SYRIAN REFUGES ACCESS TO HIGHER EDUCATION
Video

HIGHER AND FURTHER EDUCATION OPPORTUNITIES & PERSPECTIVES FOR SYRIANS
AVAILABLE STATISTICS

• According to the UNESCO Institute of Statistics, 26% of Syrian young people (including young women) were participating in tertiary education on the eve of the uprising. Along with these 350,000 students, appr. 8,000 faculty were teaching and conducting research.

• Since 2011 this rate dropped to almost half, and fewer than 5% of displaced youth across the region access higher education.

• Access to higher education in Syria has been a serious casualty of the conflict, damage to the sector is estimated at $17.5 million. Budget of higher education decreased by 90%.

• Inside Syria, the number of students registering in the first year at all departments and universities has noticeably decreased (from 32.4% of Baccalaureate holders between 2006 and 2010 to 18.7% between 2011 and 2015).
What keeps young Syrians away from higher/further education and prevent them from accessing it?
IN HOST COUNTRIES

• Lack of necessary documentation for university admission and bureaucratic process for authenticity and equivalency of Syrian secondary certificate
• Livelihood conditions and security concerns
• Lack of proficiency in the language of instruction (i.e. Turkish, English, French) - in Syria, Arabic is the medium of instruction
• Security/cultural issues of women and traditional gender roles
• High cost of non-public higher education fees and related costs.
INSIDE SYRIA

• Security concerns (military service for males, universities were targeted by various military groups..)
• Damaged infrastructure: shortage in equipment, resources, premises
• Shortage in teaching staff
• Livelihood conditions: students must work to support their families; high cost of living
• Loss of incentive and direction
• Lack of English to access and to participate in more advanced degrees and international opportunities
• Access to online resources, recently published books and journals and materials for laboratory experiments…

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OUR EXPERIENCE IN ADDRESSING THESE CHALLENGES
HIGHER AND FURTHER EDUCATION OPPORTUNITIES AND PERSPECTIVES FOR SYRIANS (HOPES)

LANGUAGE, ACADEMIC SKILLS AND E-LEARNING RESOURCES PROJECT (LASER)
HOPES

INNOVATIVE SHORTTERM EDUCATION PROJECTS

ACADEMIC COUNSELLING

HIGHER EDUCATION ENGLISH ACCESS PROGRAMME

STAKEHOLDERS DIALOGUE, NETWORKS AND COMMUNICATIONS CAMPAIGN

SCHOLARSHIPS
620 FULL SCHOLARSHIPS, 137 STUDENTS SUCCESSFULLY GRADUATED
4,000 benefit from university-based English
18,241 info seekers received academic counselling
32 PROJECTS WERE AWARDED FOR NGOs, UNIVERSITIES AND LOCAL BODIES TO SUPPORT SYRIANS ACCESS TO HIGHER EDUCATION
What specific language barriers are there to Higher Ed. in Jordan for Syrian students?
English skills

Online courses (MOOCS & SPOCS)

Academic skills/study skills

Internationally accredited online degrees

LASER
KEY LEARNINGS FROM HOPES & LASER, PRIMARILY IN RELATION TO ENGLISH LANGUAGE PROVISION
• Focus on pipeline to higher education (secondary school)
• Demand for English at the lower levels, need to be more adaptive/crosscutting language interventions
• E-learning: intro to using IT for learning purposes, blended learning (peer learning and student collaboration), mobile compatibility for online learning apps
• Delivery mechanisms: defining clear pathways, flexibility in course locations and timing, stipends, internationally recognised qualifications (English language), social messaging
• Course design: clear pathway of courses, well defined learning outcomes, develop smart phone app for online learning, interactive teaching, live online classes, learning communities
• Awareness raising/outreach activities: clarity on need of English, managing expectations, intro to learning online, learning agreements

• Online higher education: rates of drop out are high for online higher education, durations of study unpredictable. To be successful, recruitment needs to assess carefully the motivation and capability of the learner. It can be more effective for certain profiles of learner, especially those unable to leave their houses.

• Teacher training

• Prioritising comprehensive skills building: an integrated learning pathway

• Accreditation and qualifications for students: alternative methods to verify degrees
The previous projects were supported by our Language for Resilience approach:

- Language support programming
- It explores all the areas in which refugees need language skills to take part in a new society and access services, education and jobs
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Visit our Language for Resilience page
https://www.britishcouncil.org/language-for-resilience and check the virtual exhibition

You can also join our Language for Resilience Partner Network on Linkedin