



2018

FUNDER'S REPORT

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

Southern New Hampshire University
Global Education Movement (GEM)

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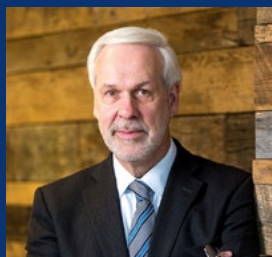
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Dr. Paul J. LeBlanc
President & CEO of SNHU



Dr. Chrystina Russell
Executive Director of SNHU's GEM

Dear Friends,

Thank you for making 2018 truly remarkable at Southern New Hampshire University and its Global Education Movement (GEM). We expanded to four additional countries, continued the growth of our programs in Rwanda, and launched our assessment center in Kigali. GEM has built a strong team in New Hampshire, while expanding our outreach through six new partnerships on the ground. Through the combination of SNHU-based and in-country partners, we ensure students receive a rigorous, top-notch U.S. education while simultaneously recognizing the local context and needs of our learners.

In just a short time, our learners and graduates have accomplished so much. Below are some highlights:

Achayo in Kakuma camp

is gaining the business skills needed to keep digital inventory records of her budding business as a tailor.

Bastos in Rwanda

graduated with his BA from Kiziba camp and is now working as an assessor, enabling him to move his entire family of 5 outside of the camp.

Gaillord in Dzaleka camp

is joining his on-line learning peers across the U.S. He is beginning a digital healthcare-focused internship with a retirement facility in Arizona.

Julia in Cape Town

has earned her AA and is beginning her BA while she begins a communications internship at a local non-profit serving refugees and migrants.

Malaz in Tripoli

is balancing responsibilities between his studies and work, with a personal goal of countering common media images from his home country. He hopes that as a student in an American program, his life story will help show the world that refugees from the Middle East are poised to make positive contributions to society.

Yvette in Rwanda

continues to grow her clean water delivery business, catching the attention of the Queen of England and Bill Gates.

Our learners and graduates—whether being featured on a world stage like Yvette or doing the daily work of improving their communities like Julia—have a set of common values: a desire to better their lives, to become the best version of themselves, and to improve their families and communities. Consequently, the work has a powerful ripple effect across SNHU's GEM sites. Unlocking the potential of our learners and watching the magnitude of change that's possible is an exercise in inspiration and hope—incredibly gratifying during this volatile time of uncertain world politics.

We look forward to continued growth of the program—there is just so much need—and we continue to learn through our work with students, partners, educational and humanitarian experts, and our advisory board. Our success is the community's success; our success is the globe's success. With ongoing support from our backers, SNHU's GEM is eager and ready for the challenges and achievements ahead in 2019.

With hope,

Paul & Chrystina



OVERVIEW

What's the Global Education Movement about?



Three Scalabrini students work together on a project during their GEM orientation.

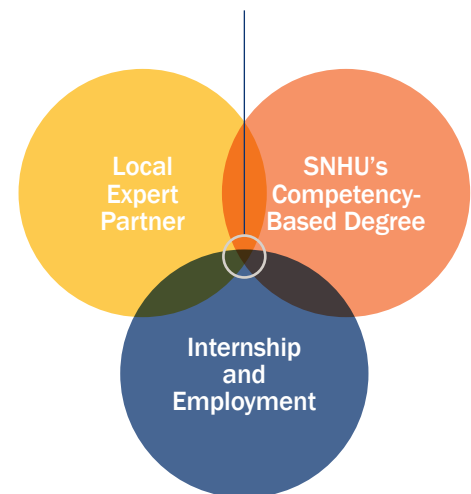
WHAT WE DO:

We work 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.

Innovation to Lower Degree Costs

GEM's Rwanda Assessment Center is working with local talent and artificial intelligence to reduce degree costs, further increasing access for students.

GEM's Model



Where we're serving more than 1,000 students:

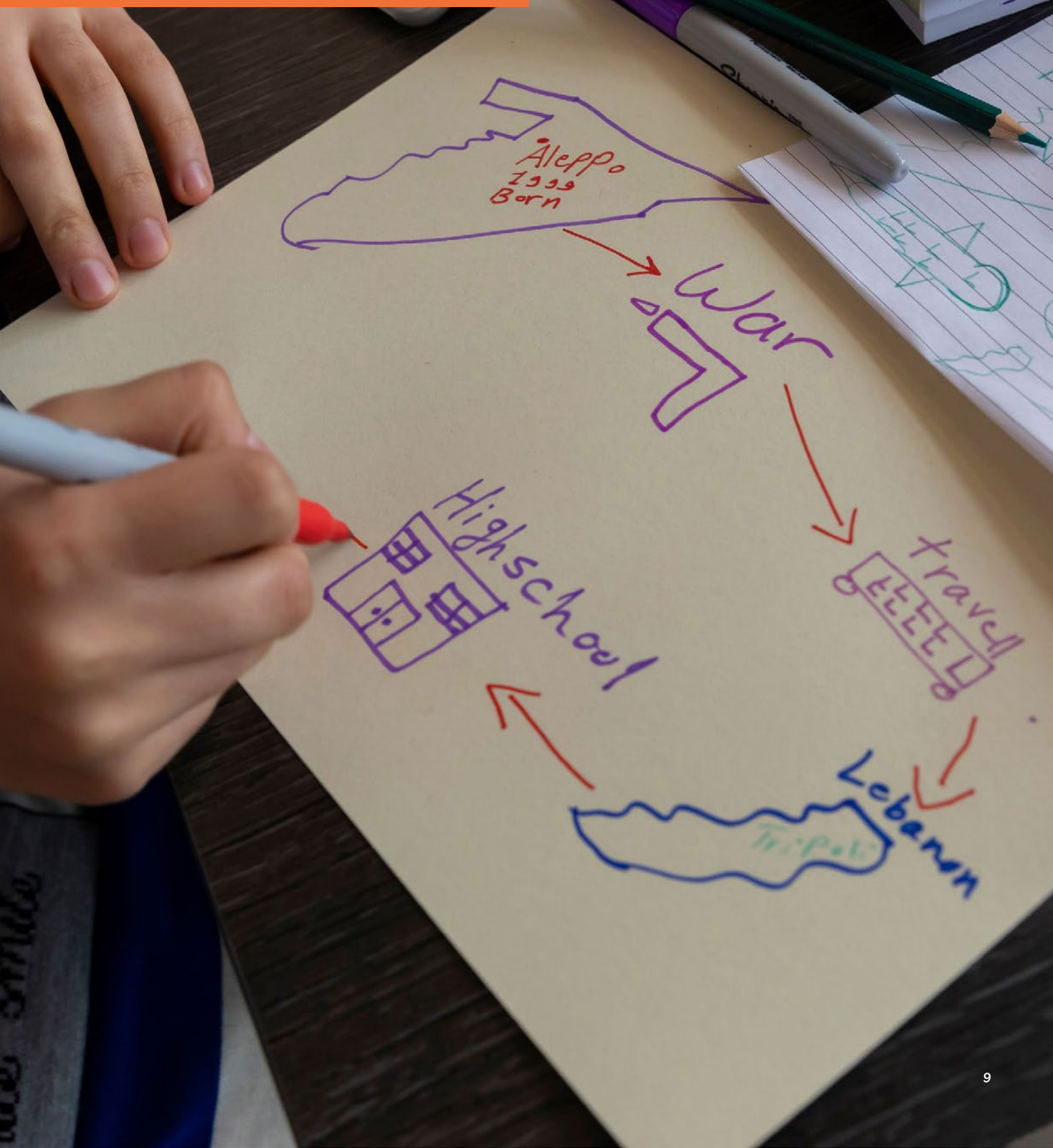




IMPACT REPORT

How is GEM making a difference?

A new GEM student from Syria creates a visual reflecting on her pathway to higher education in Lebanon.



5 Proof Points

GEM is proving capacity for global expansion by meeting the following proof points: continue successful outcomes in Rwanda; prove the model can be successful in other camps and urban refugee environments in Africa; prove the model can work outside of Africa and under different leadership; offer evidence that the degree delivery cost can be lowered; and offer GEM applicants alternative pathways to high school credentials. At the close of the first year GEM is on track to meet the following five proof points.



Continue programs in Rwanda

Our continued work in Rwanda is crucial to ensuring the availability of GEM's long-term data and results for our program. We are continuing to track employment and income outcomes for graduates, as well as program development, over time.

We are continuing our partner-based work in Rwanda's remote Kiziba camp, as well as supporting refugee learners at our urban campus in Kigali, which is the commercial center and capital of Rwanda, with 1 million residents. We are on track with proof point 1.



Pilot in other camps and urban refugee environments in Africa

In order to deliver evidence of effectiveness in different regions of Africa and pilot operations in a non-camp urban setting, we launched pilot programs in Cape Town in South Africa, Dzaleka refugee camp in Malawi, and Kakuma refugee camp in Kenya. In South Africa, we are partnering with Scalabrini Centre of Cape Town to serve urban refugees and asylum seekers. This partnership focuses on serving displaced populations to solidify community and peace-building efforts, while ensuring students have pathways to degrees and employment.

Solidifying a collaborative relationship into a formal working partnership, we launched two sites in refugee camps in Kenya and Malawi in partnership with Jesuit Worldwide Learning (JWL). JWL has long offered certificates within the camps, and students have requested full degrees since the inception of these programs. SNHU is pleased to partner with JWL to meet the demands of learners within the camps who wish to earn bachelor's degrees and continue on a pathway to employment. We have launched in two camps and in an urban refugee environment in Africa, and are on track with proof point 2.



Pilot in a non-Africa refugee site

In order to test our model in a location outside Africa, we launched a pilot site with refugees and host community members in Lebanon. We are developing an evidence base for the model in a Middle Eastern context.

This work provides significant evidence to support the adaptation and development of our model to provide higher education for Syrian and Palestinian refugees in a diversity of contexts, while also offering proof points and learning around remote management for our programs. Finally, we are demonstrating the success of the program under different leadership. We are on track with proof point 3.



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

To lower degree costs and contribute to the financial sustainability of our model, we launched a pilot assessment center based in Rwanda for SNHU's College for America (CfA) program. Through this center, GEM has trained local and refugee populations in degree assessment for our international programs, substantially lowering our degree delivery costs. This is combined with a machine learning pilot that will offer support to assessors and improve standardization of assessment, thereby improving the efficiency and sustainability of our model in the long-term.

We are also developing a new Bachelor of Science degree designed for our SNHU GEM students while also addressing the broader population of SNHU learners. The degree will have concentrations in information technology and data analytics, ensuring graduates have the skills needed for digital employment. In launching the assessment center and beginning the new degree development, we are on track with proof point 4.



Create alternate pathways to verify high school level skills

One of the major obstacles to accessing higher education for displaced populations is the lack of high school completion documentation, which is a requirement for enrolling in U.S.-accredited degree programs. We have ensured GEM students have access to a test to verify high school graduation. In 2018, all learners held documents to verify their high school graduation. We are, however, prepared with both a test and preparation program for students with destroyed or misplaced documents. GEM's first student without documents is currently preparing to engage in the preparation and testing program so he can begin his studies. We have an alternative pathway to verify high school level skills, and thus are on track with proof point 5.

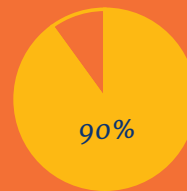
RWANDA

We work with on-site partner Kepler in two locations in Rwanda. Kiziba Refugee Camp is home to 17,500 residents, 99% of whom are Congolese. Kigali is our urban site, located in the commercial center and capital of Rwanda, with 1 million residents.



GEM launched the partnership with Kepler in Kigali in 2013 and in Kiziba in 2015

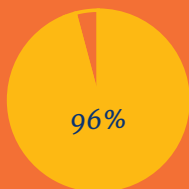
552
AA Graduates
254
BA graduates
(all-time)



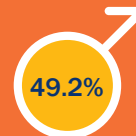
On average, more than 90% employment rate

6 MONTHS

with graduates finding full-time employment within 6 months of graduation



of GEM students in Kiziba refugee camp on track for bachelor's degree completion in 2 years or fewer




female-to-male student ratio at both campuses

GEM partner: Kepler

SNHU's work with learners in Rwanda began through a partnership with Kepler, a nonprofit blended-learning university program offering on-line learning opportunities paired with in-person instruction and workplace experience. Kepler Kigali opened in 2013 to serve the thousands of talented Rwandan students who could not afford to attend traditional university, followed by our program launch in the Kiziba camp in 2015. Using SNHU's competency-based degree programs, Kepler combines SNHU's on-line learning content with in-person seminars and internship-to-employment pathways.



Meet GEM Kepler students and graduates connecting with employers



**“ I WAS ADMITTED TO STUDY AT
KEPLER KIGALI, AND EARN AN
SNHU DEGREE; IT SEEMED LIKE
A DREAM TO ME.”**

Heritier, Rwanda

“Today, I am grateful to be part of the SNHU GEM program, as an intern working with new students, as it opens a door for me to interact with a diverse community in the Middle East.”

Heritier, Rwanda

Heritier graduated from Southern New Hampshire University through the Kepler Kigali program with an associate degree in general studies with a concentration in business, and is currently in his senior year at the African Leadership University. In 2018, Heritier supported GEM as an intern in Lebanon, assisting new partners in launching their programs and working with new learners. Partnering with a graduate for a new country launch was a huge asset to the GEM team and our partners, as well as a unique cross-cultural exchange opportunity between two GEM sites!

My name is Heritier; I am 24 years old, from Rwanda, and an SNHU graduate. In 2018, I had the opportunity to help GEM launch a new program with a new partner, this time in Lebanon. As an intern, I supported GEM partners in three different sites to build their models and support learners as they began to work on their degrees.

I am so happy to have had the opportunity to be a part of GEM's work, as it opened a door for me to interact with a diverse community in the Middle East. As a graduate, I really enjoyed getting to know the learners and developing connections with them—from our selfies after class to interactive chats to their willingness to teach me Arabic!

It was wonderful for me to see the students and programs grow over time, and I also developed a number of skills such as values-based leadership, systematic thinking, and experience working in another cultural context.

Helping to launch a new GEM program was not an entirely new experience for me, though. Because I was a student in Rwanda, I also helped to launch the first university program for displaced populations in Kiziba refugee camp. As a student-teaching assistant, I learned many of the skills that helped me to do my internship effectively in Lebanon, and could bring those experiences with me.



Heritier enjoys meals, jokes, and selfies with new GEM students from Syria in Lebanon.



As part of his internship, Heritier supported students and partners as they launched their first blended-learning program and navigated the on-line learning platforms.

“ I was so excited the moment I heard from SNHU GEM that there was an opportunity for me to do an internship launching the program in Lebanon.”

My experiences with GEM have made me realize that nothing in my life makes me as happy and motivated as seeing myself getting involved in transforming people's lives. In my own life, I was fortunate to receive an education through scholarships and the support of others. At the age of 12, I became an orphan after my mom passed away. It was a new journey, with only my younger brother and me. From then I knew that, despite the difficulties and regardless of my age, I was left with the responsibilities of my parents to keep their legacy and dreams alive.

More than anything, I wanted to go to university. In 2014, when I was admitted to study at Southern New Hampshire University through Kepler Kigali, it seemed like a dream to me. Different from other Rwanda-based university

programs, the Kepler community felt like a family to me. While working on my SNHU degree, I developed a huge professional skill set comprised of technology skills, leadership, effective communication, being an ethical citizen, pro-activity, ownership of my learning, problem solving, and project management.

In the future, I want to see myself in a position that will impact the lives of thousands of people on a daily basis. I recently started a social enterprise that equips young girls from rural Rwanda to make and sell reusable sanitary pads and soaps, while earning an income that will help to improve their standard of living. In the future, I would like to scale up this project so that it can give employment opportunities to many other vulnerable girls and help them to realize their dreams.



Watch Heritier in applying his skills and living his dream of transforming lives during his internship experience in Lebanon

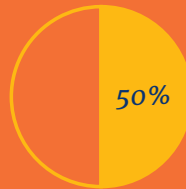
SOUTH AFRICA

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



GEM launched the partnership with Scalabrini in South Africa in 2018

34
average
student age

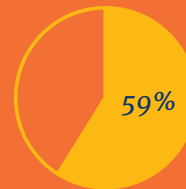


of students are working full or part-time while earning their degree

10+
nationalities
represented among
student body



have children or dependents*



percent of students who are women

GEM partner: Scalabrini

To begin operations in a non-camp urban setting, we launched a 150-student pilot in Cape Town, South Africa in partnership with the Scalabrini Centre, which delivers development and welfare programs to the refugee, migrant, and local communities of Cape Town. Scalabrini offers many services on site, including legal and health assistance. 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.

Data current as of 2/8/2019

*GEM student survey data based on university-wide survey of GEM students from July 2018, which had a response rate of 48.8%. This sample has a greater than 95% likelihood of accurately reflecting the full population of students.



“ University was always a goal for me. I had that passion in me to do something more for myself.”

*Abigail, South Africa
Originally from Zimbabwe*



Click here to listen to Abigail describe how earning her degree enables her to engage in her life's passions

MALAWI

We are working with Jesuit Worldwide Learning to educate refugees in the Dzaleka camp, which houses approximately 34,000 residents, 60% of whom are from the DRC, 19% from Burundi, 19% from Rwanda, and 2% from Somalia.



GEM launched the partnership with JWL in Malawi in 2018

75%

of learners began their SNHU degree with transfer credits*



9 AA Graduates

completed their degree in the first year of the program



34,000

refugees living in Dzaleka



AA grads who have completed an internship

GEM partner: Jesuit Worldwide Learning

Jesuit Worldwide Learning (JWL) provides equitable 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.



Experience where our students live and learn in the Dzaleka refugee camp with a 360° view



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

Petronil, Malawi

Originally from the Democratic Republic of Congo



Experience Petronil's life in Dzaleka camp as she chronicles the beginning of her university journey

KENYA

Initially established in 1992 to accommodate South Sudanese fleeing civil war, the Kakuma refugee camp has changed significantly in terms of its population and demographics. UNHCR reports there is currently an estimated population of 185,000 refugees and asylum seekers in this remote part of Kenya. JWL supports the learning center in Kakuma, Kenya.



Today the camp includes GEM students from...



BURUNDI



DRC



ERITREA



ETHIOPIA



REPUBLIC OF CONGO



RWANDA



SOMALIA



SOUTH SUDAN



SUDAN



TANZANIA



UGANDA

GEM launched the partnership with JWL in Kenya in 2018

8 AA Graduates

completed their degree in the first year of the program

59%

of learners began their SNHU degree with transfer credits*

100%

AA grads who have completed an internship

GEM partner: Jesuit Worldwide Learning

Jesuit Worldwide Learning (JWL) is also the SNHU GEM partner in Kakuma Camp, Kenya.



Watch students from Kakuma refugee camp prepare for a networking event



“

**I AM SO EXCITED
TO START THE
SNHU PROGRAM, I
COULDN'T BELIEVE
IT WHEN I HEARD
ABOUT IT.”**

*Saida, Kenya
Originally from Somalia*

Saida is a new SNHU GEM student joining the degree program this year with JWL. After she finishes her degree, Saida is interested in working with international NGOs. Saida came from Somalia to Kakuma Refugee Camp by herself when she was just four years old, and was raised by family friends. Her mother still lives in Somalia, but Saida has not seen her since childhood. She recently found out that her father passed away. Saida has sought education as a way to empower herself. One day, Saida would like to return to Somalia to give back to her country.



**“ I HAD TO MOVE ON WITH MY LIFE,
AND THE BEST OPTION WAS TO
CONTINUE WITH MY STUDIES.”**

Joelle, Kenya

Originally from the Democratic Republic of Congo



Joelle and her spouse, Innocent, both students in the SNHU GEM program, are pictured at home with their children.

Joelle, an SNHU JWL student, has a passion for communication and the arts. She is a talented filmmaker and photographer, and is proud to have created content for several universities as well as UNHCR. She is from the Democratic Republic of Congo. She was forced into an early marriage, but eventually escaped and made her way to Kakuma Refugee Camp. “I was desperate and hopeless, with nothing to encourage me to continue living. But luckily some people gave me some advice,” she says. She was advised to go to JRS (Jesuit Refugee Service), where she got counseling. “From there I started understanding that the best option was to continue with my studies,” she explains. After learning English, she

did a filmmaking course through Film Aid International for one year. She faced many financial challenges and had to stop her studies and look for paid work. She then got a job at International Rescue Committee Kakuma as a Human Resource Assistant. When she met her husband, Innocent, he was studying at Jesuit Worldwide Learning and encouraged her to apply to the program. “I learned of the opportunity to continue studying through SNHU’s degree program and was accepted earlier this year,” she says. She started her studies with the GEM program in January 2019. She currently works as a communication coordinator for JWL, Kakuma.



“ I AM DETERMINED
TO CHANGE THE
FUTURE FOR MY
GIRLS AND ME.”

*Achayo, Kenya
Originally from South Sudan*

Achayo, an SNHU JWL student and a talented businesswoman, creates and sells beautiful clothing and handbags. As a mother of four, she has lived in Kakuma camp for 18 years, since fleeing the violence in South Sudan in 2001. Achayo and her daughters live in a two-room shelter with her sister's family. She holds multiple jobs to earn enough money to supplement their food rations: she sells coal, makes bread, and sews clothes. Achayo dreams of starting a business with other women refugees. As a woman, she is a minority in SNHU's degree program in Kakuma; she knows she is a role model for the women who will come after her. Achayo is determined to change the future for herself and her daughters.



Click here to watch Achayo's Story



Ajak (left) is working on his internship, Sadiki (center) is an SNHU grad from Kepler Kiziba working as a College Board refugee guidance counselor, and Ella (right) is an SNHU grad from Kepler Kigali working as a College Board refugee guidance counselor

“ I prepared open discussions with my students, where we discussed their academic goals, gender balance in their community, and personal goals. This helped me to understand their challenges.”

Ella, College Board Refugee Guidance Counselor

In 2018, the College Board sought to increase access to higher education for refugees living outside of the United States. To achieve this goal, they generously funded a grant for SNHU to hire two Refugee Guidance Counselors. The goal of the refugee guidance counselor initiative is to help provide meaningful guidance and direction to refugees hoping to go to college across the entire East African region.

The counselors are working across several countries, including Kenya. In Kakuma camp, recent SNHU AA grad Ajak is currently doing an internship with the College Board to assist the counselors in ensuring refugees in his camp obtain access to higher education opportunities. He fled from South Sudan with his cousin's family when he was nine years old. Ajak dreams of returning home, starting a family, earning a law degree at a university there, and perhaps entering politics to help his country find stability. He is working on his bachelor's degree full-time through GEM. Ajak is certain his degree and his current internship experience assisting the College Board with their goals to increase access to higher education for refugees will help him stand out from other displaced populations and give him a strong advantage in the employment market.

LEBANON

GEM works with three partners in Lebanon, including a Syrian-led CBO in Bekaa Valley, a local NGO in Tripoli led by a network of Lebanese professors, and a vocational training center in operation since 1962. GEM first launched in Lebanon in October 2018, followed by two additional launches in early 2019. By working with a diverse group of local partners and experts in Lebanon, we have been able to achieve maximum inclusivity among our student body, serving Syrian, Palestinian, and host communities.



The first site
in Lebanon
launched in
2018

22

average age of students
in Lebanon, many of
whom are recent high
school graduates

3 Partners

the only country where
GEM is working with
multiple local partners



LASeR (Tripoli)

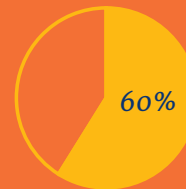
MAPS (Bekaa Valley)

UNRWA (Beirut & Saida)



1.5 Million

Syrian refugees
residing in Lebanon



percent of students
are women

GEM partner: 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—in order to address root causes and offer innovative solutions. LASeR focuses on serving underprivileged and refugee learners, regardless of nationality, religion, or gender.

GEM partner: MAPS

MAPS 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. MAPS is a non-profit, non-governmental organization, registered in both Lebanon and Germany. They aim to build the capacity of the Syrian Refugee Community in Lebanon to enable them both to thrive in their current context and also to rebuild Syria once the conflict ceases.

GEM partner: UNRWA

Following the 1948 Arab-Israeli conflict, UNRWA was established by the United Nations General Assembly to carry out direct relief and works programs for Palestine refugees. The Agency's services encompass education, health care, relief and social services, camp infrastructure and improvement, micro-finance, and emergency assistance, including in times of armed conflict. SNHU 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.



“ I WANT TO EARN A UNIVERSITY
DEGREE IN ORDER TO IMPROVE MY
FAMILY’S STANDARD OF LIVING.”

*Aya, Lebanon
Originally from Syria*

“ I want the world to know that even if refugees lost their homes, their families, and their schools, they still have the motivation to continue learning.”

Aya, Lebanon

Hello, my name is Aya. I am 19 years old. I am from Homs, Syria. I now live in Lebanon, Tripoli because of the war that occurred in my country. I live with my parents and three siblings in a rented house. We live a simple life; we are working on making it better. I am interested in photography and learning the English language. I hope that I can graduate and help those who come after me and teach all the keys that they need to hold to earn a scholarship with SNHU.

I really want to get a university degree in business. This will improve my family's standard of living. I want to be effective in my society. I will use the degree as an instrument to work outside and to try to return to my country and improve the learning processes there.

Also, I am really excited to start my university experience. I want to learn new things, make new friendships, and

make my dream of graduating with a BA come true. When I graduate, I would like to travel to another country and work there to make a positive change in the world.

I would be grateful to achieve a degree at SHNU GEM. I am already grateful that I have such an opportunity to improve my knowledge. I want the world to know that even if refugees lost their homes, their families and their schools, they still have the motivation to continue learning.

And I also want the world to work for refugees to help them achieve their goals, their dreams, and their hopes because refugees are just like every single human being on Earth.



Click here to listen to Aya describe the beginning of her degree journey and her hopes for the future



“THE UNIVERSITY HAS TRUSTED ME ENOUGH TO GIVE ME THIS OPPORTUNITY.”

*Mohamad, Lebanon
Originally from Syria*

“After graduation, I hope that I will be able to travel abroad to see the university and earn my master’s degree.”

Mohamad, Lebanon

Hello, my name is Mohamad. I’m 26 years old, and I am from Syria. I now I live in Lebanon, Tripoli, but my family is still in Syria. I am studying communications while I work as a cashier in a one dollar shop. There are many reasons I am motivated me to get a university degree from SNHU. The main reason: try a new way of learning—this is the first time I am a student on-line.

It’s new and entertaining, and it helps me a lot in my life. I am completing projects in English, and this helps me improve my language.

After graduation, I hope that I will be able to travel abroad to see the university and earn my master’s degree. Then I will try to find a job and get the experience that will help me improve myself.

Earning my degree with SNHU GEM means a lot to me. It means the university trusted me and is giving me this opportunity to prove myself and try to help the new students who will attend SNHU GEM.

I want the world to know that refugee learners can do things others can’t, even when they are away from home and family and are facing so many difficulties. Anything is possible.



Click here to see Mohamad’s life and hear how the community perceives him as a university student



SCHOLARSHIP REPORT

Who are we serving across our sites?



SNHU student Nicole registers while holding her son Daniel at the Scalabrini Centre of Cape Town.

1,021

Total Students & Graduates Served



54%

Rwanda
Kigali
Partner—Kepler

11%

Rwanda
Kiziba Camp
Partner—Kepler



20%

South Africa
Partner—Scalabrini
Centre of Cape Town



2%

Lebanon
Tripoli, Bekaa Valley, Beirut & Saida
Partners—LASER, MAPS & UNRWA
Two more partners launching in 2019



8%

Kenya
Kakuma Camp
Partner—Jesuit Worldwide Learning



5%

Malawi
Dzaleka Camp
Partner—Jesuit Worldwide Learning

254

BA Graduates

570

AA Graduates

18-67

Age range



49%

Women
enrolled

20+

Nationalities
represented

20+

Languages spoken

58%

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



Data current as of 2/8/2019

*GEM student survey data based on university-wide survey of GEM students from July 2018, which had a response rate of 48.8%. This sample has a greater than 95% likelihood of accurately reflecting the full population of students.



RESEARCH UPDATE

What does the GEM research tell us?



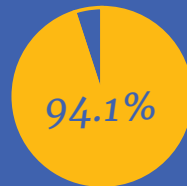
SNHU students from Dzaleka camp learn from entrepreneurs at the *M Hub* startup space in Lilongwe, Malawi.

DATA DASHBOARD

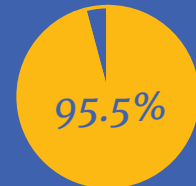
GEM Year One Required Reporting Metrics

Launch three new sites in Africa,
and one site in Lebanon.

- ✓ Kenya
- ✓ Lebanon
- ✓ Malawi
- ✓ South Africa



of GEM students on track
for completion of associate
degree in 2 years or fewer



of GEM students in Kiziba refugee
camp on track for bachelor's degree
completion in 2 years or fewer

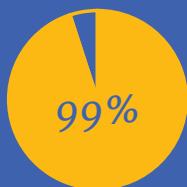
Snapshot of GEM Students and Graduates

90%

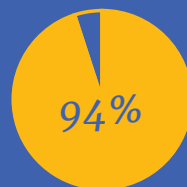
of GEM graduates are
employed within 6 months
of graduation

24 YEARS OLD

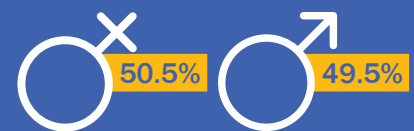
the average age of a GEM student



of all GEM graduates earned their
AA degree within 2 years



of all GEM graduates earned their
BA degree within 2 years



Gender Breakdown
of GEM graduates

Data current as of 2/8/2019

*GEM student survey data based on university-wide survey of GEM students from July 2018, which had a response rate of 48.8%. This sample has a greater than 95% likelihood of accurately reflecting the full population of students.

Building evidence-led programs and partnerships

GEM has an important role to play in informing and supporting the work of our partners through sharing data and collaboratively building an evidence base that ensures we are able to learn from our collective successes and failures. That's why, in addition to external and independent impact assessments, SNHU GEM implements an internal monitoring and evaluation framework as a way to track and share short- and long-term data across partners and sites. This framework draws upon combined quantitative and qualitative data from university platforms and on-the-ground partners in order to monitor and analyze program performance around:



Admission, enrollment, and attrition



On-site operations and technology



Academic progress and performance



Internship experiences and professional skills development

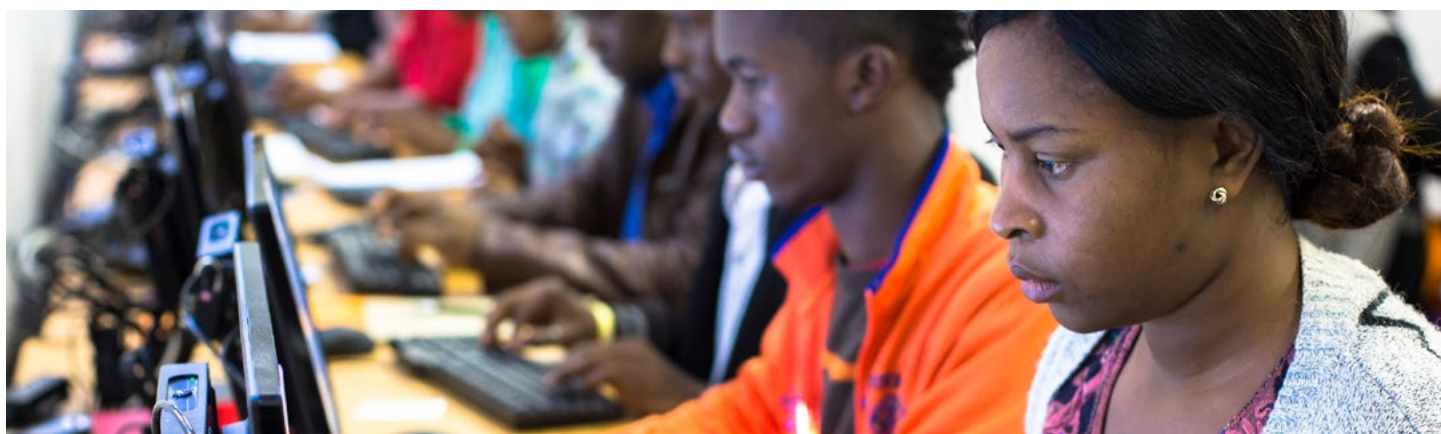


Equity of access and support, including gender, migration status, age, ethnicity, nationality, and disability



Post-graduation employment and income outcomes

GEM continuously gathers and analyzes data relating to these areas, culminating in an annual partner report aimed at ensuring GEM programs and interventions remain rooted in evidence and foster an iterative approach to success.



Research Overview

Research is central to fulfilling GEM's goal of providing high-quality university education for displacement-affected and vulnerable learners around the world.

By improving understanding of successes and failures, GEM can learn alongside our partners and ensure continual data-based adaptation of program models. SNHU GEM is committed to collaboratively conducting and participating in high-quality research, as we seek to build a publicly available evidence base for higher education in contexts of forced displacement.

Although student learning outcomes are continuously assessed by Southern New Hampshire University in the context of degree progress, independent evaluations are vital for external verification of program quality. In order to accurately measure and define the impact of our work, SNHU GEM is partnering with IDinsight to carry out a series of independent impact evaluations, in collaboration with GEM partners in Rwanda and South Africa. Findings are used to inform GEM and partners' approaches and interventions, and to help us make sure that students in our programs are receiving an equal or higher quality education than if they were attending a local institution.

Evaluations comparatively assess GEM students alongside match control groups of local students with similar backgrounds, and comparatively measure the progress and development of cognitive and non-cognitive skills development, including:



Logical reasoning



Computer literacy



Critical thinking



English reading



English writing



Professional competencies

Measuring student learning outcomes

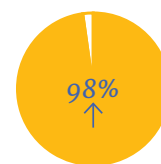
Research in Rwanda

In Rwanda, we are building upon robust longitudinal data with our partner Kepler to track professional skills development and employment outcomes of our graduates. Previous research in Rwanda demonstrated SNHU students in the Kepler program performed better compared to a match control group in English comprehension, computer literacy, cognitive skills, and critical thinking. Following these positive results, we are conducting a third evaluation to understand the longer-term employment and income returns for GEM graduates. We are eager to share the results of this research in 2019, which will include rigorous and comparative analysis of post-graduation outcomes including employment rates, income, and academic returns.

Research in South Africa

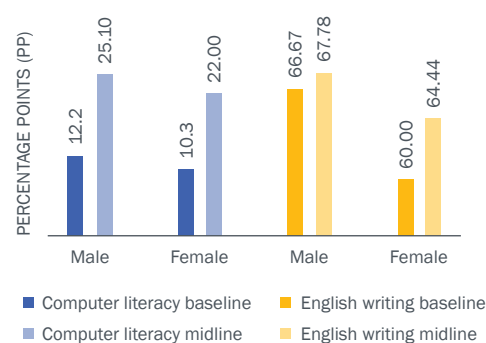
In South Africa, IDinsight is conducting an evaluation to measure the impact of GEM's overall program with Scalabrini Centre of Cape Town through assessing learning outcomes for students in the 2018 cohorts. The evaluation comparatively assesses GEM students in the Scalabrini program alongside peer migrant students at local South African universities. Midline assessment results from South Africa indicate that five months into the program, GEM students are making substantial learning gains with increased scores on both computer literacy and English writing assessments.

South Africa: Student Gains in Computer Literacy



GEM students in South Africa demonstrated a 98% average increase in student performance in computer literacy within the first six months of degree program (based on baseline and midline assessment of performance in an independently conducted evaluation of students in South Africa)

South Africa: Student Learning Outcomes



Initial results from the evaluation in South Africa indicate that 5 months into the degree, there has been a significant improvement in students' writing and computer literacy scores, at a 5% level of significance¹. Data collection for a match control group will be complete in 2019.

^{*}Results from midline and endline evaluations will be available in 2019 and 2020, respectively.

¹Standard value for alpha is .05. In any statistical test, there is uncertainty about the outcomes, expressed as 'level of significance' or alpha. The standard value used for alpha is .05, which means that a result is accepted as statistically significant evidence if there is a chance of 5 percent or less that results are due to random chance. This implies with a reasonable level of certainty that these results can be attributed to our program interventions, and are likely not due to random chance.

Investing in high-quality qualitative research


The complexity of GEM sites and the diversity of our students necessitate robust qualitative exploration into key program issues through in-depth conversations and case studies. In 2018, GEM partnered with three gender experts to gain insight into issues of gender and equity within GEM programs, a cross-cutting concern among our partners. The researchers engaged with partner staff and students in Malawi, Rwanda, and South Africa, asking participants to reflect on everyday experiences relating to gender within their organizations, communities, and cultures. Through a series of focus groups and one-to-one interviews, the study increased GEM and partners' understanding of the challenges

facing female applicants and students, and encouraged solutions-oriented thinking to address existing barriers to equity in GEM programs.

The final report highlighted key challenges around childcare, transportation, and other barriers affecting women's access and performance in higher education programs. The experts' recommendations included the establishment of a network through which partners could regularly exchange ideas and relevant tools, and curricula that can transfer across partner institutions; one key example was a personal development workshop developed by Scalabrini in South Africa.



Researchers visited GEM sites to observe and make recommendations for gender-based interventions. Through the course of their research, they met U.S.-based students and attended a graduation ceremony in Kiziba refugee camp (right).



ASSESSMENT CENTER UPDATE

Increasing access for students.



Several GEM Rwanda Assessment Center staff pause for a picture at their new office in Kigali.

ASSESSMENT CENTER

We have launched the Rwanda Assessment Center (GEM RAC) in Kigali, Rwanda. The goal of GEM RAC is to significantly reduce the cost of degree assessment while ensuring that both the quality and consistency of assessment meet or exceed SNHU's current high standards.



SNHU is leveraging the cost savings realized from GEM RAC's degree assessment to support the sustainability and scalability of the GEM program. Decreasing the cost of education for GEM students is contributing to the creation of a model for affordable education that is scalable and sustainable for vulnerable student populations worldwide.

We are further reducing costs and maintaining or improving quality and consistency by implementing a limited-scope pilot on machine learning and artificial intelligence (AI) at the GEM RAC. Our pilot is helping our reviewers reduce the time they spend on each assessment and will help give our students more insight into their learning processes.

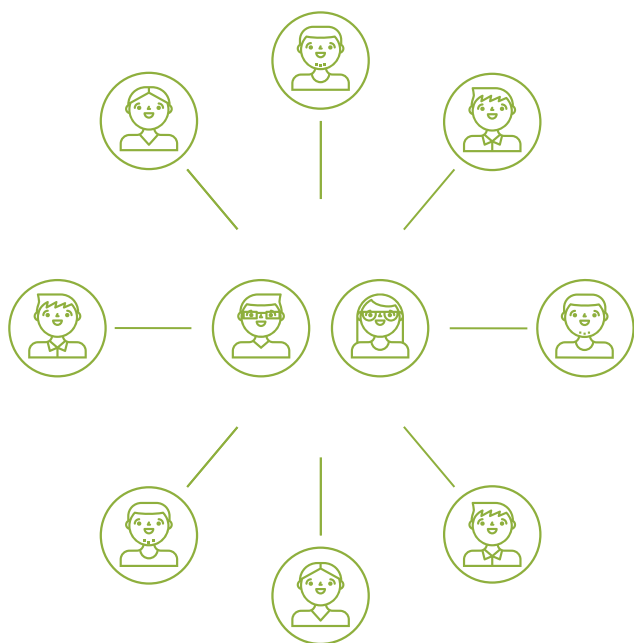
The information learned and the experience acquired from our limited-scope pilot on machine learning and AI at the GEM RAC is helping to

improve university-wide assessment practices while also driving down the cost of assessment for all university student populations. We are using these cost savings to fund accredited degrees for student populations that would otherwise not have access to higher education.

The structure of the GEM RAC supports implementation and ongoing management of competency-based assessment and is grounded in and shaped by SNHU's pioneering work in competency-based education. The GEM RAC continues SNHU's deep commitment to gender equity by striving for a 50/50 gender ratio in its recruitment process.



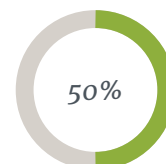
After reviewing 400+ resumes, we currently employ:



2 Managers, 7 Reviewers, 1 Administrative Assistant

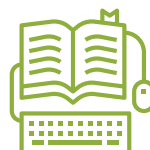
100% of employees are East African and represent Burundi, Rwanda, the Democratic Republic of Congo, and Kenya. 36% of assessment center employees held or currently hold refugee status.

The GEM RAC has hit the target of assessing 50% of all GEM students.



Since launching in October 2018:

- ★ Trained reviewers on all CfA AA projects and guidelines to US accreditation standards
- ★ Launched machine learning for AI pilot
- ★ Built 4 project assessments used for the AI pilot



2,500+

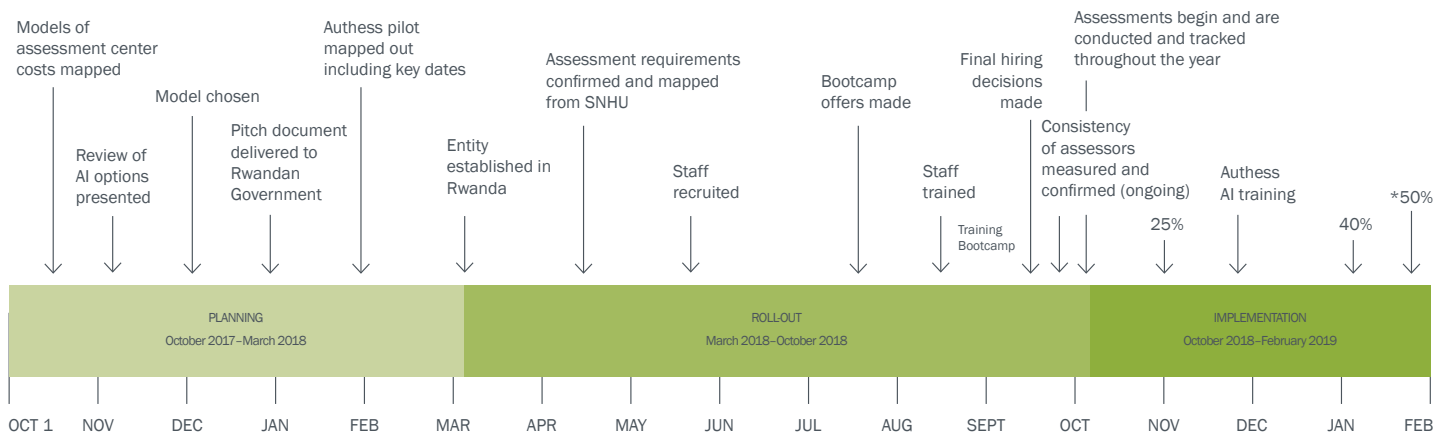
Student projects reviewed at the GEM RAC



GEM RAC reviewers at a team training in April.

Phasing the GEM RAC Launch

The GEM RAC launch includes three phases: planning, roll-out, and implementation.



Listen to the experiences of reviewers and witness GEM's work to lower degree costs

*50% of GEM students assessed at RAC; at full implementation, the percentage of GEM students to be evaluated by the Center will remain constant at 50%, but the number of GEM students assessed at the Center will increase over time



FINANCIAL OVERVIEW

What do the numbers look like?

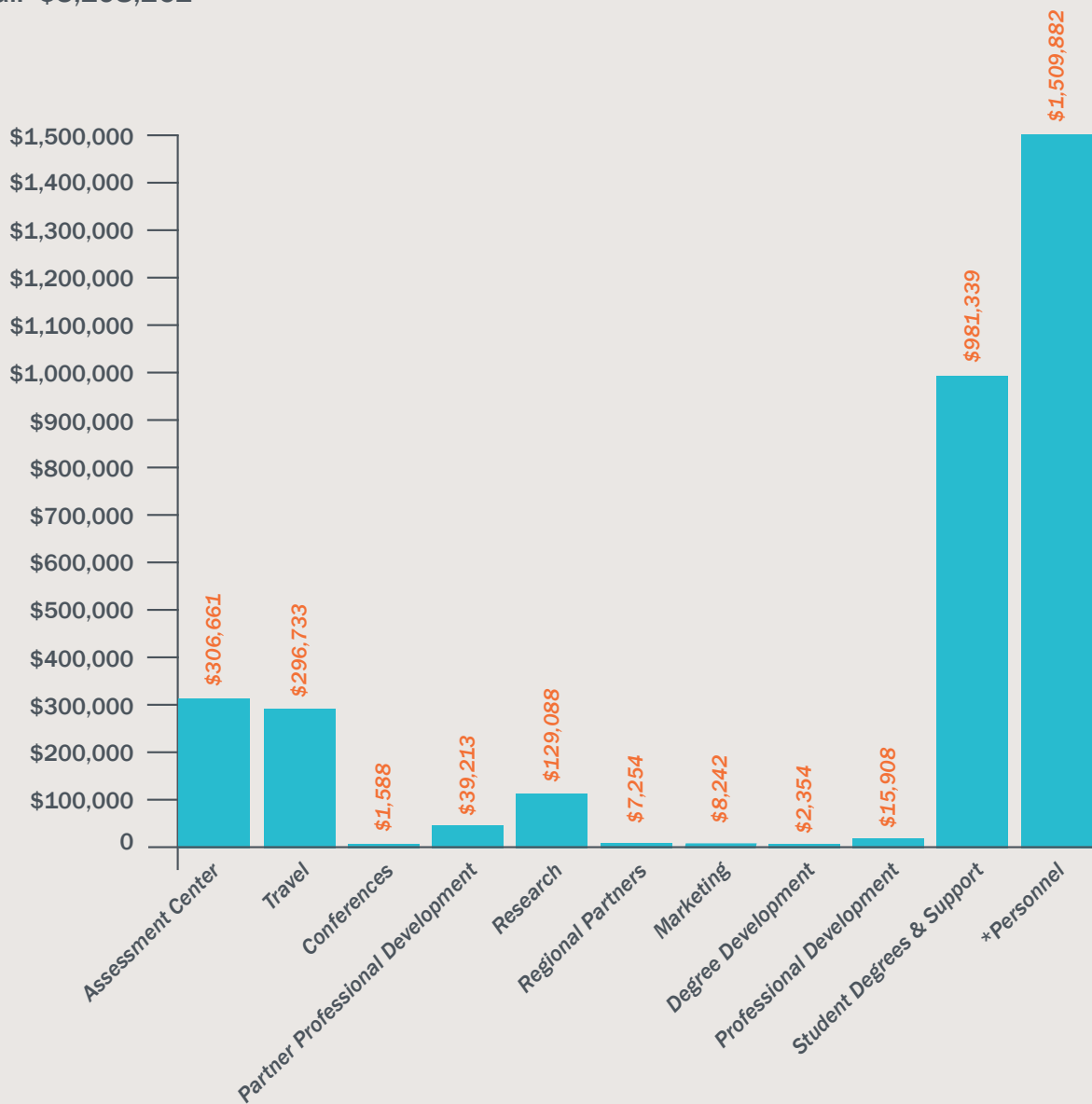


GEM students at LASeR in Lebanon work together on an assignment.

GEM Expenses

January 2018–January 2019

Total: \$3,298,262





WHAT'S NEXT?

What can we expect to see in the future?



SNHU GEM student Gaillard receives assistance adjusting his tie in Dzaleka camp before meeting with employers in Lilongwe, Malawi.

GEM FUTURE

Even as we continue to drive toward the five proof points from Series A funding, we will also focus on the following initiatives in 2019:



1) Strategic planning for scale



2) Vetting new partners and sites



3) Expanding existing pilots



4) Assessing additional projects at the GEM Rwanda Assessment Center and deeply engaging in the AI pilot



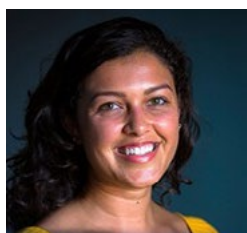
5) Engaging in longitudinal research on employment pathways and continuing to track academic outcomes both internally and with an independent, contracted researcher



6) Creating a new Bachelor of Science degree specifically for GEM

GEM TEAM & PARTNERS

The work of the Global Education Movement (GEM) Program—bringing hope to displaced people around the world through the transformative power of education—is made possible by the passion and dedication of a truly global team. Meet some of the leaders of our organization, below.



Nadia Asmal
JWL Malawi Representative



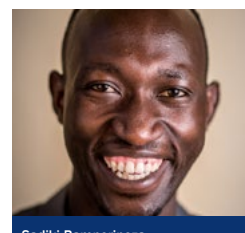
Zeina Awaydate
LAsER Capacity Building
Program Manager



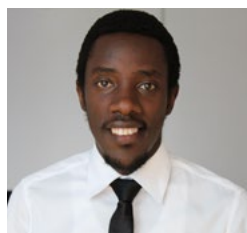
Oscar Bahati
GEM Team Coordinator



Peter Balleis
JWL Executive President



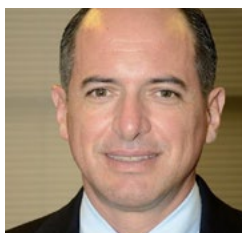
Sadiki Bamperineza
College Board Refugee
Guidance Counselor



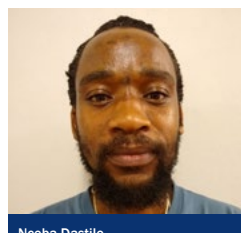
Salomon Beza
GEM RAC Manager



Bastos Butoto Basabose
GEM RAC Reviewer



Armando Borja
JWL Chief Operating Officer



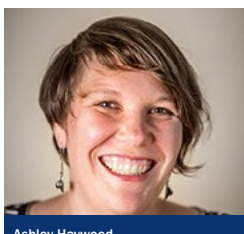
Nceba Dastile
Scalabrini Centre Internship &
Mentorship Manager



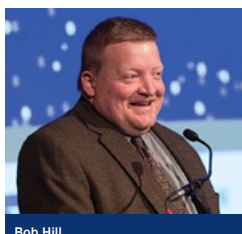
Marie Sharon Furaha
GEM RAC Reviewer



Dan Gwinnell
Kepler CEO



Ashley Haywood
Kepler Refugee Education
Program Director



Bob Hill
GEM Professional Development &
Academic Performance Director



Ella Ininahazwe
College Board Refugee
Guidance Counselor



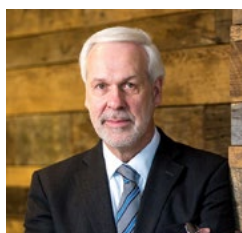
Mustapha Jazar
LAsER President



Marie Kabalira-Isimwe
GEM RAC Reviewer



Aliyah Kaneza
GEM RAC Reviewer



Paul LeBlanc
SNHU University President



Miranda Madikane
Scalabrini Centre Director



Dennis Momanyi
JWL Kenya Representative

GEM TEAM & PARTNERS

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Jane Muchiri
GEM RAC Manager



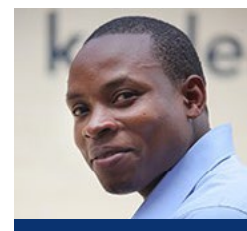
Jean Pierre Mutambarungu
Kepler Kigali Academic
Campus Director



Rachael Nadel-Sears
GEM Chief Assessment and
Employment Pathways Officer



Ezekiel Ndayisaba
GEM RAC Reviewer



Sereverien Ngarukiye
Kepler Kiziba Academics &
Career Manager



Kevin Niragire
GEM RAC Administrative Assistant



Egide Niyongira
GEM Administrator



Monica Nyakato
GEM Finance Associate



Jesus Marie Nzoyihaya
GEM RAC Reviewer



Mishka Reddy
Scalabrini Centre BASP
Systems Manager



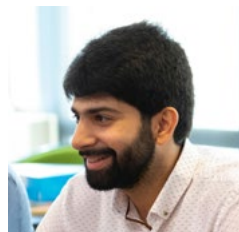
Chrystina Russell
GEM Executive Director



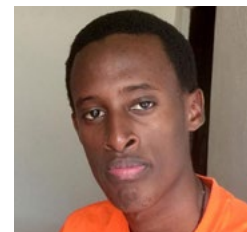
Joe Slaven
JWL Head of Global Site Operations



Yoni Pakleppa
Scalabrini Centre BASP
Academic Manager



Abdulrahman Rahman
LASER Project Coordinator



Landry Sugira
GEM RAC Reviewer



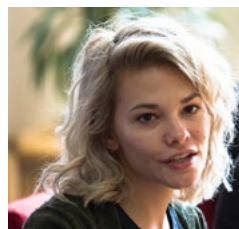
Aurore Umutesi
Kepler Kigali,
Academic Campus Director



Tujiza Uwituze
GEM East Africa Representative



Jean Marie Vianney Hitamungu
Kepler Careers & Alumni Affairs Director



Nina Weaver
GEM Partnerships & Research Director



Gabi Zolla
GEM Chief Operating Officer

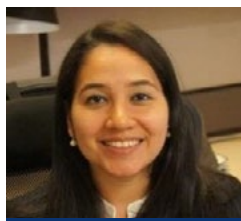
GEM ADVISORY BOARD



Alexander Betts
Faculty, University of Oxford



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



Cibeles Garcia Burt
Diplomat/Foreign Service Officer at
USAID/South Africa



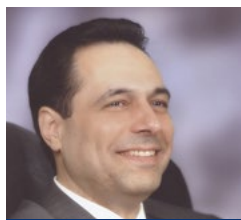
Shawnda Chapman
Lead Program Specialist, Center on
Youth Justice at Vera Institute of Justice



Clayton M. Christensen
Robert and Glizik Professor of Business
Administration at the Harvard
Business School



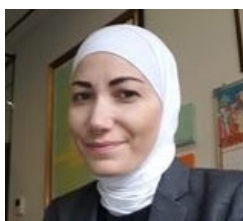
Nafez Al Dakkak
CEO, Queen Rania Foundation for
Education and Development



Hassan Diab
Vice President,
American University of Beirut



Arne Duncan
Managing Partner, Emerson Collective



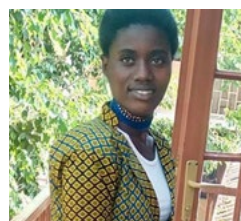
Hana El-Ghali
Issam Fares Institute,
American University of Beirut



Eva Ghirmal
Information Management Officer,
American Red Cross



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



Eugenie Manirafasha
Operation Assistant, Kepler



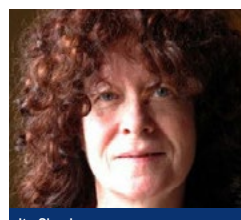
John O'Brien
President and CEO, EDUCAUSE



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



Anfai Saquib
Education Advisor, Department for
International Development, UK



Ita Sheehy
Senior Education Officer at the
Office of the United Nations
High Commissioner for Refugees

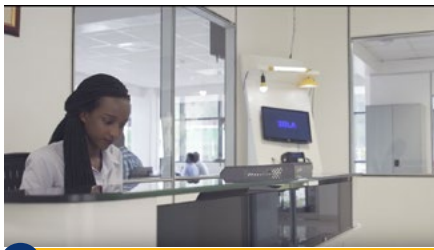


A group of alumni, students, staff, families, and community members celebrate the accomplishments of new graduates at a ceremony in Kiziba refugee camp. The SNHU Kepler program is the country's first university offering in a refugee camp.

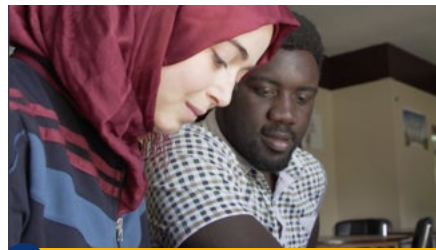


[Click here to watch GEM's 2018 highlights](#)

SNHU GEM is proud to share our 2018 accomplishments. Please click on the links below to meet the students highlighted in this report.



▶ [Kepler Employment Video // 01:12](#)



▶ [Heritier's Story from Rwanda // 01:31](#)



▶ [Abigail's Story from South Africa // 01:34](#)



▶ [Aya's Story from Lebanon // 0:33](#)



▶ [Mohamad's Story from Lebanon // 0:39](#)



▶ [Dzaleka Refugee Camp 360° Video // 03:12](#)



▶ [Petronil's Story from Malawi // 01:45](#)



▶ [Kakuma Refugee Camp // 03:41](#)



▶ [Achayo's Story from Kenya // 05:04](#)



▶ [RAC // 01:47](#)



▶ [Summary Video // 02:46](#)

GEM Partners

Implementing Partners:

Inkomoko, the Rwanda branch of African Entrepreneur Collective (AEC)
(GEM Rwanda assessment center in Kigali, Rwanda)

Jesuit Worldwide Learning (JWL)
(Dzaleka Camp, Malawi & Kakuma Camp, Kenya)

Kepler
(Kigali & Kiziba Camp, Rwanda)

Lebanese Association for Scientific Research (LASER)
(Tripoli, Lebanon)

Multi Aid Programs (MAPS)
(Bekaa Valley, Lebanon)

Scalabrini Centre of Cape Town
(Cape Town, South Africa)

United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)
(Beirut & Saida, Lebanon)

Other Partners:

American University of Beirut (AUB) - Regional External Programs

Massachusetts Institute of Technology SOLVE (MIT SOLVE)

United Nations High Commissioner for Refugees (UNHCR)

Massachusetts Institute of Technology Refugee Action Hub (MIT ReACT)

Organizations to which GEM belongs:

Connected Learning in Crisis Consortium (CLCC)

Global Impact Sourcing Coalition (GISC)

Humanitarian Education Accelerator (HEA)

Publications

National/International:

[SNHU Global Education Movement \(GEM\) and Jesuit Worldwide Learning \(JWL\) Introduce New Programme for Kakuma Residents at Student-Employer Networking Event](#) – Kanere.org, December 31, 2018

My Green Home wins YouthConnekt Africa Green Growth Innovation Award

<https://www.greengrowth.rw/2018/11/10/my-green-home-wins-youthconnekt-africa-green-growth-innovation-award/>

Africa Green Growth Forum, October 22, 2018

“The Education Revolution: How to Innovate Anywhere” webinar with Chrystina Russell for MIT Bootcamps

<https://www.youtube.com/watch?v=GBPwWUs2dAo>

YouTubeMIT Bootcamps, The Education Revolution: Insights on How to Innovate Everywhere, October 2018

Even the Queen of England is impressed with this young Rwandan’s water business

<https://www.gatesnotes.com/Development/Yvette-Ishimwe-profile>

GatesNotes, the blog of Bill Gates, September 10, 2018

Our Failure of Imagination Over Refugee Livelihoods, August 17, 2018

<https://www.newsdeeply.com/refugees/community/2017/08/17/our-failure-of-imagination-over-refugee-livelihoods>

For refugees in Kenya, an education in hope, The Boston Globe, July 7, 2018

<https://www.bostonglobe.com/metro/2018/07/07/education-hope/o7JpxrSdkyxzhQH4YpTYdl/story.html>

The Big Picture: Kakuma refugee camp, The Boston Globe, July 7, 2018

<https://www.bostonglobe.com/news/bigpicture/2018/07/07/kakuma-refugee-camp/WA4vybjw2gpDMns0bn5VpN/story.html>

Salesforce Helps Global Newcomers Integrate, July 4 2018

<https://www.salesforce.org/salesforce-helps-global-newcomers-integrate/>

100&Change: Kick-starting our Global Education Movement

<https://www.macfound.org/press/perspectives/100change-kick-starting-our-global-education-movement/>

MacArthur Foundation, May 23, 2018

The female moto drivers of Kigali

<https://www.aljazeera.com/news/2018/05/female-moto-drivers-kigali-180501132705325.html>

Al Jazeera Media, May 1, 2018

\$20 million in scholarships offered to DACA students, Associated Press (reprinted in 262 outlets), March 11, 2018

<https://www.cbs7.com/content/news/20-million-in-scholarships-offered-to-DACA-students-476489193.html>

Higher Education and the Economic Integration of Refugees

<https://www.insidehighered.com/blogs/world-view/higher-education-and-economic-integration-refugees>

Inside Higher Education, March 5, 2018

How Cities Like St. Louis Are Helping Families Welcome Refugees, TODAY Parenting, January 30, 2018

<http://community.today.com/parentingteam/post/how-cities-like-st-louis-are-helping-families-welcome-refugees>

Trade:

Application to Kepler is ongoing, IGIHE, December 4, 2018

<http://en.igihe.com/news/application-to-kepler-is-ongoing.html>

Kepler itanga amasomo ya kaminuza ku nguzanyo, yatangiye kwakira abandi banyeshuri, IGIHE, November 23, 2018

<http://www.igihe.com/amakuru/u-rwanda/article/kepler-itanga-amasomo-ya-kaminuza-ku-nguzanyo-yatangiye-kwakira-abandi>

Meet the New Mega-University, The Chronicle of Higher Education, November 11, 2018

<https://www.chronicle.com/article/Meet-the-New-Mega-University/245049>

DACA students to receive full scholarships to IDEA-U, Rio Grande Guardian, May 31, 2018

<https://riograndeguardian.com/daca-students-to-receive-full-scholarships-to-idea-u/>

Southern New Hampshire U expands CBE model to refugees in Africa and Middle East, Education Dive, April 17, 2018

<https://www.educationdive.com/news/southern-new-hampshire-u-expands-cbe-model-to-refugees-in-africa-and-middle/521476/>

Higher Education and the Economic Integration of Refugees, Inside Higher Ed (reprinted in Beirut Business Report), March 5, 2018

<https://www.insidehighered.com/blogs/world-view/higher-education-and-economic-integration-refugees>

Southern New Hampshire University Partners with the Shapiro Foundation and TheDream.US, Your Valley Voice (reprinted in Edinburg Review), March 1, 2018

<https://www.yourvalleyvoice.com/news/20180301/southern-new-hampshire-university-partners-with-shapiro-foundation-and-thedreamus>

How SNHU Is Helping Refugees Get a New Start Through Global Education Program, EdTech Times, February 22, 2018

<https://edtechtimes.com/2018/02/22/snhu-helping-refugees-get-new-start-global-education-program/>

Blog/Press Release Reprints:

A Look Back at 2018: A Record-Breaking Year at SNHU, President's Corner, December 19, 2018

<http://blogging.snhu.edu/leblanc/2018/12/a-look-back-at-2018-a-record-breaking-year-at-snhu/>

Can Nonprofit Startups Make a College Degree Attainable for Low-Income Adults?, Center for American Progress, October 24, 2018

<https://www.americanprogress.org/issues/education-postsecondary/news/2018/10/24/459825/can-nonprofit-startups-make-college-degree-attainable-low-income-adults/>

"Live with Hope": How Gabi Zolla Leads the Global Education Movement

Academically Speaking Blog, SNHU, September 21, 2018, By Dr. Michelle Caron, Dr. Bernice Bain and Dr. Jennifer Varney

<http://blogging.snhu.edu/academics/2018/09/21/live-with-hope-how-gabi-zolla-leads-the-global-education-movement/>

Kepler Learns from Partners in the Field, Humanitarian Education Accelerator, September 6, 2018

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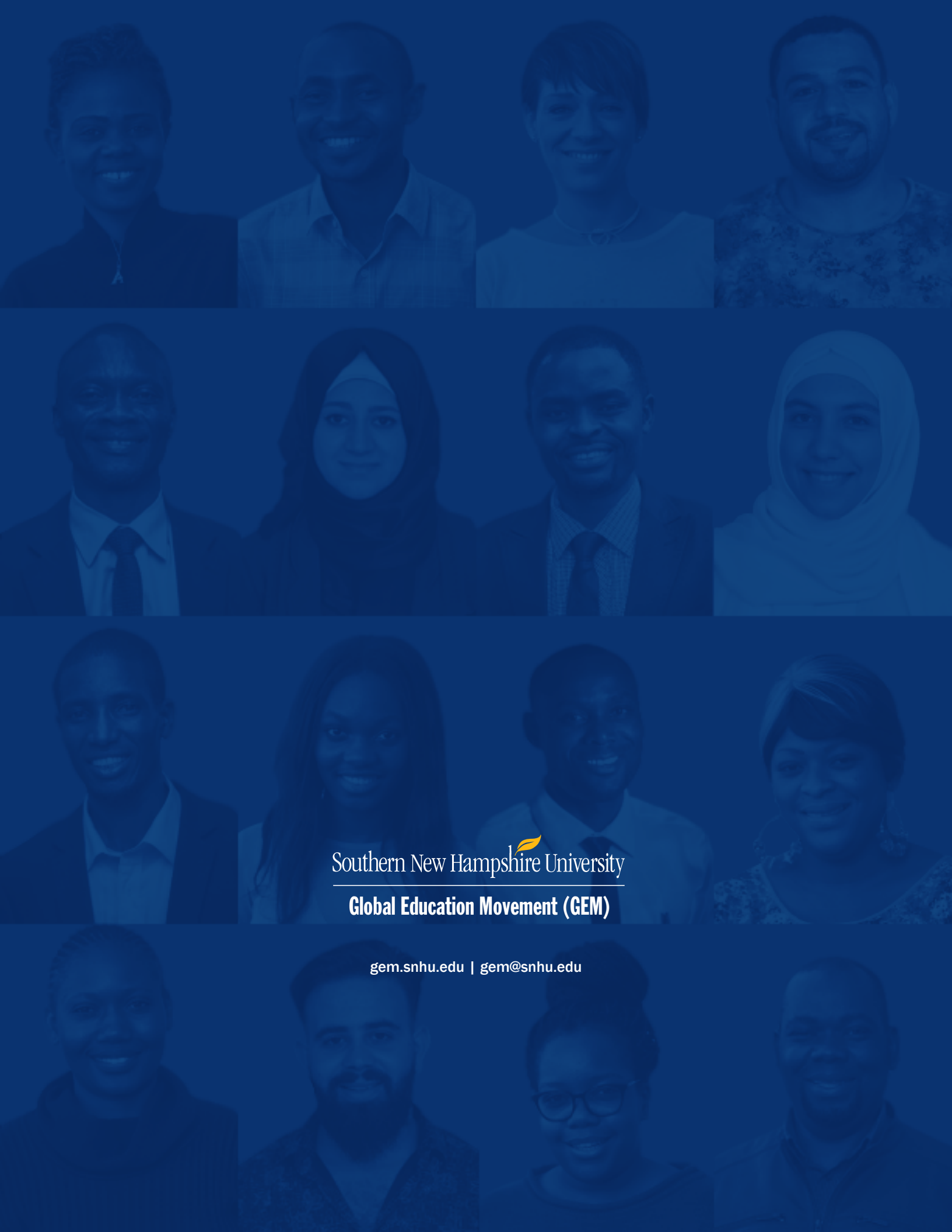
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