



**DAAD**

**Creating perspectives through  
education**

Parallel workshop

Language Learning, Online Education

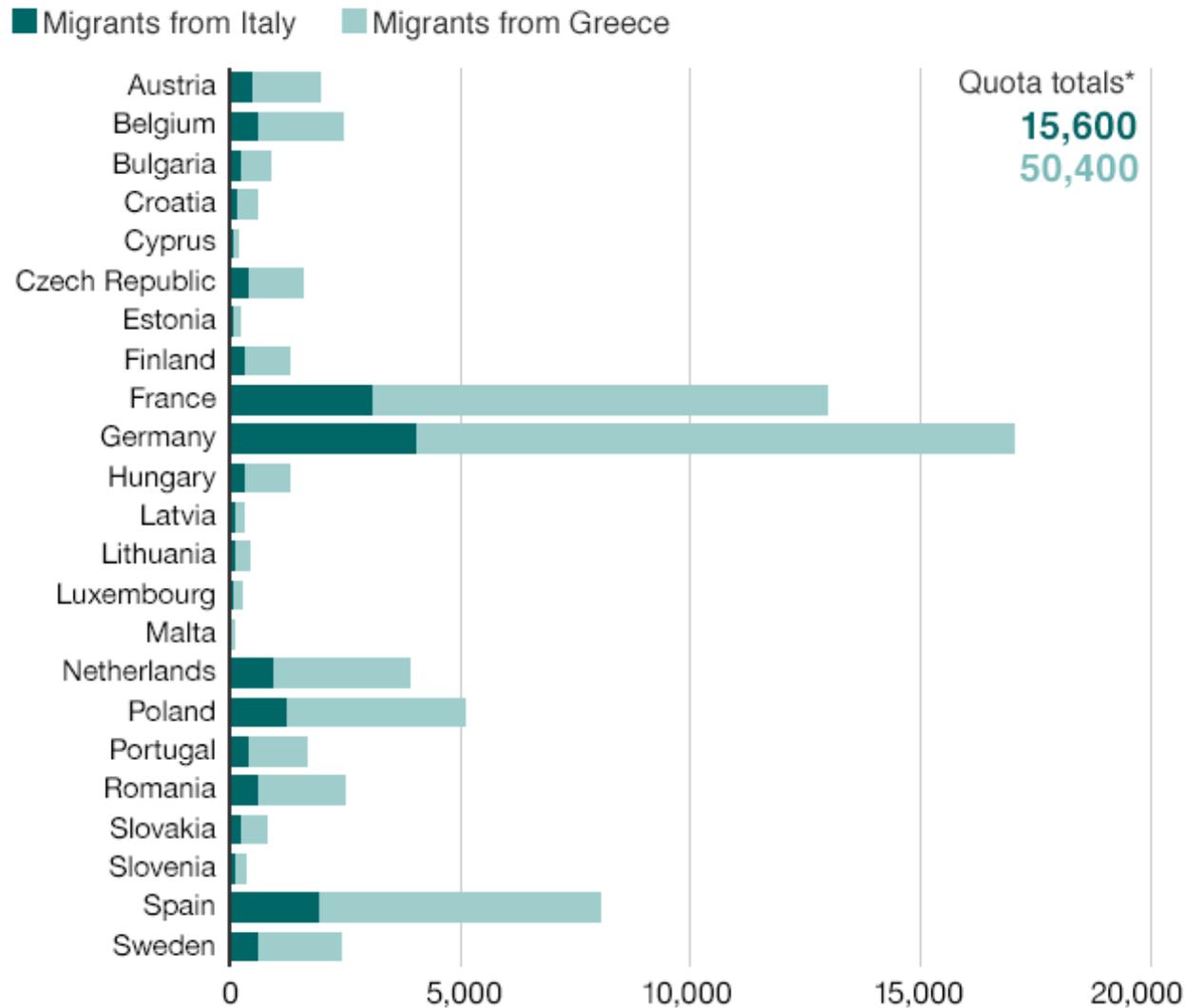
**11th May 2016**

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Liz Marr, Director Centre for Inclusion and  
Collaborative Partnerships, the Open University



- Europe is experiencing one of the most significant influxes of migrants and refugees in its history.
- More than a million migrants and refugees crossed into Europe in 2015, compared with just 280,000 the year before. The scale of the crisis continues, with more than 135,000 people arriving in the first two months of 2016.

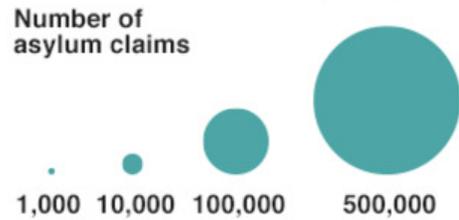
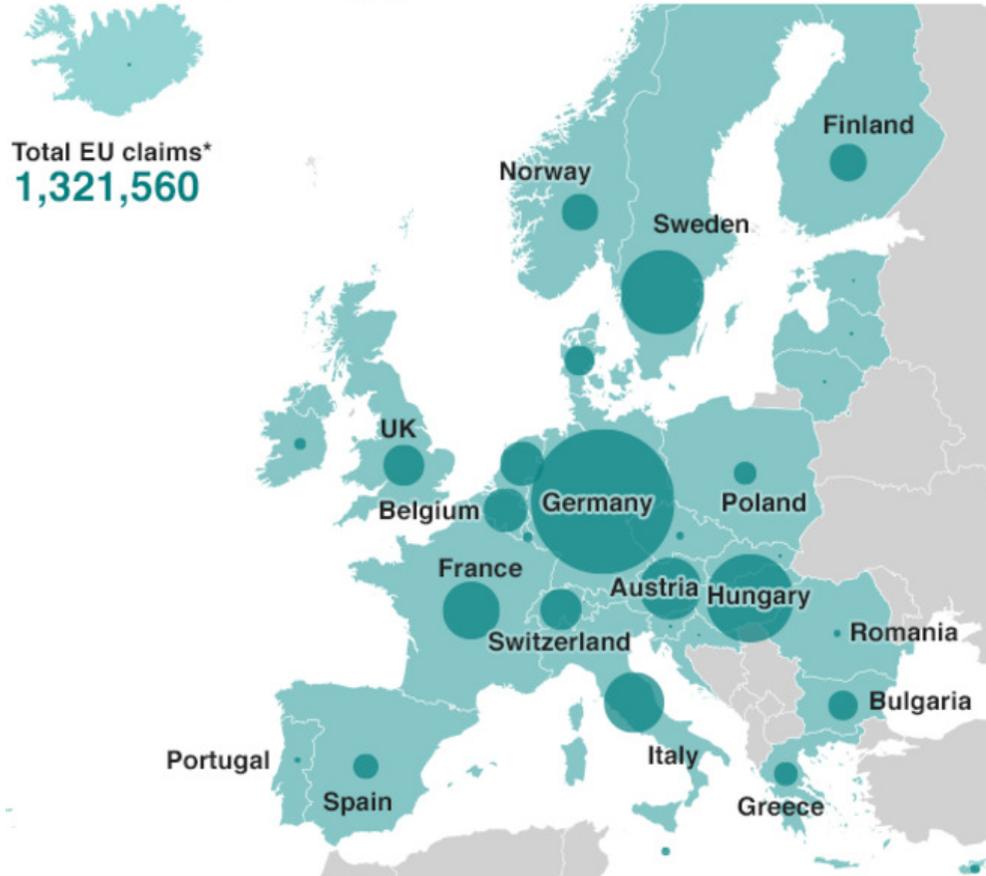
## Number of migrants EU member states are being asked to take



Note: UK has opted out, Ireland has offered to take 4,000, Denmark will take 1,000.  
 Switzerland and Norway have also agreed to take refugees, numbers yet to be agreed.  
 \*Relocation of a further 54,000 migrants still to be decided.



### Asylum claims in Europe, 2015



■ No data  
\* Map also shows claims for non-EU members Norway and Switzerland

Source: Eurostat





## Refugees and displaced people: The role of open and flexible higher education

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

Baroness Kennedy, Learning Works, 1998



3RP Regional Refugee & Resilience plan 2016-2017

## NLG - No Lost Generation

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

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



# What are the barriers to higher education access for refugees

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





# How can

## Open Universities help?

- **Providing:**
  - Mobile learning
  - Flexibility
  - Scalability
  - Open access and inclusion at core of missions
- **To support:**
  - young students who missed secondary education
  - students who were in the middle of a university study
  - professionals who need conversion courses to find work now
  - pathways into other universities in Europe and in the region
  - specific education to rebuild the country
  - platforms/connections across Europe for diaspora to discuss educational futures
  - centres of excellence around specific subjects



## ACTIONS BY EADTU MEMBERS

Open and flexible education is an excellent approach to meet the needs of refugees (scalability, flexibility SLPs and degree programmes)

All OUs within EADTU want to contribute to learning solutions for refugees.



# Language Skills and Progression to HE

The **Open University UK** is working with **The British Council** to deliver academic programmes to displaced Syrian refugees who have temporarily settled in Jordan

- BC provide coaching, study skills, an English Language programme and BC Online Academic Readiness Course
- MOOCs and other OERs will be made available to assist with readiness to study
- **Students who reach required standards in English** will be able to register on an **OU course**, others will be offered **study through Arabic courses**. All levels of qualification will be encouraged (Degrees, Diplomas etc)
- Credit must be transferrable to other providers

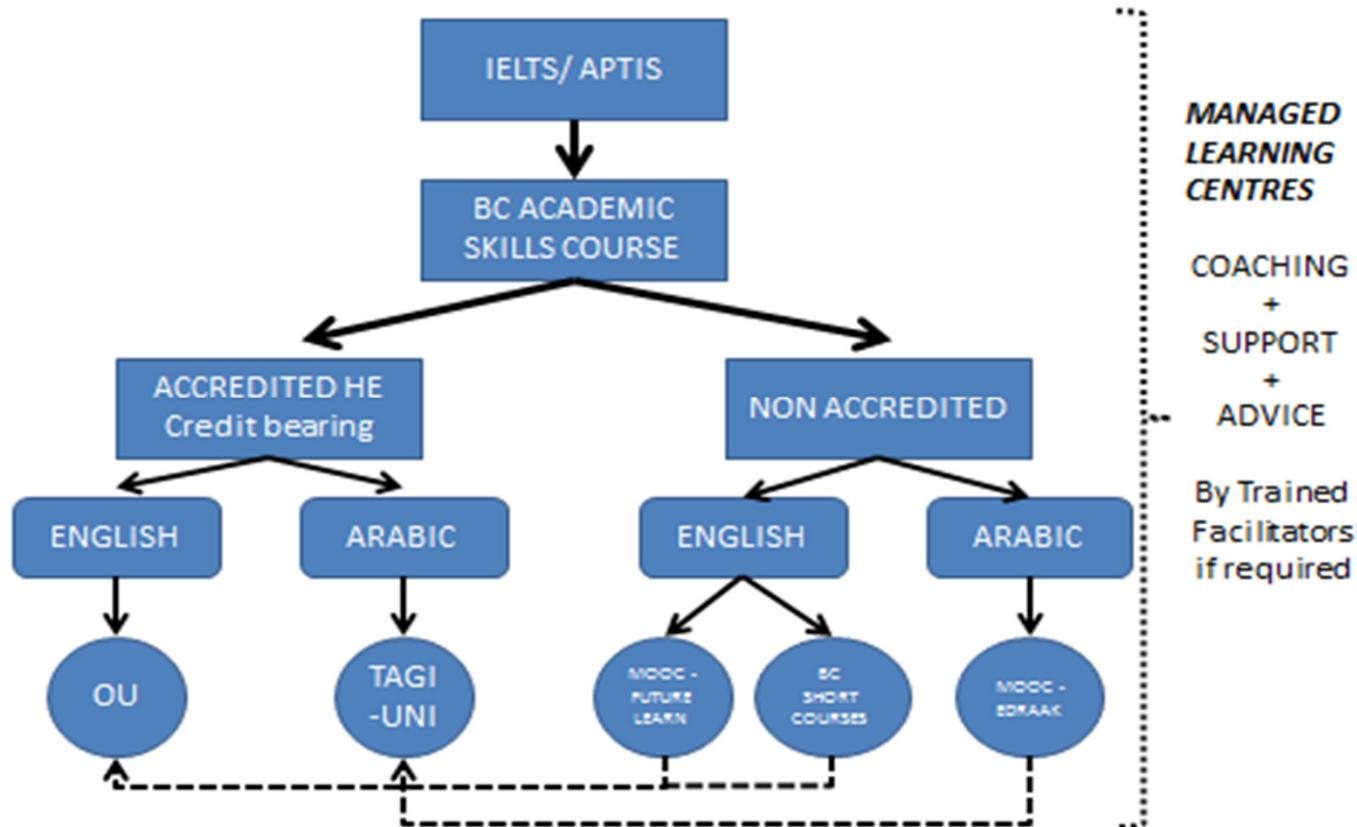


# Study Model

Credit for previous HE study can be transferred in

<https://www.ielts.org/>

<https://www.britishcouncil.org/exam/aptis>





# Teacher Education Through OERS and mobile devices

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

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



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



# Fernuniversität: offers for refugees

- General educational guidance: in regional student centres all over Germany (Studienberatung)
- Verification of certificates (Auslandsamt)
- German language courses: in Hagen and Bonn (blended)
- MOOC: Course for refugees that would like to study in Germany ('Ready4Study', also with support of DAAD)
- Usage of the university library: in Hagen (incl. PC workstations) and through the internet
- Events for prospective students: all over Germany
- Integration stipendiums for refugees (Winter semester 2016/2017)
- Playing football at Hagen United (club for refugees, sponsord by FU)
- Lecture series "refugees and research": The refugee crisis within the scope of economics
- Grünes Netz Mediation (mediation courses and German-wide network for mediators)



# The EADTU Proposition

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



## Position proposed by EADTU

Beyond immediate actions, EADTU is asking the European Commission for a specific long term strategy and specific actions EADTU as a network is ready **increasing the accessibility of higher education for refugees and migrants**. to collaborate with the European Commission and EUA and to **undertake specific actions of open and flexible distance higher education** for these groups.

A. The European Commission should take a cross-sectoral initiative (DG's NEAR, EAC, EPL, MARKET, DEV, etc), embracing a pragmatic step by step approach. However, it should start in a very short term to keep the momentum (there is a need now).

B. Initiatives should respond to the direct needs of refugees and focus on:

- the delivery side ( bringing courses to refugee students, online facilities, assessment facilities, local organisation or study centres in refugee/asylum centres...).
- the students' side: accessibility (awareness raising, reduced fees/scholarships, ICT equipment).
- In case of specific courses only: funding for course development

EADTU members are used to large-scale actions and social inclusion is in the DNA of its members. Members are prepared for any deliberations at the level of EU on projects, collaborations, short and long term initiatives. We believe we should build on the currently running smaller-scale initiatives and extend these in the regions and European wide.