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MOOCs for Social Inclusion & Employability

The MOONLITE Project: MOOCs for Fostering the Social Inclusion and Employability of Refugees and Migrants

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MOONLITE project (2016 – 19)

(Massive Open Online courses eNhancing LInguistic and TransvErsal skills for social inclusion and employability)
(Ref.: 2016-1-ES01-KA203-025731)

MOONLITE partners

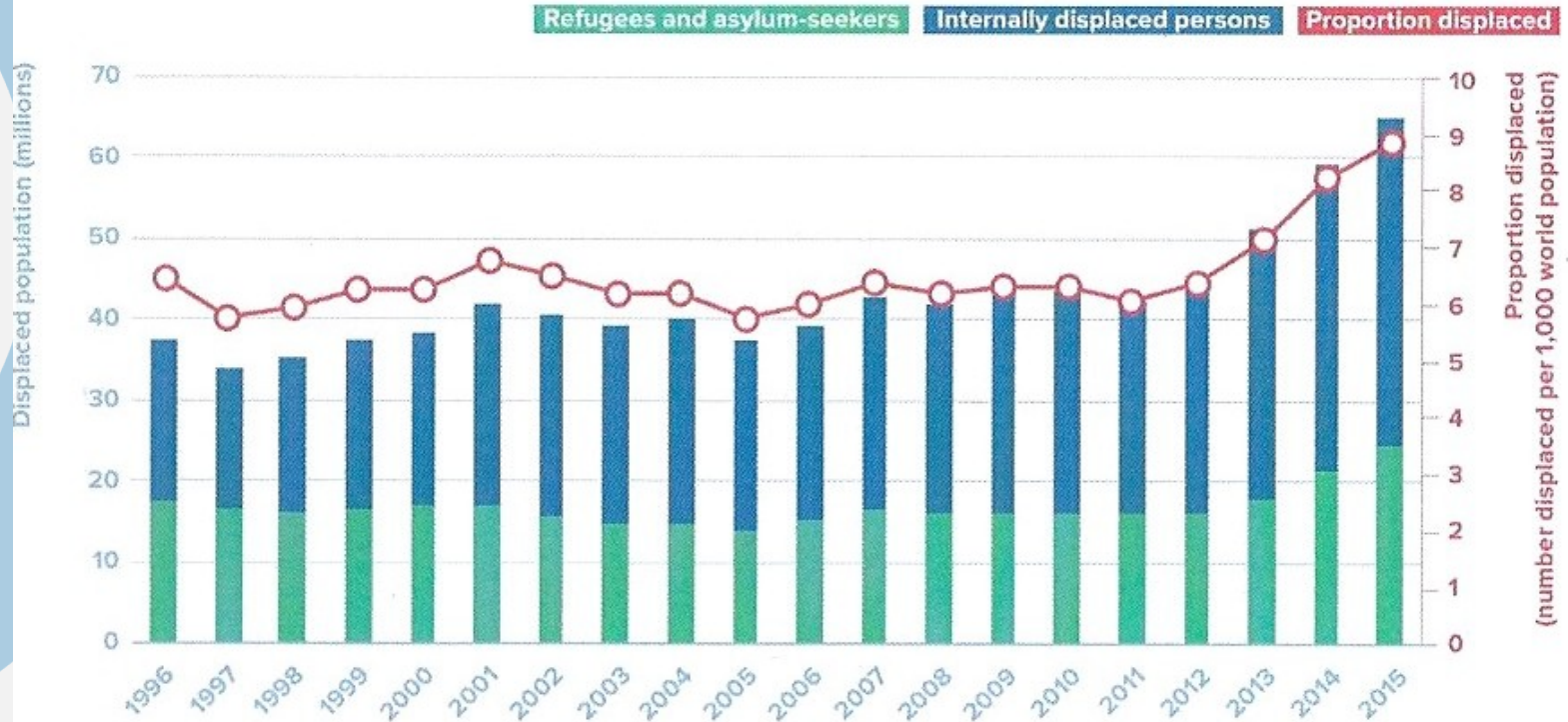from Germany, Greece, Holland, Malta, Spain, Sweden & UK

The refugee crisis (24 people/min)

Trend of global displacement & proportion displaced | 1996-2015 (end-year)

Refugees and asylum-seekers | Internally displaced persons | Proportion displaced

What the data say…

- Refugee children x5 more likely to be out of school.

- 91% children in primary school (50% of refugees)

- 84% adolescents in secondary school (22% of refugees).

- 34% of youth in university (1% of refugees)

  - 300 Million youth not in education, employment or training.

Toward social inclusion and employability

"It's not just fleeing conflict that makes victims out of refugees – it's also denying them the means to become autonomous and productive"
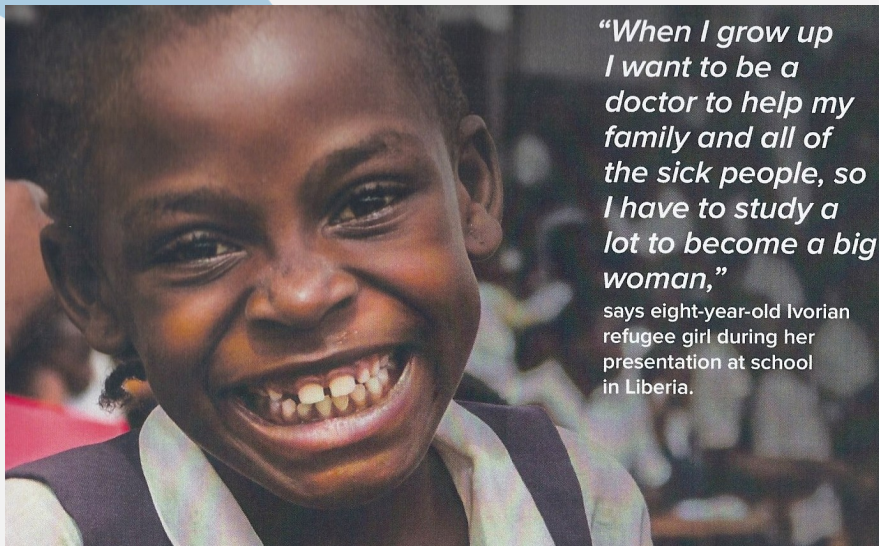
(https://www.theguardian.com/world/2017/mar/22/why-denying-refugees-the-right-to-work-is-a-catastrophic-error)

E.g.: Dadaab refugee camp in Kenya (350,000 Somali refugees).

What the people say…

"When I grow up I want to be a doctor to help my family and all of the sick people, so I have to study a lot to become a big woman,"
says eight-year-old Ivorian refugee girl during her presentation at school in Liberia.

"I know it will be tough, but I love science and maths and I believe in myself."

18yr old refugee
Esther Nyakong
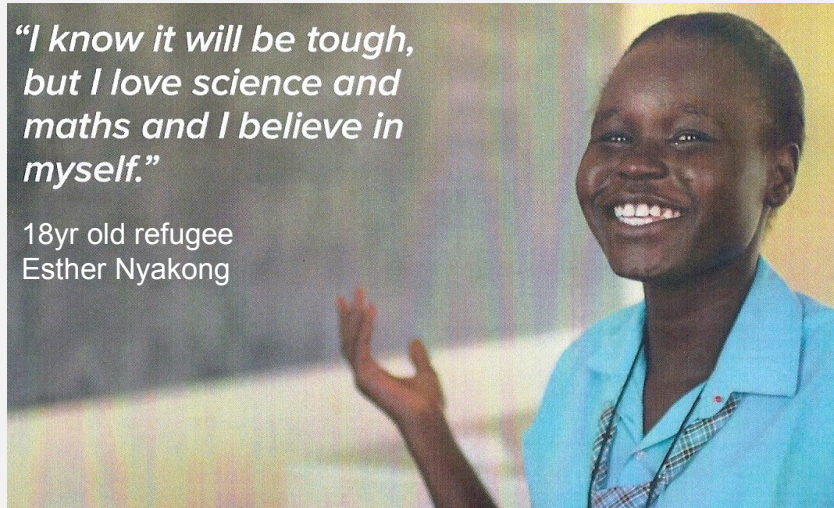
"You must learn and study to have your place in society and to have knowledge about everything because we will need to rebuild Syria, one day."

16yr old refugee
Mohammad Ammar Koushak

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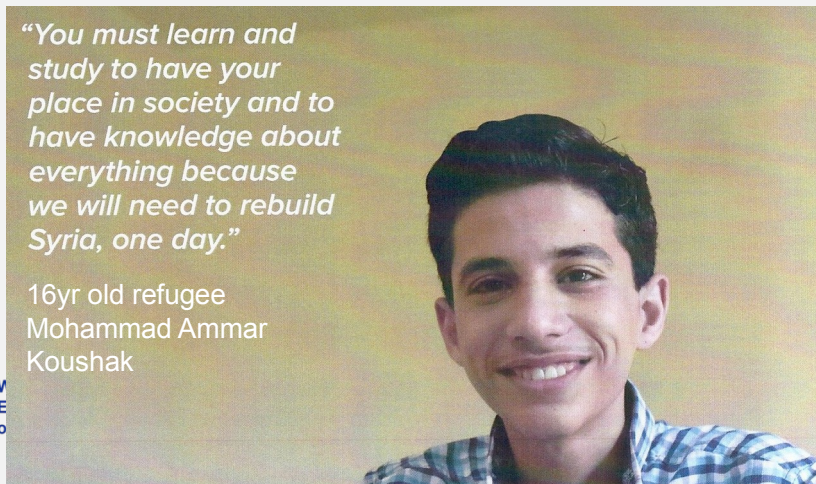
Ralf Gruenert
(UNHCR rep. France):

90% of refugees in cities
- 2g / 3g

- New learning experiences / environments.
- Initiatives to extend networks to rural areas.

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A refugee's mobile is her/her lifeline

Contextual factors for refugees

- Specific, complex and fluid circumstances.
- Context implies specific digital skills, attitudes and choices.

- Could they learn from mobiles, on the road, at camps…
- What would be needed for this to happen?

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Many different initiatives already exist

Key questions:

- What do they try to achieve?
- Why aren't they more effective?
- What is missing?

MOONLITE objectives

1. MOOC opportunities & barriers.

2. (cross)Institutional scenarios.

3. New scaf. ed. pathways for refugees.

4. CBA for providers and institutions.

5. MOOC for RSG etc.

6. Viable strategic role of MOSL in EHEI.

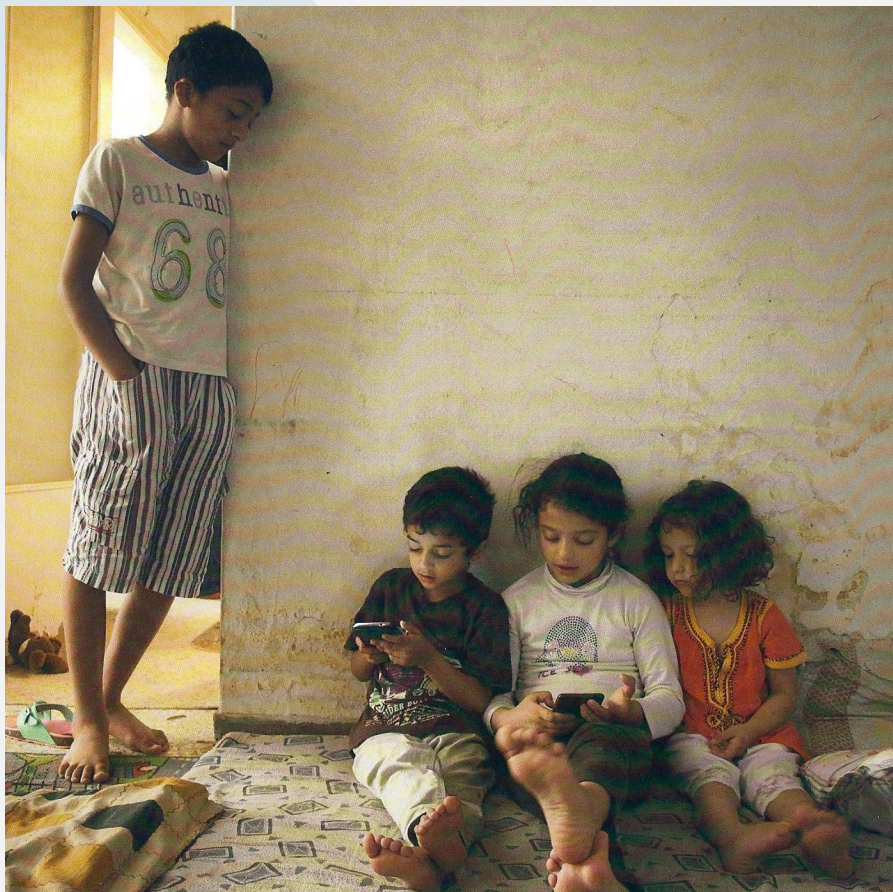# Scaffolding MOOCs for mobile deployment for refugees

- Most common tool.
- Mobile pedagogy (ed+tech, not sociocultural).
- Digital learning curriculum.
- Pedagogic / linguistic scaffolding for CLIL.
- LMOOCs.

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Toward a qualitative model: refugee support group interviews
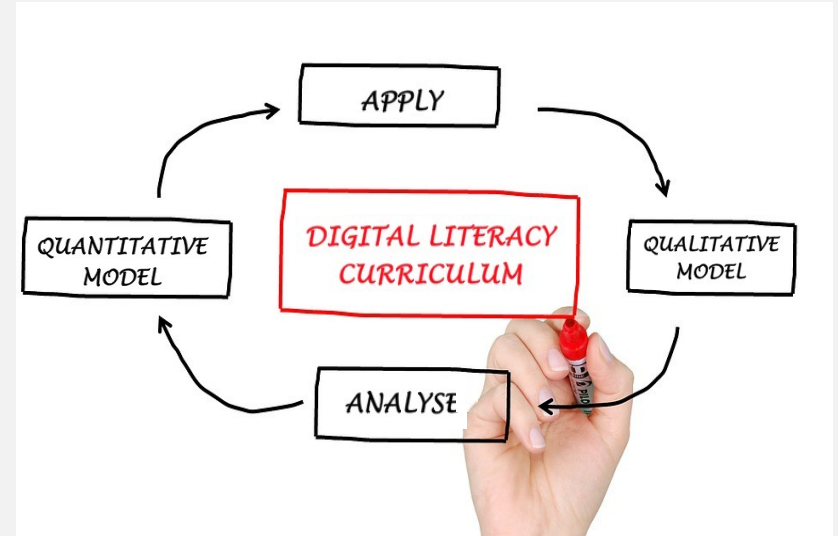
Thankyou, any questions or offers of support?

For more information:

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(Many thanks to pixabay.com for all
CC0 images used here
Refugee data / images from UNHCR publications)

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