



CONFERENCE

18TH – 19TH JUNE 2019
BERLIN



CULTURES OF LEARNING

Conditions for socio-cultural support for refugees accessing tertiary education in Iraq, Jordan, Lebanon and Turkey

AT A GLANCE

- Preliminary research findings from the British Council, in partnership with UNHCR and British University in Egypt, looking at challenges facing young refugees in accessing and completing tertiary education in Jordan, Iraq, Lebanon and Turkey. Findings are based on desk research, focus groups of young Syrian refugees in Jordan and Lebanon, and interviews with key local, refugee and international stakeholders in each of the four countries.
- There is evidence that access to tertiary education can be a transformational experience, and contributes to developing an individual's identity, status, and clear role in society.
- There are a number of common challenges across the region, including issues of residence status, access to tertiary education, language, and ongoing student support. Within the common issues, the needs of refugees vary by gender/class/age/location and current living conditions.
- There are no single, simple answers.

CORE OBJECTIVES

1. To present the perceptions by young refugees of socio-cultural and educational interventions, in their own words.
2. To analyse what provision exists, who is providing it, how it is coordinated, funded and designed.
3. We present this preliminary data for shared learning, aiming for better coordination, and better provision for, and participation of, refugees in tertiary education initiatives.

ACHIEVEMENTS SO FAR

- All four countries have increasingly high drop-out rates, from tertiary courses, and from secondary education, though language, social, workplace, and vocational skills are still prized.
- Young people recognise the importance of tertiary education, both for their own development and for the future reconstruction of Syria, but many are discouraged by structural, economic or social factors that make tertiary education unfeasible for them.
- Tertiary education is provided within confusing legal and administrative frameworks, leading to inconsistencies between policy and practice.
- Across all countries, coordination mechanisms and bodies have limited effectiveness due to staff turnover, and a lack of ongoing implementation or tracking.

LESSONS LEARNT

- Tertiary education can be a transformative experience for individuals, and builds human, social, and civic capacity. There are many initiatives to support access to tertiary education in each country.
- However, declining numbers of refugees are completing basic and secondary level education in each country. This is the fundamental issue: donors need to focus on incentivising students to complete secondary school. This also linked with remedial provision for those who have already dropped out.
- Improving coordination between donors and practitioners would help to avoid duplication and competition, particularly with scholarships.

FURTHER INFO

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