



The OSUN Working Group on Refugees, IDP and Host Community Education solicits papers for a 2023 virtual lecture and panel discussion series:

Geographies and Temporalities of Higher Education for Displaced Students

Papers should present original research (including research related to one's own educational initiatives or lived experiences), and should address the question of higher education for refugees and IDPs in relation to the twin themes of time and space.

Specific topics and questions can include:

Protracted and/versus emergency timeframes:

- How has crisis-driven thinking impacted the landscape of higher education for refugees? How can we begin to attend more fully to protracted situations and what are the special needs there?
- What comparative data do we have on short-term versus long-term educational interventions?
- How do funding frames affect short-termism and crisis-response when developing education for people who have experienced displacement?
- How do responses to recent "crises" (Syria, Burma, Ethiopia, Afghanistan, Ukraine) compare and how can we build knowledge bases across cases? When do things really need to be separate for separate cases?
- What are the timeframes and expectations students have for their futures? How does programming match with, and/or alter, these timeframes?
- How do realities of "waiting" impact students and success?

Local, regional, transnational, and global: How to leverage different approaches

- How can higher education work most effectively at the local level? For instance, what is the role of "communities of trust"? How can we work most effectively with RLOs? What are the specific resources brought by local universities?
- What are the special resources and benefits, as well as the risks, of regional and transnational networks in providing refugee education?

- What student services are available and needed to better support the students in question?
- How can we better connect students globally?
- How can we support students in advocating for the rights and concerns of displaced youth?
- How does programming impact students' sense of space, community, belonging and global consciousness?
- How can higher education responsibly advance 15x30 as a global goal, keeping in mind livelihood limitations and the % of non-refugees in higher education in many hosting countries?
- (How) do specific projects and case studies impact global policies? What kinds of global implications can be drawn from case-based studies?

Research should be conducted in conformity with the [Working Group Research Principles](#) (overleaf)

The goal is not only to share research but also to use the presentations as the basis for an edited collection of research by OSUN members, partners and affiliates, aimed at scholars and practitioners of refugee education and higher education in emergencies beyond the OSUN network.

Presentations will be scheduled in 1 hour time-slots once per month across the calendar year 2023. Presentations can feature one speaker or a panel of speakers. Individual research presentations should last 25-30 minutes, panels can have 2-3 speakers for 10-15 minutes each.

Interested OSUN colleagues should please send 300 word proposals (indicating whether you are proposing a panel or an individual presentation) and a 100 word bio (for each participant) by **February 1, 2023** to the Working Group Steering Committee (Kerry Bystrom, Bard College Berlin; Ian M. Cook, Central European University; Rebecca Granato, Bard College; and Shahariar Sadat, BRAC University) via Anne-Marie Manishimwe <anne-marie@opensocietyuniversitynetwork.org> . Selected proposals will be notified by February 15, 2023.

Working Group Research Principles

<p>collaboration: related to all research stakeholders, when possible strive for joint publication between North and South-based scholars and students, in diverse, inclusive and open access publications, promoting a horizontal sharing of research and writing responsibilities and dissemination.</p>	<p>accessibility : language used in research dissemination has to be intelligible for all communities and stakeholders; when possible we should aim for multiple languages in our outputs.</p>
<p>transformation: research should benefit the communities/stakeholders it relates to. Immediate impact is difficult, but invoking change through research should remain a goal</p>	<p>power transfer: the communities with whom we research should be empowered, i.e. through upskilling, or helping them to be empowered through increased knowledge or capabilities.</p>
<p>accountability: clear information of how the research will be used, disseminated and stored; clear communication at all stages with related parties and individuals.</p>	<p>transparency: the funding used for the research, or derived from the research, should be published in open access venues (ideally without APCs) and, when appropriate, in report form on institutional websites.</p>
<p>capacity-cooperation: when applicable, the research should strive to contribute to a capacity-cooperation ethos, whereby the power balances between all stakeholders remain equal and complementary.</p>	