



2019

FUNDER'S REPORT

*Southern New Hampshire University
Global Education Movement (GEM)*

Five Proof Points Demonstrating GEM's Impact

Southern New Hampshire University
Global Education Movement (GEM)

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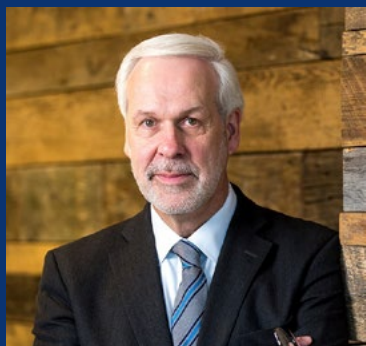
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LETTER FROM LEADERSHIP

Two years of extraordinary growth and progress



Dr. Paul J. LeBlanc
President and CEO of SNHU



Dr. Chrystina Russell
Executive Director of SNHU's GEM

Dear GEM supporters, family and worldwide partners,

We are writing to you at an unparalleled moment in time.

With the continued rise of inequality, conflict and uncertainty around the globe, the number of displaced people has ballooned to a staggering 70.4 million, with no end in sight. The ongoing refugee crisis is an acceleration of a decades-long trend. Refugees are among the most marginalized populations in the world. They are often denied fundamental rights and entitlements, including freedom of movement, the right to work, protection from police harassment and – nearest to our hearts – access to all levels of education.

We have joined hands with our funders, supporters and partners to tackle some of these unprecedented challenges faced by refugees.

In 2017, we embarked upon a mission to achieve five ambitious proof points to demonstrate that Southern New Hampshire University's Global Education Movement (GEM) had the capacity to scale our degree programs to refugees around the world, whether in camps or urban environments.

Two years later, we have met each of these aggressive milestones in collaboration with our partners and most important allies, our students.

This progress is reflected in our statistics:

- 100% of AA graduates engage in internships.
- Graduates in Rwanda earn 103% more than their university-educated peers.
- 98.2% of GEM students are on track to graduate in four years.
- Hundreds of new students are served each year.
- SNHU GEM has become the humanitarian field's largest effort to offer higher education in refugee settings.

In achieving these breakthroughs, we've launched operations in four new countries, conceived of and established an assessment center to lower degree costs, expanded our work beyond Africa to the Middle East, created a new degree and continued to measure strong outcomes in Rwanda.

Ultimately, it's the individual stories of profound life and community transformation that best exemplify the power of our work together. In Kakuma, Kenya's sprawling desert camp of nearly 200,000 residents, Mayen thought he'd never have the opportunity to earn a bachelor's degree. He spent time as a teacher and wondered if he should return to his home country, but worried about his safety.

Today, Mayen has completed an internship with the College Board, holds his bachelor's degree in management with a concentration in logistics and operations, and has been offered a job in Nairobi working alongside communities with sanitation challenges. "I've not only transformed my own life," Mayen comments, "but I am showing the world what's possible for refugees. We now have a reason to feel

and spread hope." When visiting Mayen's home community, it's incredible to see the groups of children and teenagers crowd around and admire him. This is testimony to the personal and communal impact of GEM. We take a more in-depth look at Mayen's incredible journey on [page 35](#).

All of this is possible only with the generous support of our donors and partners. The resources, thought partnership, and acts of courage to take on one of the world's most pressing and seemingly intractable problems, ensure that our vital mission comes to life. Our students are employees, leaders, and thinkers and they are brimming with hope and purpose. We are grateful for the confidence our donors showed us two years ago. We are proud to deliver on those points two years later, continuing to work in order to build and maintain the trust of our donors, partners, students and communities. This is us – together – starting to move the dial on this immense global challenge.

In partnership,

Dr. Chrystina Russell and Dr. Paul LeBlanc



WATCH: This is us – a word from Paul and Chrystina and GEM's students and leaders / **01:27** /



OVERVIEW

What's the Global Education Movement about?

WHAT GEM DOES

SNHU's Global Education Movement (GEM) works with proven, on-the-ground partners to offer higher education programs for students affected by crisis and forced displacement, providing bachelor's degrees at no cost to refugees and pathways to quality employment. Over the past two years GEM has brought college education to refugees in Africa and the Middle East, with the aim to empower students and transform lives.

Disrupting the cycle

Refugees are among the most profoundly disempowered groups in the world. With more than 70 million people displaced worldwide, entire generations are spending their lives in camps and urban areas without access to opportunities to improve their futures. Many refugees are denied even basic rights and entitlements, all while being subject to policies created by those who have never experienced displacement.

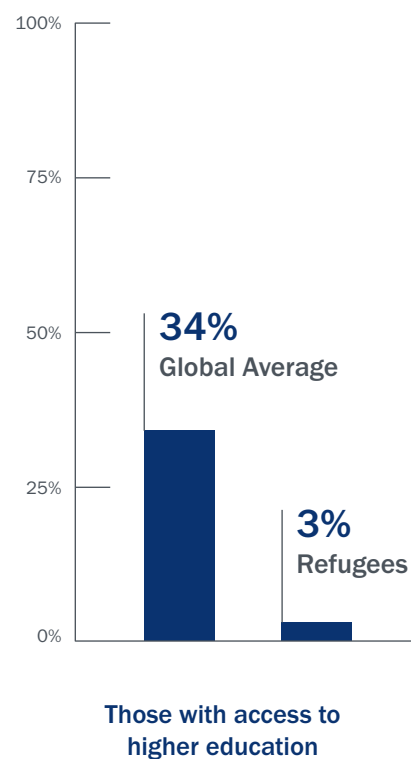
With limited access to education and employment – only 3% of refugees are able to access higher education, compared to the global average of 34% – refugees are unable to access high-level career and leadership roles that would enable them to influence the policies that shape their own lives and the futures of their communities.

GEM aims to disrupt this cycle by:

- creating pathways for refugees to pursue accredited degrees and skills for employment and leadership, preparing graduates for careers and transformative action in their communities, general workplaces, and the humanitarian system;
- driving systemic change through its global network of refugee graduates, who will become key leaders in the search for solutions to the global refugee crisis.

SNHU's GEM is unique in the humanitarian sphere. Over the past two years, GEM has been able to scale its work with six new partners in four new countries, making it the largest humanitarian program providing U.S.-accredited degree opportunities in the world.

≈70,400,000
people displaced worldwide



To get involved with GEM, contact Gabi Zolla: g.zolla@snhu.edu

If you would like to support GEM, visit: alumni.snhu.edu/support-GEM

For more information, visit GEM's website: gem.snhu.edu

To see GEM students and their successes, follow GEM on [Instagram](#)

“ REFUGEES MIGHT BE HOMELESS,
BUT THEY ARE NOT HOPELESS.”

Innocent, Rwanda



Transforming lives

Every year, the life-changing significance of GEM's work becomes more and more apparent as more students reach graduation and SNHU's refugee alumni body continues to grow globally. GEM's impact on its learners and graduates is measurable and replicable – as shown in this report – but is often best illustrated through individuals.

This year, GEM is sharing the story of Innocent, one of the earliest refugee students in the program, who graduated with his degree just a few months ago.

Innocent's background

When still only a small child, Innocent lost both his parents and had to flee to his country, becoming a refugee in Rwanda. He had lived in Kiziba refugee camp in Rwanda for over 20 years.

Working towards a solution

In 2015, Innocent became part of GEM's founding class in Kiziba refugee camp. He was determined to pursue his education and make a success out of it, thereby giving himself the chance to change his circumstances.

His successes

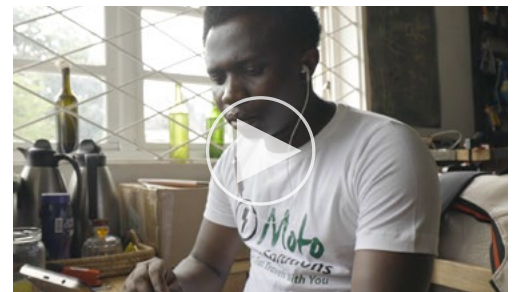
Before Innocent had even graduated, he was able to convert his internship connections and his skill set in logistics and operations from his degree into full-time employment with a local tech start-up company, Moto, based in the Rwandan city of Gisenyi.

Fewer than four years since starting his degree with SNHU, Innocent is now living outside of Kiziba refugee camp – something he never thought was possible.

He has since been promoted to a management position and is responsible for handling international operations and coordination for the company. In addition to providing for his grandmother's needs, he also supports his brother to complete his own university degree.

Eye on the future

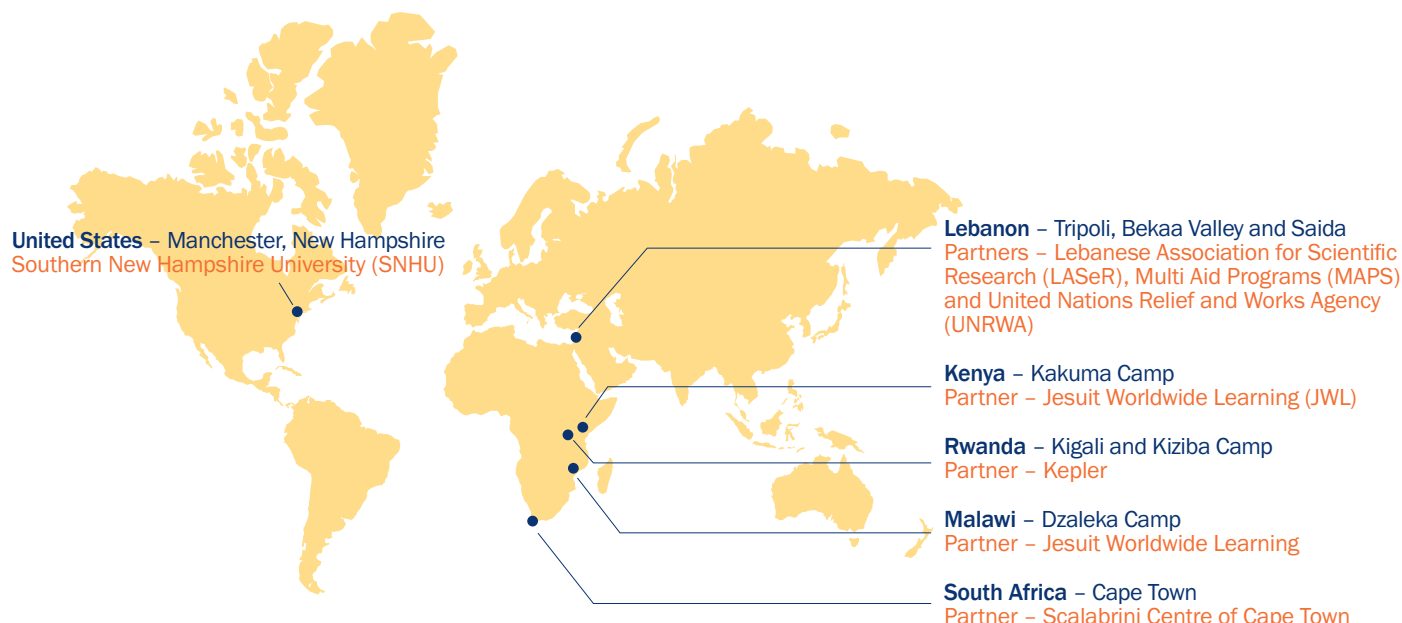
Innocent looks forward to building a better life each day, but he is also aware that there are more challenges to face in the future. He worries about his long-term precarity as a person with refugee status. However, with the security of internationally-recognized credentials and relevant employment skills, Innocent remains optimistic about his future. For him, it has become a daily goal to remind the world that “refugees might be homeless but they are not hopeless.”



WATCH: Innocent is building a better future for himself, his family and his community. / 02:43 /

GEM's GLOBAL REACH

Where GEM makes a difference.



By the numbers

An overview of GEM's global figures



5

countries



54%

of international associate degrees assessed by GEM's Rwanda Assessment Center (RAC)



7

partner organizations



100%

on track to meet GEM's contractual obligations



8

sites

All of the contractual obligations in the funder agreement have been fulfilled by GEM

- 85% of students complete an associate degree within two years of beginning program
- 85% of first cohort of students in Kiziba refugee camp graduate with bachelor's degrees
- 50% of international associate degrees assessed by new assessment center
- Applicants without high school documentation will have access to an alternate verification system accepted by U.S. accreditors
- One new degree created

SCHOLARSHIP REPORT

Current GEM student body composition.



778

AA graduates

409

BA graduates



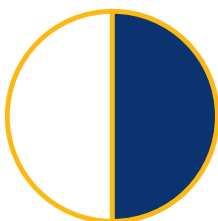
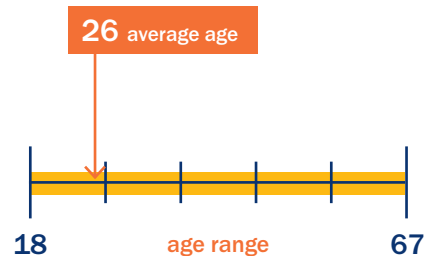
15

nationalities represented



22

languages spoken



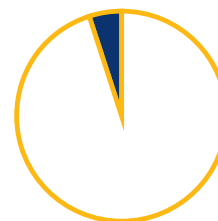
50%

of enrolled students are female



58%

of GEM students are working full- or part-time while earning their degree



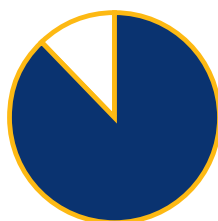
<5%

attrition rate



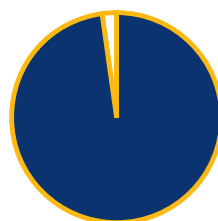
95%

of first cohort of students in Kiziba refugee camp graduate with bachelor's degrees



88%

of GEM students are employed within six months of graduation



98%

of GEM students complete their associate degree within two years of commencing their studies

COUNTRY HIGHLIGHTS

Areas where GEM is currently making a difference.

Current Student and Graduate Population



52.8%

Rwanda, Kigali
Partner: Kepler

13.5%

Rwanda, Kiziba Camp
Partner: Kepler



14.4%

South Africa
Partner: Scalabrini Centre of Cape Town



7.3%

Lebanon
Tripoli, Bekaa Valley, Beirut & Saida
Partners: LAsER, MAPS & UNRWA



6.4%

Kenya, Kakuma Camp
Partner: Jesuit Worldwide Learning



5.6%

Malawi, Dzaleka Camp
Partner: Jesuit Worldwide Learning

1,040 Students Currently Served



SNHU students at Kepler Kigali's campus.

RWANDA

GEM works with its on-site partner, Kepler, in two locations in Rwanda. Kiziba refugee camp is home to 17,500 residents, 99% of whom are Congolese. GEM’s urban site is located in Kigali, the commercial center and capital of Rwanda, with one million residents.



Challenges faced by refugees directly addressed by GEM and Kepler’s partnership:

- 1** Discrimination in employment: While refugees have the right to work in Rwanda, the written law and each business’s understanding and implementation of the law can vary.
- 2** Remote Location: The remoteness of Kiziba camp can lead to difficulties accessing services and local economies, and creating connections with the people of Rwanda, despite existing for over 20 years.
- 3** No electricity: There is no electricity in the camp, which adversely affects study opportunities.
- 4** Gender Inequality: Women are expected to tend to chores and sick family members. Additionally, the education of males in the family may be prioritized when there are limited resources for school fees. This results in fewer females applying to higher education opportunities and requires targeted interventions.

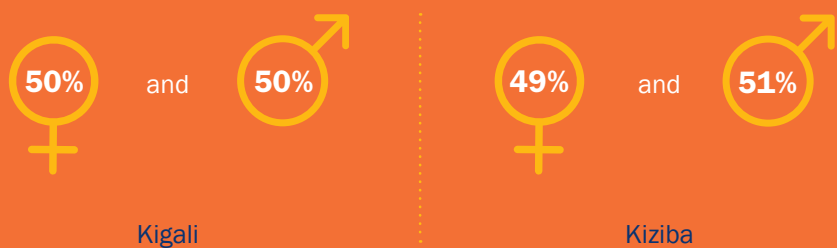
By the numbers

Graduate numbers

397
BA Graduates

661
AA Graduates

Female/Male split



Students on track for degree completion in two years or less





Both spouses are students in South Africa, both learners are proud of how their university education is improving the lives of their sons, including educating the community about autism.

SOUTH AFRICA

In 2018, in collaboration with the Scalabrini Centre of Cape Town, GEM launched a program to serve urban refugees, migrants and local residents who would otherwise not have access to higher education.



Challenges faced by refugees directly addressed by GEM and Scalabrini’s partnership:

- 1
Xenophobia: The safety of refugees is at risk on daily commutes to school and work. Students have undergone attacks and robberies and are afraid to engage in entrepreneurial activities due to the destruction of many migrant and refugee owned businesses.
- 2
No financial or shelter support for refugees: New arrivals must handle their trauma while finding a place to live, paying rent and securing a job.
- 3
High levels of unemployment in South Africa: Securing jobs is difficult and is compounded by discrimination against foreigners.
- 4
Securing documents is time consuming and inefficient: Many individuals hold no or expired documents further adding to the challenge of securing basic needs.

By the numbers



62% enrolled female students



Average student age is 34



9 nationalities represented among student body



91% AA graduates enrolling for BA



12 languages spoken



100% of students on track for AA degree completion in two years or less



SNHU students in JWL's Dzaleka camp site enjoy learning about medical offices during a careers exploration visit.

MALAWI

GEM is working with Jesuit Worldwide Learning (JWL) to educate refugees in the Dzaleka camp which houses approximately 34,000 residents, 60% of whom are from the Democratic Republic of Congo, 19% from Burundi, 19% from Rwanda and 2% from Somalia.



Challenges faced by refugees directly addressed by GEM and JWL's partnership:

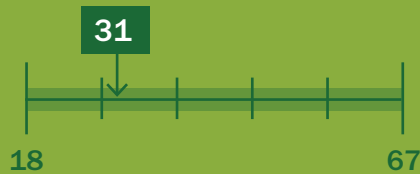
- 1 **Nutrition Challenge:** Food rations, already deemed insufficient for basic health needs, have been more than halved since 2016.
- 2 **Unemployment:** Limited access to jobs, funding and support leads to survival sex for many women residents.
- 3 **Political hindrance:** There are significant legal and political barriers to employment.
- 4 **No electricity:** There is no electricity in Dzaleka camp, which adversely affects study opportunities.
- 5 **Mobility Issues:** No right to movement in Malawi without government permission makes it even more challenging to secure and complete internships.
- 6 **Lack of basic education:** More than half of school-aged children in Dzaleka camp don't have access to a school.
- 7 **Administrative challenges:** Displaced persons can wait 10 years or longer to secure refugee status and therefore refugee rights.

By the numbers

Note: This site was launched as recently as 2018, and the figures represent the first wave of student sprinters to completion.



58 total students



Average student age is 31



4 nationalities represented among student body



Attrition rate is 4.5%



Average time to degree (most students transferred credits from Regis University)



100% of students on track for degree completion in two years or less



SNHU students share a joyful moment during a team building activity at JWL's camp site.

KENYA

Established in 1992 to accommodate South Sudanese fleeing civil war, Kakuma refugee camp has changed significantly in terms of its population and demographics. The United Nations High Commissioner for Refugees (UNHCR) reports there is currently an estimated population of 185,000 refugees and asylum seekers in this remote part of Kenya.



Challenges faced by refugees directly addressed by GEM and JWL's partnership:

- 1 Challenging living conditions: Harsh desert life conditions, environmental stressors such as venomous snakes and spiders as well as the frequent outbreak of diseases such as cholera, malaria and typhoid constantly threaten physical health.
- 2 Unemployment: Refugees have very limited right to work.
- 3 Mobility Issues: No right to movement without government permission complicates internship and employment efforts.
- 4 Lack of basic services: Food shortages and sanitation issues due to limited latrine numbers pose frequent challenges.

By the numbers



67 total students



10 languages spoken



7 nationalities represented among student body



Average time to degree (most students transferred credits from AA degree from Regis University)



8 AA graduates completed their degree in the first year of the program



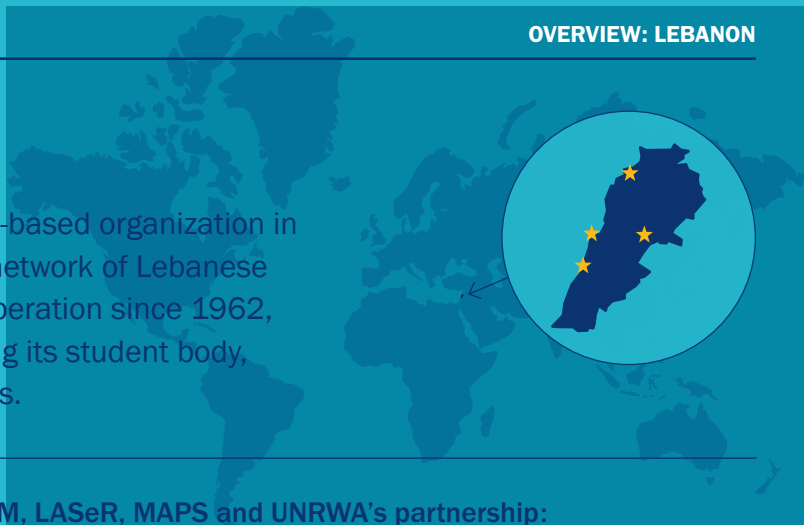
100% students on track for completion in two years or less



SNHU students at LAsER in Tripoli, Lebanon have fun while engaging in a group critical thinking exercise.

LEBANON

GEM has partnered with a Syrian-led community-based organization in the Bekaa Valley, a local NGO in Tripoli led by a network of Lebanese professors, and a vocational training center in operation since 1962, enabling it to achieve maximum inclusivity among its student body, serving Syrian, Palestinian and host communities.



Challenges faced by refugees directly addressed by GEM, LASeR, MAPS and UNRWA's partnership:

- 1** Political interference: The political environment continues to worsen for Syrian refugees in particular – registration of refugees is being cut and more stringent paperwork requirements are leading to arrests (in particular of males).
- 2** Lack of funding: Restriction of services available to Palestinian refugees due to funding cuts of over \$300 million by the U.S. government to United Nations Relief and Works Agency (UNRWA).
- 3** Unemployment: Extremely limited employment rights and opportunities.
- 4** Gender inequality: Gender-based expectations can mean women have to move with families (either from or to a host country) without choice.
- 5** Lack of basic services: Limited access to health services and schools.
- 6** Political instability: Current political crisis has led to countrywide protests, with deep disruptions to the economy and transport.

By the numbers




October 2018


First Lebanon site launched



The only country where GEM is working with multiple partners (3)



60% of GEM students are female

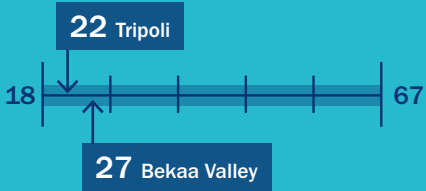


100% of GEM students in Tripoli on track for AA degree completion in two years or less



9.9 Months

Average months to AA degree



22 Tripoli

27 Bekaa Valley

18 67

Average student age



GEM'S IMPACT

How is GEM making a difference?

MEASURING SUCCESS: GEM's FIVE PROOF POINTS

Over the last two years, GEM has worked in collaboration with funders to test the growth potential of its unique solution to the refugee crisis. GEM has demonstrated readiness for scale through achieving five funder-defined proof points:

- 01 Continue to measure long-term outcomes in Rwanda
- 02 Pilot in other camp and urban refugee environments in Africa
- 03 Pilot in a non-Africa site
- 04 Pilot methodologies to lower degree costs and develop an additional degree
- 05 Create alternate pathways for verification of high school level skills documentation

Proof Point

01

*Continue to measure
long-term outcomes
in Rwanda*

Proof Point

01

During the past two years, GEM has continued to work with local partner, Kepler, across two sites in Rwanda. GEM has also continued to build its evidence base around long-term outcomes and impacts through independent evaluations over a six-year period.

Challenges faced

GEM collaborates with Kepler in a protracted camp setting, meaning that many students have given up hope in securing a job. This can lead to challenging behaviors when searching for employment. Overcoming this requires psychological boosts, targeted training, and the right balance of encouragement and helping students understand that it is a challenge for any graduate to secure their first job out of college, regardless of refugee status.

GEM's activities

GEM has launched the following initiatives to address the challenges above in its effort to support access to higher education and improved employment rates:

- Preparation programs
- A blended learning model to assist students in earning their degree
- Internship engagement
- Employment preparation modules
- Networking events with employers
- A mix of digital, in-camp and off-camp internships to create pathways to employment

Successes

The Kiziba campus continues to grow and, with the first cohort graduating and securing jobs, reverberations across the camp are more readily seen:

- Secondary school teachers and principals report increased student attendance and engagement.
- Parents of graduates have a renewed sense of future possibilities.
- Graduates are assisting their siblings with school attendance, work and creating the habits needed to help camp communities progress.

Students served currently

Kigali 549

Kiziba 140

GEM graduates in Rwanda show significantly increased learning outcomes and higher employment rates compared to other university students in a match control group. They also earn more than double the monthly income of other graduates.

GEM Partner: Kepler

GEM's work with learners in Rwanda began through a partnership with Kepler, a nonprofit blended-learning university program offering online learning opportunities paired with in-person instruction and workplace experience. Kepler Kigali opened in 2013, followed by GEM's program launch in the Kiziba refugee camp in 2015 to serve refugees who could not afford to attend university.

Using SNHU's competency-based degree programs, Kepler combines SNHU's online learning content with in-person seminars and internship-to-employment pathways.

STUDENT STORY:
Hyacinthe
and Alicia



“ THE DEGREE I RECEIVED AND MY EXPERIENCE HELPED ME TO COMPETE WITH OTHERS IN THE JOB MARKET.”

Hyacinthe, Rwanda

STUDENT STORY: Hyacinthe and Alicia

Hyacinthe and Alicia's backgrounds

Both Hyacinthe and Alicia have lived in Rwanda since 1996, when they were displaced by war. After Hyacinthe finished her high school studies in 2012, and Alicia in 2014, neither had any hopes of ever attending a university due to their status as refugees.

Working towards a solution

The university program by GEM and Kepler in Kiziba refugee camp made it possible for Hyacinthe and Alicia to pursue their higher education – and they became SNHU students. During this time they both had to work hard, as it was not always easy to manage both their studies and home responsibilities. On top of that, they had limited hope of finding full-time employment due to their refugee status in the country. Most refugees in Kiziba camp are not able to secure full-time employment. Even those who work with humanitarian agencies do so on a “volunteer” basis, with a minimal monthly stipend in lieu of a salary.

Their successes

Hyacinthe and Alicia both graduated with a BA degree.

Following their graduation, they both applied for and were offered full-time jobs with a humanitarian organization working in Kiziba camp.

They were among the first refugees in Kiziba to secure official, full-time employment with a humanitarian agency operating inside of the camp where they live. Working with Alight (formerly ARC, American Refugee Committee), they are responsible for collecting feedback from customers and sharing it with the agency's service teams in order to improve humanitarian services.

Hyacinthe says she is “honored to be an SNHU graduate. The degree I received and my experience helped me to compete with others in the job market.”

Alicia is particularly “proud of having a full-time job while also being a mother.”

Alicia says that many people told her that she would not get a job because of being a mother but she proved them wrong. “Your family status should not matter to get a job, what matters is the degree and experience.”

Eye on the future

As longtime residents of Kiziba, Hyacinthe and Alicia had accessed services through the humanitarian agencies in the camp for many years. Now, through their work, they are able to leverage their community ties and improve the collaboration between camp residents and the humanitarian agencies, while also remaining with their families and wider community in Kiziba. Most importantly, they are employed as full-time regular staff, rather than as refugee “volunteers”, meaning that their salaries are commensurate with that of Rwandan nationals working in the same agency – a breakthrough for refugees looking for work in Kiziba.



WATCH: Hyacinthe and Alicia share how they apply their skills at ARC—an organization they once benefited from / 1:34 /

Proof Point

02

*Pilot in other camp
and urban refugee
environments in Africa*

Proof Point 02

Providing evidence that it can scale its operations in other African countries, GEM initiated pilot programs in Cape Town in South Africa, Dzaleka refugee camp in Malawi and Kakuma refugee camp in Kenya.

Challenges faced and addressed by GEM and expert partners



In urban environments, students are both pushing hard to survive and support themselves and their loved ones while finding the time for their studies.

- Students sacrifice their income and time
- Family members are expected to re-evaluate their respective roles to support learners
- There is food insecurity
- Transport problems and strikes can cause three-hour commutes
- The challenges associated with earning an American degree can be immense



In camp environments, there are sometimes fewer distractions but the impact of geography and sociopolitical factors can be more pronounced.

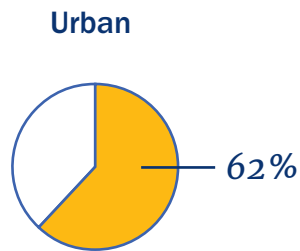
- Sprawling camps can result in transportation challenges
- The removal from mainstream society for years can mean students need specific training to successfully engage in digital work and to work outside of the familiarity of the camp environments
- Gender inequity is often exacerbated in camp environments, negatively affecting access to higher education

GEM's activities

To address the above challenges in an effort to support access to higher education and improve employment rates, GEM has initiated:

- Social work and emergency support services
- Women's support groups
- Enrichment weeks
- A blended learning model to assist students in earning their degree
- Employer networking events
- Family appreciation and celebration days
- Single and mixed-gender preparation programs
- Peer to peer coaching
- Specialized support for emergencies
- Targeted professional skills training

Changing Perceptions and Creating Opportunities

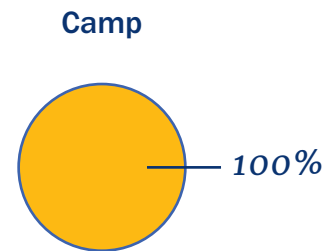


of students at the Cape Town urban site are women

Peer support networking as well as events to thank fathers, husbands and sons for their contributions, help boost morale when families are worn down by the day-to-day sacrifices.



Students report positive feedback from their employers as they progress through the degree, encouraging both employers and students to recognize the value of SNHU's degree.



of students have secured internships despite the remote location of many of the camps

Internships are a key component to both learning and creating awareness among employers, thereby creating pathways to future employment.



Ongoing impact evaluation

Monitoring and evaluation is a key activity at each of GEM's sites, and additional outside research is conducted at its Rwandan and South African sites.

At the midline, average writing scores increased by 5% over the baseline score and mean computer literacy scores almost doubled from baseline to midline.

Partners



GEM Urban Partner: Scalabrini

The Scalabrini Centre of Cape Town's vision is to foster the cultural, social and economic integration of migrants, refugees and South Africans into local society. They advocate for the respect of human rights and take a holistic approach that considers all basic needs.

GEM and Scalabrini are partnering to serve local, refugee, and migrant students in an effort to strengthen community and peace-building while ensuring students have pathways to degrees and employment.

The GEM bachelor's degree program is one of eight services the Scalabrini Centre of Cape Town offers to refugees, migrants and South Africans in Cape Town. Other services include development and welfare programs, and legal and health assistance.




GEM Camp Partner: Jesuit Worldwide Learning (JWL)

JWL provides high-quality tertiary learning to people and communities at the margins of societies, be it through poverty, location, lack of opportunity, conflict or forced displacement.

Because JWL is currently offering certificate programs to students within the camp, there is a strong and growing interest in obtaining fully-accredited degrees and pathways to employment. SNHU is pleased to be the bridge between a certificate and a fully accredited bachelor's degree.

GEM launched two sites in refugee camps in Kenya and Malawi in partnership with JWL. Because JWL is currently offering a Diploma in Liberal Studies through Regis University, GEM students from these sites are able to transfer credits which count toward the first half of their AA degrees.



“ GEM ISN'T JUST ABOUT ME.
IT'S HAVING A DOMINO EFFECT
ON MY COMMUNITY AND THOSE
AROUND ME.”

Julia, South Africa

Julia's background

Julia fled violence in her home country with her husband and she's been living in Cape Town ever since. The journey has been challenging, especially in the face of ongoing xenophobic attacks prevalent across South Africa.

For years, she was looking for opportunities to find a better job and improve her family's situation. Higher education was unaffordable and she was unable to secure a scholarship due to her lack of paperwork. With no access to funds or a scholarship, she was running out of options.

Working towards a solution

Once GEM partnered with Scalabrini, Julia recognized this as the opportunity she had been seeking and grabbed it. From the start, she was tirelessly dedicated to her academic progress and professional growth. Still, after work, she would cook dinner for her family and help her son with his homework. By the time she finished her family duties, it was usually 10 pm. This is when she would sit down to study.

Her successes

Julia was such a high performer in her AA degree studies that she was offered an internship, which she could work on remotely. This gave her the opportunity to truly demonstrate her skills and potential. During her internship, her team was able to present a recruitment and retention initiative that helped to bring in new talent as well as increased the tenure of existing employees.

After completing her AA degree and internship, she earned the opportunity to showcase her ability to contribute to Scalabrini when a full-time position opened up at the center.

Julia's growing knowledge, experience, confidence, and communication skills enabled her to land the job among hundreds of applicants.

Eye on the future

Julia is currently pursuing her BA degree and is working full time. Her journey is not easy and includes long commutes due to transport strikes, significant sacrifices from her family, and growing fears over this year's rise in xenophobic attacks. She often worries about her ability to balance her family responsibilities alongside her work and studies. However, through all of these challenges, she perseveres.

"Now that I'm educated, I'm seeing myself becoming more empowered and this means I'm empowering other women as well. GEM isn't just about me. It's having a domino effect on my community and those around me."



WATCH: Julia finds hope – and the ability to empower others – through education. / **3:19** /



“ THIS DEGREE HAS PREPARED
ME TO EXCEL IN THE WORLD.”

Mayen, Kenya



Mayen's background

Mayen, who arrived in Kakuma in 2001, has always had aspirations of combining his love of technology with his passion for business. However, in Kenya, refugees have a limited right to work but rarely have the opportunity to leave the isolated camp and pursue careers in the city.

Working towards a solution

Mayen, one of the first SNHU graduates from Kakuma camp, now holds a Bachelor of Arts in Management with a concentration in Logistics and Operations.

“This graduation means a lot to me,” said Mayen. I did something that people didn’t think was possible from a camp. I got a degree. It has widened my boundaries and expanded my opportunities.”

His successes

After graduating, Mayen participated in a competitive application process with a Nairobi-based company that uses technology to provide a sustainable sanitation cycle in Kenya. Mayen was recently offered a management-level position in the company and is in the process of applying for a work permit before starting in his role.

For Mayen, being offered a job demonstrates that his qualifications have made him competitive in the job market. “The job offer proved to me that others think what I already knew, that this degree is of high quality and has prepared me to excel in this world.”

Eye on the future

In addition to following his dream and building his career, Mayen strives to also bring hope to other refugees and show through example that it is possible to rise above their circumstances.



WATCH: Mayen was provided with access to education and he now works to spread the message and share this opportunity with others. / 01:09 /



“ I THOUGHT THERE WAS NO HOPE ANYMORE. NOW, MY BRAIN HAS BEEN BRIGHTENED.”

Precious, Malawi



Precious's background

Precious is a mother of three that had to flee her home country in 2009. This brought her and her children to Dzaleka camp in Malawi.

Working towards a solution

Refusing to give in, Precious sees education as her path to rebuilding the life she lost and to solving her community's issues.

Precious has recently finished her associate degree in arts and is currently pursuing her bachelor's degree in business.

"I felt so proud when I finished my associate degree. Despite all the barriers, I managed to graduate. It was like I repaired my past."

Her successes

Currently, Precious serves on the board of two community-based organizations that work to economically empower women and, through several small businesses, she supports her own family.

In June 2019, she represented refugees from Malawi at the World Refugee Day conference "The Other 1 Percent – Refugee Students at Higher Education Institutions Worldwide". Following the conference, she has been

engaged in creating a network for refugee students studying in university programs to collaborate and engage with one another.

Eye on the future

When Precious completes her degree, she hopes to expand her businesses and community-based organizations, making a more substantial difference in the lives of her community in Dzaleka.

"I have a couple of dreams, but my priority is to advocate for women and girls about the importance of school. If through education they discover their talents, like I did, then my goal is achieved."



WATCH: In spite of the challenges she faces, Precious works hard to improve the lives of girls and women in her community. / 02:23 /

Proof Point

03

Pilot in a non-Africa site

Proof Point 03

A specific focus of GEM's expansion is to adapt its program model for refugee contexts outside of the African continent – with a keen interest in designing a program model for the Middle East.

In Lebanon, GEM is working with multiple partners to expand access to higher education for both refugee and host communities. To serve Syrian, Palestinian, and vulnerable Lebanese students in Lebanon, GEM has launched programs in:

Tripoli



Bekaa Valley



Saida



In addition to demonstrating the success of the GEM program model under different leadership, GEM's programs in Lebanon are key to informing future scale and expansion in the region. By working across a diversity of partners and contexts within one country, GEM has been able to coordinate knowledge exchange and triangulate learning from the various pilot programs.

Challenges faced



With 4 million Lebanese and an estimated 1.5 to 2 million refugees in Lebanon, this country has the most refugees per capita in the world. As such, refugees and the host communities face significant challenges ensuring there are enough basic civil service resources for everyone, including schooling and sanitation. Male refugee students face particular challenges as paperwork becomes more challenging to acquire. This can restrict movement and lead to increased risk of incarceration.

GEM's activities

Lebanon is the only site where GEM is working with multiple partners, enabling experimenting with how growth can happen within one country as it is scaled.

Additionally, these sites serve students involved in more recent conflicts, helping the program develop approaches for more mobile students.

Successes

In Tripoli, GEM and partner LASer collaborated with a local university to offer a class integrating Syrian refugee students with local students, which was a benefit to both communities.

Having a graduate from Rwanda assist in the Lebanon launch also inspired the GEM Fellowship program. In this program GEM graduates will be trained, or at least 18 months, to assist partners with their work and to help with new site launches.

GEM's first student without secondary school papers was able to demonstrate his ability and get on the pathway to higher education with GEM through studying for and passing the General Education Development (GED) tests and immediately beginning his degree program.



Partners

LASer

The Lebanese Association for Scientific Research is a Lebanese NGO formed by professors and researchers to improve education and higher education in Lebanon. LASer works with key education stakeholders – including universities, government institutions, NGOs, professors, students and communities – to address fundamental problems and offer innovative solutions for improvement. Their focus is on serving underprivileged and refugee learners, regardless of nationality, religion or gender.

UNRWA

Following the 1948 Arab-Israeli conflict, United Nations Relief and Works Agency was established by the United Nations General Assembly to carry out direct relief and support programs for Palestinian refugees. Their services encompass education, healthcare, relief and social services, camp infrastructure and improvement, micro-finance and emergency assistance, including in times of armed conflict. GEM is partnering with UNRWA to bring degree opportunities to UNRWA secondary school graduates and vocational degree graduates from the Siblin Training Centre, who will receive transfer credits.

MAPS

Multi Aid Programs is a leading international organization that aims to develop the capacity of individuals to create dignified societies through promoting the best of human knowledge, understanding and values. It is a nonprofit, non-governmental organization, registered in both Lebanon and Germany. It aims to build the capacity of the Syrian refugee community in Lebanon to enable them to thrive in their current context and also to rebuild Syria once the conflict ceases.



“ I’M HERE BECAUSE I BELIEVE
IN MYSELF AND MY DREAMS.”

Nour, Lebanon



Nour's background

Nour is 20 years old and a GEM student in Lebanon. She currently shares a rented apartment in Tripoli with her parents and three siblings since they were all displaced by war in their home country. She has always loved studying but, after she graduated from secondary school in Lebanon, she wasn't sure how she was going to continue with her education. Her family did not have financial means to support her through university and, since her secondary school was allocated for Syrian refugees, her diploma was not recognized by universities within Lebanon.

Working towards a solution

After finding out about GEM, Nour became one of the first students in Lebanon to study by making use of the opportunity provided through the partnership created by GEM and LAsER, the Lebanon-based NGO in Tripoli. Her parents are extremely supportive of her desire to continue her education as she is the only one in her family who has ever studied at a university.

Currently, she is working on her bachelor's degree in healthcare management in order to develop her skills for future employment. She studies with a cohort of 16 other students and comes into the LAsER learning center most days of the week to receive support from her academic coach and her fellow students.

Her successes

Nour recently completed an internship at a local hospital in Tripoli.

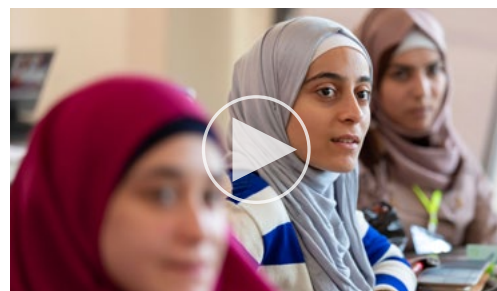
During her internship, Nour assisted a medical team with record-keeping and patient follow-up. She was the

youngest one on the team but came with a tangible set of skills that allowed her to apply her learning to a new workplace. She loved the experience of working in the hospital and with patients, and received praise from her supervisor.

Eye on the future

After she graduates with her BA degree, Nour's plan is to apply to medical school to realize her dream of becoming a doctor.

In her own words, "The best thing you can do in life, you can improve yourself... Education itself is a benefit, and it's a goal."



WATCH: Instead of being intimidated and despondent, Nour identifies opportunities and uses her new connections as a support structure. /02:05 /

Proof Point

04

*Pilot methodologies
to lower degree costs
and develop an
additional degree*

Proof Point 04

The objective of GEM is to transform the lives of students affected by crisis and forced displacement through access to higher education. In order to realize this goal, GEM is creating a solution that is both sustainable in its execution as well as relevant to refugees, their needs and the environment they live in. This means managing costs and providing education that can lead to meaningful employment while proving that the GEM model can thrive under various leadership teams.

Lower Degree Costs

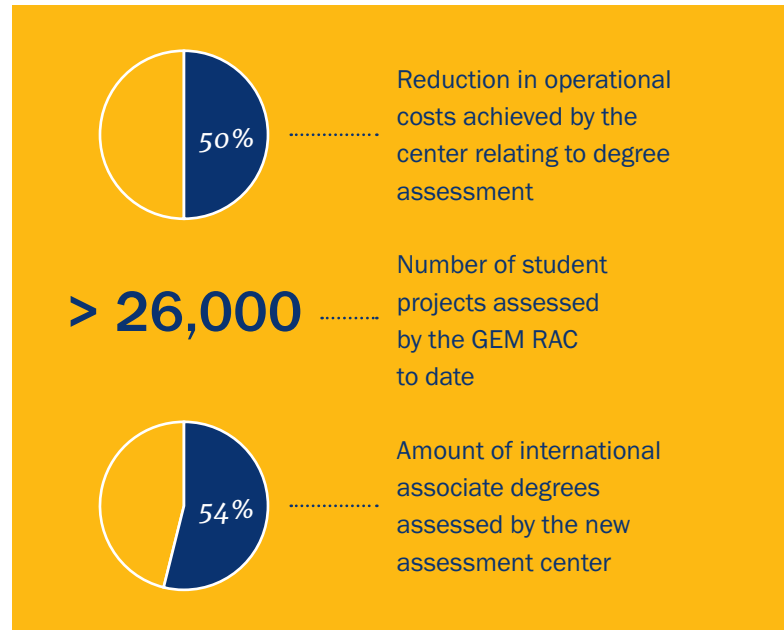
The need: While SNHU's competency-based degrees are low cost, the goal is to lower correct degree costs even more in order for GEM to further scale its activities. This will allow GEM to make higher education available to more students, thereby impacting and transforming even more lives.

The opportunity: Since 70% of the competency-based degree costs are wrapped into coaching and assessment, these activities offer the largest levers to disrupt the high costs associated with higher education.

The solution: GEM has implemented several initiatives to ensure higher education is affordable for its students by driving down degree, administrative and program costs through leveraging new work models.

The most impactful initiative is the GEM Rwanda Assessment Center (GEM RAC). In 2018, GEM established the GEM RAC in partnership with the Africa Entrepreneur Collective to lower degree costs and contribute to the financial sustainability of the GEM model.

Successes: GEM RAC now has nearly 30 employees and has drastically reduced the cost of the assessment process, while maintaining its accreditation and SNHU's high quality standards.



The GEM RAC has the added benefit of achieving this goal through a social impact sourcing model. It intentionally seeks out candidates who may not otherwise be exposed to formal employment opportunities, thus providing much-needed employment for vulnerable populations.

This also creates more opportunities for learners who wouldn't otherwise have accessed higher education and provides affordable quality education to underserved students.

The GEM RAC also provides high-quality and low-cost assessment and academic support services for entities external to SNHU, such as the City of Chicago. Services for these entities will generate revenue that will be used to sustain the operations of GEM.



GEM RAC Assessors, Rwanda

Future Goals

The GEM RAC is now prepared to build on its success and expand its model even further to provide new services. Such an expansion will provide numerous benefits to GEM students:

- The expansion will encompass program administration across a majority of SNHU's academic programs, thereby lowering costs in a variety of areas.
- The cost savings realized by SNHU, in the form of GEM RAC income, will lead to lower degree costs
- Additionally, the expansion will help accomplish SNHU objectives related to impact sourcing.
- The expansion will lead GEM to find new sources of talent and to provide career opportunities to those who might not otherwise have access to formal employment.

Next Steps

The GEM RAC is currently working on 10 different scopes of work to grow the activities of the assessment center, and to generate the revenue required to help GEM achieve a fully sustainable business model.

AI PILOT AT THE GEM RWANDA ASSESSMENT CENTER

The GEM Rwanda Assessment Center is piloting the use of artificial intelligence (AI) in higher education assessment. GEM's AI platform was designed to support human faculty in their work. The technology assesses student-submitted projects, utilizing a variety of AI-based natural language processing models and technology.



Since its launch, GEM's AI pilot has resulted in valuable insights into learner patterns and progress. The platform gives faculty deeper insight into student learning processes as well as revealing learner patterns and academic gaps.

As a result, faculty are able to provide students with more robust and targeted feedback, leading to better learning outcomes.

Furthermore, AI has reduced faculty time spent on assessment, and overall assessment costs, by over 50% – while improving the quality and consistency of student learning. These cost reductions allow GEM to stretch its funding dollars further to provide additional scholarships.

As a result, GEM is using AI to support its mission of transforming lives and communities of refugees around the globe by delivering a sustainable and scalable solution for high-quality tertiary education.

Development of an Additional Degree

GEM has developed a new IT degree that is designed for international contexts. The GEM team completed international market research to determine employer needs with the goal of ensuring relevancy of the curriculum. The IT degree will be offered to U.S., international and GEM students.

The need: The competency-based degree is powerful because it is mobile and flexible, making it more accessible to refugees and other populations that might not find success in traditional university settings due to time constraints. SNHU was the first institution to get a competency-based degree accredited in the U.S. in 2013 and seven universities have since followed suit as a means to solve the exorbitant costs of higher education in the U.S.

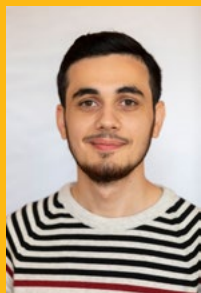
While cutting edge, currently the university's competency-based degrees are limited to communications, business and healthcare management. Students have pushed for more choice, especially in the context of the world's growing digital economy, offering employment options that previously would have been out of reach.

The solution: GEM created an Associate of Science with a focus on IT, data management and digital work skills. Created in conjunction with subject matter experts, the degree not only focused on employment and academics but also context, to ensure that students receive an improved, culturally-relevant learning experience.

Successes: SNHU's accrediting body has accepted and accredited the new degree and students will begin enrolling in 2020.

Future goals: GEM aspires to create additional degrees and offer choice not only to its students in the five countries it operates in, but also across the entire SNHU student body.

What are students saying?



"After every project in the pilot of the new IT degree, my perspective is changing and my vision is growing clearer. Since I was a kid, I loved everything related to technology. Now I'm getting a chance to study these things I'm so fascinated by."

– Malaz, LAsER, Tripoli



"This degree is exciting because it's the wave of the future and it gives students the opportunity to learn and master skills for in-demand fields."

– Caroline, Scalabrini, Cape Town

Proof Point

05

*Create alternate pathways
for verification of high school
level skills documentation*

Proof Point 05

A large number of refugees are of school age and their schooling is interrupted by the events they flee. For others, a lack of high school documentation provides a seemingly insurmountable barrier. While GEM is committed to providing access to higher education for those who are affected by crisis and forced displacement, it also realizes the need to create a pathway and make these opportunities accessible to those who need it.

Challenges faced

One of the major obstacles to accessing higher education for refugees is the lack of high school completion documentation, which is a requirement for enrolling in U.S.-accredited degree programs. This challenge is particularly pronounced in a country like Lebanon, where 1 in 4 people are refugees, illustrating the importance of pursuing a solution in the territories GEM is active in. The figures below provide some context to highlight the severity of this hurdle to receiving higher education:



24%

Refugees globally who have access to secondary school (UNHCR)



2%

Syrian refugees in Lebanon who are attending secondary school (*Lebanon National Documentation Centre for Childhood*)



44%

Refugees (between 3 and 18 years) who are of school age



3%

Syrian refugees aged between 15 and 18 who complete secondary studies, according to UN estimates (UNESCO)

GEM is committed to exploring alternative pathways for students who are lacking high school or secondary school credentials, but who are otherwise qualified and interested in higher education programs.

Bridging the gap between high school and college

GEM has been working in partnership with HiSET – a high school equivalency exam – to explore pathways to unlocking this key barrier that faces refugees attempting to access higher education.

In 2019, GEM partnered with a research team, led by Presidential Professor Juan Battle at the Graduate Center of the City University of New York, to conduct research on the potential to leverage the US-based HiSET high school equivalency examination. The aim is to more accurately assess the readiness and potential for excellence of refugee applicants at a university level.

445 students across **4 GEM sites** were involved in this study

Creating a solution

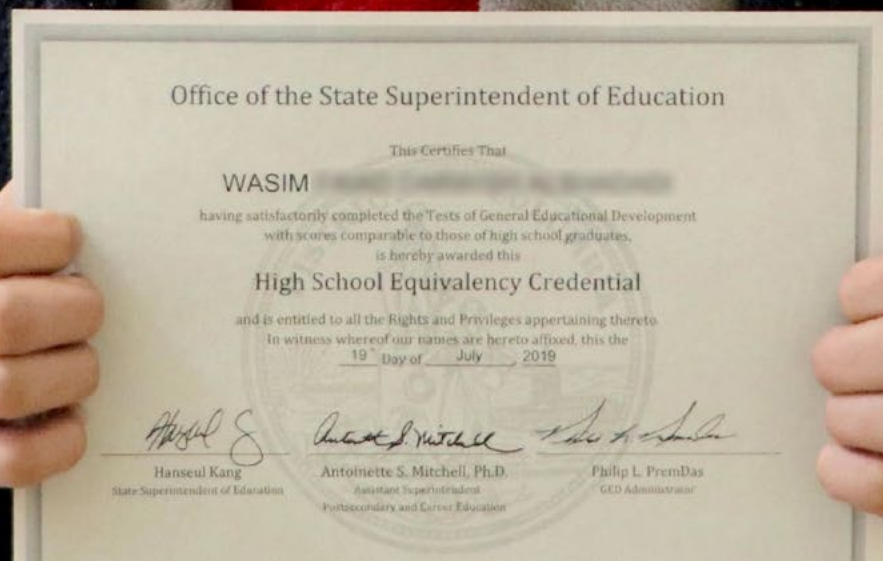
Findings from the research are being used as part of GEM's policy advocacy strategy to establish normalized examination scores for camp-based refugee populations, given their unique needs and backgrounds. This advocacy is being led by SNHU's Senior Vice President of Academic Quality, Accreditation & Support, through engagement and dialogue with New England Commission of Higher Education, SNHU's regional accreditation agency.

GEM Partner: HiSET

HiSET is a high school equivalency exam created by the Education Testing Service (ETS) in 2014. It gives out-of-school youth and adults the opportunity to demonstrate their skills and knowledge and earn a high school equivalency (HSE) credential. The HiSET program is making a powerful difference in adult education by expanding opportunities for higher education and changing lives in the process.

“ WE ARE TRYING TO GET AN EDUCATION. WE ARE PROGRESSING.”

Wasim, Lebanon





Wasim's background

Wasim is one of the many refugees that had to flee his home country at a very young age and ended up in Lebanon. As can be expected, this had an adverse effect on his schooling. In Lebanon, Wasim was left without opportunities to pursue higher education due to his lack of secondary school credentials.

Working towards a solution

This barrier, however, did not deter him. Instead of accepting this as his fate, he worked with MAPS in Bekaa Valley in order to earn a high school equivalency diploma. Without this qualification, he would not be able to apply for higher education opportunities.

He realized that MAPS was his pathway to a better future for him as well as his people. "They do a lot of programs that benefit us as young people ... so when we go back to [our home country] we know how to do it, we know how to build it."

His successes

After spending six months preparing for his General Education Development (GED) exam, Wasim was able to successfully pass this exam and to enroll in GEM's program in the Bekaa Valley.

Today, Wasim is trained as a web and graphic designer, and he is working for an agency in Lebanon.

Eye on the future

To Wasim, education is vital in building a better future for all. Not only has this allowed him to further his knowledge and secure a skilled job, but he also believes that these skills will be necessary to rebuild his country when the war is over and they can return home.

"People think because of the war the young – the people my age – are not educated, but that's false, that's not true," Wasim says. "We're trying to get the education. We are progressing."



WATCH: Wasim is working on his education – not only to better himself but also to take skills back to his home country when the conflict is over. / 01:40 /



COLLEGE BOARD PARTNERSHIP

Collaborating to increase access to higher education

COLLEGE BOARD

The College Board is a nonprofit organization that is mission-driven to connect students to college success and opportunity, by working with suppliers to provide high-quality and cost-competitive products and services. Since 2018, the college board has supported SNHU by funding two college guidance refugee counselors to ensure refugees have access to higher education.

SNHU partners with the College Board on a quest to ensure as many refugee learners as possible have:

- access to quality, higher education counseling,
- streamlined resources to understand programs available to them, and
- access to preparation programs that ensure refugee applicants have the skills needed to access higher education programs.

In November 2019, Ella and Sadiki, the College Board refugee guidance counselors, and the Mastercard Foundation hosted a group of 45 participants from nine countries to share best practices and to facilitate the building of a network of counselors to support refugee access to higher education. This approach was taken in an effort to both scale the impact of GEM and to ensure that refugees themselves take the lead in ensuring other learners from similar backgrounds receive access to higher education.



Refugee changemakers convene in Rwanda

The College Board, in collaboration with GEM, the Connected Learning in Crisis Consortium and Kepler, convened a group of 45 participants in Rwanda to address the problem that less than 3% of refugees have access to higher education.

Participants traveled from Zimbabwe, Malawi, South Africa, Ghana, Uganda, Kenya, Pakistan, Lebanon and the Democratic Republic of Congo. The group included 15 refugee students and graduates from GEM sites.

Throughout the week, they were joined by experts from several organizations, including the African Leadership Academy, American Refugee Council, Africa Entrepreneur Collective, University of Global Health Equity, Kepler and GEM.

“



“I think we have created a lot of opportunities for further collaboration on behalf of the refugees we serve. I knew we were going to have a positive event, but I don’t think I could have imagined how much synergy there would be between all of us and I’m really looking forward to our continued work together to spread this initiative worldwide.”

– Ella, refugee guidance counselor and leader in the College Board grant

The event and College Board grant is uniquely structured within the humanitarian setting. Its goal is to enable and empower refugees to be the leaders in solving the issue of access to higher education, rather than the usual practice of sourcing leaders outside of refugee communities.

Participants were able to observe preparation programs for refugees and other individuals that might not have access to higher education, such as the collaborative Kepler and GEM initiatives in Kigali and Kiziba refugee camp in Rwanda, which award students bachelor’s degrees from SNHU. Learning from site visits and drawing on their own experiences as refugees enabled the participants to work towards innovative outcomes to increase access to higher education for refugees.

“I learned today that there can be opportunity in challenges. The residents of Kiziba face a lot of hardships, but they are doing all they can to seize their opportunity to study. I am inspired and know it is possible to bring this opportunity to others,” said Ahmed from Lebanon.

“We learned so much from each other,” commented Sadiki. “People have thought of refugees as victims or hopeless in the past. We are working together to change that narrative. Our gathering here and the work we’re accomplishing is starting to show the world what is possible for refugees when empowered by higher education.”

During the week, the group was able to:

- revise and contextualize a universal resource library,
- connect young refugee leaders,
- create a platform of collaboration among partners and students,
- understand the enablers and barriers that refugee students experience during their college journey, and
- share the work already accomplished in Rwanda and Kenya through the College Board grant.

“Coming together with expert organizations helped me to push my thinking about what’s possible.”

- *Hilza, Lebanon*



This week was great because it challenged my assumptions about Africa, and I know I was able to challenge assumptions about my homeland as well.”

- *Khaled, Lebanon*

“We have accomplished so much together this week. I’m returning to my camp with new skills, ideas, and the universal resource library to help empower my community to access higher education.”

- *Faridah, Kenya*



The leadership skills we’ve gained this week in combination with networking have made this an invaluable experience for me.”

- *Prince, Malawi*

“Only 3% of refugees have access to higher education. But we’re not just talking about that, we’re actually doing something about it.”

- *Sadiki, Rwanda*



WATCH: Refugee guidance counselors Sadiki and Ella share their passion for education and how they inspire fellow refugees to realize their dreams. / 01:53 /



EMPLOYMENT AND INTERNSHIP HIGHLIGHTS

Securing a sustainable future for refugee students

EMPLOYMENT AND INTERNSHIP HIGHLIGHTS

Access to higher education provides a huge opportunity for refugee students to empower themselves and work towards building a future for them and their communities. Internships play a pivotal role in this process – both as a form of education and to provide students with opportunities for meaningful employment.

Meet a selection of GEM students who have benefited from internships:



Zakaria, Procurement and Logistics Intern
Lotus Kenya Action Organization
Kakuma, Kenya



Saida, Training Support Intern
African Entrepreneur Collective (AEC) Kenya
Kakuma, Kenya



Chance, Daughters of the Diaspora Intern
GirlTrek
Kiziba Camp, Rwanda



WATCH: Prince talks about his passion for the arts and how he is turning it into a sustainable career through GEM's internship program. / 01:51 /

Prince, Community Development Intern
mHub
Lilongwe, Malawi



Dikonzo, Finance and Administration Intern
Cuneco Cafe
Lilongwe, Malawi



Al Narjes, Human Resource Intern
Al-Chifaa Hospital
Tripoli, Lebanon



Raghad, Operations Intern
Delivery Express Company
Tripoli, Lebanon



Ahmad, Administrative Intern
Dar Al-Chifaa Hospital
Tripoli, Lebanon



William, Music Trends Intern
AfrobeatswithKamau
Virtual (William is in Cape Town, employer in Nairobi)



Angelique, Research Intern
Scalabrini Institute for Human Mobility in Africa (SIHMA)
Cape Town



GEM CARES

Supporting students on their pathway to employment

GEM CARES

Providing higher education for refugees in camps and urban areas allows for the resilience of the students to shine. However, it also requires concerted effort to plan for and support students through the inevitable obstacles, emergencies and unexpected circumstances that arise during their journey of learning and pathway to employment.

Understanding and supporting the needs of refugee students

The challenge that GEM faces is recognizing that, given the students' life circumstances, there are likely many obstacles to be faced. GEM cannot solve all of these obstacles due to financial, time and resource constraints.

To tackle this challenge, GEM considers each case and evaluates the likelihood that a challenge will prevent a student from earning their degree. This is done to determine if assistance can be provided. Special care is also given to ultra-vulnerable groups.

Over the last two years, GEM is proud to have developed systems – referred to as GEM Cares – alongside its partners, that respond flexibly to the demands and challenges faced by students, especially women.

Support takes many forms



Provision of professional counseling services to cope with trauma or unexpected life events



Provision of childcare for new mothers



Transport for those who are otherwise abled or are facing unique hardships



Individualized support for women facing gender-based violence



Support during and after natural disasters, like fires and flooding, which hit camps with limited infrastructure



Medical treatment for unique cases

Even in cases where GEM determines it cannot provide assistance, it works with its on-the-ground partner, UNHCR, and other advocacy organizations to determine how ecosystems that are already present within communities can be leveraged to offer additional support.

Examples of the support GEM Cares offered in 2019

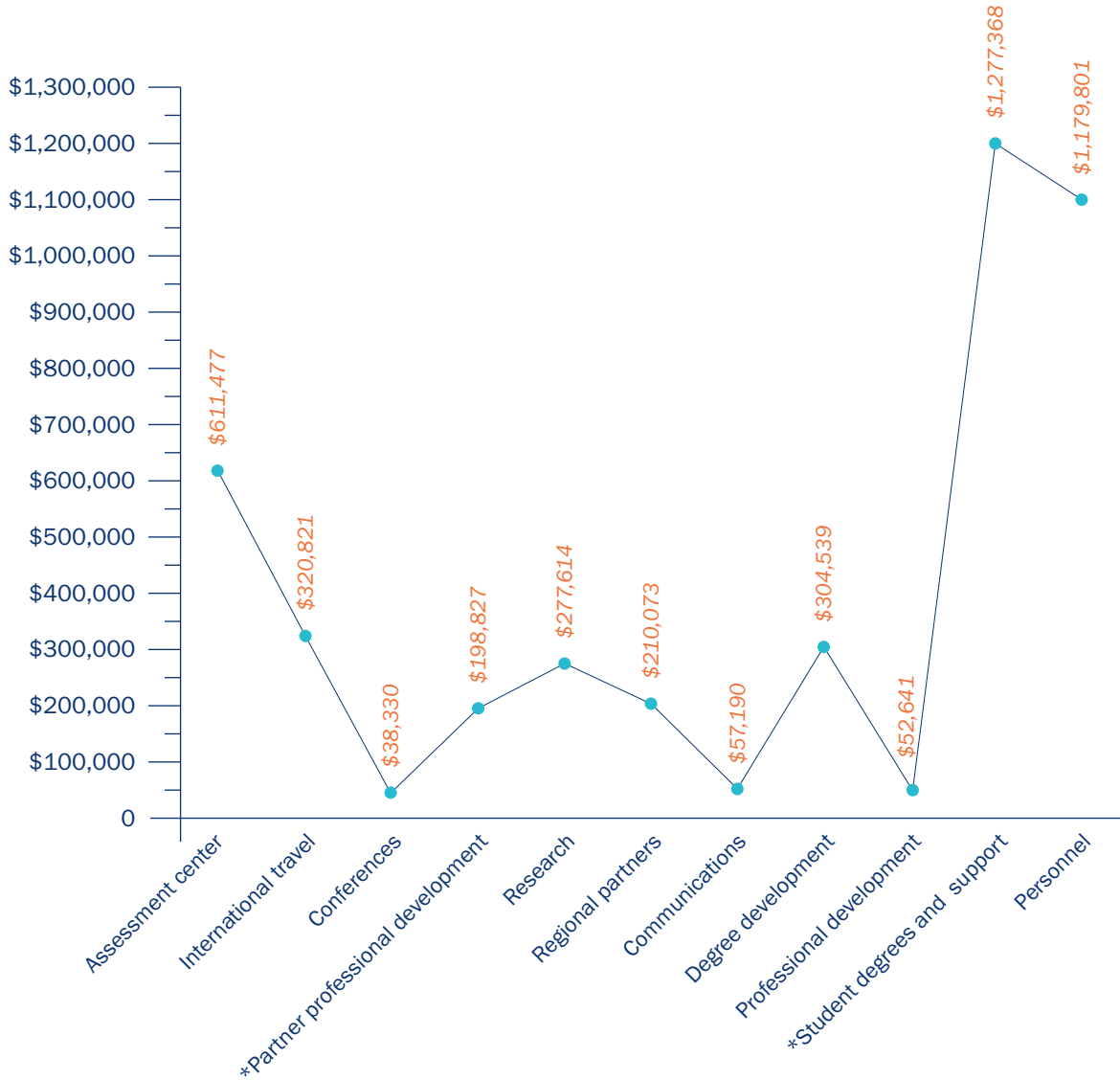
- 1 Replacing a student's roof after it was damaged during extreme flooding. She is a single mom and solely in charge of her three children
- 2 Working with UNHCR to advance the protection case of a student facing threats of persecution from another resident in the camp
- 3 Connecting an individual in need with the relevant organization to access a safe house and funding for food and water after a case of harassment and rape in a camp setting
- 4 Providing motorcycle transport to a learning setting for a young mother, so that she could take her baby to the center and breast feed her on site, reducing the disruption in her learning time
- 5 Offering access to counseling services after a traumatic life event
- 6 Providing access to eyecare appointments for students experiencing eye discomfort due to increased screen usage
- 7 Providing transport funds to otherwise abled individuals or those experiencing medical difficulties that hinder their access to learning centers
- 8 Providing medical care relating to a health issue that interfered with the student's ability to study when this issue could not be addressed in the camp



FINANCIAL OVERVIEW

Looking at the numbers

GEM Expenses
January 2019–January 2020
Total: \$4,528,681



* Partner professional development includes: employment solutions, financial sustainability solutions, secondary exams and curriculum development

* Student degrees and support include scholarships plus partner subcontracts



GEM's FUTURE GOALS

What happens next?

GEM's FUTURE GOALS

Vision: The purpose of education is to empower.

Attempts to address the world's most complex problems are often lacking involvement of the people most negatively affected. This is a particular failure of the humanitarian system, which reinforces the disenfranchisement of the populations they serve.

With the skills and educational qualifications to excel in their careers and take on leadership roles, **GEM graduates have the power to transform the international humanitarian sector** – not as passive beneficiaries, but as agents of change.

Economic and educational empowerment of marginalized communities gives voice to refugees in the humanitarian field. Refugees are gaining 21st century skills and internationally-recognized qualifications in order to be meaningful contributors in the humanitarian space and shift the cycle of poverty.

Changing community landscape through secondary impact

In addition to the direct impact on students served, GEM has seen reverberation impacts, including other organizations initiating operations in GEM locations. This further improves the services offered to refugees, and therefore their living conditions and prospects of hope.

In Rwanda, GEM's presence offering higher education influenced camp leaders to open a secondary school where there previously was none.

In Kenya, colleagues from Rwanda liaised with GEM to do a scoping visit to Kakuma camp and decided to open their program in the camp, serving over 1,200 refugees with entrepreneurship training.

In Malawi, Dzaleka refugee camp was chosen as a pilot site of a tablet program that offers out-of-school primary children a chance to learn to read and write. This was because they recognized the talent of GEM students and graduates who could serve as interns, offer community expertise and assist in the implementation of the project.

Growing GEM's Global Reach

The precarious nature of emerging crises worldwide, as well as the increasing prevalence of urban refugees and global trends toward rising mobility, means that education solutions must be as innovative and adaptable as the populations that they serve.

While proving the scalability of GEM in a variety of settings, it is GEM's aim to extend its reach to more refugee communities across the globe in order to provide access to a solution that empowers refugees and offers an alternative narrative to refugee life outcomes.

Possible future expansion of GEM

Akkar, Lebanon
 Aرسال, Lebanon
 Beirut, Lebanon
 Bujumbura, Burundi
 Colombia, multi-site

Erbil, Iraq
 Johannesburg, South Africa
 Jordan, multi-site
 Kampala, Uganda

Nairobi, Kenya
 Port-au-Prince, Haiti
 Syria, multi-site
 Tongogara, Zimbabwe



Committed to Growth

GEM has begun to drive systemic change via its growing international network of graduates who are set to become key leaders in the search for solutions to the global refugee crisis. As GEM continues on this mission, it is committed to touching as many lives as possible.

Long-Term Goal

50,000

The Key Philosophy Driving GEM's Theory of Change

Moving towards a more equitable and inclusive society requires that those who are marginalized become part of decision-making processes at local, national and global levels.

For this to happen, people from marginalized and disempowered groups, such as refugees and those affected by displacement, must have a way to attain positions of influence in order to become leaders and changemakers in shaping policy and practice. Therefore, refugees must be able to obtain meaningful work and leadership opportunities.



Leverage Graduates to Lead the Future of GEM

The GEM team believes in the power of iteration within the movement's work. It also believes that the best way to support future students is to leverage the expertise of its graduates to build and develop programs that aim for the highest learning expectations.

With this in mind, the GEM Volunteer Fellowship Program was designed to support new partner sites to launch and facilitate GEM's AA and BA programs across the world.

The aim is for BA graduates to work in teams to collaboratively plan, build, implement, assess and structure systems to build rigorous, results-oriented academic programs in new countries with new partners.

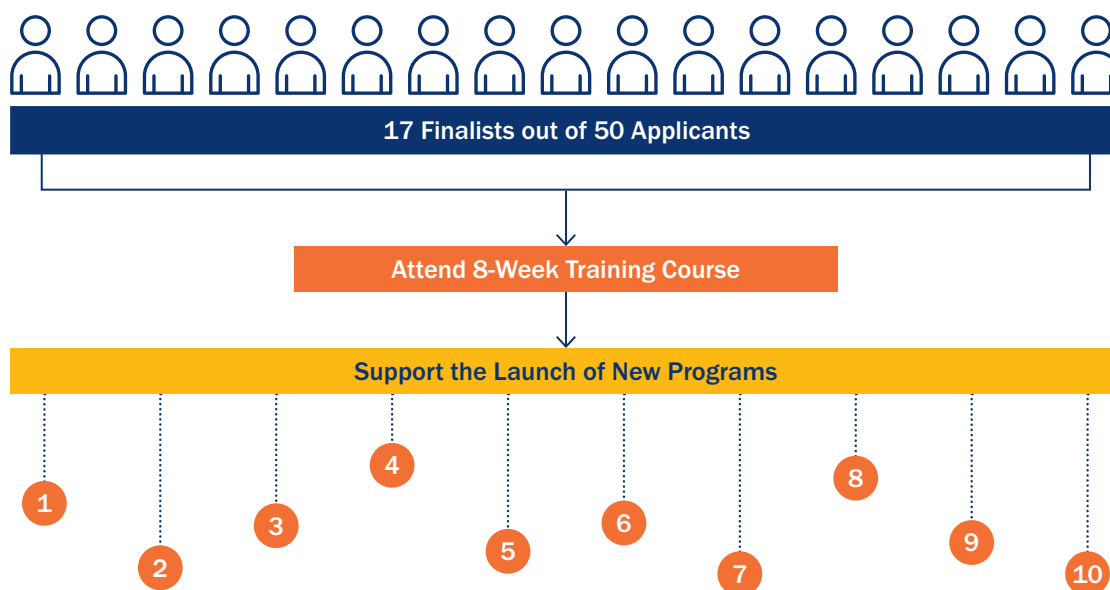
Implementation

The GEM Volunteer Fellowship Program has launched with its first cohort of 17 finalists (out of 50 applicants), coming from four different sites, across four different countries.

The finalists are undergoing an eight-week training course to develop their skills within educational leadership. There are currently ten available site placements with hosting partners in Kenya, Malawi, Lebanon and South Africa, where Fellows will support with the launch of new programs and the further development of existing sites. The program runs for

approximately 18 months, including training, on-boarding, site work and off-boarding (on-boarding permanent staff to systems). There is also the possibility of extension.

Fellows receive a living stipend to support all of their needs throughout their site placement. Housing is also provided. Fellows will continue to engage with online leadership training and one-on-one coaching throughout the duration of their site placement. Additionally, Fellows will receive allocated budgets and access to expertise and resources within the partner and GEM networks to complete projects at their sites.



“



WHEN YOU HAVE PEOPLE GOING THROUGH THE SAME CHALLENGES, THEY ARE LIKELY TO SUPPORT EACH OTHER BETTER.”

Joe, Rwanda

Leveraging existing talent

GEM realizes that there is no one better to support other refugee students than those who have walked the same journey themselves. They possess insights that many humanitarian efforts often lack, as they have experienced the challenges and emotional burden of this situation first hand, and can better understand the struggles and insecurities of other refugee students. This insight allows them to provide support that cannot be replicated by those who have not experienced displacement themselves.

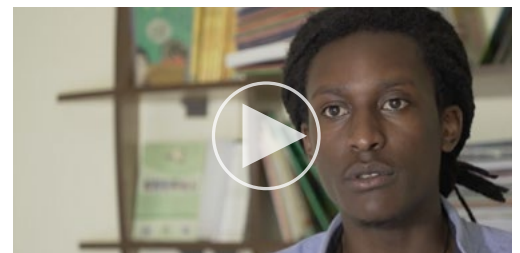
“The idea of having someone that has gone through the same problem and eventually then get a degree, it shows you that it’s possible.”

A shared experience is an opportunity for support

Joe is a GEM student and SNHU graduate from Rwanda who responded to an internship invitation to assist with the training of refugee learners in Lebanon who are in the process of furthering their education.

Currently, he is assisting with English classes. As an English second language speaker himself, he understands the challenges and hesitations of students and can support them on their journey.

He believes in using his achievements as a way to inspire others.



WATCH: Joe shares his experience and how it has enabled him to help others empower themselves.
/ 02:11 /

Student Representation

The GEM Student Association comprises students who are elected in different GEM sites. Each site has two representatives – one female and one male. It encourages students to become involved, as the power to make a change lies in their hands.

Why have a GEM Student Association?

- The association represents the needs and aspirations of all students under GEM's programs.
- It is a vehicle to establish and protect students' rights in the academic realm.
- It provides training and inspiration to fellow students, by upholding the moral integrity and professional standards of mature, respectable student leaders.

Student representation



Tony
Kepler, Kigali



Noria
Kepler, Kigali



Niragire
Kepler, Kiziba



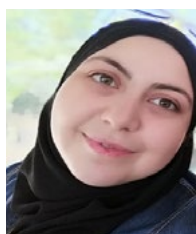
Gentile
Kepler, Kiziba



Alnarjes
LAsER, Lebanon



Ahmad
LAsER, Lebanon



Maha
MAPS, Lebanon



Khaled
MAPS, Lebanon



Wilson
Scalabrini, Cape Town



Farhia
Scalabrini, Cape Town



Saida
Kakuma, Kenya



Jas
Kakuma, Kenya

“



**WE CAN SUPPORT EACH OTHER AND
SHOWCASE WHAT WE HAVE AROUND
THE WORLD.”**

Joelle, Kenya

Joelle's background

Joelle is a GEM student and entrepreneur living in Kakuma refugee camp. When she arrived at the camp, she had no opportunity to access higher education. Rather than accept her fate, she worked hard and did courses in English, cinematography, photography and journalism. She also volunteered as a human resource assistant for the International Rescue Committee for two years.

Working towards a solution

The hard work paid off when her efforts led to her receiving an opportunity offered by JWU in 2015 to earn a diploma in liberal studies. Three years later she graduated, which opened the door for her to study for a bachelor's degree in business communication through GEM.

Several of the degree programs offered in the camp focus on skills needed for entrepreneurship in order to stimulate the intellectual power of displaced populations. But, even with education, refugees are limited in opportunities to apply their talents.

Using her success to shine a light on overlooked potential

Studies show that long-term refugees can have a positive economic impact, if their potential within the host community is developed. There is huge talent in the world's refugee camps and this overlooked potential should be realized. Acknowledging this and wanting to lead the change, Joelle started Refugee Artists and Authors, a youth organization

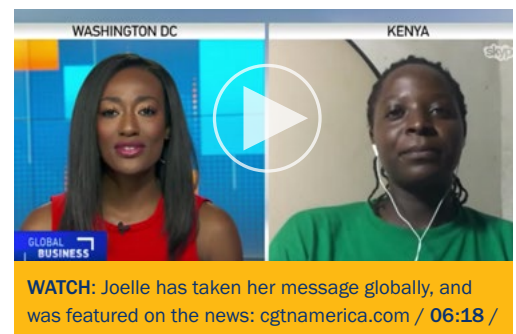
in the camp. Her aim is to build up her community and foster talent in the camp.

“Refugee Artists and Authors itself is all about supporting each other within the community, “ she says. “The talent that you, I have... someone that can write, someone that can dance... we have already something, we have tools. It's something that has motivated me a lot to come up with that organization, so that we can support each other and showcase what we have around the world.”

Eye on the future

While there are still challenging regulations around work, Joelle has broken down barriers and highlighted the incredible talent in her community.

She has also written and published an [article](#) in the World Economic Forum publication about the talent of refugees and the need to recognize it.



“



IT'S IMPORTANT THAT SOLUTIONS COME FROM PEOPLE LIKE ME, PEOPLE WHO KNOW THE COUNTRY AND THE COMMUNITY.”

Michael, Kenya

Michael's background

Michael, an Associate of Arts graduate living in Kenya's Kakuma Camp, completed an internship with Médecins Sans Frontières (Doctors Without Borders) in Bentiu, a Protection for Civilians site in northern South Sudan.

Working towards a solution

Bentiu, whose operations are managed by UNHCR and Doctors Without Borders, is home to over 150,000 refugees and internally displaced people from over a dozen nationalities and tribes.

As a Logistics in Supply Chain intern, Michael was responsible for coordinating food and medical supply deliveries from the capital into Bentiu, then facilitating the supply deliveries to local partners.

Harnessing the power of collaboration

“This experience gave me the power to influence and drive social transformation in my community – locally and globally,” said Michael.

“The lessons I learned in the associates changed my perspectives on collaboration,” said Michael. “I truly believe now that the solutions to South Sudan's problems can only come when its people come together. And it's important that solutions come from people like me, people who know the country and the community.”

Eye on the future

After graduation, Michael hopes to return to South Sudan to create an NGO focused on education and leadership.

“We need to create South Sudan's next generation of leaders. We cannot afford to repeat this history.”





HIGHLIGHTS OF 2019

Looking back at this year's successes

THEN AND NOW

We follow up with Petronil, from Malawi – featured in the 2018 Funder’s Report – to track her journey.

When we introduced Petronil, she was two months into her bachelor’s degree through GEM.

“



WATCH: Experience Petronil’s life in Dzaleka camp in 2018 as she chronicles the beginning of her university journey. / 01:47 /

The leaders who have made the world proud,
They are women like me, and that gives me
The courage to continue.”

– *Petronil, 2018*

Now, not only is she on track to earn her BA, she is also in charge of running orientation for a group of new students.

“



WATCH: Each and every day Petronil puts in the work to get closer to her goals. Yet, she also works to help her fellow students and her greater community. / 01:54 /

I didn’t expect within one year we’d
be more than two or three (women),
but now we are more than ten.”

– *Petronil, 2019*

HIGHLIGHTS OF 2019

GEM is proud to share the accomplishments of its students and program for 2019.



WATCH: The GEM highlights for 2019. / 2:37 /

| APPENDICES

GEM TEAM AND PARTNERS

The work of the GEM Program – to bring hope to displaced people around the world through the transformative power of education – is made possible by the passion and dedication of the global team.

Meet some of the GEM leaders.



Dr. Fadi Al Halabi
MAPS
General Director



Al Najjar
MAPS
Program Manager



Nadia Asmal
GEM Associate Director
of Livelihoods & Advocacy



Zeina Awaydate
LAsER
Capacity Building Program Manager



Reem Awwad
LAsER
Site Coordinator



Oscar Bahati
GEM
Team Coordinator



Peter Balleis
JWL
Executive President



Sadiki Bamperineza
College Board
Refugee Guidance Counselor



Bastos Basabose
GEM RAC
Reviewer



Salomon Beza
GEM RAC
Manager



Obed Bigirimana
GEM RAC
Reviewer



Armando Borja
JWL
Chief Operating Officer



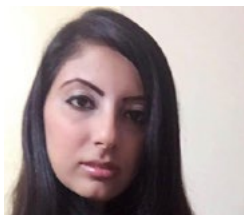
Agnes Burume
GEM
Administrative Assistant



Marie Sharon Furaha
GEM RAC
Reviewer



Martha Habash
JWL USA
Academic Director



Wissam Hadid
UNRWA
Assistant Projects Advisor



Ashley Haywood
Kepler
Refugee Education Program Director



Pascaline Ingabire
GEM RAC
Assistant Reviewer



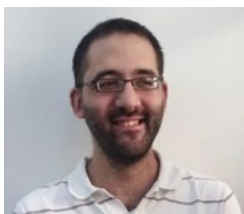
Ella Ininahazwe
College Board
Refugee Guidance Counselor



Jean Jacques Iradukunda
GEM RAC
Assistant Reviewer



Narcisse Izabay
GEM RAC
Reviewer



Abdou Rahman Jazar
GEM Lebanon
National Coordinator



Dr. Mustapha Jazar
LAsER
President



Marie Brigitte Kabalira-Isimwe
GEM RAC
Assistant Manager



Alliyah Kaneza
GEM RAC
Reviewer

GEM TEAM AND PARTNERS continued ...



Karoli Kolokonyi
Kepler
Careers & Alumni Services Manager



Brian Lally
MAPS
Education Project Coordinator



Paul LeBlanc
SNHU
University President



Dr. Bayan Louise
MAPS
Project Coordinator



Miranda Madikane
Scalabrini Centre
Director



Joseph Maswani
JWL Malawi
Representative



Dennis Momanyi
JWL Kenya
Representative



Jeanne Mukangenzi
GEM RAC
Reviewer



Alice Mukeshimana
GEM RAC
Assistant Reviewer



Jean Pierre Mutambarungu
Kepler Kigali
Academic Campus Director



Rachael Nadel-Sears
GEM Vice President,
Assessment & Academic Operations



Ezechiel Ndayisaba
GEM RAC
Assistant Manager



Sereverien Ngarukiye
Kepler Kiziba
Academics & Career Manager



Monique Nibagwire
GEM RAC
Reviewer



Arnaud Michel Nibaruta
GEM RAC
Assistant Reviewer



Kevin Niragire
GEM RAC
Administrative Assistant



Egide Niyongira
GEM
Administrator



Eric Nshimiyimana
GEM RAC
Reviewer



Daniel Ntawukuriryayo
GEM RAC
Assistant Reviewer



Jesus Marie Nzoyihaya
GEM RAC
Reviewer



Yoni Paklappa
Scalabrini Centre
BASP Academic Manager



Edith Permen
UNRWA
Youth Program Coordinator



Mishka Reddy
Scalabrini Centre
BASP Systems Manager



Sandrine Umutoni Rugira
GEM RAC
Tutor



Chrystina Russell
GEM RAC
Executive Director

GEM TEAM AND PARTNERS continued ...



Sarah Shouman
UMRWA
Head of Youth Unit



Landry Sugira
GEM RAC
Reviewer



Beatrice Tuyishimire
GEM RAC
Reviewer



Aurore Umutesi
Kepler Kigali
Academic Campus Director



Nalia Umutoni
GEM
Gender Specialist



Tujiza Uwituze
GEM
Special Projects Manager



Nina Weaver
GEM
Partnerships & Research Director



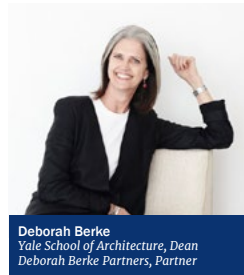
Dr. Baylie Damtie Yeshita
Kepler
Vice Chancellor

GEM ADVISORY BOARD

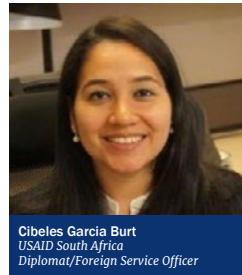
Meet some of GEM's trusted advisors.



Alexander Betts
University of Oxford
Faculty



Deborah Berke
Yale School of Architecture, Dean
Deborah Berke Partners, Partner



Cibeles Garcia Burt
USAID South Africa
Diplomat/Foreign Service Officer



Shawnda Chapman
Center on Youth Justice, Vera Institute
of Justice, Lead Program Specialist



Nafez Al Dakkak
Queen Rania Foundation for
Education and Development, CEO



Hassan Diab
Lebanese Republic
Prime Minister Designate



Arne Duncan
Emerson Collective
Managing Partner



Hana El-Ghali
American University of Beirut
Issam Fares Institute



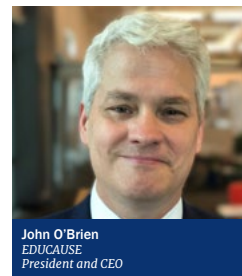
Eva Ghirmai
American Red Cross
Information Management Officer



Erik Hersman
BRCK, CEO & Founder
iHub Nairobi, Board Chairman



Eugenie Manirafasha
BBOX Rwanda
Nyamata Shop Manager



John O'Brien
EDUCAUSE
President and CEO



Jamil Salmi
World Bank, Consultant and Former
Head of Tertiary Education



Anfal Saquib
Department for International
Development, UK, Education Advisor



Rebecca Telford
UNHCR
Chief in Education Section

PUBLICATIONS

GEM media mentions from October 2018 to October 2019. Navigate to the articles by clicking on the teal links below.

Top Media Coverage

Innovative model for extending higher education's reach, [University World News](#), December 14, 2018

Bending the arc of human potential, [Forbes](#), February 6, 2019

SNHU/Kepler program: A golden opportunity for Burundian, [Akeza](#), April 13, 2019

A booming population is putting strain on Africa's Universities –Tertiary Education in Africa, [The Economist](#) (reprinted in The Gulf Times), August 10, 2019

Going global: Chrystina Russell is helping SNHU bring college education to refugees in Africa and the Middle East, [Union Leader](#), September 26, 2019

Going global to meet the needs of refugee and displaced learners, [Educause Review](#), October 14, 2019

Additional Coverage

Can nonprofit startups make a college degree attainable for low-income adults?, [Center for American Progress](#), October 24, 2018

Application to Kepler is ongoing, [IGIHE](#), December 4, 2018

How Salesforce.org strives to connect companies and nonprofits (Podcast), [The Chronicle of Philanthropy](#), January 11, 2019

Meet the English professor creating the billion-dollar college of the future, [Forbes](#), March 28, 2019

This road should never end: connected learning reflections from Kiziba Refugee Camp, [ReliefWeb](#), February 5, 2019

A private college degree for less than \$9,000: How a 10-year-old school is disrupting higher education, [Deseret News](#), May 16, 2019

Refugee camps are brimming with invaluable talent, and the world is poorer for it, [The Print](#), August 4, 2019

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GET IN TOUCH

To get involved, contact Gabi Zolla:

g.zolla@snhu.edu

If you would like to support GEM, go to:

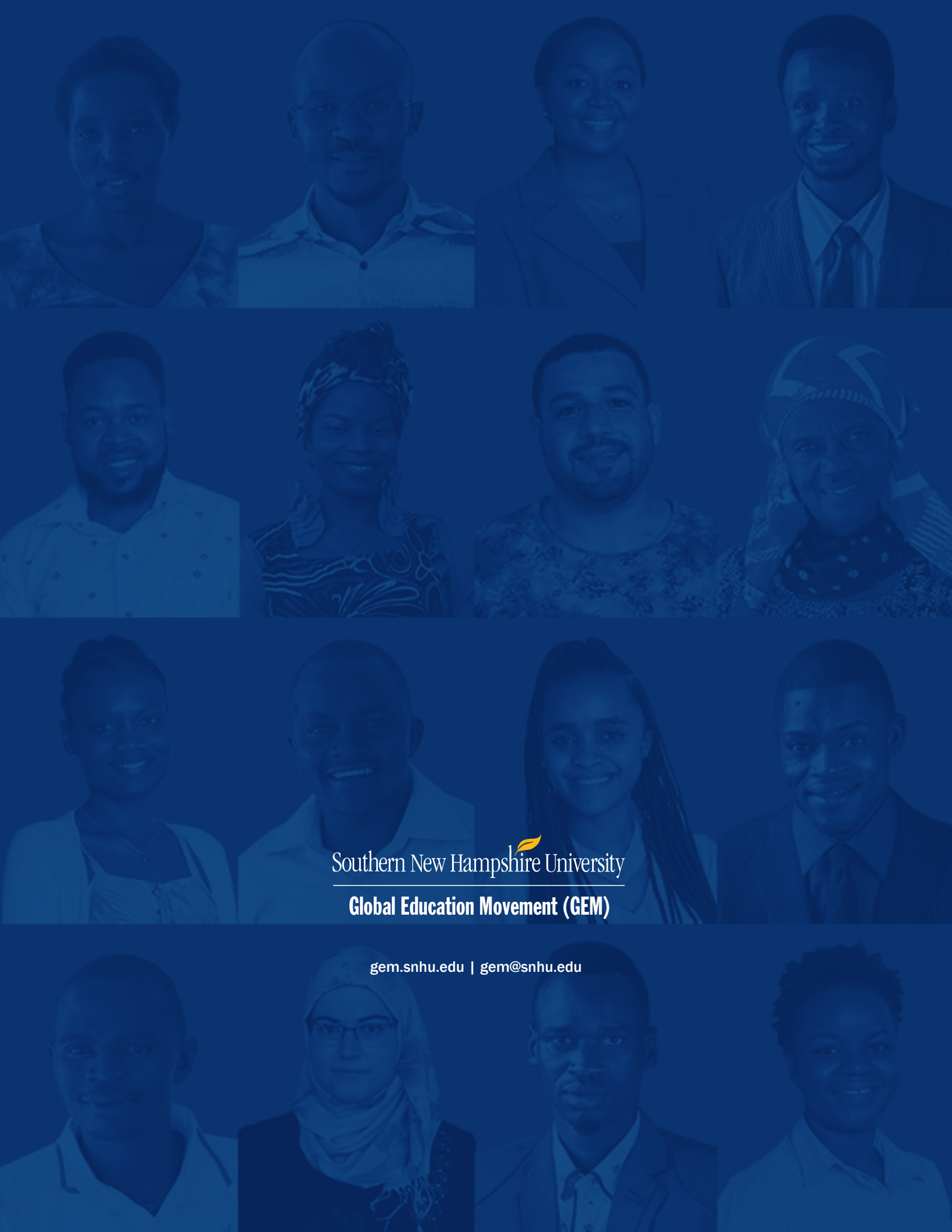
alumni.snhu.edu/support-GEM

For more information, visit GEM's website:

gem.snhu.edu

To see GEM students and their successes,

follow us on [Instagram](#)



Southern New Hampshire University 
Global Education Movement (GEM)

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