emphasized they did not want to lose their connected vision, momentum, and networking capacity and opportunities. The diversity represented in this group implied that a neatly coordinated strategy may not necessarily be formed after the workshop. However, participants saw **the RRN as a tool capable of providing the infrastructure for ongoing dialogue**. The RRN is already comprised of several cluster groups, including one for TER. If involved with the RRN, participants will be able to form subdivisions within the existing structure and focus on specific domains within TER. The formation of an advisory group was considered and may be looked into in the future. Participants discussed how one or several core group(s) could develop while others emerge from more peripheral locations to contribute as consultants.

To conclude, participants identified **three main areas in which their partnerships can align: research, advocacy and program development and implementation**. Workshop participants documented ideas and projects they felt had potential for further or future involvement on a flip chart under these three headings. These ideas, which are included as an appendix in the summary of these workshop proceedings (Appendix A), reflect much of the vision held by participants who are engaged and experienced in practical activities in diverse contexts. Finally, **participants plan to strategize further in the following four areas: through the ratification of interest in the workshop agenda, through the development of partnerships, through funding development, and in further co-ordination as the aforementioned unfold**.

## **Appendix A**

Flip Chart notes from Borderless Education Workshop participants regarding “next steps” under three section headers: 1) advocacy; 2) program development and implementation; and, 3) research. Some of the notes are informational, and some notes indicate workshop participant responsibility.

### **Day 3: Flip Chart notes**

#### **Advocacy**

- WUSC – can support/lead policy influence interventions with Canadian government (in partnership with the Canadian Council on Refugees (CCR) and the Canadian Council for International Cooperation (CCIC))
- WUSC – can engage/facilitate a network of youth (Canadian and diaspora) to support advocacy work in Canada and abroad
- Duncan MacLaren- can advocate with Catholic NGO networks (CARITAS + CIDSE [international alliance of Catholic Development Organizations]) to change policy regarding tertiary education for refugees; advocate with AUSAID with backing of advocacy work with the Canadian International Development Agency (CIDA), Australian Council for International Development (ACFID), etc.
- Laura-Ashley Wright - through work at UNESCO can collaborate with those working on tertiary issues in emergencies
- Joseph Mensah – can assist with advocacy papers from York University
- Unity for Tertiary Refugee Students (UTRS) (Elizabeth Lanzi Mazzocchini and colleagues who are refugee tertiary students and young professionals) – can play a role in future lobbying and advocacy efforts with UNHCR, other UN bodies, Ministries of Education;
- UTRS - sharing good practices of lobbying and advocacy efforts so far; engaging tertiary refugee students and young professionals (former refugee students) in lobbying and advocacy processes
- UTRS – can replicate the UTRS concept in other countries (need support!)
- Elizabeth Lanzi Mazzocchini - wishes to engage at the individual level to contribute to building the initiative
- Sarah Dryden-Peterson – can lobby UNHCR to include tertiary education in global evaluation as part of viewing education systems-building from early learning to

adulthood

- Jacqueline Strecker – through work with IDRC will leverage refugee voices and ideas on the importance and creation of tertiary education programs for refugees.
- Marangu Njogu (Windle Trust Kenya) – can influence government policy on refugee education inclusion and influence the UNHCR to provide more funding to tertiary education
- Amanda Coffie – can influence universities to take a keen interest and commitment to tertiary education
- Barbara Zeus – can make the findings of the INEE literature review available to support effective advocacy and policy-making
- INEE – can facilitate a policy roundtable on youth and humanitarian action
- Veronica Fynn – can focus on local groups especially women and children with forced displacement experience

### **Program Development and Implementation**

- Duncan MacLaren – will write up lessons learnt from ACU program for universities interested in partnering with others in providing small tertiary education programs for refugees
  - also possibility of joining ACU/AJCU program
- Sarah Dryden-Peterson – pilot distance inclusion of refugee students in OISE class (if connectivity, resources are available in refugee context)
- UTRS – mainstreaming refugee youths, tertiary students and young professionals (former tertiary students) in programme development and implementation
- Kumari Beck (Simon Fraser University)– curriculum and pedagogy developing, design, teacher training capacity building
- Amani El Jack (UMass) – curriculum/pedagogy, teacher training, etc.
- INEE: minimum standards as a tool; Barbara Zeus can draw out relevant parts for tertiary education
- CRS – partnerships re:

- delivery of joint degree program with host country
- development of satellite-joint campus
- teacher education
- WUSC & Amanda Coffie – will share research and evaluations of programs
  - will pilot tertiary education programs with partners
  - can manage projects in tertiary education
  - contribute to funding proposals/dialogues with funding agents

Joseph Mensah – implementation in Africa and draw expertise, lessons from network of universities, colleges and refugees in camps, implementing partners in Canada and abroad

- Jacqueline Strecker – can assist with the implementation and coordination of pilot projects
- Marangu (WTK) – can participate in implementation of satellite campus near refugee camps
  - facilitate partners willing to support tertiary education in camps

### **Research**

- Wenona Giles (CRS) – RRN cluster on tertiary education; student researchers
  - curriculum development
  - delivery of degree program and credentials
  - funding research and application
- Barbara Zeus (INEE) – literature review on educational programming for crisis affected youth
  - best practices, gaps, lessons learned
  - action: send Barbara documents to be reviewed
- Sarah Dryden-Peterson – literature review on pipeline to higher education among refugees
- Jacqueline Strecker – can coordinate research effort, and will assist in producing a needs assessment in selected refugee camps
- Don Dipppo (York University) – community based action research
- Laura-Ashley Wright– Master’s dissertation on the education of refugees in Kenya (Kakuma and Dadaab)
  - willing to collaborate with York University for PhD on a related topic (and WUSC)



- UTRS – identifying research capacity among postgraduate refugee students and refugee scholars in South Africa and beyond who could be involved in developing the research base
- Elizabeth Mary Lanzi Mazzocchini – assisting with further research particularly in urban areas (will also share findings of Master’s research focusing on tertiary education access for refugees in South Africa)
- Duncan MacLaren – ideas for research for collaboration with ACU’s quality of life and social justice research centre – joint projects can receive Australian Research Council (ARC) (gov) grants
- RRN cluster to be used creatively
- Amanda Coffie. (Carleton University) – educational opportunities in host countries (Africa)
- Simon Purnell – emphasis on relevance – in line with needs and priorities of refugees; feasibility – operational, logistical, legal, economic/financial; sustainability – institutional, organizational
  - look at ways to support refugees and other stakeholders to strengthen associations, resources, voice, information – leading to negotiation
- Kumari Beck– research on tertiary teaching and learning
- Joseph Mensah – research on the African context
- Martha Ferede – PhD dissertation – research on existing program (WUSC) effectiveness for refugees and host communities
- Robyn Plasterer – willing to take on research question pertinent to group partners for MA thesis.
  - can connect upcoming scholars through the New Scholars Network (NSN) of the Refugee Research Network.
- Marangu Njogu– research on value/impact of refugees to host communities
- mapping of the academics programs/people
- WUSC – provide access to program stakeholders for research purposes

## **Appendix B**

Summary notes of Days 1 and 2 presented to participants at the beginning of Days 2 and 3: Organized under the headings of *Opportunities, Challenges & Barriers*.

### **Day 1: Summary**

#### **Regional, security and long-term development impacts: inequalities in the provision of education**

##### **Opportunities**

- Tertiary education leads to sustainability
- Conversations – communications lead to voice in and through education – avoidance of misconceptions, assumptions, unrealized expectations
  - \* Contribution and agency of refugees is essential – reciprocal communication
- Consider “brain-train” rather than “brain-drain”
- Adult education and lifelong learning – dismantling of age and other limitations
- Education of refugees is beneficial to all (host country, home country, as well as refugees themselves)
- Development of local capacities: i.e. work with local institutions rather than creating parallel services
- Development of critiques of relief vs. sustainable development

##### **Challenges**

- Deconstruction of power relations – in the academy, in humanitarianism, in pedagogical practice and educational institutions in refugee camps and with refugees in all locations
  - \* Question the meaning of ‘access’ in the context of refugees lived realities?
  - \* Ensure that already exploitative situations are not further exacerbated - “Do no Harm” principle
  - \* Complexity of working within localities where education is controversially politicized,
  - \* Recognize histories of imperialism and patronage
- Need for holistic conceptualization that integrates pedagogy, curriculum, and delivery of education

- \* Adapting tertiary education to the three durable solutions of repatriation, local integration and resettlement
- \* Support initiatives from the ground-up – localized pedagogies; development of programs that are locally relevant
- Sustainability of educational programs and partnerships – dangers of raising unsustainable expectations
- Consider the diversity of refugee contexts - e.g. long-term refugees/situations, urban refugees vs. refugees in camps
  - \* Respect for refugee students as people with a history, culture, skill-set, knowledge-base and who live, work and learn in challenging and complex environments
- Support/inclusion of local communities hosting refugee camps
- Further explore evidence-based qualitative and quantitative research
- Set up protocols and principles/framework for tertiary education for refugees
- Communication, co-operation and integration of efforts:
  - \* between NGOs, INGOs, government agencies, and researchers
  - \* with refugees themselves to identify their own educational aspirations and the relevance of possible degree programs

### **Barriers**

- Permanent temporariness of displacement
- Documentation availability for persons in precarious situations required to access academic programs and receive accreditation
- Lack of financial resources

### **Who may do what?**

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## Day 2: Summary

### The Political and Technical Dimensions of Pedagogy with Mobile Populations: Programs

#### Opportunities

- refugees are passionate about education and eager to learn; education is an equalizer and determinant of future choices
  - \* education as the only “take-away” item – parents want to give/pass to children (no land, no money, etc.)
- take advantage of ICTs already in place in host-countries/refugee camps/urban spaces that are ready to support educational endeavors (e.g. mobile phones)
- capitalize on current focus on tertiary education for funding possibilities
- education has been recognized as a “right” in protracted refugee situations
- education as transformational for individual lives and reconstructive for communities
- tertiary education as a development strategy

#### Challenges

- tertiary education reinforces social disparity between elite and poor
- low enrolment of girls/women
  - \* need to focus on girl-child education;
  - \* lack of widespread availability of free, mandatory primary and secondary education for all (e.g same as in Canada, Europe, Australia, etc)
- education still placed under/after other essential needs such as shelter, food and health services
- education as a continuum from pre-tertiary to post-tertiary
  - \* need for investments in both primary/secondary education and new focus on tertiary education
  - \* create programs that will build bridges from education to employment
- need for teachers with tertiary education to support primary/secondary schooling
- need for a knowledge-base and evidence-base to seek funding
- relevance, feasibility, flexibility, sustainability (material and knowledge/strategies)
- complexity and challenges of advocacy strategies – consider impact on individual refugee persons, political contexts and perceptions of refugee success
  - \* holistic view of refugee persons
  - \* need for ‘multifarious’ approach to understanding education (i.e. consider cultural diversity and adaptability of both pedagogies and curricula)
  - \* curriculum must promote equity
- importance of terminology/discourse and how it reflects our own framing of

- the issue of tertiary education
- lack of recognition of refugee needs beyond camp settings (in urban centres)
  - different models of tertiary education and proper choice: in-country model, off-site model, hybrid model
  - need for partnership approach that includes NGOs, tertiary institutions, refugee students and professionals, state representatives
  - research gaps:
    - \* strengthen quantitative and qualitative research base
    - \* develop/create/design/assess current education provisions
  - need for lobbying and advocacy efforts with the goal of influencing policy (including UNHCR)

### **Barriers**

- discrimination and political tensions based on refugees' country of origin (hinders government support for individual education and support programs)
- poor and expensive internet connection
- lack of recognition of previous tertiary education in host-country
- lack of infrastructure
- safety concerns
- loss of previous academic documentation
- accreditation procedures as a barrier
- residency requirements
- language knowledge
- school fees
- material requirements
- economic responsibilities
- duress of experience of displacement
- complexity of each country's unique situation (no "one-size fits all" model)

## **Appendix C**

Mission Statement (Approved after the Workshop)

### **Refugee Research Network Cluster on Tertiary Education for Refugees**

#### **Background**

Between the 9<sup>th</sup> and 11<sup>th</sup> of April 2010, a group of 40 scholars, academics, practitioners from non-governmental organizations (NGOs) from across Canada and internationally, all of whom have been involved through their research and fieldwork in issues related to refugees and tertiary education gathered at the Centre for Refugee Studies (CRS), York University, Toronto, Canada to participate in the workshop *Borderless Education: The Provision of Tertiary Degree Programs to Long-term Refugees*.

Participants shared experiences and lessons learnt from their work and identified a critical shortage of tertiary education opportunities accessible to refugees in both camps and urban centres in their countries of asylum, at the global level. They considered possible concrete responses leading to durable solutions to expand tertiary education opportunities for refugees in protracted displacement contexts and resolved to come together in the form of a **Research Cluster on Tertiary Education for Refugees**.

#### **Mission Statement**

**To increase tertiary education opportunities for refugees in camps and urban contexts.**

This will be accomplished in the Research Cluster by expanding and strengthening the research base on tertiary education for refugees, encouraging cooperation and synergies among members and assessing their efficacy, and by supporting advocacy efforts with a view to influencing policy-making in host countries and organizations dealing with refugees and education.

#### **Core Principles**

The **Research Cluster** will:

- Promote **partnership** among refugees, scholars and stakeholders. Its work will be imbued with partnership principles.

The **research** produced by the cluster will be:

- **Relevant:** The research will be aimed at benefiting refugees in terms of

facilitating access to tertiary education. It will reflect and respond to specific needs identified at the field level, particularly by addressing the gaps in current research on tertiary education opportunities for refugees in protracted displacement situations.

- **Transferable:** The research will serve to evaluate current education programmes as well as develop new programmes at the tertiary level for refugees in protracted displacement contexts.

The **approach from research to programme design and implementation** will be:

**Participatory:** Research efforts, programme design and implementation will directly involve local refugee-led groups and initiatives.