



CONFERENCE

18TH – 19TH JUNE 2019

BERLIN



CONNECTED LEARNING IN CRISIS CONSORTIUM (CLCC): ACCESS TO HIGHER EDUCATION FOR REFUGEES

AT A GLANCE

- Connected Learning is the development and exchange of knowledge and ideas among students and faculty that is enhanced through technology, enabling tertiary access not bound by geographical or temporal limitations
- In 2016, tertiary education partners formed the Connected Learning in Crises Consortium (CLCC), which focuses particularly on addressing the unmet needs of refugees and displaced communities. The CLCC presently has 23 members and is co-lead by the University of Geneva-InZone and UNHCR
- The CLCC promotes a model for designing blended learning environments that connect learners to higher education institutions, qualified instructors, global discourse and peer-based learning, by leveraging the affordances of digital and networked tools adapted to fragile contexts.
- Since 2012, over 7500 students in 21+ countries have benefitted from accredited CLCC programmes.

CORE OBJECTIVES

- 1. Promote, coordinate, collaborate** and support the provision of quality higher education in contexts of conflict, crisis and displacement through connected learning by sharing and disseminating knowledge, experience and evidence.
- 2. Develop innovative and promising practice**, quality standards, sustainable and potentially scalable solutions.
- 3. Ensure accountability to students** and their communities in order to foster self-reliance.
- 4. Raise awareness and advocate** for connected learning in higher education in contexts of conflict, crisis and displacement.

ACHIEVEMENTS SO FAR

- ⇒ Developed guidance on access, learning pathways, connected learning pedagogy, and academic support via the **Quality Guidelines Playbook**.
- ⇒ **Reached over 7,500 students** studying on programmes in 21 different countries across the globe.
- ⇒ In 2018, the **Consortium grew to 23 members**, more than doubling in size from its original 11 founding members and engaging a broader, more diverse group of participants.

LESSONS LEARNT

1. Connected Learning engages learners in ways that allow them to **link different dimensions of their learning environments**: personal interests, peer relationships and opportunities, and provides access to HE to those who would otherwise be excluded.
2. **Providing holistic support services** to students is essential to enable them to see their studies through to completion successfully. Psychosocial support, tutoring, mentoring, and information literacy are critical throughout the learning process.
3. **Partnerships are crucial to expanding access and achieving scale**, and providing a space for actors to come together plays a key role in the development of these partnerships.

FURTHER INFO

Website: <http://www.connectedlearning4refugees.org/>

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At the conference: JOIN US! At the World-Café today starting at 15:45

