



Strategic **Orientations**

▼ 2021 - 2025



**UNIVERSITÉ
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Although tertiary education for people on the move has long been neglected by donors, it is increasingly considered as a “durable solution” for this target group. For UNHCR, *“access to secondary and tertiary education is the first step in closing the gap between learning and earning and is central to the objectives of the Global Compact to enhance refugee self-reliance”*. UNHCR and partners have committed to ensuring that 15% of people on the move can get access to tertiary education by 2030, known as the “15 by 30” target.

Only a few universities and organisations worldwide offer blended learning opportunities to people on the move stranded in transit countries in Africa and the Middle East. The University of Geneva’s InZone programme, with its learning hubs currently located in Kenya and Jordan, has been a pioneer in this arena for the last decade. InZone has inspired a handful of other international actors to follow its lead and is one of the founding members of the Connected Learning in Crisis Consortium (CLCC). InZone distinguishes itself with its unique and innovative collaborative blended learning ecosystem. This model brings together five main actors - academics, onsite facilitators, online tutors, course coordinators, and students. It allows for targeted and student-centred support of students and thus a high-quality learning journey.

About InZone

InZone pioneers innovative approaches to higher education in communities affected by conflict and humanitarian crisis, with the ultimate goal of empowering people on the move stranded in transit countries. InZone gives special attention to refugees/asylum seekers stranded in fragile states but at the same time fosters an inclusive approach including people on the move more broadly as well as vulnerable host communities.

InZone facilitates the delivery of contextualised, safe and inclusive quality tertiary education and, in a collaborative approach, encourages its target

groups to transform evidence and knowledge into finding and creating relevant solutions for themselves and their communities.

Its dual nature as an academic and humanitarian programme offers the advantage of developing academic courses that are, on the one hand, evidence-based and, on the other hand, responsive to students’ changing needs: InZone’s field exposure and proximity to course participants facilitates real-time monitoring, evaluation and improvement of its programme, ensuring increased accountability to affected populations.

By 2025, through its new strategy, InZone aims to consolidate its activities in three domains:

EDUCATION & RESEARCH

- Population-centred research and course design
- Variety of learning pathways
- Knowledge co-production
- Inclusive education
- Impact evaluations

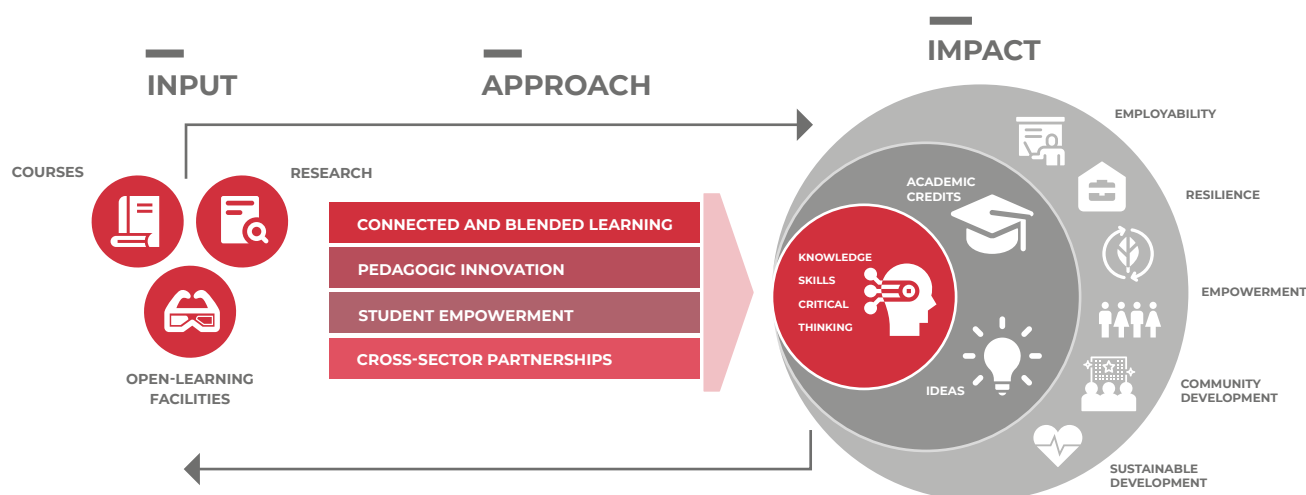
INNOVATION

- Improved access to our courses (EdTech)
- Open learning facilities & fablabs
- Tech challenges & creative pedagogies

EMPOWERMENT

- Accountability to students
- Raising voices
- Refugee-led course and learning hub management

Irrespective of the progress made in the area of education in humanitarian contexts in the past year, the COVID-19 pandemic has accelerated the urge to further invest in education technologies. Investing in establishing/deepening partnerships with various actors is deemed crucial for achieving the outlined objectives, as illustrated in the programme's Theory of Change, portraying the short- and long-term effects InZone's approach has on both the individual and her/his ecosystem:



Whenever possible, course curricula will be designed and delivered jointly by the University of Geneva (UNIGE) and national universities based on complementarity logic.

Beyond academic partnerships we will seek to develop new forms of cross-sector collaboration with NGOs, the private sector and international agencies. We believe those collaborations should help increase relevance, scope and potential impact of our academic offer.

Vision 2021 - 2025

Investing in Education & Research, Innovation and Empowerment will allow InZone to increase the number of courses delivered and students reached. All courses will include on-line or on-site exams and will receive ECTS (European Credits Transfer Scale) credentials. Among those courses, we expect at least 200 Certificates of Open Study (COS) to be delivered every year.

We also expect InZone to reach new contexts and new countries, thanks to new partnerships with national and international actors. We will pay special attention to transit countries along key migration routes with a priority on French-speaking African countries.

A COS is a certificate granted upon completion of a continuing education program that is made available to anyone, with no previous degrees required. COS are emerging especially in highly-specific, scientific or technical fields. They usually combine on-line courses with a capstone project. UNIGE has mandated InZone to create the first COS exclusively for refugees/people on the move.

The key activities aimed at reaching the afore-mentioned objectives in the pillars research & education, innovation, and empowerment are listed as follows.

1- Education & Research

Inclusive education: We will consistently address education, gender, age and disability-related discrimination and we will widen the spectrum of people who can get access to our courses, including host communities, minorities and autodidacts.

Population-based research and course design: In collaboration with our faculty partners and learners and supported by an on-going needs assessment, we will enrich our learning pathways by developing courses in the following disciplines with a constant adaptation to evolving student's needs.

Course offer: focus on 4 core disciplines combined with 4 cross-cutting disciplines

HEALTH: Basic medical education, public health, global health, etc. (University of Geneva's Faculty of Medicine)	HUMAN RIGHTS: Human rights, children's rights, migration studies etc. (University of Geneva's Faculty of Law)	1 Gender Studies and Community Mobilisation
ENGINEERING: Data science, data management, hardware/micro-electronic skills, design thinking, energy and environment tech, etc.	HUMANITARIAN INTERPRETING (University of Geneva's Faculty of Translation and Interpreting)	2 Micro-Business, Economics & Management (Geneva School of Economics and Management)
		3 Education and Learning Engineering (University of Geneva's Faculty of Psychology and Educational Sciences - FPSE)
		4 Language: French and English language skills

Knowledge co-production: We will not only offer standard courses to our students, but we will also engage them in the co-production of fully contextualized pedagogic modules addressing their own realities and the needs of their communities.

Impact evaluations: We will put strong emphasis on evaluating the impact of our activities. Impact will be monitored by measuring the real benefits our education services offer to individuals, groups and a society in terms of learning outcomes, opportunities for an academic pathway in national universities or resilience and well-being. Both retrospective and prospective studies will be conducted to evaluate the added value of the InZone programme.

2- Innovation

Adjacent to the question of inclusiveness, with the aim to remove barriers to education, extend our outreach and at the same time ensure access to new forms of learning, we will invest in

Improving access to our courses (EdTech): we will ensure accessibility and connectivity by introducing off-campus technologies and new learning opportunities for those unable to access our campus and by creating **open-learning facilities and fablabs** that are accessible to everyone, including non-students, without any prerequisites. These facilities will be supported by a hands-on, human-centric project-based pedagogy and contribute to demystifying science and technology.

In conjunction with the above, we will launch **open tech challenges, innovation bootcamps and similar creative exercises**. We will encourage students to collaboratively tackle identified issues by creating solutions relevant to their communities, while at the same time acquiring topical technical skills and potentially the motivation to consider enrolment in an academic degree offered by InZone. Those pedagogic exercises will enhance the collaborative learning eco-system of our students. They will also enrich the learning needs assessments necessary to design future courses.

3- Empowerment

Empowerment of people on the move through education is at the heart of our mission and aspirations. This historical ambition needs to be achieved at several levels:

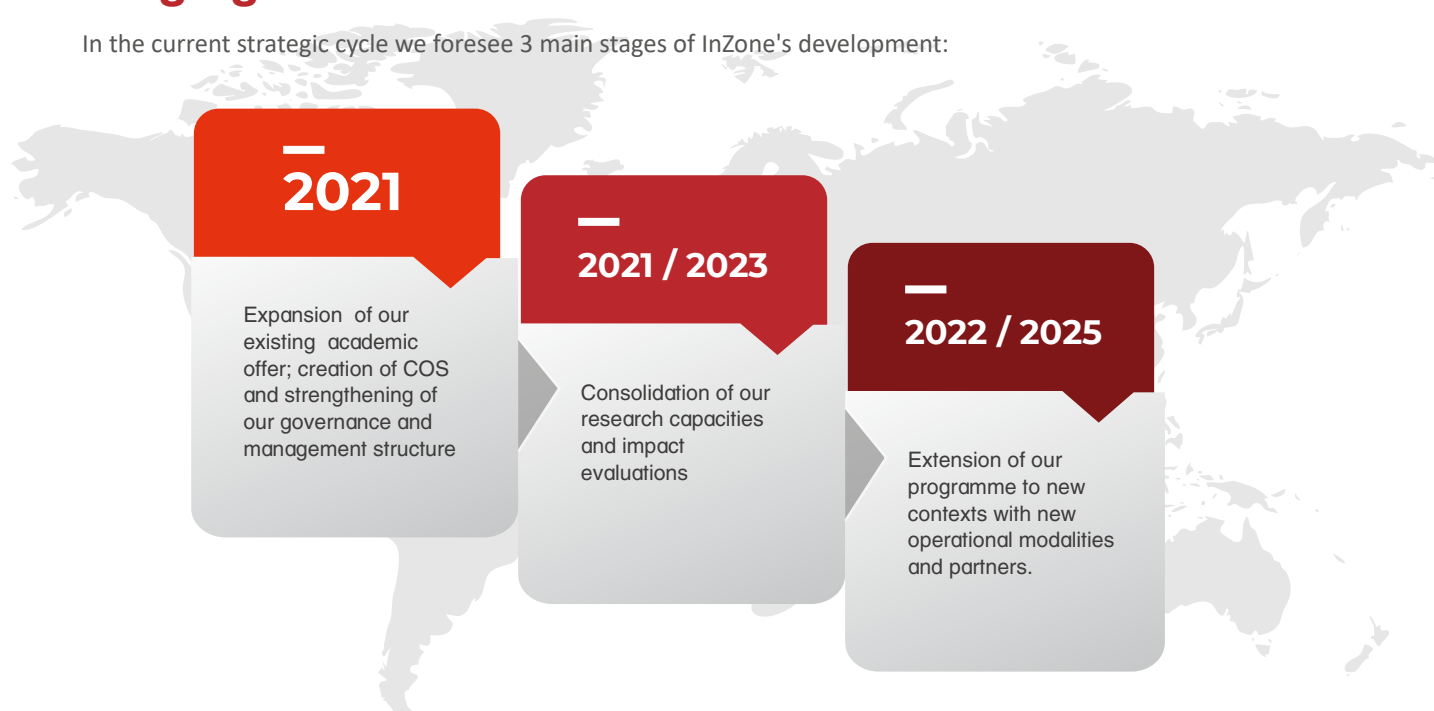
Accountability to students: We will strengthen our existing accountability to students by offering them opportunities to participate in programming and evaluation of our courses and activities.

Raising voices: We will create opportunities to raise our students' voices and allow them to present their research findings and participate in various advocacy fora: The Geneva Global Hub for Education in Emergencies, the Global Forum on Migration and Development, the Connected Learning in Crisis Consortium, etc.

Refugee-led course and learning hub management: Our learning hubs are entirely run by refugees and we commit to continuously invest resources to support the development of their managerial and academic skills.

Staging

In the current strategic cycle we foresee 3 main stages of InZone's development:



Cross-sector collaborations - A key success factor for InZone's strategy

"Progress has been slow because of a number of bottlenecks and barriers that are not easily removed unless a change of mindset and structural shifts across the aid system occur. A whole new way of working collaboratively and in complementarity across institutional boundaries is required in order to respond more effectively and holistically to people's needs and address their vulnerability before, during and after a crisis" (Higher education in emergencies: on the road to 2030, 2020).

For any additional information, please get in touch with

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