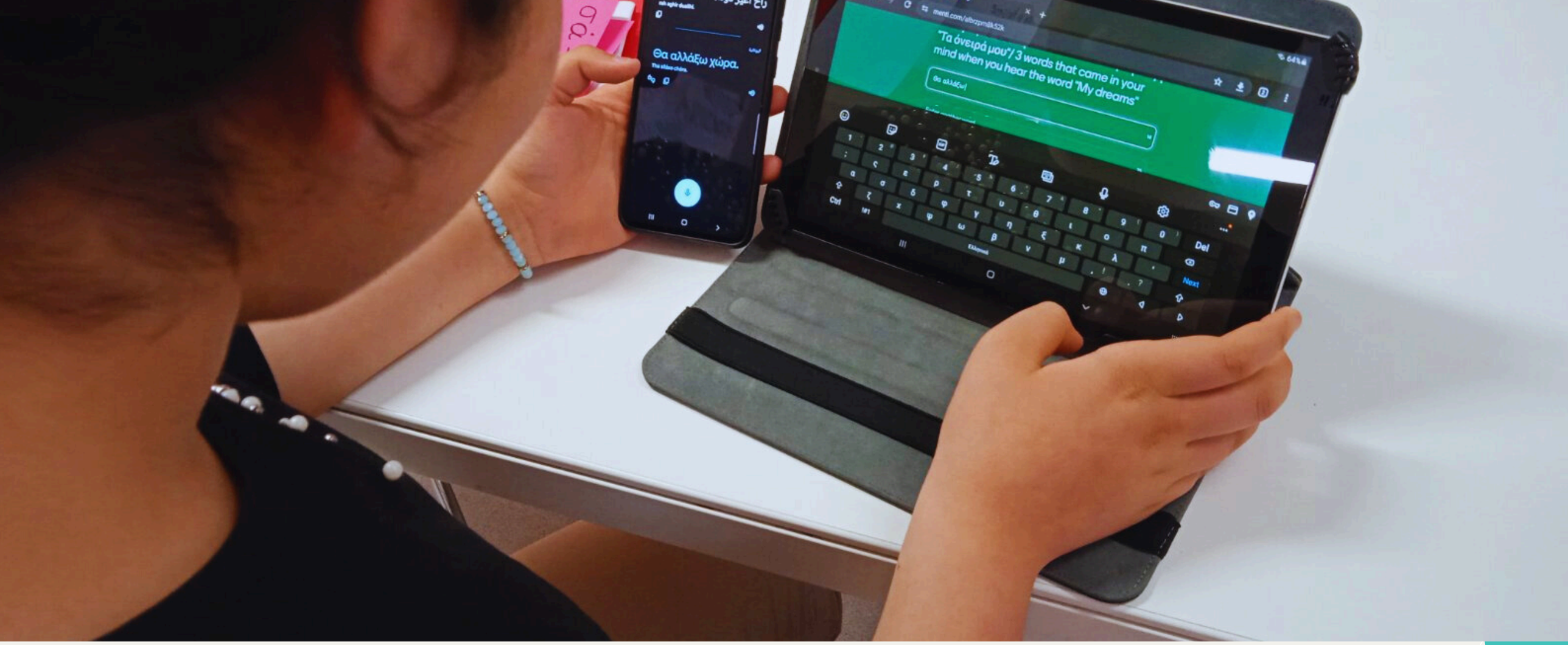


ACCESSING

Futures

What will we do in this session?

01

Shoes

Connect once again

02

Possible Futures

What are they?

03

Accessing futures

What role does education play?

01

Shoes !

Shoes!

Let’s just zoom in on the shoes for a little while...

Shoes!

Where do they take us?

Shoes!

Ourselves in the future.

Shoes!

Is a “Shoes” mindset something which may seem helpful when thinking about adult learners?

Yes, but...
Yes, and...

02
Possible futures

Possible futures on the ground

Research on refugees aspirations suggests that:

- Refugee families seek to create futures in which central elements are: economic livelihoods, social participation, self-reliance and rebuilding of communities. (UNCHR, 2019:7, Dryden-Peterson, 2019:51, Morrice 2021)
- Young people in the context of displacement both imagine and pursue multiple futures simultaneously, as an intentional strategy to mitigate the uncertainty of their situations of displacement (Dryden-Peterson, 2019:51).

Dryden - Peterson, S. (2019). Refugee education: Backward design to enable futures, Education and Conflict Review, pg. 52

Backward Design Questions	Possible Futures			
Future-oriented and student-focused	Resettlement	Return	Integration	Transnationalism
What are this students' aspirations vis-à-vis this possible future?				
How likely is this possible future?				

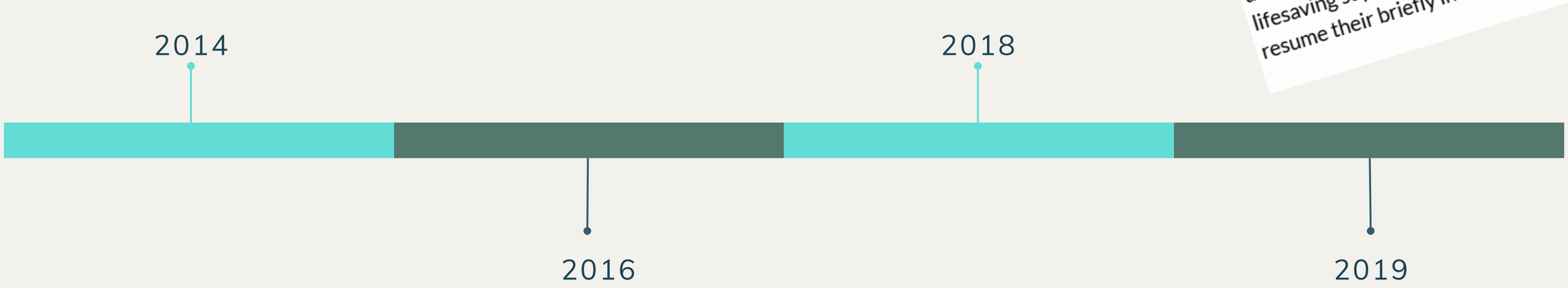
Possible futures on the ground

Research on refugees aspirations suggests that:

- Persons with disrupted higher education studies retain a strong aspiration for continuing their studies in the new country, despite barriers (Morrice et al. 2020, Baker et al. 2020).
- Persons in long-term displacement start conceptualizing education as a central mechanism by which they can create different futures for themselves and their communities (Dryden-Peterson, 2019:51).

Educational Futures in Global Policy

> From the publication of its Policy on Alternatives to Camps (2014), to the United Nations General Assembly adoption of the New York Declaration and Comprehensive Refugee Response Framework (2016), and the Global Compact on Refugees (2018), UNHCR has progressively oriented its institutional approaches, strategic directions, frameworks and partnerships to serve a refugee reality that does not always conform to what people imagine refugee reality to be. In the global imagination, most refugees are displaced temporarily, receive concentrated lifesaving support in camps and then return home to resume their briefly interrupted lives.



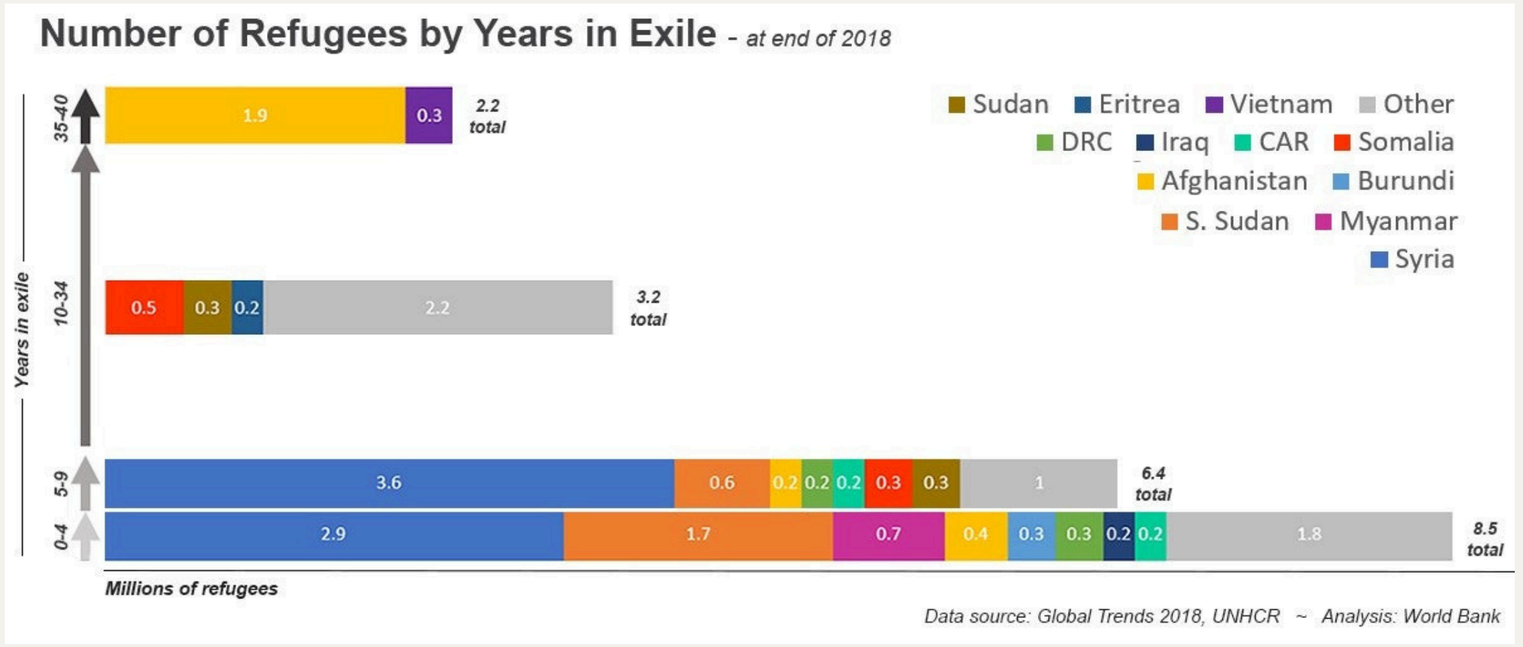
A shift from parallel emergency education systems towards the inclusion of refugees in national FE systems.

Possible Futures in Global Policy

Protracted situations of exile lasting from 10-25 years have changed the scope of what refugee education means.

In such a scenario, it is easy to imagine temporary education as well, one that mimics the education at home, even if it is not certified by authorities in the home country, because surely the displacement situation will be resolved next week or next month or next year. In any case: soon. The newly displaced frequently believe this as well. Assumptions that short term humanitarian support and approaches were sufficient shaped earlier approaches to refugee education. These were often based on use of country of origin curriculum, administered in parallel to national education systems that were neither supervised nor certified by country of asylum education authorities, and had no vision of students as eventual contributors to family or local economies.

These assumptions have given way to a new understanding that short term approaches to refugee education are insufficient and inappropriate to displacement realities, which require medium- to longer-term development perspectives[10] and opportunities for knowledge and skills acquisition that lead to economic inclusion well beyond the margins of informal economies.



Education in Global Policy

The strategic objectives of UNHCR *Refugee Education 2030* are:

1. Promote equitable and sustainable inclusion in national education systems for refugees, asylum seekers, returnees, stateless and internally displaced persons;
2. Foster safe, enabling environments that support learning for all students, regardless of legal status, gender or disability;
3. Enable learners to use their education toward sustainable futures.

03

Accessing futures

Journal activity

Which different pathways do we witness displaced learners take to their futures?

A MOMENT OF ASSESSMENT

Thanks!

DO YOU HAVE ANY QUESTIONS?

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INNOVATIVE LEARNING
ENVIRONMENT FOR REFUGEE
ADULT LANGUAGE NEEDS