

# REFUGEE HIGHER EDUCATION

## GLOBAL NEWSLETTER



© UNHCR/Catalina Betancur Sánchez

Welcome to the second edition of the Global Refugee Higher Education newsletter 2023. In this issue, you find the most recent highlights and updates about initiatives, partnerships, and opportunities regarding refugee higher education, as well as relevant resources and information on upcoming events.

With the 2023 Global Refugee Forum coming up in December, we want to recognise the contributions of all partners and stakeholders working to achieve the goal of 15 percent enrolment of refugees in higher education by 2030. You are invited to submit your initiative, innovation, commitment or contribution to the [15by30 Global Pledge on Refugee Higher Education and Self-reliance](#). In this newsletter issue, we provide concrete instructions on how to contribute to this multi-stakeholder pledge and will be publicising a review of all contributions to 15by30 in early 2024.

Please share this newsletter widely across your networks to help us grow the community! If you have suggestions for improvement or interesting updates, events, research, youth-generated content, or articles for forthcoming issues, you are welcome to submit a contribution to: [fischer@unhcr.org](mailto:fischer@unhcr.org) and [dldafi-HQ@unhcr.org](mailto:dldafi-HQ@unhcr.org).

# Pledging on the 15by30 Higher Education Goal

The next milestone on the road to achieve the goal of 15 percent enrolment of refugees in higher education by 2030 will be the events at and around the [Global Refugee Forum \(GRF\)](#). The GRF will take place from December 13 to 15, 2023 in Geneva with an official pre-day on December 12, where the [GRF Education Alliance](#) will be hosting a full-day event on refugee education, the Global Refugee Forum Education Campus. At the Campus, stakeholders will reflect on progress made in realizing the vision for education set out in [Refugee Education 2030](#) and the [Global Compact on Refugees \(GCR\)](#) and commit to concrete actions for the coming four years. Registration information will be available shortly on the [Education Alliance web page](#).

## ABOUT THE GLOBAL REFUGEE FORUM

Every four years, the GRF brings together States, academia, civil society, faith based organisations, refugee led organisations, students, youth, and UN and other international agencies to consolidate efforts to achieve the goals of the [GCR](#), affirmed by the UN General Assembly in 2018. As a key element of the GRF, participants exchange expertise, share good practices, and contribute pledges to realise the aspirations of the Compact. With over 200 pledges specific to education submitted at the first GRF in 2019, and the actions, partnerships, and awareness that grew from those commitments, we have collectively strengthened the foundation for refugee education at all levels. At this year's Forum, we aim to identify and consolidate further opportunities to increase enrolment of refugees in higher education and to show solidarity with higher education institutions hosting refugees.



## WHAT ARE PLEDGES?

- **Pledges** are commitments by stakeholders that advance the objectives of the GCR. For more information click [here](#).
- A coalition or group of stakeholders can contribute **joint pledges** to achieve a shared goal or announce (near-)identical commitments.
- **Multi-stakeholder pledges** (like the [15by30 Global Pledge](#)) link individual pledges to amplify the scope and reach, leverage complementary strength, and establish long-term arrangements towards a common ambitious, transformational goal. More information [here](#).

In addition to pledges, stakeholders are encouraged to submit [good practices](#). Sharing innovation and promising interventions is as important as pledges and allows stakeholders to learn from one another about what works well, what can be replicated in other situations, and what can be scaled up with further support to better the lives of refugees and host communities.

## Join the 15by30 Global Pledge on Refugee Higher Education and Self-reliance

Today, **7% of refugee youth are enrolled in higher education**, up from only 1% in 2019, but it is still far below the global average higher education enrolment among non-refugees which stands at 41%. Progress towards 15% has not been achieved through massive new enrolment opportunities – rather, it is the result of many contributions by partners large and small, States, student groups,

training institutions, universities, and individuals. Your commitment will help to solidify the standing of higher education in every humanitarian response and will improve access to higher education for the millions of refugee and host community youth who are excluded from the essential opportunity to pursue post-secondary education, training, and skills development.



To submit a pledge follow [this link](#) or scan the QR code on the left.

At UNHCR, we are happy to provide guidance for developing pledges. For questions regarding the 15by30 global multi-stakeholder pledge or to get involved in the Global Tertiary Education Task Team, please contact [fischera@unhcr.org](mailto:fischera@unhcr.org).

**Expanded higher education opportunities are needed in:**

- Enrolment in colleges and universities in first countries of asylum
- DAFI and other refugee-specific scholarship programmes
- Technical and Vocational Education and Training (TVET)
- Connected higher education
- Complementary education pathways

**Dedicated support and investment are also needed in core supporting areas:**

- Bridging and transition programmes
- Language training
- Internships, apprenticeships, and mentoring
- ICT skills development
- Student leadership and advocacy

All university partners and stakeholders are also encouraged to support the global **university solidarity pledge**. For this, universities will come together to commit to prioritise refugee student enrolment in-person and remotely and to provide information on refugee enrolment in their institution.

**15by30 Global Pledge Co-leads**

- Times Higher Education
- Open Society University Network
- Tertiary Refugee Student Network
- Duolingo
- Global Academic Interdisciplinary Network
- International Labour Organisation
- Global Student Forum
- Finn Church Aid
- Connected Learning in Crisis Consortium
- Global Task Force on Complementary Education Pathways
- World University Service of Canada
- With appreciation to the Government of Monaco



## Linked pledges

### Tertiary Refugee Student Network GRF 2023 Pledge

In 2022, the [Tertiary Refugee Student Network](#) (TRSN) won the UNHCR Refugee Led Innovation Fund grant to implement a proposed Peer-to-Peer Solutions Advisor Network pilot project with the aim to upscale globally in collaboration with national TRSN chapters and partners. Building on its 2019 pledge, the [TRSN pledge for 2023](#) targets expanding the peer-to-peer model, building capacity of student leaders, and strengthening the network's presence and expansion in collaboration with student groups, associations, and higher education institutions in host countries. If you want to [join the pledge](#), please contact TRSN directly at [trsn.info@gmail.com](mailto:trsn.info@gmail.com). For information on how to support the network, please visit [TRSN's website](#).

### Multistakeholder Pledge: Skills-Based Complementary Pathways

The [Global Task Force on Refugee Labour Mobility Pathways](#), chaired by the Canadian government, and the [Global Task Force on Third Country Education Pathways](#), chaired by the [World University Service of Canada](#) (WUSC) and [Open Society University Network](#) (OSUN), have called on their members and members of the global communities of practice on labour mobility and education pathways to come together on a pledge committing to refugees' unhindered access to labour mobility and complementary education pathways opportunities. The pledge aims to remove barriers to ensure refugees are able to use existing migration pathways, and to identify where new labour mobility and education complementary pathways opportunities should be created. To this end, the coalition of partners aims to achieve the goal of 200,000 refugees arriving on labour mobility and education pathways in five years time. Read more on the [GCR webpage](#).

### Multistakeholder Pledge: Shifting Power - Advancing Localization of Research and Elevating the Voices of Host and Forcibly Displaced Communities Globally

[This pledge](#) serves as a starting point to longer-term engagement and vision for the localization of knowledge, tertiary education, and community outreach efforts in the context of displacement. No one should be left behind in the development, design, deployment and dissemination of research projects, development programs, education opportunities and policy proposals. In the lead-up to the Global Refugee Forum 2023, the coalition will a) Foster new partnerships that build on and expand existing initiatives; b) Identify new initiatives that advance the objectives detailed in this note; and c) encourage additional stakeholders and partners to make commitments and investments in support of a planned joint pledge for the Global Refugee Forum 2023.

## Useful links

- [Global Refugee Forum 2023](#)
- [How to Pledge on 15by30 Step by Step](#)
- [15by30 Pledge Resources on Trello.com](#)
- [15by30 Refugee Higher Education & Self-Reliance Policy, Programme and Data Pledge Guidance](#)
- [15% by 2030: Global Pledge on Refugee Higher Education and Self-reliance](#)
- [15by30 Pledge Webinar on TVET](#)
- [Refugee Higher Education - Roadmap to the 2023 Global Refugee Forum and Beyond](#)

## #15by30: News and Highlights

This section highlights good practices, innovation, and investments towards expanding quality higher education for refugees and host communities and achieving the 15by30 objective.

---

### Access to Higher Education

#### 9th CERTE Bridge Course in Malaysia

*"It's not about a big budget but about the shared belief in inclusivity and equality in education."*

The 9th [Connecting and Equipping Refugees to Tertiary Education \(CERTE\)](#) Bridge Course in Malaysia has taken place from June 2nd to July 8th, 2023, preparing a fresh cohort of resilient refugee youth to begin their journey towards higher education. CERTE was developed in Malaysia as a transformative programme that was a joint effort of universities, non-profits, and the refugee community, all driven by the common goal to support displaced individuals in transitioning to university education. Recognised as a good practice on the [GCR dashboard](#), CERTE delivers two editions each year since its founding in 2016. It is implemented by CERTE in Malaysia, partnering with [Opening Universities for Refugees \(OUR\)](#), [Fugee.org](#), and [UNHCR Malaysia](#).

#### Successful completion of the Ci-RES project

Congratulations for the successful completion of the [Création de Capacités Institutionnelles d'Intégration des Réfugiés dans l'Enseignement Supérieur](#) (Creation of Institutional capacities for the integration of refugees in Higher Education, CI-RES) project. Its aim was to create institutional capacity for the integration of refugees into Algerian higher education, by promoting cooperation between universities and society. The project was conducted between January 2020 and 2023. Ci-RES was a pilot that aimed, on the one hand, to restructure the organisational and functional structure of the project's partner higher education institutions to improve the effective integration of refugees within these institutions, and on the other hand, to develop normative and institutional mechanisms to promote this integration within higher education. As part of [Ci-RES' sustainability plan](#), a session was held in the Palais des Nations in Geneva in July 2023 to present the project. To find more information on the project's goals, process, and results, [visit Ci-Res' webpage](#) or [watch this video](#). Meet Ci-RES Alumni [here](#).

#### Joint project "Leading with Lived Experiences: Refugee Voices Shaping Higher Education's Future"

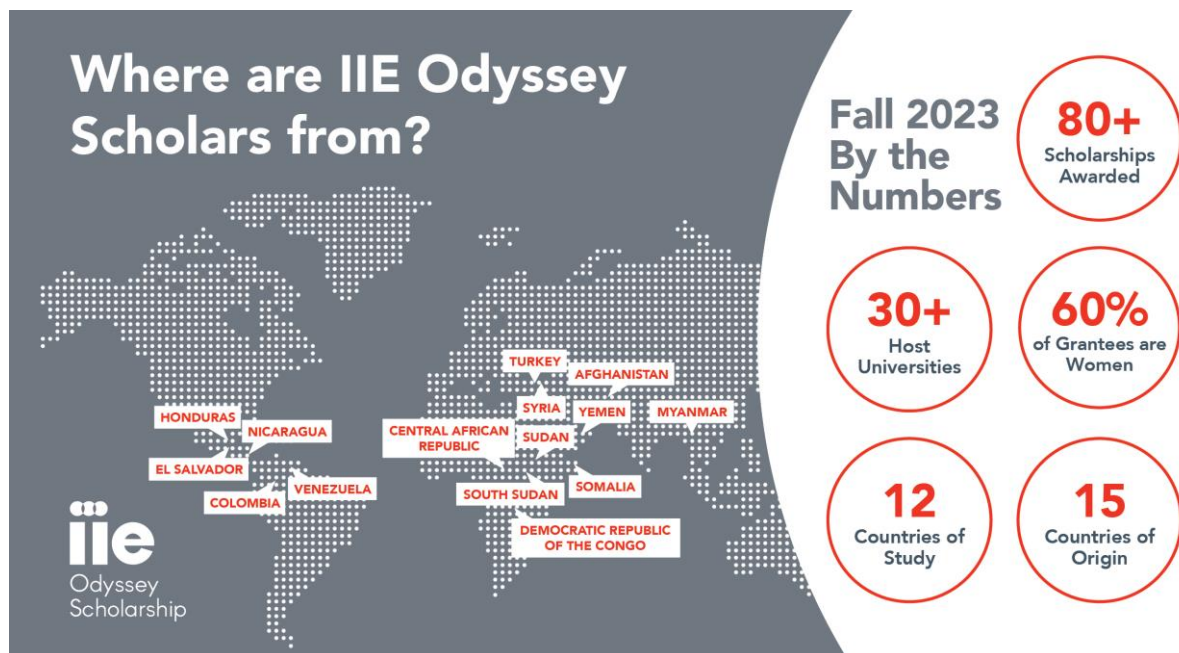
This project aims to contribute to innovative educational solutions responding to the needs of refugee students by establishing a collaborative platform for sharing insights, experiences, and best practices in refugee education and empowering refugee students. The initiative engages universities, refugee support organisations, educators, and refugee learners to develop comprehensive resources, including manuals, video guides, blogs, and podcasts, offering guidance on effectively supporting refugee learners. These materials also serve as educational tools, enabling non-refugee students to contribute to addressing access and inclusion challenges. The project is aligned to and supports the global 15by30 campaign by empowering refugee students, raising

awareness and advocating for policy changes, gathering crucial data, sharing best practices, fostering collaboration among stakeholders, and developing public goods. The ultimate goal is a student-led higher education summit in 2025, ensuring that refugee students' voices and needs lead educational reform for a more inclusive and supportive higher education environment. The project is co-led by [Opening Universities for Refugees \(OUR\)](#), and [Student Engagement Taskforce \(SETF\)](#) and receives support from the [Connected Learning in Crisis Consortium \(CLCC\)](#) and [Kepler](#). This project is currently in its final preparation stages. Comprehensive project details will be available on [OUR's website](#). Please contact the organisers if you are interested in joining virtual focus group discussions or share recommendations or nominations of refugee students and advocates.

## Alliance established to safeguard and expand access to quality education for women and girls in Afghanistan

The [American University of Afghanistan](#), in partnership with [Education for Humanity at Arizona State University](#) and other partners, has established an alliance of organisations and groups engaged in safeguarding and expanding access to quality education for women and girls in Afghanistan. Alliance members endeavour to amplify access, quality, and scope of online and face-to-face educational opportunities for women and girls in a context of severe restrictions, depletion of resources, and economic hardship. International and national members of the Alliance are creating a community of practice that will provide measurable changes and time-bound solutions to women and girls' access to quality education in Afghanistan. For information or to enquire about joining the Alliance please contact [vcfontan@auaf.edu.af](mailto:vcfontan@auaf.edu.af).

## Institute of International Education's (IIE) Odyssey Scholarship awarded third and largest cohort



This past spring, the [Institute of International Education \(IIE\) Odyssey Scholarship](#) programme awarded its third and largest cohort of scholars, comprised of 40 students, including 25 women and 15 men. One-third of the awardees will be studying at the Master's level and two-thirds at the undergraduate level. They join the more than 80 Odyssey Scholars already studying in 15 countries.

The IIE Odyssey Scholarship is a comprehensive programme that covers tuition, housing, and living expenses for refugee and displaced students pursuing Bachelor's or Master's degrees. Through a global network of offices, IIE works with a dedicated group of refugee-serving partners to reach and support refugee and displaced students, using a nomination and selection process. Meet the students of the new 2023 cohort [in this video](#).

## **New UK higher education group established to advance support for forcibly displaced academics and students**

Forcibly displaced scholars and academics are too often unable to continue their studies and research careers and lose access to higher education. The [UK Higher Education Humanitarian Group](#) is focused on advancing and catalysing support for forcibly displaced academics and students. In this regard, its main priorities are to connect key organisations and universities in supporting access and pathways to higher education, to accelerate action in the UK higher education sector, to support sustainable planning, knowledge sharing, and exchange across the UK higher education community, and to provide support and strategic advice with regard to challenges around access for forcibly displaced students. The group is already working on supporting national data inclusion for students in the UK with a form of humanitarian protection and supporting sustainable university responses to humanitarian emergencies. The Group is led by [Kings College London](#) and the [University of Edinburgh](#), with representatives from universities including [Oxford](#), [Glasgow](#), [Cardiff Met](#), [Manchester](#), and actors including [Universities UK](#), [Council for At Risk Academics](#), and [Refugee Education UK](#). Contact the group at: [humanitarian.group@ed.ac.uk](mailto:humanitarian.group@ed.ac.uk).

## **MPOWER Financing non-profit scholarship fund launched**

[MPOWER Financing](#) has launched the non-profit scholarship [Global Citizens Fund](#). The goal of the scholarship is to expand educational opportunities for DACAs (Deferred Action for Childhood Arrivals), refugee, and international students studying in the United States or Canada. The fund will allow eligible students to apply for scholarships for attending one of 400+ leading colleges and universities across the two countries. On its [website](#), you have the chance to meet some of MPOWER's past scholarship winners. Read more about the scholarship [here](#).

---

## **Connected Higher Education**

### **Project "Bridging Digital Gap in Social Services"**

When immigrants or refugees come to the USA, they face challenges to accessing social services in big and tech cities like Seattle, WA, including, but not limited to, language barriers, lack of tech devices, lack of internet access, and lack of browsing skills. With a new project, [tech4REFUGEESandIMMIGRANTS \(T4RI\)](#) aims to leverage technology for an inclusive access to social services by offering an easy-to-use platform in multiple languages. The goal of the project is to develop an intuitive application/website for immigrants and refugees with a user-friendly interface, addressing challenges in accessing social services, thereby enhancing integration and well-being. For information on the project see on T4RI's [Facebook](#) or [Instagram](#) pages or contact [Afrikaanist@gmail.com](mailto:Afrikaanist@gmail.com).

## New InZone connected learning centre in Niger opened, together with the launch of the first UNIGE Certificate of Open Studies on Community Health

The [University of Geneva's](#) (UNIGE) [InZone](#) has opened a new connected learning centre in Diffa, Niger. The centre, hosted by [Diffa University](#) and operated by [Yara](#), has already received its first students: 19 refugees from Nigeria joined the first cohort of learners of the new University of Geneva [Certificate of Open Studies \(COS\) on Community Health](#). The new programme is being implemented in Kenya, Jordan, and Niger. With the initial academic year recently launched, over 75 students from a broad range of nationalities have started the programme, which will take students through a valuable and exciting learning journey, concluding in June 2024. The programme will equip students with the knowledge and skills to support their local health systems and contribute to better health in their communities. InZone, the Faculty of Medicine of the University of Geneva, and local health providers have designed the programme and developed content with contributions from 40 experts and practitioners. The programme covers the core pillars of community health (e.g., maternal and child health, infectious diseases) and goes one step beyond by also addressing emerging problems in humanitarian settings (e.g., diabetes, hypertension, mental health, climate change) and introducing innovative methods and approaches (e.g., One Health, artificial intelligence). It is a blended learning programme that combines online learning, field projects, and workshops that will allow students to learn and practice in hospitals, labs, and at the community. The programme addresses a need expressed directly by affected communities and will help InZone and its partners better understand and support capacity building and health system strengthening in fragile settings.

---

## Complementary Education Pathways

### 2nd batch of Rohingya scholars arrive in the Philippines for Complementary Pathways programme



Last year, the landmark initiative welcomed its first batch of select young Rohingya. It provided them with opportunities to study in the country through the first CPath school partners [Columban College, Inc.](#) and [De La Salle Araneta University](#). Through education, they have been able to access a safe and regulated avenue of admission and stay in the Philippines. This year, [four more schools](#) have

agreed to champion refugee protection in the country by opening their doors to Rohingya and providing them with the necessary skills and knowledge to be self-reliant eventually. These are [San Beda University \(SBU\)](#) in Manila, [St. Louis University \(SLU\)](#) in Baguio City, [Tarlac State University](#)



(TSU), and the [University of St. La Salle](#) in Bacolod City. Read more following [this link](#).

## **Nasc welcomes two refugee scholarship students to Ireland**

Cork-based migrant and refugee support center, [Nasc \(Migrant & Refugee Rights\)](#), has welcomed two refugee students to Ireland as part of a pioneering scholarship programme. The students, a Congolese woman and a Cameroonian man who had both previously been living as refugees in Nigeria, undertook an arduous application process in recent months. Alongside [UNHCR Ireland](#), Nasc has worked with the [University of Galway](#) to support the arrival and integration of two students who have received a full scholarship on taught Master's degree programmes in the College of Science and Engineering. Click [here](#) to read more.

## **Welcome Corps on Campus links higher education access to resettlement through the U.S. Refugee Admissions Program**

The [Welcome Corps on Campus](#), launched in July 2023, aims to leverage the capacity of U.S. higher education institutions to serve as resettlement spaces and academic opportunities for refugee students, foster more diverse and inclusive campuses, and create a sustainable opportunity for colleges and universities to welcome refugee students on their campuses. With the support of institutional leadership, Campus Private Sponsor Groups, consisting of staff, faculty, students, and members from the nearby community will welcome refugee students at their institutions to provide them with a softer landing and an educational pathway, and set them up for academic and overall success. The U.S. Department of State is funding a consortium of non-profit organisations, led by the [Community Sponsorship Hub \(CSH\)](#), and including [Every Campus A Refuge \(ECAR\)](#), the [Institute of International Education \(IIE\)](#), the [National Association of System Heads \(NASH\)](#), the [Presidents' Alliance on Higher Education and Immigration](#), and [World University Service of Canada \(WUSC\)](#), to implement private sponsorship of refugee students at U.S. campuses.

## **DAFI graduates accepted for a Master's in Belgium through a complementary pathways project**

Three graduates from the DAFI scholarship programme in Egypt were accepted to pursue their Master's degree in Belgium as part of a complementary education pathway programme as part of [EU-Passworld](#), a three-year project funded by the EU's Asylum, Migration and Integration Fund linking community sponsorship to labour and education pathways. The students have been pre-assessed for eligibility for refugee status in Belgium, thereby paving way for a permanent durable solution. [UNHCR Egypt](#) has prioritized the expansion of complementary pathways as one of its main priorities with the vision of availing solutions to refugees and asylum seekers.

---

## **UNHCR Tertiary Scholarship Programme (DAFI)**

### **DAFI scholars participate at COSIMENA Summer School in Cairo**

25 participants from Egypt, other Arab countries, and Germany, including two refugee students from Sudan and Syria who had received a [DAFI scholarship](#) for their university studies, participated in the COSIMENA Summer School in Cairo that took place between the 10<sup>th</sup> and 17<sup>th</sup> September. The students received training in innovative media production strategies and tools, exchanged ideas about inclusion, and explored challenges and best practices in cross-cultural communication,

including social and news media, film, arts, and tourism. The event was organised by the [German Academic Exchange Service \(DAAD\)](#) with the [Freie Universität Berlin](#), [Ahrm Canadian University](#), and the [German Embassy in Cairo](#). In this year's edition, the participants raised awareness about young talented refugees and shed light on their experience fleeing their home countries and residing in Egypt. The two DAFI scholars also participated in creating a podcast and a short film about the lives of refugees in Egypt that will be disseminated soon.

## Skills development for DAFI students in Mexico



On August 13, five DAFI students and alumni living and studying in Tapachula, Chiapas, participated in an event that included a workshop convened by an education advisor from [Save the Children](#) which focused on building good study habits and ensuring self-care to avoid stress during exams. The meeting also provided a platform to strengthen a network among DAFI alumni, peer-to-peer communication, as well as to monitor and support

scholars. The DAFI programme in Mexico includes 61 students in 2023 overall.

## DAFI Orientation session and club event in Kazakhstan

From September 12 to 13, 2023, the UNHCR National Office in Kazakhstan, with support from the UNHCR Representation to Central Asia, hosted a series of scholarship programme events in Almaty, including student orientation and a DAFI Club event. Twelve new and returning scholarship students, all from Afghanistan, participated.



During the orientation, Nikita Shabayev, UNV Coordinator in Kazakhstan, delivered a presentation underscoring the significance of volunteerism and the opportunities it offers. The DAFI Club event featured team-building activities, and a new DAFI Club President was elected – congratulations to Kristal Ahmadzai!

---

## Technical and Vocational Education and Training

### ILO's PROSPECTS programme initiatives transform employment centres into vibrant Youth Centres

In Uganda's Nakivale Refugee Settlement, the [International Labour Organisation](#) (ILO) is implementing a series of social cohesion initiatives through the Partnership for improving prospects for forcibly displaced persons and host communities (PROSPECTS) programme. Through the programme, employment service centres have been established, supporting youth to prepare for accessing jobs and market relevant skills. The ILO partnered with [UNLEASHED](#), a refugee youth led organisation in Nakivale, and [Refugee Global Talent](#) to upgrade these centres to "Youth Centres" as a part of a social cohesion initiative. The Centres create a space for refugees and host community youth from all walks of life to socialize, rehearse, and have fun while expressing their talents through music, dance, and drama. Their frequent engagements at the centres have become transformative while promoting social cohesion and peaceful coexistence among refugees and the Ugandan nationals and economic empowerment. Read more about the programme [here](#).

### Graduates of Business Vocational Education and Training programme establish own businesses

In Uganda's Rwamwanja refugee settlement, where thousands of refugees are locked out of many employment opportunities, [FINN CHURCH AID](#) launched their [Business Vocational Education and Training \(BTVET\) programme](#), supported by the [Finnish Ministry of Foreign Affairs](#) and UNHCR. The programme especially focusses on trades such as tailoring, cosmetics, and agriculture. Numerous refugees have already taken this opportunity to unlock their potential and improve their livelihoods. Many of the programme's graduates have established salons and tailoring firms. In addition, graduates have also ventured beyond Kamwenge district, competing for job opportunities in urban centres across the country. Read more about the programme [here](#).

## Upcoming Events

### October 2023

#### Pledging workshop: Complementary Education Pathways

Date: October 17

→ [Information](#) and [Registration](#)

To ensure a comprehensive and linked approach to infrastructure building and commitments to the [Skills-Based Complementary Pathways pledge](#), The [Global Task Force on Third Country Education Pathways](#) (Global Task Force) and its partners will convene a virtual pledging workshop that aims to help partners understand the contours of the [Global Refugee Forum](#) and the pledging process. The workshop will invite organisations, states, and entities intending to pledge in the areas of Complementary Education Pathways, with the goal of promoting coordination and the development of multi-stakeholder initiatives connected to [Refugee Skills-Based Complementary Pathways](#) and

the [15by30 Global Pledge on Refugee Higher Education](#).

## **Consultations: Capturing Stories of Resilience When Higher Education Is at Risk**

**Date:** October 17 - 23

→ Information and Registration for [Africa](#) (October 17), [Latin America and the Caribbean](#) (October 19), and [Asia](#) (October 23) events

The [USAID Higher Education Learning Network](#) (HELN) and a research team from the [University of Auckland](#) are organizing a series of virtual consultations to better understand how higher education institutions deliver quality and relevant education, training, research, and community engagement in conflict and threatening environments. There will be three regional events that will each focus on [Africa](#), [Latin America and the Caribbean](#), and [Asia](#).

## **Educaid.be International Conference 2023 – Education and Decent Work**

**Date:** October 17 - November 28

→ [Information and Registration](#)

This conference aims to discuss critical questions related to education and decent work: Which education interventions are successful in easing young people's school-to-work transitions? When designing interventions, which features should education practitioners and policymakers incorporate? And which conditions need to be created – and by whom – to ensure that well-designed education interventions can have an optimal catalytic effect for all young people?

## **Webinar: Voices of Refugee Youth - Reflections from a participatory study on post-primary refugee education in Pakistan and Rwanda**

**Date:** October 18

→ [Information and Registration](#)

This webinar celebrates the release of the Voices of Refugee Youth research publications. Led by [Jigsaw](#) and [Refugee Education UK](#), in partnership with UNHCR and funded by [Dubai Cares](#), this research initiative focused on building the evidence base for post-primary refugee education, while also increasing young refugees' access to and representation within education research. The webinar will discuss the study's approach, findings, and recommendations, and how to build on this research to take evidence-building in refugee education to a new level.

## **Global Refugee Forum: 15by30 Refugee Higher Education and Self-Reliance Pledge Webinar on Technical and Vocational Education and Training**

**Date:** October 19

→ [Information and Registration](#)

The [International Labour Organisation](#) (ILO), [Finn Church Aid](#) (FCA), [Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH](#) (GIZ) and UNHCR will jointly host a webinar on the important role of Technical and Vocational Education and Training (TVET) in the [15by30 Global Pledge for Refugee Higher Education and Self-Reliance](#). TVET is an essential pillar of the [15by30 roadmap](#), supporting skills development and employment readiness for thousands of refugee youth. In the

webinar, participants will explore existing pledges and present options and priority areas for new TVET pledges to expand and enhance TVET for refugees and host community learners. The aim is to share experiences, learn from each other, and join forces to realize the common goal of supporting refugees and host communities through concrete pledges.

## **Certificate Programme: Advancing the Role of Community Stakeholders in Refugee Integration**

**Date:** October 20 - 22

→ [Information and Registration](#)

This certificate initiative by [Guilford's Center for Principled Problem Solving and Excellence in Teaching \(CPPSET\)](#) in partnership with [Every Campus A Refuge \(ECAR\)](#) and [Opening Universities for Refugees \(OUR\)](#) engages participants in learning about forced displacement and refugee resettlement, and the methods by which community members can support and participate in refugee integration efforts while centring the agency and dignity of refugees as co-designers of those methods.

## **BILT Learning Forum Striving for Excellence: Shaping Skills Development and Strengthening Global Collaboration in Technical and Vocational Education and Training**

**Date:** October 24 - 26

→ [Information and Registration](#)

The Forum aims to strengthen strategic partnerships and opportunities to advocate [BILT \(Bridging Innovation and Learning in TVET\)](#) topics and activities among policymakers and Technical and Vocational Education and Training (TVET) practitioners. Part of the programme is also a specific panel on migration and TVET. During the three-day event, selected plenary sessions will be streamed online. Online participation is open to a global audience.

## **November 2023**

### **15by30 Regional Roundtable**

**Date:** November 06 - 08

→ Registration only through invitation

Under the [PROSPECTS \(Partnership for improving prospects for forcibly displaced persons and host communities\) Partnership](#), UNHCR will convene a Regional Roundtable on the 15% by 2030 roadmap for refugee higher education in Amman, Jordan. Throughout the region there are examples of progress with universities in Jordan and the region aligning fees for refugees to the same level as nationals, refugee students being exempted of tuition fees in some universities in Iraq, universities implementing innovative partnerships in connected higher education, and more. The regional convening will highlight the importance of policy dialogue being led by governments hosting refugees throughout the region and the broad range of contributions and commitments of higher education institutions and partners that are producing monumental progress throughout the region.

## December 2023

### 3C Forum on Opening Thai Universities to Refugees

**Date:** December 01

→ [Registration](#)

The 7<sup>th</sup> 3C (*Collaborate, Create, Change*) Forum on opening Thai universities to refugees "Inclusive Higher Education for Refugees," takes place in Bangkok, Thailand, co-organised with [Opening Universities for Refugees \(OUR\)](#), [Mahidol University](#), the [Centre for Asia Pacific Refugee Studies \(CAPRS\)](#) at the [University of Auckland](#) in collaboration with UNHCR. This participatory forum will engage and connect universities, refugee communities, and key stakeholders across Thailand in addressing the urgent need to formulate new higher education policies. The aim is to facilitate effective collaboration amongst the participants leading to new initiatives to increase access to higher education opportunities for refugees in Thailand, including a newly opened DAFI scholarship programme in 2023.

### RewirEd Summit at COP28

**Date:** November 30 to December 12

→ [Information](#)

The RewirEd Summit at COP28 will place education at the forefront of the climate agenda by convening climate and education actors united in their commitment towards global education transformation as a powerful solution to achieve climate ambitions and education goals. The Summit will bring together diverse voices and sectors to align agendas, commitments, and financing. It will share and inspire solutions, ensuring that climate agendas and investments are linked to education priorities, and that education strategies and commitments respond to the climate agenda today and in the future. Sessions on December 08 will focus on Youth, Children, Education, and Skills.

## March 2024

### Global Training for Forced Migration & Inclusive Higher Education for Refugees in collaboration with ECAR

**Date:** from March 2024

→ [Information \(soon\)](#)

This program, developed by [Opening Universities for Refugees \(OUR\)](#) in collaboration with [Every Campus a refuge \(ECAR\)](#), offers global training opportunities. It equips individuals and institutions with the knowledge and skills needed to address the challenges faced by refugees, especially in the context of higher education. The first training session is scheduled for March 2024 and will be hosted by [DIME/Habesha](#) in Mexico.

## Publications and Reports

This section includes the most recent publications and reports about education with a special focus on higher education.

---

### **The Transformative Impact of JWL Professional Programmes: A Closer Look at Youth Sports Facilitator, Peace Leader, and Learning Facilitator**

What do professional programme students do after they graduate? This is a main question of the [new comprehensive report](#) that [Jesuit Worldwide Learning \(JWL\)](#) published in September 2023. The report explores the trajectories of alumni of three professional studies programmes, highlighting their transformative impact. Quantitative answers to frequently asked questions are provided, revealing the programmes' impact on graduates. The report finds that 64% of graduates of these three programmes are currently employed and that the majority pursue a career path in their field of study, and overall, addresses critical questions around the transformative power of higher education in fostering resilient and peaceful communities.

### **Financing Complementary Education Pathways for Refugees: Existing Approaches and Opportunities for Growth**

The aim of [this mapping report](#) – produced by the [Refugee Hub](#) in the framework of the [EU-Passworld](#) project – is to provide information and practical advice to practitioners on the expansion, growth, and sustainability of complementary education pathways for refugees. The report presents several lessons learned based on the results of a review of existing approaches to financing education pathways and discusses some concrete innovative financing mechanisms that could contribute to scaling education pathways in different contexts.

### **Ci-RES project publication: „Intégration des Réfugiés dans l'enseignement supérieur“**

Under the coordination and direction of Professor Naouel Abdellatif Mami, the [Ci-RES project's](#) (*see update under #15by30 section above*) book [“Intégration des Réfugiés dans l'enseignement supérieur”](#) has been published. The publication is the product of the project's implementation between 2020-2023. It is available in Arabic, French, and English.

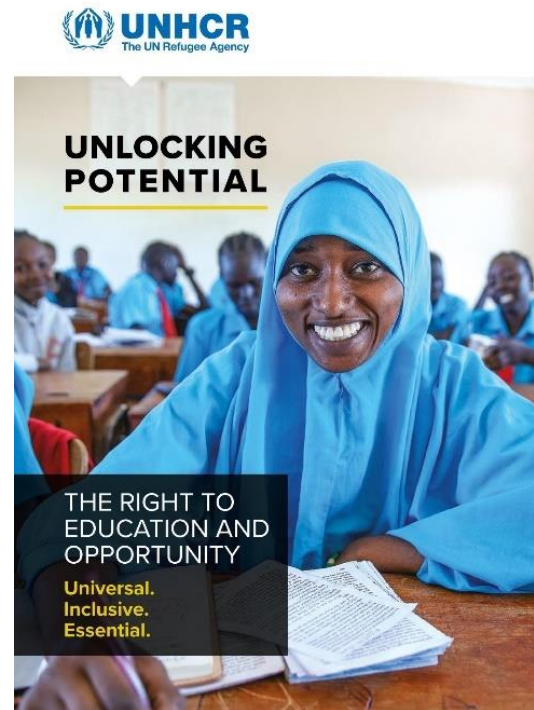
### **One Year of War in Ukraine: Exploring the Impact on the Science Sector and Supporting Initiatives**

This [report](#) presents key insights that emerged from the 2023 and 2022 conferences on the war in Ukraine, organised by the [International Science Council \(ISC\)](#) and the [All European Academies \(ALLEA\)](#). It also aims to contextualize the conference recommendations within the broader framework of how the international science system and research community can build resilience in times of crisis. The recommendations are, inter alia, referring to international solidarity, mobility, and inclusion for supporting the participation of at-risk, displaced, and refugee scholars and researchers.

## UNHCR Education Report 2023 - Unlocking Potential: The Right to Education and Opportunity

*"[W]e need fully inclusive education systems that give refugees the same access and rights as host-country learners. [...] This is not just about statistics and targets. It's about development, opportunity, unexpected connections, opening doors, setting off chain reactions." - Filippo Grandi, UN High Commissioner for Refugees*

The 2023 UNHCR Refugee Education Report draws on data from more than 70 countries worldwide to provide the most detailed picture yet of the state of refugee education and enrolment. The report gives an up-to-date insight into the figures on the education of refugees at all levels. Its findings reveal that despite areas of progress, more than half of the world's 14.8 million school-aged refugee children remain out of formal education, risking their future prosperity and denying them the chance to fulfil their potential. The report also features the personal stories of refugee students in higher education - one of them is Monicah Malith, 25, originally from South Sudan. She is currently a law student in Kenya and the first female refugee to be elected President of the University of Nairobi Students Association.



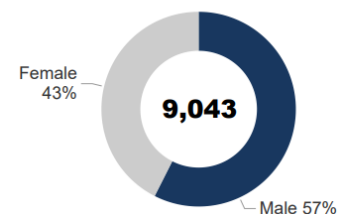
### 30 Years of DAFI: 2022 DAFI Annual Report

The 2022 annual report for the Albert Einstein German Academic Refugee Initiative (DAFI) scholarship programme marks the 30th Anniversary of the DAFI programme. As it turns 30, the report highlights reflections from over 30 DAFI scholars and alumni from around the world. Their insights, expertise, and vision for the future that they are already putting into action reflect the dynamic impact of the DAFI programme, and other scholarship programmes for refugees, as well as the true potential of investing in higher education for refugees.

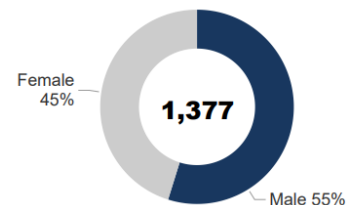
Download the report [here](#).

In 2022, the DAFI programme supported **9,043 scholars in 56 countries**, more than ever before. Since its inception in 1992 until the end of 2022, DAFI has reached over 22,500 students worldwide. **Women made up 43%** of the 2022 cohort, well on the way to achieving the target of gender parity by 2025. In 2022, over 18,000 students applied for fewer than 2,000 new scholarships awarded. Much more needs to be done to make higher education accessible for the many talented and motivated refugee youth seeking opportunities to improve their futures.

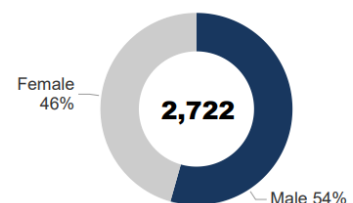
#### TOTAL DAFI STUDENTS



#### GRADUATES

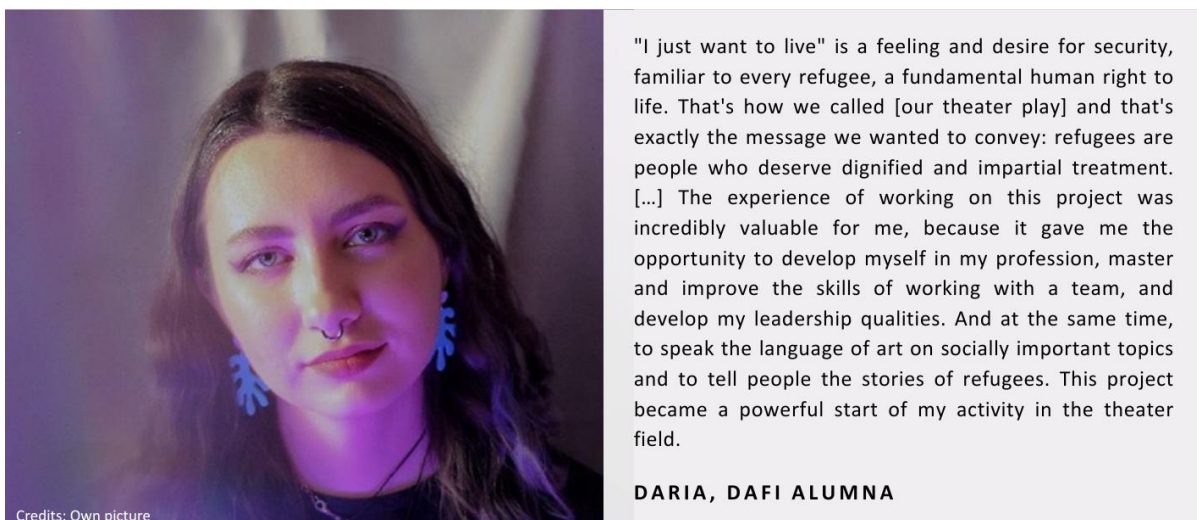
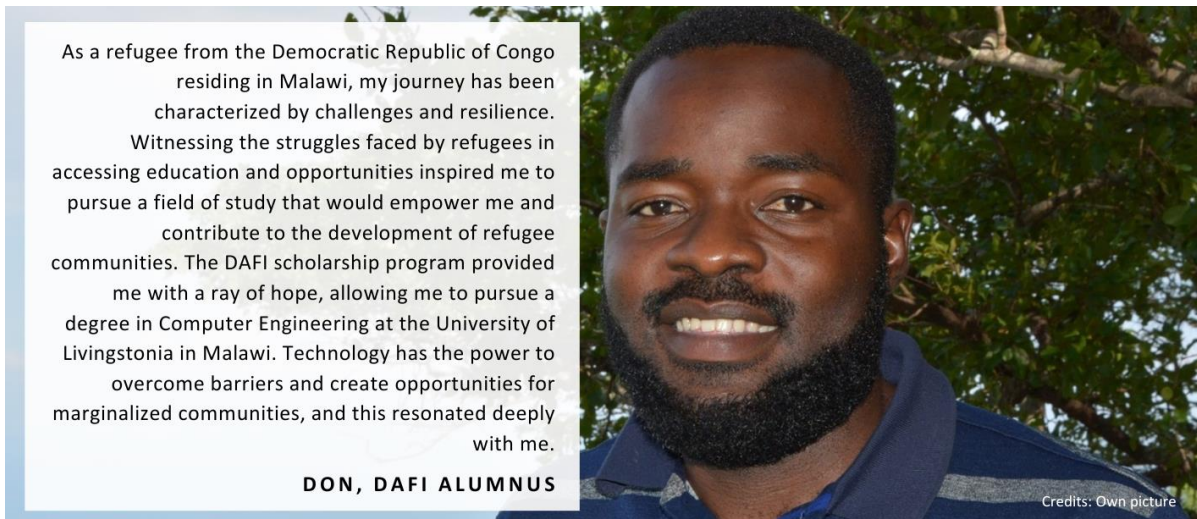


#### NEW SCHOLARSHIPS





## Spotlight: The voices of DAFI students and graduates



## UNHCR Recommendations to the European Union, Resettlement Needs, Complementary Pathways, Key Priorities for 2024

In July 2023, UNHCR published [key calls and recommendations to EU Members States](#) and relevant EU institutions as they consider their commitments to resettling and admitting refugees including through complementary pathways in 2024. The recommendations are in line with the objectives set out in the [Global Compact on Refugees \(GCR\)](#) and the strategy outlined in the [Third Country Solutions for Refugees: Roadmap 2030](#) to increase the number of resettlement and complementary pathways admissions globally. The projected global resettlement needs estimates that more than 2.4 million refugees will be in need of resettlement in 2024, with increased needs noted in all regions. In this context, UNHCR urges Member States to maintain their commitments to refugees and provide solutions to those most at risk. The recommendations include calls to expand access to skills-based complementary education and labour pathways, to provide adequate funding, and to join advocacy fora such as the [Global Task Force on Third Country Education Pathways](#) and the [Global Task Force on Refugee Labour Mobility](#).

## Research brief: Building Inclusive Education Systems for Refugees – UNHCR, UNICEF, UNESCO

The [research brief](#) advances knowledge on the state of inclusion of refugee learners. It is based on several separate but complementary studies carried out by [UNICEF Innocenti](#), UNHCR, and [UNESCO](#), and was developed to share common inter-agency findings, gaps, and learnings. Taken together, these studies collectively seek to understand what has worked to promote inclusion in national education systems from multiple perspectives (e.g., policy and data), and to identify remaining barriers and challenges to effective inclusion for each. It finds, for instance, that a variety of positive practices for shifting to more inclusive approaches of refugee educational inclusion have emerged in the last decade. However, key areas of inclusion where positive practice is still needed on a large scale include access to higher education and linkages between education and durable solutions.

## Policy brief: Education on hold: Addressing barriers to learning among refugee children and youth from Ukraine - challenges and recommendations

This [Education Policy Brief](#) focuses on the main challenges in education of refugee children and youth from Ukraine in Europe and links this to internal displacement and education disruptions inside Ukraine. It also offers certain insights and avenues toward potential solutions for refugee education identified by UNHCR during the emergency response.

## Research

This section highlights a selection of recent scholarship on refugee higher education issues. Please submit summaries of recent research to the newsletter team at: [dafihq@unhcr.org](mailto:dafihq@unhcr.org).

---

**Anderson, Philip (2023). "Give me a Chance!": Developments in Vocational Training for Refugees since the Summer of Migration in the Context of Migration Movements in Germany. *Quarterly on Refugee Problems - AWR Bulletin* 62(3), 267–283. <https://doi.org/10.57947/qrp.v62i3.80>**

**Abstract:** “[...] The article goes on to examine the “summer of migration” in 2015 and the connotations of the high levels of immigration of asylum seekers and refugees – many of whom were young – which that entailed. Against the background of demographic change (Germany as an ageing society) and an increasingly dramatic skills shortage, there is a realisation of the need to enable young refugees to acquire relevant qualifications in order to better access the labour market. Developments in vocational training through the Dual System – in particular in Bavaria in southern Germany – are examined in this context. Shortages of skilled labour in small and medium-sized enterprises have been a key driver in establishing Vocational Training Classes (VTC). These aim to provide asylum-seekers and refugees with valid school certificates as well as a programme of job training orientation. These are the prerequisite to young refugees being able to go on to successfully attain vocational qualifications under the Dual System. The final part of the article offers a considered assessment of the lessons to be derived from these programmatic developments over the last few years: What further forms of support are required to enhance the social and labour market integration of refugees, and what is the way forward for Germany in developing a sustainable, resources-orientated set of immigration and integration instruments for newly-arrived (forced) migrants in the long term?”

**Carvalho, Elisa De, Saes, Klarissa Ribeiro Valero, & de Meza, Maria Lucia Figueiredo Gomes (2023). When Academic Displacement and Internationalization Intersect, Different Approaches for Inclusion in Higher Education: Contributions from the Welcoming program for Ukrainian Scientists, Paraná – Brazil. *Em fuga de conflitos armados* 31(68). <https://doi.org/10.1590/1980-85852503880006809>**

**Abstract:** “Universities have a unique role in facilitating the integration of displaced scientists into the academic community, thus promoting inclusion. Concurrently, institutions of higher education worldwide are increasingly emphasizing internationalization, aiming to attract and support a diverse faculty and student body. This paper aims to discuss how initiatives focused on integrating displaced scientists into Brazilian higher education relate to institutional internationalization efforts. We examine the Welcoming Program for Ukrainian Scientists, Paraná, Brazil. By combining literature/document analysis and interviews with key actors, we examine the initial motivation for universities and participants and the externalities resulting from implementation to provide some insights. The study reveals that the program has the potential to make a significant contribution to the internationalization and diversity in higher education and, concurrently, address social justice concerns.”

**Hokkinen, Maria & Barner-Rasmussen, Wilhelm (2023). Refugees' Language Learning and Career Aspirations: An Agentic Lens. *Journal of International Management* 29 (5). <https://doi.org/10.1016/j.intman.2023.101061>**

**Abstract:** “This paper extends language-sensitive research in international management by shedding light on the role of language skills in the integration and employment of refugees. We approach refugees as agents whose actions are shaped by their own habits, imagination, judgment and motivations, even while severely constrained by external forces. We explore how refugees perceive the role of language skills as a part of their employment and integration, and how these perceptions are aligned with and influenced by linguistic practices and expectations in the receiving context. Our analysis in the empirical context of Finland uncovers important variations in how refugees make sense of the role of language in their integration trajectories, especially the role of English versus local language skills. This is noteworthy given the strong current emphasis on local language skills as critical for refugees' employment and societal integration. Our findings suggest more differentiated treatment and improved advisory services as effective strategies to improve refugee labor market

integration.”

**Holba, Claire (2023). Strengthening Higher Education for Displaced Students from Burma in Thailand: Identifying Collective Interest and Expanding Value Across Diverse Stakeholders. *College of Liberal Arts & Social Sciences Theses and Dissertations*. 368. <https://via.library.depaul.edu/etd/368/>**

**Abstract:** “[...] In this thesis project, I will explore how Higher Education (HE) pathways for displaced students can be utilized as one solution for protracted refugee situations (PRS) because it unites displaced communities and host nations based on common interests. I conducted my research in Thailand, the first country of asylum for many displaced persons from Burma/Myanmar. I designed my research using a pragmatic approach driven by my hypothesis that HE can satisfy concrete interests across diverse stakeholder groups. Viable solutions for global displacement must stem from the aligned and complementary interests of key stakeholders in a particular displacement situation, such as the protracted displacement situation of communities from Burma in Thailand. During my research, I sought to understand stakeholders' beliefs, needs, and concerns, which I label as their “interests,” to account for the social, political, and cultural dynamics at play. [...] [T]he results demonstrate that within Thailand, diverse stakeholders have a collective interest in increasing and improving higher education (HE) opportunities for displaced students from Burma (Myanmar). HE has contributed value to the lives of displaced students, their community, and the host country, but students face challenges that prevent the full value potential from being realized. Both an understanding of where stakeholder interests align and policy solutions are needed to realize the full value potential of higher education across diverse stakeholder groups. The remaining sections of my thesis will provide evidence for this stance and suggest several policy enhancements.”

**Morrice, Linda & Hiba Salem (2023). Quality and Social Justice in Refugee Education: Syrian Refugee Students' Experiences of Integration into National Education Systems in Jordan. *Journal of Ethnic and Migration Studies* 49(15), 3856-3876. <https://doi.org/10.1080/1369183X.2023.2171972>**

**Abstract:** “The past decade has seen a policy shift from separate and parallel education systems for refugees to integration into national education systems. The benefits from integration, including longer-term planning, more sustainable funding and opportunities to improve the quality of education are highlighted in the literature. However, there has been less attention to how integration is implemented in practice, how different models of integration are experienced by refugee students, and the extent to which they provide quality education and advance social justice for refugee students. This paper draws on Nancy Fraser's principle of parity of participation and integration theory to examine Syrian refugee students' perspectives across three models of integration in Jordan (camp, second shift and host community schools). Drawing on qualitative and quantitative data, we highlight how each model gives rise to social arrangements which, in different ways, impede socially just and equitable education.”

**(Unpublished student research): Sempebwa, Christine Semambo (2023). Policy Influence on Access and Resilience for South Sudanese Refugees from Bidi Bidi Settlement.**

**Abstract:** “This paper explores how higher education (HE) policy can influence access and resilience for refugees. The paper draws upon findings from a study that explored (a) how HE policy formulation and (b) how HE policy practice influence access and resilience, for South Sudanese from Bidi Bidi settlement in Uganda. The study used a qualitative, exploratory case study design, applying Intersectionality Theory and the advocacy/ participatory world view philosophy. [...] Findings

showed that in Uganda, HE policy for refugees and host communities in principle takes place during development of the Education Response Plan (ERP) for refugees and host communities. However, owing to several intersecting factors across levels, time and space, HE has no objectives and activities in the ERP. With no substantive HE policy provision in the ERP, HE for refugees is guided by provisions within the broader non-binding supra-state policy; national policy frameworks, or guidelines within individual entities. [...]"

For access to this paper, please contact [csemambosempebwa@gmail.com](mailto:csemambosempebwa@gmail.com).

## Additional Resources

This section provides an overview of recently published or updated resources relevant to inclusive higher education and related fields.

### TRAININGS, GUIDANCE, AND TOOLKITS

**“Higher Education Advocacy Toolkit” by Canadian Women for Women in Afghanistan:** Canadian Women for Women in Afghanistan is an organisation that exists to make the right to learn a reality for Afghan women and girls. This Toolkit aims to engage Canada's higher education sector and equip universities and colleges to develop concrete forms of support for Afghan women seeking access to higher education. For further details please contact: [advocacy@cw4wafghan.ca](mailto:advocacy@cw4wafghan.ca).

**Updated UNHCR Teaching about Refugees website:** This updated site contains a collection of UNHCR teaching materials on refugees, asylum, and migration for primary and secondary education, as well as some guidance for teachers working with refugee children in the classroom. Two new pieces of teaching material have been added to the catalogue: a [lesson plan for the Path Out video game](#), and [The Secret Power](#), a digitally downloadable original graphic novel about four refugees with superpowers.



**World Bank Online Training: Understanding the Private Sector/Refugees Link:** This free online training draws on practical experience and research from around the world to illustrate how refugees can sustain themselves economically and become positive contributors to market dynamics. The training takes learners through what businesses, governments, and the development community can do, and how to help maximize the mutual benefits between forcibly displaced populations and the private sector.

**USAID Advancing Climate-Resilient Education Technical Guidance:** This Guidance builds on the [USAID 2022–2030 Climate Strategy](#) and the [2018 USAID Education Policy](#) to support USAID Missions and partners who seek to integrate climate action and awareness into education programmes and

are committed to achieving climate-resilient education systems and fostering climate-resilient learners.

---

## BLOGS, ARTICLES, AND VIDEOS

**Impact story on social and economic integration of migrant and refugee women from Afghanistan in Chile:** Through the [Second Chance Education \(SCE\) programme](#), UN Women Chile has developed an initiative for Afghan refugee women's economic empowerment and social integration. As part of the initiative, participants receive tools to help them integrate into the country's economy and society. Find the Spanish version [here](#).

**Article: "Global HE recognition convention parties get to work" by Nic Mitchell:** (July 14) This article is giving insight into the results of and voices from the conference of the parties (COP1) of the [UNESCO's Global Convention on the Recognition of Qualifications concerning Higher Education](#) with other international higher education stakeholders to take forward the initiative aimed at worldwide mutual recognition of qualifications.

**Blog post "De-Mystifying Refugee Employment" by Na'amal:** (September 27) The authors address the reality of hiring refugees and common misconceptions about refugee employment that often discourage employers from seeking out refugee talent. Through real-world examples and partnerships, the article sheds light on practical solutions and opportunities for refugees and forward-thinking companies willing to embrace diversity and make a lasting impact by hiring refugee talent.

**Blog post: "Surviving war, sustaining science: how Ukrainian research carries on" by Riley Sparks:** (September 21) This blog post gives insight into what the war in Ukraine means for the country's science and scholars, also given the fact that many of them are forced to leave the country.

**Story: "From refugee to teacher: How solidarity and inclusion paved the way for Yacubu Britrus' success" by Helen Ngoh:** (04 October) In recognition of this year's World Teachers' Day, this blog post focusses on the story of Yacubu Britrus, a Nigerian refugee and DAFI graduate from Minawao camp in Cameroon's Far North, who is now a lecturer at an institute of higher learning in the country's economic capital Douala.

**Blog post: "World Teachers' Day 2023 – Addressing the Overlooked Plight of Refugee Teachers" by Rebecca Telford:** (October 05) This year's World Teachers Day focused on the unique challenges faced by teachers who have been forcibly displaced from their homes. Its theme, "The teachers we need for the education we want: The global imperative to reverse the teacher shortage," presents a critical moment to shine a light on these unsung heroes.

---

**USAID Higher Education Learning Network newsletter:** Find more interesting news, resources, and events also in the [USAID Higher Education Learning Network \(HELN\) newsletter](#), focused on the ways higher education is uniquely positioned to support sustainable development goals at the global, regional, and country levels. Through the [USAID Leading Through Learning Global Platform \(LTLGP\)](#), HELN contributes to a global education learning system for USAID, its partners, and broader community to enhance thought leadership and programme quality across sectors.



© UNHCR/Antoine Tardy

## CONTACT US

**Manal Stulgaitis**

Email: [stulgait@unhcr.org](mailto:stulgait@unhcr.org)

**Arash Bordbar**

Email: [bordbar@unhcr.org](mailto:bordbar@unhcr.org)

**UNHCR**

Education Section | Division of Resilience and Solutions

UN City, Marmorvej 51

2100 Copenhagen Ø, Denmark

[www.unhcr.org](http://www.unhcr.org)

