

# OE4BW

Supporting Refugee Students in Higher Education

July 2019



## STATEMENT ON OE4BW

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**Mentee/Presenter:** Spencer Ellis

**Mentor:** James Glapa-Grossklag

Link to Literature Review:

<https://tinyurl.com/y4auzku9>

Link to Syllabus:

<https://tinyurl.com/y5nvygev>

# Introduction



**COLORADO**  
Department of  
Higher Education



- Background & Motivation
- Audience & Goals
- SDGs

## An Act

SENATE BILL 18-087

**SYNOPSIS:** Feberg, Aguilera, Cook, Fitch, Gorman, Jones, Kagan, Sefton, Katz, Sherriff, Moore, Todd, Williams A., Bannapure, Cooke, Crowder, Duveman, Garcia, Guebler, Hill, John, Lutzberg, Marfile, Martinez-Hernandez, Pivon, Sorenson, Van, Zentgraf, Crawford, also REPRESENTATIVES: Michaelson, Jerez and Winter, Becker K., Bransler, Brantner, Coleman, Egan, Evans, Fink, Garver, Gray, Gray, Hansen, Herold, Jackson, Kennedy, Lee, Lentine, Miller, Pabon, Petterson, Roberts, Rosenthal, Sakane, Singer, Wiseman, Young, Davis.

**CONCERNING:** IN-STATE TUITION AT INSTITUTIONS OF HIGHER EDUCATION FOR CERTAIN INDIVIDUALS WHO ARE LEGALLY RESIDENT IN COLORADO.

*As it enacted by the General Assembly of the State of Colorado:*

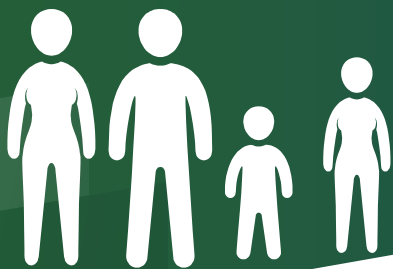
**SECTION 1. Legislative declaration.** The general assembly hereby finds and declares that:

(1) Certain people have been displaced as a result of ongoing war in Afghanistan and Iraq, including those who stepped forward to support the United States military and United States government operations in conjunction with these wars, and who subsequently experienced persecution as a result of their service to the United States.



Photo credit: CCCS via <https://www.cccs.edu/cccs-news/open-educational-resources-initiative-gains-momentum-in-colorado/>

Do big things.  
Open Education in Colorado.



**25,900,000**

Refugees worldwide ([UNHCR](#))

**#4: Quality Education**

Education as right, not a luxury

**#10: Reduce Inequalities**

Specific to opportunity inequities

**#16: Peace, Justice & Strong**

**Institutions**

Promoting peace through education



# Progress & Results

- Guidance from mentor
- External reviewers
- Review from faculty (planned)

*"I find the CC-BY model to be beneficial for spreading ideas. I have not used it, but I am looking forward to learning more about this. For this particular topic, I think CC-BY could be a powerful tool for expanding awareness around refugee mental health needs and supports." –External reviewer*

## OE4BW - Spencer's Project Review

Hi-thank you for your help!

-I am participating in this year's UNESCO Open Education for a Better World (OE4BW) program. This is a tuition-free international online mentoring programme with the title Open Education for a Better World, to unlock the potential of open education in achieving the UN's Sustainable Development Goals (SDG).

-My project is the creation of a syllabus and literature review for the topic of supporting refugee students in US higher education. I am asking for your review as a subject matter expert that can help inform revisions to this product for future iterations. Please respond to the brief survey below to help inform evaluation of the OE4BW project. Your feedback is valuable, so thank you for your time.

-Learn more about the initiative here: <https://unesco.org/en/projects/open-education-for-a-better-world/>.

1.) From your area of subject matter expertise, how relevant is the content?

	1	2	3	4	5	
Not very relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very relevant

2.) To what extent do you agree with this statement: "This project is helping to create a solution to a specific need on my (or others') campus(es)."

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

3.) To what extent do you agree with this statement: "I believe the quality of information (content) of this project is useful in establishing training for best practices in supporting refugee students for higher education professionals."

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

4.) From your area of subject matter expertise, to what extent do you agree with this statement: "I believe the content of this project is accurate and comprehensive with regard to meeting the needs of this particular student population."

External reviewer feedback form

# Planning & Design



- Planned project outline
- Regular mentor/mentee meetings
- Narrowing audience, product, etc.
- Alignment with industry standards & competencies

## Supporting Refugee Students in Higher Education: Best Practices, Strategies, Resources & References

Developed by: Spencer Ellis | 2019

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### COURSE DESCRIPTION & SUMMARY

This course is intended to give scholarly practitioners in higher education grounded understanding of refugees, asylum, and otherwise displaced peoples and their needs, specifically with regard to their tertiary/post-secondary/higher education needs. The course will help provide higher education professionals with a framework for administering services that better serve refugee students in practice, policy, and purpose (instruction, impact and access). The intended audience for this course is graduate-level students seeking scholarly-based

A 15-16 week course with recommended practical field experience in and English language program or education/resource center that specifically serves the needs of refugees seeking post-secondary education and/or training.

### LEARNING OUTCOMES

As a result of completing these modules, higher education professionals will be able to...

- 1.) ...better understand and define the needs of refugee students as specific student population with broad and diverse needs.
- 2.) ...apply relevant student development theory and best practice to support students on their campuses.
- 3.) ...advise system and administrative-level leadership on improvements to policy and practice to better serve the needs of these specific student populations.
- 4.) ...aid refugee students in navigating the higher education landscape, from admission to program selection and through completion of their credential program.

### PROFESSIONAL COMPETENCIES & RESEARCH EMPHASIS

Alignment to professional industry standards is paramount to this course. As outlined by ACRA-NASPA, the [professional competencies](#) addressed in this course are as follows:

1. Values, Philosophy, and History
2. Law, Policy, and Governance
3. Social Justice and Inclusion
4. Student Learning and Development
5. Advising and Supporting

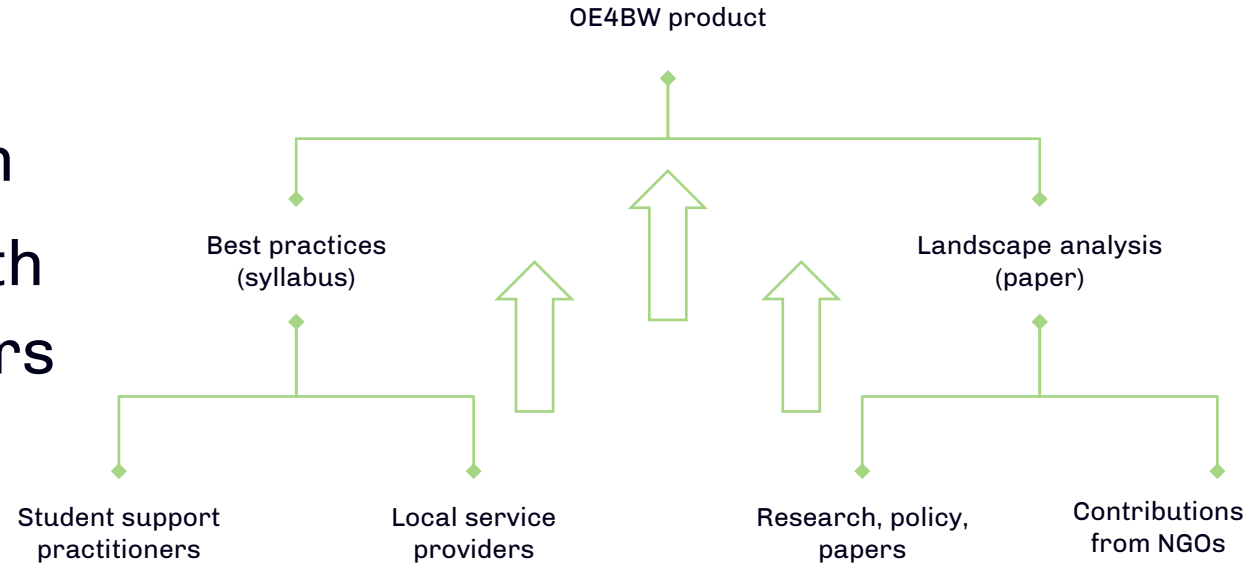
In addition, this course addresses [NASPA's research symposium agenda](#), which has identified research themes in the field of international education. For the purposes of this project, those addressed are:

1. International education's role in addressing international security and policy concerns
2. Diversity and inclusion with scholarly collaborations within and across disciplines
3. Collaborations across borders for global learning both at home and abroad
4. Peace and civil society discussions through international education programs

# Process



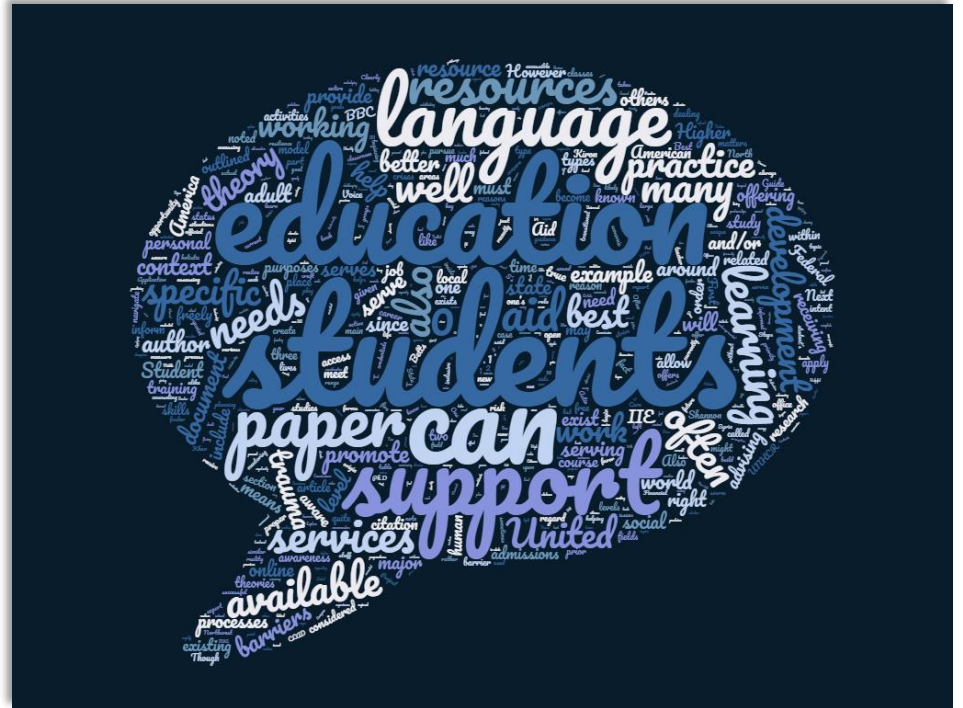
- Individual creation
- In consultation with expert practitioners
- Review and integration





# Implementation & Deployment

- Review by SAHE faculty
- Shared broadly with communities
- Encourage iterative work



Word cloud created with wordcloud.com



# Implications for Future



- Continue the conversation
- Acknowledge progress & encourage
- Motivate change
- Integration of student perspectives

## Supporting Refugee Students in Higher Education

### ALIGNMENT WITH UNESCO GOALS

In addition to the professional competencies outlined for participants above, this course also aligns with the two [Sustainable Development Goals of UNESCO](#):

- Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.
- Goal 16: [Promote just, peaceful and inclusive societies](#).

**Note:** the course/syllabus is grounded in professional standards and research emphasis, informed by promising or best practices, and aligned with the overarching framework provided by UNESCO in order to create a strategic guide for supporting refugee populations through higher education to meet their economic and social needs.

### WEEKLY READINGS, ASSIGNMENTS AND DISCUSSION TOPICS

#### Section 1: Introduction & Foundations

1. Definitions, who, where, why (the need)?
2. Refugees in the US; a brief history
3. Common challenges
4. Case Study #1

#### Section 2: The Role of Education

1. Fallacies and Misconceptions
2. Navigating the US education system: comparative international education, MINA, Central America & Caribbean, Eastern Africa, Asia (could be the case study)
3. K-12 and 26ten Approaches
4. Case Study #2

#### Section 3: Best Practices in Higher Ed.

1. Student Development Theory: Extending Support for Marginalized Groups
2. Leadership & Organizational Change
3. A Business Case For Supporting Refugee Students
4. Case Study #3

#### Section 4: Theory to Practice

1. Comparative Approaches to support: Germany, Scandinavia, Canada
2. Basic Language Skills: an Assets-based approach to learning English
3. Application of student development/support practices
4. Final Case Study

#### Section 5: Practical

- Students will spend time in an intensive practice environment; at least 30 hours of supervised volunteer or professional unpaid work.
- Suggestions include [volunteering](#) abroad as part of a faculty-led experience, IRC or other NGOs, support in ELC program or other approved by supervising instructor.

# Thank you!



Special thank you to Anja Polajnar & the entire  
OE4BW Team & Dr. Glapa-Grossklag & Dr. Hayman

**Any questions?**

You can find me at:

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■ Thank you to [SlidesCarnival](#) who made and released these awesome templates for free ■