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1

CONFERENCE FOCUS AREAS

HIGHER EDUCATION IN EMERGENCIES MATTERS



How do people manage to survive and build resilience to wars and conflicts that go on for years? How do refugees and the forcibly displaced cope, enduring hardship and rolling with the punches, when they spend 18 years on average in camps?

As all humans, they need to restore a sense of routine and normality to bounce back and build hope for the future. They need to figure out paths for their future and create a sense of purpose in life. As all parents worldwide, refugees want jobs to make a living and provide education for their children. If kids go back to school and youths resume their university studies, families start seeing some light at the end of the tunnel even if life around is still like the dark side of the moon.

Providing higher education opportunities in emergency situations and in conflict-affected societies is not only a matter of realizing rights and granting protection to the critical 18-25 years old youth bracket; it is also a question of charting a strategic vision for the future of conflict-affected societies. Khoulod, a Syrian refugee, once said: “if you build the person, the person will build the community and the community will build the country”.

Yet higher education has long been a neglected sector from a policy, practitioner and financial perspective. Very few international agencies have a mandate to address higher education in emergencies and in conflict-affected areas, and those who do so have not played a major role. And even “if throughout the 1990s and 2000s, education in emergencies was increasingly the focus of global attention, higher education has remained at best peripheral to mainstream education in emergencies approaches, and at worst maligned as a subsector competing with basic education and other priorities” (SANSOM MILTON, *Higher Education and post-Conflict Recovery*, 2018). In any case,

according to UNHCR, just one per cent of refugees attend university compared to a global average of 34 percent.

The New York Declaration, adopted in 2016, represents a true turning point. For the very first time, the international community spelled a clear and compelling vision for the future, recognizing the power of higher education to build resilience in emergencies and foster recovery and rebuilding from disasters and conflict (paragraph 82).

Against this backdrop, how can we fast-track higher education and make it an independent and self-regulated entry-point of the humanitarian agenda in the future action plan to be included in the Global Compact on Refugees (GCR), building upon the positive experiences available? How can we use the GCR to make inroads regarding higher education for refugees and forcibly displaced students? How can we strengthen the role of higher education as a catalyst for recovery? These are questions to be raised by participants in this debate.

UNLEASHING THE TRANSFORMATIVE POTENTIAL OF HIGHER EDUCATION IN EMERGENCIES



Successful collaboration between different actors (for instance between humanitarian aid and development actors) and better coordination among various frameworks for action (notably the SDGs Agenda, the Agenda for Humanity or the future Global Compacts on Refugees and Migrants) are essential to help us navigate the unprecedented challenges of the 21st century world and are indeed critical to deliver more tangible results on the ground.

This is particularly true in the field of education in emergencies and in conflict-affected contexts for two main reasons. Firstly, because a clear, holistic and compelling vision for the sector is still lacking due to a number of factors. Education as a continuum, including primary, secondary and tertiary education, should be adequately grasped in order to allow greater cooperation between different actors, and, at the same time, to disclose new avenues for cooperation among new actors and partners on the basis of specific advantages. Secondly, because the field of education in emergencies, contexts of conflict and post-conflict reconstruction is still deeply rooted in the humanitarian-relief/development dualistic approach. As a result,

higher education has been and continues to be a neglected sector, even if in recent years things are changing, mainly prompted by the Syrian crisis, but also in response to shifting global and humanitarian contexts.

What needs to happen now to enable the 2030 Agenda for Sustainable development – in particular SDG 4, target 4.3 - Equal access to technical/vocational and higher education (“By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”) and target 4.b – Scholarships (“By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific

programs, in developed countries and other developing countries”) to deliver on its transformative promise? Which policies and practices will make it possible “to leave no one behind” as world leaders committed to? What kind of innovative approaches and tools will help to unleash the potential of higher education to protect in crisis situations, enhance resilience and self-reliance of refugees and the forcibly displaced, and boost recovery and rebuilding post-conflict? How to mobilize the academic community and other higher education providers in order to be at the center of a strategic response? What kind of trade-offs are necessary between boosting higher education opportunities in emergencies and recovery needs?

How to tap into new sources of financing for higher education?

Debates will focus on these questions.

DOING MORE, BETTER AND FASTER – A RAPID RESPONSE MECHANISM FOR HIGHER EDUCATION IN EMERGENCIES



The Rapid Response Mechanism for Higher Education in Emergencies and Conflict-affected Societies (RRM) is a multistakeholders project in the making, aimed at providing more, better and faster academic opportunities for students in crisis situations at large, who are either in vulnerable situations or face humanitarian emergencies created by wars, conflicts and natural disasters.

The RRM project builds on the momentum generated by the World Humanitarian Forum, held in May 2016, in which governments and other international actors agreed to work together in order to achieve strategic transformations, as proposed in the Agenda for Humanity, aiming to “reduce the suffering of millions of people, and address and reduce humanitarian need, risk and vulnerability”. Moreover, the RRM also takes into consideration further commitments made at the High-Level Meeting of the General Assembly on Large Movements of Refugees and Migrants (September 2016) expressed in the New York Declaration, in particular in its paragraph 82 in which all member States recognized for the very first time the power of higher education

to build resilience in emergencies and foster recovery and rebuilding from disasters and conflict. Last but not least, the RRM project also builds on the commitments made in the framework of the 2030 Agenda for Sustainable Development, in particular SDG 4, 5 and 16.

The RRM is designed upon the experience gained from an emergency scholarship program for Syrian students launched in 2013 under the leadership of Mr. Jorge Sampaio, former President of Portugal, in the framework of the Global Platform for Syrian Students. Furthermore, the RRM is also based on exchanges held with international partners since 2014 and on lessons learned and best practices available.

Against this backdrop, in this session the RRM will be presented as a unique, informal platform for dialogue and cooperation on higher education

in emergencies and conflict-affected societies. Bringing together a variety of partners and stake-holders, the RRM aims to become the main multilateral platform linking the academic community, philanthropies, the private sector, humanitarian and development players and political decision makers at national, regional and global level. It will have 5 main core missions: provide a platform to strengthen academic capacity to respond to crises, foster collaborative responses, generate untapped resources, improve understanding and accountability as well as inspire political commitment so that higher education is viewed both by governments and donors as a top priority during crises.

After the presentation of the RRM architecture, a one-year pilot will be announced and all participants invited to join or support the project.

INTEGRATING REFUGEES AND STUDENTS IN FORCED MOBILITY INTO HIGHER EDUCATION- CHALLENGES, BEST PRACTICES AND LESSONS LEARNED



The Syrian refugee crisis has galvanized attention to one of the world's foremost challenges: forced displacement. The total number of refugees and internally displaced persons, now at over 65 million, continues to grow as violent conflict spikes.

At the same time, the confluence of the Syrian civil war that has created the worst academic crisis since World War II and the global refugee crisis have together catalyzed and increased interest in higher education in emergencies, with a number of new initiatives providing higher education opportunities to refugees and forcibly displaced students.

Further to the DAFI scholarship program for refugees, the oldest global one, managed by UNHCR since 1992, the World University Service of Canada (WUSC), the Windle Trust, the Institute of International Education (IIE), SPARK and some other scholarship programs funded by the UK's Department for International Development (DFID), the German Academic Exchange Services (DAAD), the British Council's Development Partnerships in Higher Education (DELPHE) the USAID Higher Education and

development (HEAD) or the Islamic Development Bank, new initiatives had been launched more recently such as H.O.P.E.S., funded by the EU Madad Fund, JUSOOR, ALFAKHORA or the Global Platform for Syrian Students. Other innovative forms of online and blended learning were also developed in order to reach out to a greater number of refugees and expand the scope of programs available, such as Jesuit Commons: Higher Education at the Margins (JC:HEM), the University of the People or the Jamiya project (now Agora Education), to name just a few.

On the other side, universities, polytechnics and colleges worldwide have made extra efforts to respond to this global crisis and open their doors to refugees and forcibly displaced students either by creating some specific

scholarships for this group of students, or partnering with philanthropies and NGOs to make it possible.

All in all, a variety of actors have stepped in to respond to a growing demand for higher education opportunities in spite of a lack of coordinated action or a support framework for collective action, overcoming obstacles and finding solutions for a successful integration of these students.

In this session, participants will share experiences and listen to testimonials provided by universities, students and higher education services providers on some of the most acute challenges that need further reflection and policy recommendations as well as on some solutions to problems that can be easily replicated.

COLLABORATING FOR HIGHER IMPACT – SMALL CHANGES THAT MAKE QUANTUM LEAPS



At the higher education level, just one percent of refugees attend university compared to a global average of 34 percent (UNHCR). However, the confluence of the Syrian civil war and the global refugee crisis have together catalyzed increased global interest in the higher education sector in conflict and recovery, as SANSOM MILTON (2018) rightly point out.

To ensure that the sector of higher education in emergencies will build upon these innovative trends in a sustainable way at the levels of policy, practice and academia, more attention has to be paid “knowledge base on what works and why in which contexts regarding higher education interventions” (SANSOM MILTON), on good practices that are replicable and on new tools that can bring long-term transformative changes.

We cannot afford to start everything from scratch each time there is a new crisis looming. It is high time to organize this sector and to create a platform and a network for higher education in emergencies and conflict-affected societies. Accurate empirical data, more critical thinking and a compelling evidence-based strategic vision are needed for this sector in order to develop the ability to respond

to crises in an appropriate way, enhance the effectiveness of support for the sector and also to ascertain the value for money of various options and programs not only for individuals but also for the communities, both as part of a humanitarian response and as a recovery/development strategy.

This platform which will be set up should include a large capacity-building toolbox for the higher education sector, bursting with good practices and tools, ready to be implemented, adapted or improved according to the circumstances.

In this session, discussions will focus on the toolbox and on some potential key tools that are critically needed to improve the capacity of the higher education sector to respond to

crisis situations in an appropriate way. Among these key tools is “The Article 26 Backpack™”, which designed to securely allow refugees and vulnerable youth to overcome some of the structural and bureaucratic obstacles as they seek to exercise their right to education, as defined by the 1948 *Universal Declaration of Human Rights* that establishes education as basic human right. Specifically, it provides a way for at-risk youth and others to safely store and securely share educational records and achievements with universities, scholarship providers, employers, and agencies. In limited cases, it also provides them with an opportunity to have academic credentials assessed and educational histories reconstructed. These and other pathways of the future will be discussed in this session.

BLENDING FINANCING STRATEGIES FOR HIGHER EDUCATION IN EMERGENCIES



In order to ensure equitable higher education provision that meets the needs of individual refugees and the societies to which they hope to contribute – be it their host societies or to rebuild their own countries or both –, more investment in education as a continuum from primary to higher education is absolutely necessary.

Yet, higher education institutions, unlike primary and secondary education, are largely independent, selfgoverning bodies active in teaching, research and scholarship, generating economic growth and widespread societal benefits. As an example, a World Bank Report on *Accelerating Catch up: Tertiary Education for Growth in Sub-Saharan Africa* presents evidence that “a one-year increase in average tertiary education levels would raise annual GDP growth in SSA by 0.39 percentage points and increase the long-run steady state level of African GDP per capita by 12 percent”.

The neglect of the sector of higher education in least developed countries (LDCs) and particularly in conflictaffected areas is also expressed in lack of sustainable

funding. Currently, the sector remains largely underfunded and international donors do not appear to be overly attracted to make financial commitments in order to build the institutional capacity and support equitable higher education provision.

Therefore, generating untapped resources for higher education in emergencies, attract and

retain new donors and investors seems to be the way forward.

In this session new blended financing strategies will be discussed by participants, including different options ranging from raising an annual academic solidarity levy on a voluntary basis within the academic community to creating a venture investing fund.

2

MEETING FORMATS

This Conference will provide participants with several different opportunities to interact, learn from each other. exchange experiences, discuss hot-topics, agree on joint initiatives and make commitments.

PLENARY

SESSIONS

ENTIRE AUDIENCE

Plenary Sessions are the largest sessions, designed to define and frame the three main topics of the Conference. Organized as discussions featuring high level participants and guest speakers, plenary sessions present cross-sectoral perspectives and methods to address global challenges focused on three overarching topics, i.e.: Higher education in emergencies matters; Unleashing the transformative potential of higher education in emergencies; Doing more, better and faster – a rapid response mechanism for higher education in emergencies (RRM).

BREAKOUT SESSIONS

3 SIMULTANEOUS SESSIONS

Breakout sessions drill down into issues presented in the Plenary Sessions. Featuring a panel of experts and audience Q&A, these sessions focus on hot and/or controversial topics and assess opportunities for action. These parallel working sessions will enable direct interaction among participants. The main aim of the debate is to identify common challenges and major barriers, share examples of interesting practices and develop practical solutions in planning and setting up new solutions for shared problems. Within each

breakout session, there will be an opportunity to explore avenues for cooperation in order to overcome barriers and challenges, linked to the particular theme of each group.

ACTION NETWORK SESSIONS 2 SIMULTANEOUS SESSIONS

Small group discussions offer some participants an opportunity to focus on an issue and collaboratively discuss opportunities for action with other members. These sessions allow participants to work together to take action on specific challenges (by invitation).

SPECIAL SESSIONS ENTIRE AUDIENCE

WORLD PREMIÈRE BOOK PRESENTATION
“HIGHER EDUCATION AND POST-CONFLICT
RECOVERY” BY SANSOM MILTON

A unique opportunity to listen to SANSOM MILTON, a senior research Fellow at the Center for Conflict and Humanitarian Studies, Doha Institute for Graduate Studies, Qatar and previous Research Fellow at the Post-War Reconstruction and Development Unit, University of York, UK and broaden our knowledge who

has just published Higher Education and Post-Conflict Recovery. This book offers a critical review of higher education and postconflict recovery and provides the first systematic study with a global scope that investigates the role of higher education systems in conflict-affected contexts.

DEBATE MOTION

‘International education is complicit in the growing sentiments of nationalist populism, as it mostly serves to create a class of global elites.’

The debate will ask whether international education is part of the cause of nationalist populism or part of the solution. The audience will be invited to vote for or against the motion before and after the debate takes place between two panels.

SUMMING UP SESSION

This session will bring participants together to summarize the outcomes of the debate in the 3 breakout sessions; rapporteurs from each group will briefly summarize the workshop discussions and highlight the key issues and potential solutions as well as examples of transferable practice.

ADVISORY SESSIONS (BY INDIVIDUAL APPOINTMENTS)

An opportunity for participants to exchange ideas and receive tailored advice with regards to joining the Rapid Response Mechanism. A dedicated Info point will be set up in the lobby at which consultations will take place.

COMMITMENTS/PARTNERSHIPS/ INVESTMENT DESKS

Participants will have the opportunity to make commitments or finalize partnerships at appropriate kiosks. Participants will also have the possibility to be informed on the BLEUCROW DYNAMIC FUND I and how to invest in this innovative Impact Fund.

3

CONFERENCE PROGRAMME

THURSDAY, APRIL 5, 2018

OPENING

09:15 AM - 09:35 AM

This Conference is generously hosted by the Calouste Gulbenkian Foundation. Isabel Mota, its President, will welcome the participants, followed by António Costa, Portuguese Prime Minister who will give his opening remarks. President Sampaio will then provide a short overview of the journey ahead.

HIGHER EDUCATION

IN EMERGENCIES MATTERS

PLENARY SESSION

09:35 AM - 11:00 AM *

[WHAT NEEDS TO HAPPEN NOW TO ENABLE THE GLOBAL COMPACT FOR REFUGEES TO DELIVER ON ITS TRANSFORMATIVE PROMISE?](#)

Providing higher education opportunities in emergency situations and in conflict affected societies is not only a matter of realizing rights and granting protection to the critical 18-25 years old youth bracket, but it is also a question of charting a strategic vision for the future of conflict affected societies. Yet higher education has long been a neglected

sector from a policy, a practitioner and a financial perspective. In any case, according to UNHCR, just one per cent of refugees attend university compared to a global average of 34 percent. The new international frameworks – the SDGs Agenda, the Agenda for Humanity, the New York Declaration and the upcoming Global Compacts on Refugees (GCR) and Migrants, represent true turning points. Against this backdrop, how can we fast track higher education and make it an independent and self-regulated entry-point of the humanitarian agenda in the future action plan to be included in the Global Compact on Refugees (GCR) building upon the positive experiences available? How can we use the GCR to make inroads regarding higher education for refugees and forcibly displaced students? How can the role of higher education be strengthened as a catalyst for recovery? These are questions to be raised in this session as a quick off of the one-day debates.

As the official inauguration of the Conference, this session will feature high level personalities: Ahmed Abul Gheit, Secretary General of the League of Arab States, Christos Stilyanides, EU Commissioner for Humanitarian Aid, Kristalina Georgieva, Director World Bank, Helena Ndume, Ophthalmologist, First co-Laureate of the UN Mandela Prize and Tariq Al Gurg (CeO Dubai

Cares). Moraes Cabral, the Portuguese Special Envoy for Higher Education in Emergencies and former Ambassador to UN and UNESCO, will moderate the debate. Video messages by the Secretary General of the UN, António Guterres and by Germany's Chancellor, Angela Merkel.

SPECIAL SESSION

11:20 AM - 11:35 AM *

WORLD PREMIERE BOOK PRESENTATION BY SANSOM MILTON "HIGHER EDUCATION AND POSTCONFLICT RECOVERY"

This book offers a critical review of higher education and post-conflict recovery. It provides the first systematic study with a global scope that investigates the role of higher education systems in conflict-affected contexts. The first part of the book analyses the long-standing neglect of higher education in post-conflict recovery, the impact that conflict can have on the sector, and efforts to rebuild and reform higher education systems affected by violent conflict. The second part of the book considers the positive and negative contributions that higher education can make to a range of areas of recovery including humanitarian action, forced displacement, post-conflict reconstruction, state building, and peacebuilding. With its

reasoned defence of the importance of higher education for post-conflict recovery, the book will appeal to researchers, university students, and humanitarian and development policy-makers and practitioners.

UNLEASHING THE POTENTIAL OF HIGHER EDUCATION IN

PLENARY SESSION

11h35 AM - 12:35 PM *

WHAT HAS TO BE DONE TO HARNESSING TERTIARY EDUCATION IN EMERGENCY SITUATIONS AND MAKE UP THE SECTOR?

Successful collaboration between different actors (for instance between humanitarian aid and development actors) as well as better coordination among various frameworks for action (notably the SDGs Agenda, the Agenda for Humanity or the future Global Compacts on Refugees and Migrants) and implementers are essential to strengthen capacity to deliver higher education in crises, in particular in the field of education in emergencies and in conflict-affected contexts.

What needs to happen now to enable the 2030 Agenda for Sustainable development

– in particular SDG 4, target 4.3 - Equal access to technical/vocational and higher education and target 4.b to deliver on its transformative promise? Which policies and practices will make it possible “to leave no one behind” as world leaders committed to? What kind of innovative approaches and tools will help to unleash the potential of higher education to protect in crisis situations, enhance resilience and self-reliance of refugees and the forcibly displaced, and boost recovery and rebuilding post-conflict? How to mobilize the academic community and other higher education providers in order to be at the center of a strategic response? What kind of trade-offs are necessary between boosting higher education opportunities in emergencies and recovery needs? What mechanisms, tools, data and approaches are needed to make the all sector work and deliver properly? How to close the finance gap and tap into new sources of financing for higher education? Debates will focus on these questions.

This session will feature high level speakers: HRH Rym (Founder of the Jordan Institute), Yuxiang Long (President of the China International Cultural Communication Center), Abdulazziz Al-Babtain (President Al Babtain Foundation), Daniel Endres (Director of the Division of Resilience and Solutions, UNHCR),

Christian Müller (Director DAAD). Teresa Ribeiro, Portuguese Secretary of State for Cooperation and International Affairs, will moderate the debate (tbc). Video-messages by Audrey Azoulay, Director General of the UNESCO and by Nasreen Kasuri (Beaconhouse School System).

SPECIAL SESSION

12:35PM- 01:30 PM *

MOTION – INTERNATIONAL EDUCATION IS COMPLICIT IN THE GROWING SENTIMENTS OF NATIONALIST POPULISM, AS IT MOSTLY SERVES TO CREATE A CLASS OF GLOBAL ELITES

The rise of nationalist populism in parts of Europe, North America, the UK, Africa, India and Australia challenges assumptions about the virtues of globalisation, internationalism and multi-cultural and cosmopolitan societies. Growing inequality and a feeling of increasing powerlessness by ordinary people in many countries are a major cause of the rise of nationalist sentiment. Ironically, popular resentment and anger about inequality are often focused not so much on fundamental causes as on surface phenomena, those things perceived as damaging to personal and community identity and wellbeing. Inequality is driven by political, economic and educational

systems that accommodate the aspirations of a minority of citizens while ignoring the aspirations of the majority. Does international education contribute in a fundamental way to perpetuating this inequality? After all, the majority of internationally mobile students are relatively well off, compared with those do not study abroad. Moreover, the content of studies undertaken by internationally mobile students in universities, schools and vocational training institutions is geared mostly to achieving personal competitive success and gain in the form of wealth, status and power in a globalized economy that the majority of ordinary people feel frozen out of. While we may aspire to lofty ideals of promoting global citizenship and mutual understanding, are we instead serving a small part of the population that is already relatively privileged in ways that may further alienate the majority of citizens?

The debate will ask whether international education is part of the cause of nationalist populism or part of the solution. The audience will be invited to vote for or against the motion before and after the debate takes place between two panels made up of three members each.

Augusto Santos Silva (Minister of Foreign Affairs, Portugal), Luis Lopes Tavares (Minister of

Foreign Affairs of Cape Vert), Ioannis Amanatidis, Deputy Foreign Minister, Greece), Tomáš Boček (Special Representative of the Secretary General on Migration and Refugees, Council of Europe), Khalid Samadi (Secretary of State for Education, Vocational Training, Higher Education and Scientific Research), Ayse Ayhan Asya (Adviser to the Secretary General of the Union for the Mediterranean).

Facilitator: Anna Hobbiss

BREAKOUT SESSIONS

03:00 PM - 04:30 PM *

Three simultaneous sessions

INTEGRATING REFUGEES AND STUDENTS IN FORCED MOBILITY INTO HIGHER EDUCATION – CHALLENGES, BEST PRACTICES AND LESSONS LEARNED

The confluence of the Syrian civil war that has created the worst academic crisis since World War II and the global refugee crisis have together catalyzed and increased interest in higher education in emergencies, with a number of new initiatives providing higher education opportunities to refugees and forcibly displaced students. All in all, a variety of actors have stepped in to respond

to a growing demand for higher education opportunities in spite of a lack of coordinated action or a support framework for collective action, overcoming obstacles and finding solutions for a successful integration of these students. In this session, participants will share experiences and listen to testimonials provided by universities, students and higher education services providers on some of the most acute challenges that need further reflection and policy recommendations as well as on some solutions to problems that can be easily replicated.

Michelle MANKS (WUSC) will kick off the debate based on WUSC's 70 years' experience in developing its Student Refugee Program (SRP). Colleagues from UNHCR (Jennifer Roberts), from GAZIANTEP UNIVERSITY (Mehmet Nuri Gultekin and Nur Incehtahtaci, Turkey), from Minho University (Vice Rector, Carla Martins, Portugal), from the EUA (Henriette Stoeber, European University Association) will comment and also share their own experiences in promoting the integration of refugees. Then, Oula Abu-Amsha (Agora Education) will open up the conversation to new avenues and will focus on her pilot blended-learning course in Jordan. Last but not least, Ayla Bonfiglio (CELL Foundation, The Netherlands) will offer her comments on how these new

technological solutions might help to address the huge unmet demand for tertiary education among refugees in Africa and David Holdcroft (Jesuit Refugee Service -JRS) will offer some comments based on his own experience.

COLLABORATING FOR HIGHER IMPACT – SMALL CHANGES THAT MAKE QUANTUM LEAPS

The confluence of the Syrian civil war and the global refugee crisis have together catalyzed increased global interest in the higher education sector in conflict and recovery, as SANSOM MILTON (2018) rightly point out. To ensure that the sector of higher education in emergencies will build upon these innovative trends in a sustainable way at the levels of policy, practice and academia, more attention has to be paid “knowledge base on what works and why in which contexts regarding higher education interventions” (SANSOM MILTON), on good practices that are replicable and on new tools that can bring long-term transformative changes. In this session, discussions will focus on the need to set up a toolbox which will be a kind of a repository of key tools that are critically needed to improve the capacity of the higher education sector to respond to crisis situations in an appropriate way.

After an introduction to this topic, Graham Wilkie (EU Commission) will elaborate on the EU’s long-standing experience in academic exchanges in order to identify strong points of the EU *acquis* that are potentially transferable to the toolbox. A round of comments will follow from participants from the academic community – namely, João Teixeira Sobrinho (president of Politécnico de Bragança, Portugal), Mosleh Duhoky (Rector of the University of Duhok, Iraq-Kurdistan) and Marcello Scalisi (UNIMED). Then Keith Watenpaugh (University of California Davis) and Nasser Yassin (American University of Beirut) will focus on “The Article 26 Backpack™ a truly revolutionary project that is designed to securely allow refugees and vulnerable youth to overcome some of the structural and bureaucratic obstacles as they seek to exercise their right to education, as defined by the 1948 Universal Declaration of Human Rights that establishes education as basic human right. Specifically, it provides a way for at-risk youth and others to safely store and securely share educational records and achievements with universities, scholarship providers, employers, and agencies. In limited cases, it also provides them with an opportunity to have academic credentials assessed and educational histories reconstructed.

BLENDED FINANCING STRATEGIES FOR HIGHER EDUCATION IN EMERGENCIES

The neglect of the sector of higher education in least developed countries (LDCs) and particularly in conflict affected areas is also expressed in lack of sustainable funding. Currently, the sector remains largely underfunded and international donors do not appear to be overly attracted to make financial commitments in order to build the institutional capacity and support equitable higher education provision. Therefore, generating untapped resources for higher education in emergencies, attract and retain new donors and investors seems to be the way forward.

In this session new blended financing strategies will be discussed by participants, including different options ranging from raising an annual academic solidarity levy on a voluntary basis within the academic community to creating a venture investing fund. The Global Platform for Syrian Students will explain further how it plans to implement the “YES! Levy” (Youth Education Solidarity Levy) on a pilot basis in the 2018-2019 academic year, whilst representatives of universities that joined the project will explain why they feel this is an important step. Later on, Bernardo Empis Meira and Bibi Sattar Marques from BlueCrow Capital will present

their newly created venture capital fund – the BlueCrow Dynamic Fund I – which will offer to investors return on investments and social impact. This fund will tap into the most exciting innovator talents among refugees, forced migrants and host communities to achieve solutions for the future. Some potential candidates to this fund will engage in the conversation and will express their views on these promising new tools. This session will feature the following panelists: Maria Fernanda Rollo (Secretary of State of Science, Technology and Higher Education, Portugal), Isabel Babo (Rector of the Lusófona University of Porto), Ishrat Hussain (Public Policy Fellow at the Woodrow Wilson Center in Washington DC), Andreas Snildal (UNESCO), Islam Elghazouly (SPARK), Gonçalo Carrilho (GP4SYS).

Moderator: António Peres Metelo (tbc)

ACTION NETWORK SESSIONS

03:00 PM - 04:30 PM *

Two simultaneous sessions

REBUILDING SYRIA FROM WITHIN

Building upon the 2017 W.A.V.e workshop held in Venice at the IUAV University, Benno Albrecht will share with participants his

views on “urbicide” as an introduction to a broader discussion on framing the objectives, methodologies and content of a Summer School for young Syrian architects to be held in Portugal in cooperation with other partners.

STRENGTHENING HUMAN RESOURCES FOR HEALTH IN WAR-TORN SYRIA

Evidence shows that in Syria the health workforce was severely diminished by half over 6 years of conflict and war; that poorly planned emergency efforts to replace lost health workers might have led to severe overproduction of particular categories of professionals; that destruction or deprivation of training institutions is likely to result in poor training and that combined with a lack of supervision, inappropriate use of institutions and competing concerns for survival, a degradation of professional skills is bound to happen. Furthermore, internal displacements and refugee movements of highly trained health workers as well as of medical students who interrupted their education make the task of rebuilding a workforce after conflict settlement and for long term development a demanding and complex challenge. For a comprehensive view of the situation, see “*Health workers and the weaponisation of health care*

in Syria: a preliminary inquiry for The Lancet-American University of Beirut Commission on Syria (the Lancet, March 14, 2017). In this session, participants will identify ways forward to address some of these challenges.

DOING MORE, BETTER AND FASTER: A RAPID RESPONSE MECHANISM FOR HIGHER EDUCATION IN EMERGENCIES

PLENARY SESSION

05:00 PM - 05:45 PM *

DOING MORE, BETTER AND FASTER FOR HIGHER EDUCATION IN EMERGENCIES – A PLAN OF ACTION

The Rapid Response Mechanism for Higher Education in Emergencies and Conflict-affected Societies (RRM) is a multistakeholders project in the making, aimed at providing more, better and faster academic opportunities for students in crisis situations at large, who are either in vulnerable situations or face humanitarian emergencies created by wars, conflicts and natural disasters. The RRM is designed upon the experience gained from an emergency scholarship program for Syrian students launched in 2013 under the leadership of Mr. Jorge Sampaio, former President of Portugal, in the framework of the Global Platform for

Syrian Students. Furthermore, the RRM is also based on exchanges held with international partners since 2014 and on lessons learned and best practices available.

Against this backdrop, in this session the RRM will be presented as a unique, informal platform for dialogue and cooperation on higher education in emergencies and conflict-affected societies. Bringing together a variety of partners and stake-holders, the RRM aims to become the main multilateral platform linking the academic community, philanthropies, the private sector, humanitarian and development players and political decision makers at national, regional and global level. It will have 5 main core missions: provide a platform to strengthen academic capacity to respond to crises, foster collaborative responses, generate untapped resources, improve understanding and accountability as well as inspire political commitment so that higher education is viewed both by governments and donors as a top priority during crises. After the presentation of the RRM architecture, a one-year pilot will be announced and all participants invited to join or support the project.

This Plenary will start with a quick overview of the RRM made by Helena Barroco (Global Platform for Syrian Students) and a discussion will follow.

Session participants: Manuel Heitor (Minister of Science, Technology and Higher Education), Allan Goodman (President of the IIE), Iqbal Riza (former UN Diplomat), Marta Espelta (Fundació La Caixa), Sultan Barakat (Director of the Center for Conflict and Humanitarian Studies), Racha Faek (Al Fanaar). Video message by Vartan Gregorian (President of the Carnegie Corporation of New York). President Sampaio will draw some conclusions.

Moderator: Manuel Assunção (Rector of Aveiro University, Portugal)

CLOSING SESSION

05:45 PM - 06:30 PM *

During the Closing Session, after a one-on-one conversations with some amazing refugees and forced displaced students, the Portuguese Minister of Foreign Affairs and the President of the Portuguese Republic will deliver summary remarks with priorities ahead.

4

CONFERENCE SCHEDULE

08h30 Lobby
Arrival participants - registration
09h00 VIP room
Arrival – VIPs
09h15 - 11h00 Plenary room
Opening Plenary Session – Higher Education in Emergencies Matters!
11h00 - 11h20 Lobby
Coffee break
11h20 - 11h35 Plenary room
World Premiere Book Presentation by SANSOM MILTON – “ Higher Education and Post-Conflict Recovery”
11h35 - 12h35 Plenary room
High Level Plenary Session – Unleashing the Transformative Potential of Higher Education in Emergencies
12h35 - 13h30 Plenary room
Motion – International education is complicit in the growing sentiments of nationalist populism, as its mostly serves to create a class of global elites
13h30 - 14h45 Bar/Lunchroom
Lunch
13h30 - 14h45 DC Room
Advisory sessions + commitments desks

15h00-16h30		
3 breakout sessions in parallel		
Room BS 1	Room BS 2	Room BS 3
BS 1- Integrating Refugees and Students in forced mobility into higher education – challenges, best practices and lessons learned	BS 2- Collaborating for Higher Impact – Small Changes that make Quantum Leaps	BS 3- Blended Financing Strategies for Higher Education in Emergencies
15h00- 16h45		
2 Action Network Sessions in parallel (by invitation only)		
Room ANS 1	Room ANS 2	
ANS 1- Rebuilding Syria from Within	ANS 2 – Strengthening Human Resources for Health in War-Torn Syria	
16h30-17h00 Lobby		
Coffee break		
17h00-17h45 Plenary room		
Plenary Session - Doing More, Better and Faster – A Rapid Response Mechanism for Higher Education in Emergencies		
17h45 -18h30 Plenary room		
Closely Plenary Session – Let’s move on		
18h30 Plenary room		
Adjourn		

5 SPEAKERS



AbdulAziz Al-Babtain is a well-known Kuwaiti poet, philanthropist and businessman.

He is currently the Head of the Al-Babtain Foundation for Poetic Creativity. Al-Babtain has established a number of cultural ventures including the Abdulaziz Saud Al-Babtain Prize for Imam Al Bukhari grandchildren to restore cultural bridges between the Arab Nation, the Al-Babtain Central Library for Arabic poetry, is the only library of its kind in Kuwait, the Al Babtain Translation Center to support translations into and from Arabic, as a supplement to the translation project implemented in co-operation with UNESCO in Paris to translate works from Arabic to foreign languages. His foundations also award several scholarships programmes.



Ahmed Aboul-Gheit is the Secretary-General of the League of Arab States (LAS) since July 2016.

Aboul-Gheit is an Egyptian diplomat who served as the Minister of Foreign Affairs of Egypt from 11 July 2004 to 6 March 2011.

Previously, he was Egypt's Permanent Representative to the United Nations.



Oula Abu-Amsha is the academic adviser of Agora Education (formerly Jamiya) since 2015.

Abu-Amsha is a former Syrian Computer Science professor. She is active in refugee education since 2013 working with the World Bank education team. Since December 2015, she is the academic adviser of Agora Education (formerly Jamiya), leading the development of courses and support services specifically designed for Syrian refugee students.



Benno Albrecht is full professor of Architectural and Urban Design and he is director of the School of Doctorate Studies at the Iuav University, Venice.

Benno Albrecht's architectural and urban design projects are published in reviews, international magazines and books. He has received Architecture Prizes, won international competitions and held exhibitions in Italy and abroad. He devotes himself to research on sustainable urban design and he has carried out projects in architectural and urban sustainable development. He manages many international research programs. He has held seminars, conferences and workshops in Italy and in Europe, China, Japan, Vietnam, Indonesia, Mali, Argentina and Peru. He has written texts and publications about architecture and territory.



H.E. Tariq Al Gurg was appointed as Chief Executive Officer at Dubai Cares in 2009 and as a member of its Board of Directors in 2018.

Al Gurg is responsible for strategically defining and leading Dubai Cares' efforts aimed towards providing children and young adults in developing countries with access to quality education. Al Gurg is mostly known for his role in transitioning Dubai Cares from a young philanthropic organization into a global leader in the international education arena. He has enabled the organization to contribute to the global evidence base on education, leverage funding and invest in strategic relationships supporting the development of worldwide initiatives such as the Learning

Metrics Taskforce and the Education Cannot Wait fund. He is also a global champion of Education in Emergencies. Al Gurg's past experience includes twelve years at various senior management positions within consumer and corporate banking at Emirates NBD. He was a member of the UAE's National Anti-Money Laundering Committee. He is also a Founding Board Member and Deputy Chairperson of the UAE Genetic Diseases Association.



HRH Princess Rym Ali, an internationally renowned journalist, is the founder of Jordan Media Institute.

She worked extensively for international broadcasters including CNN, where she began as a producer in 1998 and later worked as a Baghdad correspondent from 2001 until 2004. Before joining with the BBC, she developed her portfolio working for Dubai TV, Bloomberg TV, Radio Monte Carlo Moyen Orient and United Press International-UPI. A graduate of Columbia University's School of Journalism, she also holds a MPhil in Political Science from the Institut d'Etudes Politiques in Paris and a MA in English Literature from the Sorbonne. She has been the Executive Commissioner of the Royal Film Commission - Jordan since July 2005.



Ioannis Amanatidis, Greece, Deputy Foreign Minister since 2015

Born in June 1961 He completed his studies in from the Petroleum Chemical Department of T.E.I. Kavalas in 1981 and graduated from the Teachers Training College of Thessaloniki in 1985. Since 1985, he has worked as a teacher in schools in Kalamaria. Since 1996, he has been a member of the Teachers Association in Kalamaria, a General Secretary of the Primary School Teachers Association in Thessaloniki, a member of the Executive Committee of E.D.O.TH./N.T. A.D.E.D.Y. and a representative at the General Assemblies of E.D.O.TH and A.D.E.D.Y. He has always been present in the movements and initiatives of primary school associations.



Manuel António Assunção, Rector of the University of Aveiro

Born in 1952, he is a Full Professor of the University of Aveiro and a researcher at the Associated Laboratory I3N - Institute of Nanostructures, Nanomodeling and Nanofabrication-Physics of Semiconductors in Optoelectronic Layers and Disordered Systems.

He holds a doctorate from the University of Warwick and is author of the book "Introduction to Quantum Physics and Statistics". He is Vice-President of CRUP - Council of Rectors of Portuguese Universities and Coordinator of its Specialized Commission for Internationalization.

He is President of the Board of Directors of the Columbus Network - Euro-Latin American Network of Universities (since 2012).



Ayşe Asya is the Ambassador in Charge of Migration and Development at the Secretariat of the Union for the Mediterranean.

Prior to her current assignment, she served as a Turkish career diplomat in various capacities, including in Germany, Syria, Yugoslavia, Belgium and Austria, and as Turkey's Ambassador to Luxembourg (2008-2009) and to Latvia (2010-2011).



Audrey Azoulay, Director-General of UNESCO since 2017.

Born in France, she has been Minister of Culture and Communication (2016-2017).

She began her career as Head of the Public Broadcasting Sector Office at the Media Development Directorate. From 2000 to 2003, she worked as rapporteur for the Court of Auditors and legislation expert for the European Commission in the fields of culture and communication. In 2006, she joined the French National Centre of Cinematography and the Moving Image (CNC), successively holding the positions of Deputy

Director for Multimedia Affairs, Chief Financial and Legal Officer and Deputy Director-General. In September 2014, she was appointed Culture Adviser to the President of the French Republic, François Hollande.



Sultan Barakat is the Founding Director of the Center for Conflict and Humanitarian Studies and a professor in politics and post-war recovery studies at the University of York.

Previously he served as Director of Research at the Brookings Doha Centre. At the University of York he founded and led the Post-war Reconstruction and Development Unit between 1993 and 2014. From September 2016 he will direct the Center for Conflict and Humanitarian Studies at the DI. Barakat has over 25 years of professional experience working on issues of conflict management, humanitarian response, and post-conflict recovery and transition. He is regularly engaged in providing guidance as a Senior Adviser and Consultant to the United Nations, the World Bank, European Union, DFID, ILO, IFRC and a variety of governments and international non-governmental organizations including CARE and Oxfam.



Helena Barroco, Secretary General of the Global Platform for Syrian Students

Born in Lisbon, 1960, Portuguese diplomat. PhD in Philosophy of Quantum Physics from UCL, Leuven Catholic University (Belgium). Master Degree in applied Linguistics – Interpretation of Conferences (Univ Mons, Belgium); Graduation in Philosophy (UCL, Portugal); Graduation in Linguistics (Belgium); European Studies Degree (some subjects, UCL). Admission to the Portuguese Diplomatic Service in 1997. From December 1999 to March 2006: Diplomatic Advisor to the President of the Portuguese Republic, Mr Jorge Sampaio. Since 2006: Special Adviser to President Sampaio notably in the context of his international activities (i.e., United Nations Alliance of Civilizations; fight against Tuberculosis as part of the MDG's Agenda; Dialogue Café

Global Network; the Global Commission on Drugs Policy); since 2013 she is coordinating the programmes developed by the Global Platform for Syrian Students www.globalplatformforsyrianstudents.org.



Tomáš Boček is the Special Representative on Migration and Refugees of Council of Europe Secretary General since 2016.

A lawyer by training and a career diplomat, he studied at the University of Pilsen and has a degree in public international law from Paris I University – Panthéon Sorbonne. From 2004 to 2008, he was the Agent of the Czech Republic before the European Court of Justice and the Court of First Instance in Luxembourg. In 2007 and 2008, he was also Adviser to the Deputy Prime Minister for European Affairs and, from 2008 to 2009, Deputy Minister for International Relations and European Affairs at the Ministry of Justice of the Czech Republic. From 2010 until the end of January 2016, he was Ambassador and Permanent Representative of the Czech Republic to the Council of Europe.



Ayla Bonfiglio is a Doctoral Fellow at UNU-MERIT and Maastricht University.

In her research she is exploring the tertiary education trajectories of refugees within Africa to gain a deeper understanding of agency within forced migration processes and the extent to which education migration may offer an alternative form of protection for refugees. She is also a Founder and Principal at the Conflict and Education Learning Laboratory. Ayla obtained an MSc in Forced Migration in 2010 from the University of Oxford. Her dissertation examined non-formal education programs for refugees living in UNHCR-sponsored settlements versus urban areas in Uganda. Ayla also holds a BA (Hons) in Political Science from Columbia University. Her dissertation, which won the Charles A. Beard prize for the best paper in political science, was a comparative study of the levels of self-reliance of urban self-settled and rural settlement refugees in Uganda.



Gonçalo Carrilho, Legal Advisor, GP4SYS.

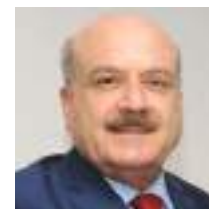
Legal advisor at the CEJUR – Legal Center of the Presidency of the Council of Ministers. He is also guest lecturer at the Law School of the Lisboa University and Lawyer at Morais Leitão, Galvão Teles, Soares da Silva & Associados. He holds a Postgraduate on Public Procurement.



António Costa is the Prime Minister of Portugal since 2015.

A lawyer by training, he has a long political career, having served as Minister of Parliamentary Affairs from 1997 to 1999, Minister of Justice from 1999 to 2002, Minister of State and Home Affairs from 2005 to 2007, and Mayor of Lisbon from 2007 to 2015.

In the period between 2010 and 2015 he was a member of the Committee of the Regions and also assumed the Presidency of the Lisbon Metropolitan Area Council from 4 November 2013 to 6 April 2015.



Mosleh Duhoky is President of the University of Duhok, Iraq, since 2012.

Prof. Duhoky's academic career spans 37 years. He graduated with a B.Sc. from the University of Sulaimani, the College of Agriculture, and Department of Horticulture in 1976. He did his M.Sc. from the same university in 1978. He obtained his PhD with honour degree in Cytology from the University of Silesia, Poland. Since 2012 he has been the President of the University of Duhok. He has been active in promoting international standing of the University of Duhok by further cooperation with different European, American, Asian and Middle Eastern universities and centres of excellence. He is also member of the Board of Trustees at the American University in Kurdistan (AUK).



Islam Elghazouly, SPARK.

2012, he earned a bachelor's degree in History from Alexandria University with a concentration in Modern Middle Eastern and North African Studies. Islam is currently working for MasterPeace as an Expansion Project Manager. He has provided foundational leadership in the establishment of several youth initiatives and grass-root movements in the direction of youth empowerment and non-formal educational programs that serves more than 5000 students/ youth workers annually in his hometown, Alexandria and around Egypt. He remains active in youth empowerment direction and has conducted numerous workshops over the last years for different student and youth bodies, in different universities, and civic communities in Egypt such as Alexandria University Student Union, IEEE, SPE student chapters, AIESEC, Roteract and Internationally such as the University of Kenyatta, Kenya and Hinckley institute of politics – University of Utah, USA.



Daniel Endres, Director of the Division of Resilience and Solutions, UNHCR.

Prior to this position, Daniel Endres was UNHCR's representative in Iraq. Born in Switzerland, he has spent most of his UNHCR career in the field, starting as associate protection officer in Peshawar and then Quetta. He next headed the refugee agency's office in Poland followed by Aden, Yemen. After serving with emergency teams in the North Caucasus, the Great Lakes region, Albania and West Africa, Endres was deputy chief of mission in Afghanistan from 2001-2005. Before leaving for Iraq, he headed UNHCR's Emergency and Security Service in Geneva.



Marta Espelta, Project Manager, International Programmes, Fundació La Caixa.

Marta joined “la Caixa” Foundation International Programmes in 2004. She has been in charge of development projects in Latin America, Africa and Asia as well as the child vaccination programme and the innovative and successful CSR initiative, the Business Alliance for Child Vaccination which encourages Spanish companies to join the fight against child mortality. From 2011 to 2015 Marta was Head of the Foundation office in Washington DC where she fostered partnerships with different US foundations and international organizations and agencies. Once back in Spain, she was appointed responsible for the new digital education programme “ProFuturo” launched by “la Caixa” Foundation and Telefonica Foundation in 2016 and coordinator of the projects in partnership with the Aga Khan Foundation in Egypt and Mozambique. Marta holds a BA in English Language and Literature (Universitat de Barcelona - UB), a Diploma in World Politics (London School of Economics and Political Science – LSE) and a Diploma in Peace Studies (Universitat Autònoma de Barcelona - UAB).



Rasha Faek is Managing Editor at Al Fanar Media.

Rasha is an experienced journalist who has covered a diverse range of issues ranging from business and youth to citizenship and culture. She has contributed to international publications such as USA Today and Bloomberg BAN. Rasha holds bachelor's degrees in English literature from Damascus University, in dramatic arts from the Higher Institute of Dramatic Arts in Damascus, and in journalism from Damascus Open University. She has trained at a number of prestigious organizations such as the Thomson Reuters Foundation, the BBC, Deutsche Welle, the United Nation University-International Leadership Institute, and the Foreign Press Center of Japan. She contributed a 7,000-word chapter entitled “Syria: Educational Decline and Decimation” for the book Education in the Arab World, published by Bloomsbury in 2017.



Kristalina Georgieva is the Chief Executive Officer of the World Bank.

Previously, Georgieva, a Bulgarian national, helped shape the agenda of the European Union since 2010, first as Commissioner for International Cooperation, Humanitarian Aid and Crisis Response, where she managed one of the world's largest humanitarian aid budget and established herself as a global champion for resilience. As the European Commission Vice President for Budget and Human Resources, Georgieva was in charge of the European Union's €161 billion (US \$175bn) budget and 33,000 staff across its institutions around the world. She tripled funding available to the refugee crisis in Europe and drove rapid progress towards achieving a target of 40 percent women in management by 2019 in order to improve the Commission's gender balance.



Dr. Allan E. Goodman is the President of the Institute of International Education (IIE).

Previously, Dr. Goodman was Executive Dean of the School of Foreign Service and Professor at Georgetown University. He is the author of books on international affairs published by Harvard, Princeton and Yale University presses. He is a member of the Council on Foreign Relations, a founding member of the World Innovation Summit for Education (WISE), Co-President of the Partner University Fund (PUF) Grant Review Committee, and a member of the Jefferson Scholarship selection panel. He also serves on the Council for Higher Education Accreditation International Quality Group Advisory Council and the Board of Trustees of the Education Above All Foundation. Dr. Goodman has a Ph.D. in Government from Harvard, an M.P.A. from the John F. Kennedy School of Government and a B.S. from Northwestern University.



Vartan Gregorian is the president of Carnegie Corporation of New York.

Prior to his current position, which he assumed in June 1997, President Gregorian served for nine years as the sixteenth president of Brown University. For eight years (1981-1989), President Gregorian served as a president of the New York Public Library. President Gregorian has taught European and Middle Eastern history at San Francisco State College, the University of California at Los Angeles, and the University of Texas at Austin. He was founding dean of the Faculty of Arts and Sciences at the University of Pennsylvania in 1974 and four years later became its twenty-third provost until 1981. He serves on several boards including the National September 11 Memorial and Museum, and the American Academy in Berlin.



António Guterres, the ninth Secretary-General of the United Nations since January 2017.

Prior to his appointment as Secretary-General, Mr. Guterres served as United Nations High Commissioner for Refugees from June 2005 to December 2015. Before joining UNHCR, Mr. Guterres spent more than 20 years in government and public service. He served as prime minister of Portugal from 1995 to 2002, during which time he was heavily involved in the international effort to resolve the crisis in East Timor.

As president of the European Council in early 2000, he led the adoption of the Lisbon Agenda for growth and jobs, and co-chaired the first European Union-Africa summit. He was a member of the Portuguese Council of State from 1991 to 2002. Mr. Guterres is a member of the Club of Madrid, a leadership alliance of democratic former presidents and prime ministers from around the world.



Nohad Haj Salih is the owner and director of the company I. Barbon s.r.l. based in Venice Italy.

Born in Tartous Syria in 1963 where he lived and studied up to 1983 when he moved to Italy to attend IUAV University of Architecture in Venice. He graduated in 1989 with a final dissertation on “the restoration of the public spaces in the historical centre of Tartous Siria” under the supervision of the esteemed architect and professor Giorgio Lombardi. After graduation he started his cooperation as commercial manager with I Barbon of which he became first associate, then chief executive officer and in 2012 sole owner and director. From 2008 to 2012 he had been vice-president of the Syrian – Italian business council. He connected his backgrounds of architecture student and his present working activity by giving his support in cooperation with IUAV University in projects such as Sketches for Syria, Syria waves and Urbicide Hub /Urban Restoration Think Tank for the MENA region.



Manuel Heitor is the Portuguese Minister for Science, Technology and Higher Education.

He was Secretary of State for Science, Technology and Higher Education of the XVII and XVIII Government between 2005 and 2011. He is a Full Professor at Instituto Superior Técnico (IST), Lisbon, where he runs the «Center for Studies in Innovation, Technology and Development Policies, IN +» and coordinates doctoral programs. He holds a doctorate from Imperial College London in Mechanical Engineering (Experimental Combustion), 1985, having completed postdoctoral studies at the University of California, San Diego, 1986. During the 2011/12 school year, he was a Visiting Professor at Harvard University in the United States of America. He is a Research Fellow at the University of Texas at Austin at the IC2 Institute, Innovation, Creativity and Capital.



Anna Hobbiss is Scientific Events Co-ordinator at the Champalimaud Foundation.

Following her studies on natural science at the University of Cambridge, she joined the Champalimaud Neuroscience Programme for a PhD in 2009.

She is also member of Ar, a group of neuroscience students and researchers from the Champalimaud Neuroscience Programme.



David Holdcroft SJ works at the international office of Jesuit Refugee Service (JRS).

He is a Jesuit priest currently residing in Rome and working at the international office of Jesuit Refugee Service where he is conducting a strategic review and redesign of the JRS higher education area. For 8 years he lived and worked in 7 countries in Southern Africa directing JRS works there. Prior to this, David also directed works for refugees in Australia, Papua New Guinea, and Timor Leste and contributed to the response to the Indian Ocean Tsunami of 2004 in Aceh, Indonesia. Before joining the Society of Jesus, he worked extensively amongst the homeless in Australia and played in several popular music groups to earn his keep. David holds degrees in Education, Music and Theology and has published widely on the theology and practice of forced migration.



Ishrat Hussein is Professor Emeritus at IBA and Chairman, Centre for Excellence in Islamic Finance.

Dr. Ishrat Husain was until recently Public Policy Fellow at the Woodrow Wilson Center in Washington DC. He is also Professor Emeritus at IBA and Chairman, Centre for Excellence in Islamic Finance (CEIF). He served as Dean & Director of Institute of Business Administration, Karachi - the oldest graduate business school in Pakistan established in 1955 - between 2008 and 2016. He served as the Chairman, National Commission for Government Reforms for two years

from 2006 to 2008 with the status of Federal Minister. He was appointed the Governor of Pakistan's Central Bank in December 1999. Dr. Husain had a distinguished career at the World Bank for over two decades 1979-1999. Among the key positions he held at the Bank were Resident Representative to Nigeria, head of the Bank's Debt and International.



Nur Incehtahtaci is civil servant at the University of Gaziantep in Turkey working at International Relations Office responsible from MENA region.

Nur Incehtahtaci is a PhD. Candidate at Social Work programme, studying on Psychosocial problems experienced by Syrian refugee families and their coping strategies. She is a member of board at SANAD NGO, for refugees with special needs. She has articles and studies about disabled refugees based in Turkey and she is civil servant at the University of Gaziantep in Turkey working at International Relations Office responsible from MENA region and running international projects about migration, inclusion and integration of migrant students and vulnerable people.



Omar Kanaan, Syrian Student.

Omar Ph.D. student in Economics at ISEG Lisbon School of Economics & Management, Lisbon (Portugal) and holds a Master in Economics from the University of Minho, Braga (Portugal). In 2016, he was co-organiser of the 66th CIRP (The International Academy for Production Engineering) General Assembly. Prior to his stay in Portugal, he did an internship at the Real Estate Bank of Damascus (Syria).



Nasreen Mahmud Kasuri, Founder of Beaconhouse School System, Pakistan.

Nasreen Kasuri founded the Beaconhouse School System in 1975 which is the largest and oldest private school system in Pakistan and in the world, with a presence in 9 countries. Beaconhouse has spearheaded the introduction of a progressive, broad-based approach to education and the concept of global citizens, besides making a significant contribution to the transformation of private education in Pakistan. Nasreen Kasuri has served on the Boards of many government and non-government organisations. She received the Sitara-e-Eisaar from the Government of Pakistan in 2006 for her philanthropic and humanitarian contributions. She is currently also Chairperson of Pakistan's first liberal arts university, the non-profit Beaconhouse National University. In September 2012, Nasreen Kasuri received the Woman Power 100 award in London.



Maria de Fátima Marinho, Vice-Rector of the University of Porto.

Maria de Fátima Marinho graduated in Romance languages from the faculty of Arts and Humanities at the University of Porto, where she has taught 19th and 20th century Portuguese literature since 1976. In 1987, she obtained her Doctorate with a thesis on Surrealism in Portugal. She is a Full Professor and has been Dean of the Faculty of Arts, Humanities and Social Sciences (2010-2014). Since 2014 she is Vice-President of the University of Porto. She is also Visiting Professor for PhD in Portuguese Studies of the University of Etvös Lorand in Budapest, Hungary, and Visiting Professor of the University of Belgrade, Serbia.



Long Yuxiang is the Executive Chairman of China International Cultural Communication Center.

Long Yuxiang is also member of the 10th CPPCC Committee of Hunan Province, member of the 12th CPPCC National Committee and member of the Foreign Affairs Committee of the CPPCC National Committee. From 1992 to 1997, he was appointed Deputy Secretary-General, Secretary-General and Vice President of China-Korea Economic Development Association under the Ministry of Foreign Affairs. In 1998, he became President of China International Cultural Communication Center, Chairman of China Charity Work Committee, Chairman of the China Costume Culture Committee and Chairman of Chinese Painting and Calligraphy Committee. From 2011 he is also Party Secretary of China International Cultural Communication Center and Vice President of China Sun Yat-sen Cultural Exchange Association. He received several awards as recognition of his contribution to international exchanges and dialogue between China and other countries such as the USA, France, Germany or Australia.



Luís Filipe Lopes Tavares, Minister of Foreign Affairs, Communities & Minister of Defense of Cape Verde.

Prior to his appointment, Mr. Lopes Tavares was Director of the Planning and Studies Office of the Praia City Council, councillor of the Praia Municipal Council, advisor to the Cape Verdean Prime Minister, General Director of the Office of Decentralization / General Directorate of Local Government of Cape Verde. Moreover, he has coordinated several projects in the Cape Verdean Public Administration, at central and local level, funded by UNDP, World Bank, European Union, French Cooperation and Spanish Cooperation, he was consultant for Cape Verde of the Municipal Development Program - by the European Union. He was a professor at the Higher Institute of Education, at the National Institute of Administration and Management and at the Jean Piaget University in Cape Verde where he currently holds the position of General Administrator.



François Mabile is Secretary General of the International Federation of Catholic Universities (IFCU) and Director of the Center for Coordination of Research.

François Mabile is a professor at the Catholic University of Lille. He previously served as a member of the Executive Committee of Pax Christi International; Mabile was also the director of the Centre for Peace Research and Dean of the Faculty of Social and Economic Sciences at the *Institut Catholique de Paris*. Mabile's interest and expertise is in theories of international relations and NGOs and transnational actors in the international arena. He has written and organized colloquia on various peace-related issues, such as Chechnya; conflicts, reconciliation, and peace in Africa and the Middle East; the environment and international law; the crisis in the Balkans; and the consequences of Vatican II on the international activities of French Catholics.



Michelle Manks is senior manager of the Ottawa based organization's Student Refugee Program (SRP).

Michelle Manks has been working within WUSC's Campus Engagement team since 2008 and is currently the manager of the Ottawa based organization's Student Refugee Program (SRP). In her role, she is responsible for engaging post secondary students across Canada on refugee issues, and for providing refugee resettlement and integration training to WUSC's 65 student based constituent groups across the country. In addition to supporting and engaging partners in Canada, her responsibilities also include the coordination of the program overseas and the organization's refugee camp based initiatives in Africa, South East Asia, and the Middle East.



Carla Martins is Pro-Rector at the University of Minho for the Internationalization of Education since 2014.

Carla Martins has been an Assistant Professor at the School of Psychology of the University of Minho since 2003 and a researcher at the Research Unit in Development and Psychopathology of the Center for Research in Psychology (CIPsi). She was Vice-president of the School of Psychology, president of the Pedagogical Council and director of the Integrated Masters in Psychology between January 2013 and September 2014. In September 2014 she joined the Rectoral team as Pro-Rector for the Internationalization of Education. She has been a member of the Executive Committee of the Compostela Group of Universities since September 2015. Currently is the President of the Confucius Institute of the University of Minho.



Bernardo Empis Meira is Partner at BlueCrowCapital.

Bernardo is a Founding Partner of BlueCrow Capital Limited and leads its venture capital firm investing in innovative companies with capital needs to validate their ideas and products and expand commercially. Over his 17+ years of professional experience Bernardo provided strategic and financial advisory services to several early to growth stage companies and projects locally and overseas. Previously, Bernardo supported the structuring and development of complex cross-border financial transactions, including mergers and acquisitions, leveraged buyouts, equity and debt financings, restructurings and other financial investments, involving companies within different fields of power generation, energy efficiency, renewable energy and other sustainable industries. Bernardo holds a PGrad in Finance by Universidade Nova de Lisboa and an Economics degree by Universidade Católica Portuguesa.



Angela Merkel has been Chancellor of the Federal Republic of Germany since 22 November 2005.

She is the first woman and the first East German to hold this office. She was Federal Minister for Women and Youth from 1991 to 1994. In 1994 she was appointed Federal Minister for the Environment, Nature Conservation and Nuclear Safety.

She was previously Chairwoman of the CDU/CSU parliamentary group in the German Bundestag. Angela Merkel was born in 1954 and holds a doctorate in physics.



Sansom Milton is a Senior Research Fellow at the Center for Conflict and Humanitarian Studies.

His research interests include education in conflict-affected contexts with a special focus on higher education; theories of post-conflict reconstruction, statebuilding and peacebuilding; and conflict, fragility and development in the Middle East. Prior to joining the CHS he worked as a Research Fellow at the Post-war Reconstruction and Development Unit, University of York, and as a Visiting Fellow at the Regional Human Security Centre in Amman, Jordan. His article 'Higher Education as the Catalyst of Recovery in Conflict-affected Societies' was published in 2016 in a Special Issue of Globalisation, Societies and Education. His book on higher education, conflict and post-conflict recovery will be published by Palgrave Macmillan in 2017. He is co-editor of the Palgrave Pivot series Critical Studies in Post-Conflict Recovery.



José Filipe Moraes Cabral is the Portuguese Special Envoy for Higher Education in Emergencies.

José Filipe Moraes Cabral was Ambassador of Portugal to UNESCO (2013-2018) and the United Nations (2008-2013). Prior to these appointments, he was Ambassador to Spain (2004-2008). From 2001 to 2004 he was the Chief of Staff of the President of the Republic Jorge Sampaio; with whom he has previously worked as Diplomatic Adviser from 1996 to 1999. From 1999 to 2001 he was Ambassador to Israel. Between 1994 and 1996 he headed the Office of the Director-General for Political Affairs in the Ministry of Foreign Affairs in Lisbon and was the Portuguese Representative in the Working Group for former Yugoslavia at the EU. Between 1982 and 1991 he held diplomatic assignments in Ottawa, Rabat, Riyadh (as Chargé d'Affaires en pied) and Brussels (Permanent Mission to the EU). Cabral joined the Portuguese diplomatic service on 1979. He has also served in the Presidency of the Republic (in the Office for Cooperation and in the Civil House during the tenure of President António Ramalho Eanes), and at the Office of the Secretary of State for External Cooperation. Cabral graduated with degrees in Political and Diplomatic Science at the University of Brussels.



Isabel Mota, President of the Board of Trustees of the Calouste Gulbenkian Foundation since May 2017.

She is a non-executive member of the board of Santander-Totta Bank (since July 2015) and member of the Council of Portuguese Honorary Orders (Since 2011). A member of the Calouste Gulbenkian Foundation Board of Trustees from 1999 to 2017, she is also Chairman of the Partex Oil and Gas (Holdings) Corporation Supervisory Committee and of the Board of Directors of Maison du Portugal in Paris. She was Assistant Lecturer at the Higher Institute of Economics (1973-75) before becoming Deputy Director of the Office of the External Economic Cooperation of the Ministry of Finance (1978-86) and Counsellor to the Permanent

Representative of Portugal to Brussels (1986). In the political field, Isabel Mota has served as Secretary of State for Planning and Regional Development (1987-95).



Christian Müller is the Director of the Department of Strategy at the German Academic Exchange Services (DAAD) since January 2002.

He served at DAAD Brazil from 2009 to 2014, heading the DAAD branch office in Rio de Janeiro. Simultaneously, he was President of the Board of the German Center for Science and Innovation (DWIH), São Paulo. Prior to this appointment, he was head of the Division “Communication and Marketing” at the DAAD in Bonn.

In former years, he worked as university lecturer for German Language and Literature in Portugal (Aveiro) and Brazil (Campinas, Rio de Janeiro) as well as in the training of experts in development cooperation (German Foundation for International Development).



Dr. Helena Ndume is a Namibian ophthalmologist who is internationally renowned for her humanitarian work.

To date, she has performed sight-restoring surgeries upon 30,000 Namibians, completely free of charge. Forced to flee her homeland at the age of 15, Helena lived in Zambia, Gambia, and Angola, before attending medical school in Germany. She joined SEE International's roster of over 600 volunteer eye surgeons in 1995.

In 2004, she was awarded Grand Commander of the Order of Namibia, First Class. In 2011, CNN produced a piece on her work, which can be accessed here. Dr. Helena Ndume, with Jorge Sampaio, became the first recipients of the United Nations Nelson Mandela Prize on 22 June 2015.



Mehmet Nuri Gultekin is Chair of the Department of Sociology of the University of Gaziantep in Turkey

He has got PhD. degree from Ege University, studies on sociology of MENA Region and sociology of change.

He is also adjunct professor at Saint Mary's University in Canada, he has several articles about development, refugees and the Middle East.



António Perez Metelo, Journalist

He graduated in Economics from ISCEF (now ISEG). He is today the main editor of *Diário de Notícias* and a collaborator at TSF, under the heading "Midsummer day-by-day". He also has a participation as a commentator on issues related to Economics, on TVI.



Marcelo Rebelo de Sousa is the current President of Portugal since 9 March 2016.

He was President of the Social-Democratic Party (1996-99) and Vice-President of the European People's Party. He has been Secretary of State, Minister of Parliamentary Affairs, and a member of the Council of State (2000-2001 and 2006-2016). With a Degree in Law from the Faculty of Law of the University of Lisbon and a PhD in Legal and Political Sciences in 1985, he is Full Professor at the *Instituto de Ciências Jurídico-Políticas*, School of Law of the University of Lisbon. He has been a Professor at the Faculty of Social and Human Sciences and the Faculty of Law of the Portuguese Catholic University, and he has lectured at Agostinho Neto and Eduardo Mondlane Universities and the University of Eastern Asia. He was a founder of *Expresso* and *Semanário* newspapers. He was a member of the committee that drew up the first Press Law, and member of the Constituent Assembly.



Teresa Ribeiro, Portuguese Secretary of State for Foreign Affairs and Cooperation since 2015.

Born in 1954, she holds a degree in Philosophy from the University of Lisbon. She was Deputy Secretary-General of the Union for the Mediterranean between 2013 and 2015 and Secretary of State for European Affairs between 2008 and 2009. From 2010 to 2011, she was Administrator of the Portuguese Agency for Investment and Foreign Trade (AICEP) and President of the Institute of Social Communication (ICS) from 2000 to 2008. She chaired the Mass Media Steering Committee of the Council of Europe in 1999-2000 and was President of the Observatory of Communication (Obsercom), in 1998-2000.



Iqbal Riza is a Pakistani diplomat who served as special adviser to Ban Ki-moon during its mandate as Secretary-General of the United Nations.

He served as the Chef de Cabinet to United Nations Secretary-General Kofi Annan from his appointment at the beginning of Annan's term in January 1997 until his retirement January 15, 2005. Previously, he acted as Assistant Secretary-General in the Department of Peacekeeping Operations starting March 1993.



Jennifer Roberts is Education Specialist at UNHCR Turkey.

Jennifer is responsible for the management and oversight of a number of large-scale higher education programmes for refugees, including UNHCR's largest DAFI scholarship programme and a higher education preparation programme for over 4000 refugee students that assists them to meet the language proficiency requirements for university admission. Jennifer has extensive experience in the education and refugee education sector and has worked also worked for UNRWA (working with Palestinian refugees), UNESCO, the South African

Department of Basic Education and as a consultant for NGOs and donors. Areas of professional specialisation include programme evaluation, quality assurance in education and higher education.



Maria Fernanda Rollo is the Portuguese Secretary of State for Science, Technology and Higher Education.

She is PhD and Aggregate in Contemporary History by the Faculty of Social and Human Sciences (FCSH), *Universidade Nova de Lisboa*. Associate Professor with Department of History. She was Researcher and President of the Institute of Contemporary History of FCSH (until November 2015), and coordinated the Pedro Hispano – Doctoral Studies Program in Social and Human Sciences of the same faculty. He was a member of the Advisory Board of the Gulbenkian Program of Portuguese Language and Culture of the Calouste Gulbenkian Foundation. She coordinated research projects and has several texts published in the research areas of History of Portugal in the twentieth century, History of economics and society in contemporary Portugal and History of innovation and organization of science in Portugal.



Khalid Samadi, Secretary of State for Higher Education and Scientific Research.

Professor Khalid Samadi was coordinator of the Commission for Scientific Research and Cooperation at the Ecole Normale Supérieure of Tetouan, accredited expert at the Ministry of Habous and Islamic Affairs as well as member of the Central Commission of Experts charged with developing traditional education. At the international level, Mr. Khalid SAMADI has worked as an accredited expert at the Hassan II Foundation for Moroccans Living Abroad and accredited expert at the Council of the Moroccan Community Living Abroad to carry out a study on the development of religious education in 2010. He is also active as an accredited expert with

the Islamic Educational, Scientific and Cultural Organization (ISESCO) since 1997. Mr. Samadi is a member of the Higher Council of Education, Training and Scientific Research.



Jorge Sampaio, former President of the Portuguese Republic and current Chairman of the Global Platform for Syrian Students.

He held several political positions from 1974 onwards. Member of the Socialist Party (Labour), in 1989, he was elected Mayor of Lisbon and re-elected in 1993. He was elected twice as President of Portugal (1996-2006). During the last decade, President Sampaio gave his contribution to several global. He was the first UN Special Envoy to Stop Tuberculosis (2006-2012) and the first UN High Representative for the Alliance of Civilizations (2007-2013). He is now leading the Global Platform for Syrian Students aimed at providing scholarships and emergency academic assistance to Syrian students affected by the conflict. In July 2015 he was awarded the UN Mandela Prize for the very first time in the United Nations' history together with Dr. Helena Ndume from Namibia.



Augusto Santos Silva is the Portuguese Minister of Foreign Affairs.

Previously he was Minister of Defence (2009-11), Minister of Parliamentary Affairs (2005-09), Minister of Education (2000-2001), Minister of Culture (2001-02) and member of the Portuguese Parliament. He became a member of the Socialist Party in 1990. He holds a PhD on Sociology at ISCTE-IUL, Lisbon, and is Full Professor in the School of Economics of University of Porto.

He held several university management positions, including the president of the Scientific Council of his Faculty and vice-dean of the University. He is the author of several books on the epistemology of social sciences, the sociology of culture and development, and political thinking.



Bibi Sattar Marques, BlueCrow Partner

Bibi is a specialized professional in financial and compliance audit to assess the existence and effectiveness of controls, accuracy of financial reporting, efficiency of operations and regulatory compliance. In 2003, Bibi started her professional career in PwC and from 2008-2017 worked in the regulation sector, in Anacom, acquiring extensive knowledge in financial audit, corporate finance and regulatory issues and was member of the Board of European Regulators of Electronic Communications (regulatory costing project team). In 2014, Bibi founded a non-profit organization, aTTitude IPSS, dedicated to projects in the health and education sectors and to social finance innovation. In 2017, Bibi joined BlueCrow Venture Capital as an Executive Board Member. Bibi holds a Master in Finance and an Economics degree by Universidade Católica Portuguesa and a PGrad in Political Science and International Affairs also from Universidade Católica Portuguesa.



Marcello Scalisi is Director of the Mediterranean Universities Union since 2008.

He holds a degree in Historical Sciences and in International Cooperation at the Faculty of Literature, Philosophy and Languages of University of Roma Tre, Rome. He gained extensive experience in Sicily in the sustainable tourism sector, managing and monitoring EU projects for local tourism development and providing vocational training for dozens of companies and thousands of workers. He started working at UNIMED in 1998 as project manager and moved gradually to the coordination of UNIMED's European, International and National funded initiatives and projects. Since Marcello Scalisi became director of UNIMED, there has been a significant increase of the number of associated universities to the network, funded projects and employees and collaborators. Moreover, UNIMED is nowadays a permanent stakeholder of the European Commission.



Dr. Andreas Snildal is a Programme Specialist in UNESCO Education Sector's Section for Higher Education in Paris.

Andreas Snildal is a Programme Specialist in UNESCO Education Sector's Section for Higher Education in Paris. He holds a doctorate in history from the University of Oslo, where he also was working as a researcher and a lecturer before joining the Norwegian Agency for Quality Assurance in Education (NOKUT) as a Senior Advisor in 2014. From 2017, he is seconded from the Norwegian Government to UNESCO, where he is mainly working within the field of recognition, quality assurance and normative instruments in higher education.



Joao Alberto Sobrinho Teixeira is President of the Polytechnic Institute of Bragança since 2006.

He is a lecturer at the Polytechnic Institute of Bragança since 1986 and Researcher at the Mountain Research Center. He was Vice-President of the Scientific Council of the *Escola Superior Agrária de Bragança* from 1996 to 1999. He was President of the Scientific Council of the Superior School of Technology and Management of Mirandela from 1999 to 2005. From 1999 to 2005 he was Vice-President of the Polytechnic Institute of Bragança. From December 2008 to January 2013, he also assumed the functions of Chairman of the Coordinating Council of the Polytechnical Higher Institutes - CCISP. From January 2011 to January 2013 he was the director of the European Network for Universities of Applied Sciences - UASNet. Since September 2014, he has been a member of the Board of Directors of Association of Portuguese Language Universities.



Henriette Stoeber is Policy Analyst at the European University Association's (EUA) Higher Education Policy Unit.

Henriette Stoeber is a Policy Analyst at the European University Association's (EUA) Higher Education Policy Unit, previously working at the Hungarian Rectors' Conference and the German Academic Exchange Service's (DAAD) National Agency for Higher Education Cooperation. Henriette holds a Joint Master degree in European Public Policy.



Christos Stylianides is the European Commissioner for Humanitarian Aid and Crisis Management since 2014.

On October 24th, 2014 he was appointed as the European Union's Ebola Coordinator by the European Council. He was elected as a Member of the European Parliament in the May 2014 European elections where he served until October 31, 2014. He previously served as Government Spokesperson (2013-2014 and 1998-1999) and was member of the Parliament of the Republic of Cyprus from 2006 to 2013. As a MEP, served as member of the Committee on Budgets and substitute Member of the Committee on Industry, Research and Energy. He was also a member of the Delegation for relations with the USA and Substitute Member of the Delegation for relations with Israel.



António Vitorino served as European Commissioner for Justice and Internal Affairs from 1999 to 2004.

Vitorino was appointed Secretary of State for Parliamentary Affairs in 1983. In 1995, he became Minister for National Defence and Deputy Prime Minister in the first government of António Guterres. Vitorino was appointed European Commissioner for Justice and Home Affairs, during the commission led by Romano Prodi. Vitorino was the President of Notre Europe, the European think tank founded by Jacques Delors, since June

2011. From December 2011 until May 2012, he served as member of the institute's Tommaso Padoa-Schioppa group, a high-level expert group to reflect on the reform of the Economic and Monetary Union of the European Union.



Keith David Watenpaugh is Professor and Director of Human Rights Studies at UC Davis.

Keith David Watenpaugh is a historian of the Modern Middle East, humanitarianism and human rights. Trained at UCLA, he has lived and conducted research in Egypt, Syria, Lebanon, Jordan, Turkey, Armenia, Greece and Iraq.

The University of California Press recently published his second book, *Bread from Stones: The Middle East and the Making of Modern Humanitarianism*. Princeton University Press published his first book *Being Modern in the Middle East: Revolution, Nationalism, Colonialism and the Arab Middle Class* and he has written articles for the *American Historical Review*, the *International Journal of Middle East Studies*, *Social History*, the *Journal of Human Rights* and *Middle East Report*.



Graham Wilkie, European Commission

Graham Wilkie has worked for the European Commission since 1997. Firstly in the Directorate General for Research from 1997-2010 managing medical research programmes, then in Education and Culture where is currently Deputy Head in the international Cooperation team.

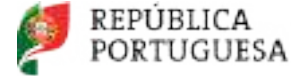
He is a medical researcher by training, and got his PhD in neuroscience in 1994 from the University of Bath, UK.



Nasser Yassin is the Director of Research at the Issam Fares Institute for Public Policy and International Affairs, and Assistant Professor of policy and planning at the Health Management and Policy Department at the American University of Beirut.

He co-chairs the AUB4Refugees Initiative that brings together and builds synergy among faculty and departments in AUB responding to the Syrian refugee crisis. He researches and advises on policy and social innovation especially in areas of health, youth and refugee policies and programs. His work looks at how civil society actors, community groups and informal networks can influence policies as well as development and humanitarian programs. He is currently leading a research project on understanding the informal adaptive mechanisms among refugees and their host communities in the Middle East. He is author of more than 30 internationally published articles and reports.

6 ANNEX



THE RAPID RESPONSE MECHANISM FOR HIGHER EDUCATION IN EMERGENCIES AND CONFLICT-AFFECTED SOCIETIES (RRM): AN OVERVIEW

CONTEXT

- The Rapid Response Mechanism for Higher Education in Emergencies and Conflict-affected Societies (RRM) is a multi-stakeholders project in the making, aimed at providing **more, better and faster academic opportunities** for students in crisis situations at large, who are either in vulnerable situations or face humanitarian emergencies created by wars, conflicts and natural disasters.
- The RRM project builds on the momentum generated by the World Humanitarian Forum,

held in May 2016, in which governments and other international actors agreed to work together in order to achieve strategic transformations, as proposed in the Agenda for Humanity, aimed to “reduce the suffering of millions of people, and address and reduce humanitarian need, risk and vulnerability”. Moreover, the RRM also takes into consideration further commitments made at the High-Level Meeting of the General Assembly on Large Movements of Refugees and Migrants (September 2016) expressed in the New York Declaration, in particular in its paragraph 82 in which all member States recognized for the very

first time the power of higher education to build resilience in emergencies and foster recovery and rebuilding from disasters and conflict. Last but not least, the RRM project also builds on the commitments made in the framework of the 2030 Agenda for Sustainable Development, in particular SDG 4, 5 and 16.

- The RRM is designed upon the experience gained from an emergency scholarship program for Syrian students launched in 2013 under the leadership of Mr. Jorge Sampaio, former President of Portugal, in the framework of the Global Platform for Syrian Students (www.globalplatformforsyrisnastudents.org). Although operating on a small scale with 150 students in 9 countries, this program has been very successful. A major scale up might take place soon thanks to new upcoming partnerships.
- Furthermore, the RRM is also based on exchanges held with international partners since 2014 and on lessons learned and best practices available.
- **The RRM is underpinned by the principle that**

universities know what to do to integrate students and scholars from crisis settings, playing a crucial role in empowering individuals and communities provided they are properly backed.

- To enable universities to achieve their mission, it is necessary to close existing gaps in capacity, cooperation and financing.
- One way of doing this is to set up a coordination mechanism to ensure that universities reach out to refugees and students on forced displacement and that admission procedures (both from an academic point of view but also from a national, legal and administrative perspective) are run smoothly and provide the appropriate protection which these students need and are entitled to.
- On the other hand, a financing facility should ensure that funds are available to cover the costs since day one of a humanitarian crisis and that funding is sustainable. For a graphic, quick overview of this project, please watch the following [animation film](#)¹.

THE RRM – CALL TO ACTION

- Against this backdrop, we are inviting a wide range of stakeholders – the academic community, student organizations, international organizations, governments, aid agencies, foundations, NGOs, the private sector and individuals – to come together to support the RRM project in order to launch it on 5 April on the occasion of the International Conference on “Higher Education in Emergencies” to be held in Lisbon, Portugal (www.rrm2018.pt).

THE RRM – WHAT DOES IT STAND FOR?

- The RRM is a unique, informal platform for dialogue and cooperation on higher education in emergencies and conflict-affected societies. Bringing together a variety of partners and stake-holders, the RRM is the main multilateral platform linking the academic community, philanthropies, the private sector, humanitarian and development players and political decision makers at national, regional and global level.
- The RRM aims at becoming the most comprehensive partnership for higher education in emergencies and in conflict-

affected societies, joining hands across continents.

- The RRM is built upon the best practices existing at international level, seeking to help boost the global agenda on education in emergencies and to contribute to reorganize this field which, until recently, has remained loosely defined, with international organizations and other players providing a patchworked assortment of services.
- Currently, two main complementary initiatives are driving a reorganization of this field: the Education Cannot Wait Fund (ECWF) which is the first global fund to prioritize education in humanitarian action aimed at fulfilling the educational needs of 75 million children and young people (aged 3-18) in 35 crisis-affected countries; and the RRM that aims at becoming a unique multilateral, inter-regional framework to increase awareness, policy exchange and tangible cooperation on higher education in emergencies and conflict-affected societies, targeting the 18-32 age bracket. Although at different stages of development – the ECWF is much more advanced –, with different scopes and approaches, both initiatives seem engaged in reorganizing the field of education in emergencies, the ECWF

¹ – <https://youtu.be/ScJXg3WrAic>

focusing on primary and secondary levels and the RRM on the tertiary level.

- Endorsing the 5 functions of the ECWF as defining of its own mission, the RRM's main purpose is to provide a platform to strengthen academic capacity to respond to crises, foster collaborative responses, generate untapped resources, improve understanding and accountability as well as inspire political commitment so that higher education is viewed both by governments and donors as a top priority during crises².

THE RRM – A THREE-PILLAR STRUCTURE

- The RRM is based on three pillars: the Academic Consortium, the Net work of Partners and a Financing Facility.
- The RRM **Academic Consortium** is made up of universities, polytechnics, colleges, research institutes as well as other higher education providers committed to providing refugees and students on forced mobility with opportunities to pursue their education; the RRM **Network of Partners** is made up of a wide range of members – international

organizations, governments, aid agencies, foundations, NGOs, the private sector and individuals – engaged in supporting the higher education sector in conflict settings; the **Financing Facility** in support of the RRM is a blended finance initiative comprising grants, an academic solidarity levy to be raised on a voluntary basis (the YES levy) and an impact investment, the BlueCrow Dynamic Fund I.

In a globalized world, working together across these three pillars makes the RRM an important platform for dialogue and cooperation to promote a common vision of the role that higher education can play in emergencies and conflict-affected societies. A vision that recognizes the ability of higher education in emergencies to provide protection, to enhance resilience and self-reliance and to empower individuals and communities, acting as a catalyst for recovery and for strengthening fragile states.

- As an open and informal framework to increase awareness, policy exchange and tangible cooperation, the RRM working together across these three pillars aims at achieving its primary threefold goals:

to do more, better and faster in the field of higher education in emergencies and conflict-affected societies.

THE RRM IS

- **An equal partnership** – The RRM offer a platform to enhance understanding and awareness amongst its partners through dialogue and cooperation on topics of mutual interest relating to higher education in emergencies and in conflict-affected societies on the basis of equal partnership, mutual respect and benefit.
- **Informal** – The RRM provides an open forum for the academic community, policy makers, officials, foundations, NGOs and the private sector to discuss any issues of common interest in the framework of advancing higher education in emergencies and in conflict-affected societies, complementing the work already being carried out in bilateral and multilateral fora.
- **High-level and people-focused** – The RRM provides a platform for dialogue and cooperation not only at the level of senior officials and political decision-makers, but also puts a strong focus on fostering

people-to-people contacts among all, including academia, experts, civil society representatives, private sector and youth.

- **Multi-dimensional** – The RRM covers the full spectrum of issues relating to higher education in emergencies and conflict-affected societies and devotes equal attention to rights-based, humanitarian and development approaches, to the various actors involved in the field, to simple and high-tech solutions to promote and facilitate access to quality higher education, innovative blended financing strategies, etc.
- **Open and evolutionary** – The RRM goes with the times, both in terms of issues addressed, solutions suggested and with regard to membership.

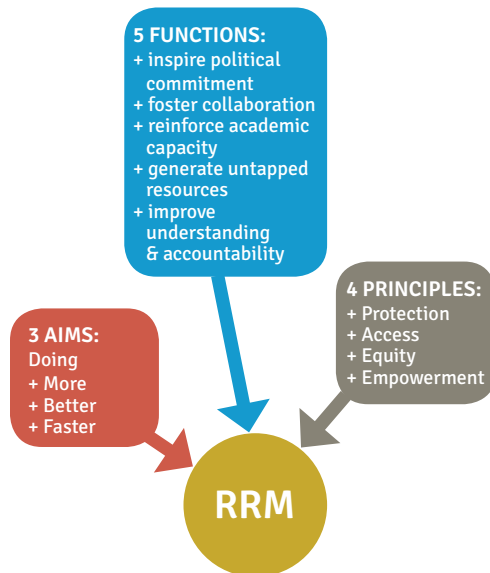
HOW THE RRM WORKS

The RRM works through close consultations and activities organized at different levels and using learning technologies when possible to connect with its various constituencies in order to deliver on its main functions.

Aiming at doing more, better and faster, the RRM is underpinned by four core principles,

² – www.ecwf.org

which are: protection - make sure that the academic opportunities provided offer a safe, protective and healing environment to crisis-affected students; access - ensure that crisis-affected students are provided with quality higher education opportunities to complete their studies; equity – ensure access is provided to the most vulnerable students, notably young women; empowerment of individuals and communities – make sure that higher education provides the advanced capabilities necessary for societies to assume genuine ownership of the recovery process.



SHORT TERM STRATEGY – RUNNING A PILOT

- We are inviting members of the global academic community (universities, polytechnics, colleges and other higher education providers as well as associations of universities and students), international and regional organizations, foundations, NGOs, the private sector to run a one-year pilot of the RRM during the 2018-2019 Academic Year.

• What does it mean?

For all

- To be part of the core-group of the RRM founders.
- As part of it, to develop close collaboration with the RRM Task Force and other stakeholders in order to monitor the pilot and evaluate it in July 2019 before the RRM is upgraded and fully operational.

• What does it require?

- Making a commitment to be part of the RRM project over one year to be announced on 5 April at the International Conference on “Higher Education in Emergencies”.

For Universities and other higher education providers

- Running the pilot will require that each university/higher education provider commits to:
 - Host a number of refugees or students coming from humanitarian crisis settings (minimum 5 students, 40% at least being female students) offering them tuition fee waivers during the 2018-2019 academic year.
 - Provide these students with a similar scholarship scheme that will allow them to cover living costs and other expenses such as student accommodation. Within the pilot, a few scholarships will be available, in some cases provided by other partners.
 - Raise within each academic community (involving students, professors, staff, services providers) on a voluntary basis the “YES!” (youth education solidarity) levy of at least 1 euro/pound/US\$ once a year, maybe on the occasion of the annual registration, which will be deposited in a specific bank account.
 - Universities/higher education providers will be responsible for managing their YES!

accounts at local level and for allocating each account to its own scholarship program for refugee students. They are also strongly invited to develop a matching gift program (for instance one-for-one) in order to boost contributions.

- The amounts raised within the various YES! accounts will be accounted for as if it were a single fund – the “Global Virtual YES! Fund” – in order to be able to show results of collective action at global level and generate additional traction.
- Appoint a Focal Point for all issues related to the project who will participate in follow-up web meetings with the RRM Task Force and in the final assessment and recommendations.
- Through their Focal Points universities/higher education providers will share with the RRM Task Force best practices and lessons learned in the framework of the integration of these students into academic life. Every partner can raise concerns at any time, with the possibility for discussion amongst all members on a regular basis. The RRM Task Force can provide solutions for these concerns or suggest measures to mitigate their impact.

- Universities/higher education providers might decide to organize some joint activities – namely web activities – involving the academic staff and students to hold broader discussions on topics related to the pilot.
 - Universities/higher education providers might want to convene joint high-level meetings with governments and other parties concerned. If one party organizes a meeting with external bodies on operations covered by the RRM pilots, the other organization will be invited.
 - Universities/higher education providers will take measures to enhance the visibility of their co-operation and joint activities within the RRM Platform to the general public. All parties will mutually support each other in their relations with the media and with regard to web contents.
- For Partners**
- Running the pilot will require that each partner commits to share its own experience, knowledge and know-how on topics related to higher education in emergencies in order to:
 - foster collaborative responses to crises
 - contribute to strengthening academic capacity to respond to crises through the development of new tools, common approaches, guidelines and pathways as well as best practices that can be replicated
 - contribute to upholding article 26 of the Universal Declaration of Human Rights and to implementing paragraph 82 of the New York Declaration
 - improve accurate and disaggregated data collection definition, modules and processes
 - improve understanding of crisis situations, higher education needs and early planning for timely action
 - strategize coordinated action in order to align it as much as possible with global priorities, such as the Agenda for Sustainable Development Goals (namely SDG 4, 5 and 16), the Agenda for Humanity and the Global Compacts
 - explore untapped revenue potentials
 - plan, conduct, follow up and monitor advocacy actions in order to inspire political commitment so that higher education is

viewed both by governments and donors as a top priority during crises.

- leverage the media.
- Each partner should appoint a Focal Point for all issues related to the project who will participate in follow-up web meetings with the RRM Task Force and in the final assessment and recommendations. Every partner can raise concerns at any time, with the possibility for discussion amongst all members on a regular basis. The RRM Task Force can provide solutions for these concerns or suggest measures to mitigate their impact.
- Partners might decide to organize some joint activities – namely web activities – to hold broader discussions on topics related to the pilot.
- Partners might want to convene joint high-level meetings with governments and other parties concerned. If one party organizes a meeting with external bodies on operations covered by the RRM pilot, the other organization will be invited.
- Partners will take measures to enhance the visibility of their co-operation and joint activities within the RRM Platform to the

general public. All parties will mutually support each other in their relations with the media and with regard to web contents.

What does the RRM platform offer?

- The RRM is a unique platform for dialogue and cooperation on higher education in emergencies bringing together a wide range of partners.
- It aims at creating the right ecosystem that allows universities, polytechnics, colleges and other higher education providers to do more, better and faster in times of crisis.
- During the pilot, the RRM will foster collaborative responses, strengthen academic capacity to respond to crises, mobilize extra resources, promote a better understanding of humanitarian crises and higher education needs and inspire political commitment at international and regional level so that higher education is viewed both by governments and donors as a top priority during crises.
- At the end of the pilot, the RRM will conduct an assessment of the experience and in collaboration with partners will issue recommendations for the full operational phase that will start in September 2019.

- The RRM will have no dedicated secretariat at least during the one-year pilot experience. However, an informal group of coordinators – the RRM Task Force – will be set up. It will consist of up to 7 members. Together they will assist the Network of Partners and the Academic Consortium and will be responsible for the advancement of the RRM.
- Within this broad set of objectives, a more detailed and concrete agenda is to be set by the RRM Taskforce, once it is operational, said agenda to be discussed and agreed with participants in the pilot.

Priority objectives for the Pilot

- The one year pilot aims at bringing together a core group of partners working together with a number of universities and other higher education providers around the world in order to do:

MORE

- Increase the number of academic opportunities available to students in emergency situations and in crisis-affected societies by up to 1000
- Provide the RRM with a global scope by increasing the number of universities and other providers of higher education services involved in the RRM and the network of partners
- Increase resources available through blended financing strategies

BETTER

- Develop new tools to reinforce academic capacity to respond to crisis notably to facilitate access and ensure equity
- Develop new complementary pathways aimed at empowering individuals and communities to assume genuine ownership of the recovery process in post-conflict situations
- Explore new avenues to ensure higher education protects in crisis situations

FASTER

- Once an emergency is declared, adopt and implement a new emergency program within 6 to 9 months
- Develop a specific fast track for students and scholars at high risk

