

# REFUGEE HIGHER EDUCATION

## GLOBAL NEWSLETTER

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DAFI scholar Kathrynne Cecilia Plessmann Martinez announcing the 15by30 Multistakeholder Pledge at the Global Refugee Forum 2023.

### **Welcome to the third issue of the Global Refugee Higher Education Newsletter!**

This issue provides an overview of important updates and gives an outlook on upcoming events on refugee higher education and skills.

The months since the [last edition of the newsletter](#) were eventful: particularly, the Global Refugee Forum took place in December 2023, where a large number of relevant actors came together to make important commitments to the goal of 15% refugee enrolment by 2030. A range of equally important and interesting developments, publications, research, opportunities, events, and partnerships are also highlighted in this newsletter.

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

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### Highlights from the Global Refugee Forum 2023

The second Global Refugee Forum (GRF) took place from 13 to 15 December 2023 in Geneva. With 102 pledges linked to the 15by30 multistakeholder pledge, higher education remains a priority across GRF thematic areas.

➔ [Read more](#) about the GRF, the 15by30 multistakeholder pledge, and higher education side events and linked events.

## #15by30 Roadmap: News and Highlights

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

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is online → [Read more](#)

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## Upcoming Events

### APRIL 2024

ECOSOC Youth Forum 2024 → [Read more](#)

Yarmouk University 4th International Education Week → [Read more](#)

Exhibition: Becoming Who You Are - Studying Despite Displacement → [Read more](#)

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2024 Consultations on Resettlement and Complementary Pathways: Solutions in Action: Advancing the 2030 Roadmap → [Read more](#)

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## Publications and Reports

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

FCA, GIZ, ILO & UNHCR Study Report: Economic and Labour Market Impact of TVET for Refugees in LMICs → [Read more](#)

Free to Think 2023: Report of the Scholars at Risk Academic Freedom Monitoring Project → [Read more](#)

ILO Policy brief: How Skills and Employability Initiatives Contribute to Peace in the Framework of the Humanitarian, Development and Peace Nexus → [Read more](#)

UNHCR 15by30 Roadmap Report: Expanding Higher Education, Skills and Self-Reliance for Refugees → [Read more](#)

UNESCO: Series of Publications on the Right to Higher Education → [Read more](#)

UNHCR: Enhancing Education Opportunities: A Short Assessment on Education Pathways to the UK for Refugees and Individuals from Forced Displacement Backgrounds → [Read more](#)

Meeting Report: Asia-Pacific Region Complementary Education Pathways Community of Practice Meeting → [Read more](#)

UNHCR: Global Survey on Livelihoods and Economic Inclusion Report → [Read more](#)

Evaluation Report: The University Corridors For Refugees (UNI.CO.RE) Program In Italy (2019-2023) → [Read more](#)

## Academia and Research

This section highlights a selection of recent scholarship on refugee higher education issues. You are invited to submit summaries of recent research to the newsletter team at: [dldafi-HQ@unhcr.org](mailto:dldafi-HQ@unhcr.org).

→ [Read more](#)

## Additional Resources

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

Free online course: “Digital learning for youth and adults in forcibly displaced communities” → [Read more](#)

Blog post: “From student, to scholar, to leader: how Mariam's story highlights power and potential of refugee-led guidance”, by Mosaik Education → [Read more](#)

Student Stories: “Sprinter” Students: How SNHU GEM’s Flexible Model Helps Students Thrive” by GEM Staff → [Read more](#)

Video: “Meet Duolingo x UNHCR's Access Scholars - Studying abroad with the DET” by Duolingo English Test → [Read more](#)

Interview: “‘Advanced talks’ on university refugee plan” with Dr William Mude, Professor Bronwyn Parry, and Rebecca Granato → [Read more](#)

Blog post: “Building Strong Technical and Vocational Education and Training Programs: The Roles of Universities and Vocational Schools in Collaboration” by Amir Radfar → [Read more](#)

Blog post: “The First Global UN Treaty in Higher Education” by Stig Arne Skjerven → [Read more](#)

Notebook: “SNHU GEM and HEaRT: Creating Pathways to Careers in Care for Refugee Learners” by GEM Staff → [Read more](#)

Article “Event Report: Access, Enrollment and Retention: The Case of Female Refugee Education in Kakuma Refugee Camp and Kalobeyei Settlement” by Georgiana Ghitau → [Read more](#)

Blog post: “Empowered through Education: Aisha's Oasis Impact”, by Bashar Al-Ja’bari → [Read more](#)

Video: Nexus 3.0 on International Women’s Day → [Read more](#)

Blog post: “Can Higher Education Be a Sanctuary for Refugees’ Sense of Home and Belonging?” by Mir Abdullah Miri → [Read more](#)

Blog post: “Strings of Strength: Abdulkader’s Educational and Musical Journey in Türkiye” → [Read more](#)

Blog post: “Italy: 15 young refugees finish technical training”, by MissionNewswire → [Read more](#)

Refugee Voices Story: “Education helps refugees beat the odds” → [Read more](#)

Blog post: “Reem's Journey Beyond Challenges”, by Bashar Al-Ja’bari → [Read more](#)



## GENERAL RELEVANT RESOURCES

→ [Read more](#)

### About this newsletter

The Refugee Higher Education and Skills community is large and diverse - and growing. What is becoming increasingly important is to build connections, exchange ideas, and share knowledge. This newsletter is a medium to promote exchange, intended for anyone interested in refugee higher education and skills, and who would like to learn more about recent progress, announcements, updates, events, research, or exciting resources in this area.

*Please note: The newsletter includes a selection of content which, in particular research papers and publications, represent the views of the respective organizations and authors. We have shortened and adapted texts where appropriate.*

## Meet the UNHCR Tertiary Education Team:



**Manal Stulgaitis**

Focal point for 15by30, National Enrolment, Partnerships, Complementary Pathways



**Arash Bordbar**

Focal point for Youth Engagement



**Amir Radfar**

Focal point for Technical and Vocational Education and Training



**Francis Randle**

Focal point for Connected Higher Education



**Alanna Heyer**

Focal point for Higher Education Data and Evidence



**Tom Odhiambo Joseph-Christensen**

Focal point for the DAFI Tertiary Scholarship Programme

# Highlights from the Global Refugee Forum 2023

The second Global Refugee Forum (GRF) took place from 13 to 15 December 2023 in Geneva. Held every four years, the Forum is the world's largest international gathering on refugees, designed to support the practical implementation of the objectives set out in the [Global Compact on Refugees \(GCR\)](#). Over 4,200 participants from 168 countries attended the Forum in 2023, including over 300 refugee delegates, and more than 10,000 people were watching online.

## The 4 Key Objectives of the GCR



➔ You can access all resources, videos, and statements from the GRF [at UNHCR's web page](#).

## Higher Education and Skills at the Global Refugee Forum 2023

### Multistakeholder Pledge: Achieving 15% Enrolment by 2030: Expanding Refugee Access to Higher Education and Self-Reliance

At the core of the GRF, the commitments pledged by stakeholders to advance the objectives of the GCR have the potential to concretely improve the global response to forced displacement situations and the search for solutions. With **102 pledges** made in support of the 15by30 multistakeholder pledge, the GRF 2023 was a tangible success to strengthen refugee inclusion in higher education and skills opportunities (*as of 21/03/2024*).

➔ See [here](#) all contributions to the 15by30 multistakeholder pledge.

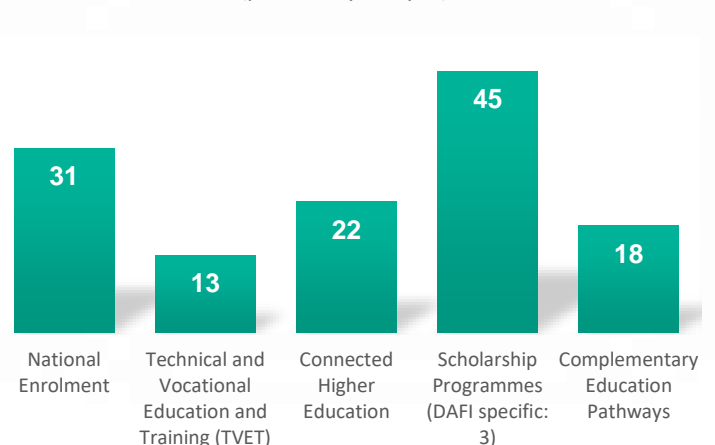
Commitments made under the 15by30 multistakeholder pledge address all pillars of the 15by30 target: national university enrolment; [technical and vocational education and training \(TVET\)](#); [connected higher education](#); the UNHCR tertiary scholarship programme ([DAFI](#)) and other scholarship programmes; as well as [complementary education pathways for admission to third countries](#). Pledges emphasize the crucial role of refugee higher education to achieve self-reliance and development, focusing, inter alia, on the transition from education to meaningful employment, allowing refugees to better support their families and contribute to host communities.

### The 15by30 Multistakeholder Pledge...

...by type of pledging actor



... by coverage of 15by30 roadmap pillars  
(preliminary analysis)





## Multistakeholder Pledge: 15% Enrolment by 2030: Expanding Refugee Access to Higher Education and Self-Reliance

*Key outcome: to expand access to higher education and self-reliance for refugee and host community youth*

Higher education and skills development are essential pathways from learning to earning. In order to support more refugees to achieve self-reliance and contribute to sustainable development, innovation, global leadership, peacebuilding and the labour market, a global movement within the higher education community will generate substantial new opportunities for refugee youth to pursue their futures in inclusive, quality higher education.

UNHCR and strategic partners have launched a global initiative to galvanise support, to grow the family of refugee higher education stakeholders and to amplify the work of higher education institutions in refugee hosting countries. The 15by30 roadmap is represented in this umbrella pledge which recognises a range of essential contributions that can be made by stakeholders around the world.

To get in involved, join the Tertiary Education Task team by contacting Manal Stulgaitis ([stulgait@unhcr.org](mailto:stulgait@unhcr.org)) and Arash Bordbar ([bordbar@unhcr.org](mailto:bordbar@unhcr.org)).

In addition to pledges submitted in support of the 15by30 multistakeholder pledge, additional pledges were linked to higher education and training, such as the pledge by the [Tertiary Refugee Student Network \(TRSN\)](#) as well as multistakeholder pledges on expanding [Connected Education for Refugees](#), the [Right to Education and Inclusion of Refugee Children in National Education Systems](#), [Skills-based Complementary Pathways](#), [Travel Documents](#), and [Economic Inclusion and Social Protection](#).

➔ Find all pledges and contributions [at the official GCR's dashboard](#).

Until the next Global Refugee Forum in four years' time, it is now important that all commitments and pledges are put into action and all stakeholders continue to partner and collaborate so as to make a real difference in the inclusion of refugees in higher education and skills.

**Thank you to all partners for your dedication and commitment to advance refugee higher education and make this GRF a success.**



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## Supporting events before and during the GRF

### The Global Refugee Forum Education Campus

With around 400 participants and 14 sessions on refugee education, the [GRF Education Alliance's](#) Education Campus on December 12, was a milestone convening of global refugee education experts and stakeholders. It was comprising a full day dedicated to refugee education – including sessions on complementary pathways, Connected Higher Education, Technical and Vocational Education and Training, refugee inclusion in national education systems as well as a plenary session organized and led by refugee students. Bringing together relevant stakeholders to reflect on progress made in realizing the vision for refugee education and discussing and committing on concrete actions for the coming years, the Campus was a poignant foundation for the importance of education as a fundamental component of refugee protection and solutions objectives throughout the GRF.



### Youth Leadership in Action, the Power of University Networks, and Evidence-based Implementation of the GCR



Also on December 12<sup>th</sup>, the event, “Youth Leadership in Action: The Future We Cannot Afford to Ignore” took place at the [Graduate Institute](#) in Geneva. The event, co-hosted by a range of partners, highlighted efforts for young refugees to meaningfully and effectively participate in policy advocacy and decision-making, emphasized the importance of investing in and supporting refugee youth-focused, sensitive, and led programming, and outlined good practices and contributions of stakeholders that showcase how to support work with, for, and by young refugees globally.

→ Watch the full event on [Youtube](#). Find all event resources and information [on Trello](#).

The event was followed by two successful sessions on “the Power of University Networks to Move the Needle on Refugee Higher Education” and “Promoting Evidence-based Implementation of the GCR through Teaching, Research and Solidarity”, both also held in the [Graduate Institute Geneva](#).

### Refugee Higher Education and Self-Reliance: Achieving Enrolment of 15% Refugee Youth by 2030

This official GRF side event provided an opportunity to bring the 15by30 multi-stakeholder pledge into focus. The panel featured esteemed speakers from educational institutions and networks, governments, refugee aid organizations, the UNHCR, as well as a TRSN and DAFI alumna. The event offered a platform to various stakeholders to express additional pledges to the 15by30 goal and, importantly, to recognise the role of refugee youth, students, and scholars in achieving the aims of the 15by30 roadmap and the Global Compact on Refugees.



→ Watch the full side event [at this link](#).

## #15by30 Roadmap: News and Highlights

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### NATIONAL ENROLMENT AND ACCESS TO HIGHER EDUCATION

#### **The African Higher Education in Emergencies Network (AHEEN) Refugees and Displaced People Pathways Project was launched**

The [African Higher Education in Emergencies Network \(AHEEN\)](#) launched a new programme supporting 3,450 refugee and host community youth in Kenya, Somalia, Burundi, South Sudan, and South Africa to access accredited higher education. This programme includes support for secondary education retention and completion as the pipeline to tertiary education, as well as teacher professional development, mentorship, guidance, and counselling and the ‘Athletics and Education’ initiative. The programme also provides support to transition to online and offline work, through partnerships with the [International Labour Organization \(ILO\)](#), private sector, and social impact and jobtech platforms. Funded by the [Mastercard Foundation](#), the Refugee and Displaced Persons Pathways Project contributes to the 15by30 multi-stakeholder pledge to expand refugee access to higher education to 15 per cent by 2030.

#### **New Alliance aims to facilitate access to higher education and TVET in Jordan**

In 2024, a new multistakeholder *Higher Education Alliance* is being established in Jordan. Building on a series of roundtables, a multi-party Memorandum of Understanding was developed, to be signed soon, establishing the Alliance with the aim of bringing together key higher education stakeholders to advance advocacy efforts towards achieving and implementing the 15by30 goal. The Alliance is committed to ensuring that refugees and vulnerable Jordanians have access to higher education and TVET opportunities linked to the job market, emphasizing the value of higher education and high-quality TVET to advance individual self-reliance, national economic development, innovation, and progress on the Sustainable Development Goals. This is the first network of its kind in Jordan and the first Alliance specifically designed to advance the 15by30 roadmap in a refugee hosting country.

#### **Kazakhstan’s government changing scholarship regulations to include refugees**

Per existing national legislation in Kazakhstan, only citizens and permanently residing stateless persons are eligible for state-provided scholarships for higher education. However, in September 2023, Kazakhstan’s Ministry of Science and Higher Education took a commendable step of allowing refugees to compete for State education grants through a specialized scholarship programme for international students, encompassing tuition fees and a monthly stipend. Now, refugees can attach a “refugee certificate” to validate their status in the country and be considered eligible to apply for vital educational finance resources. Two refugees have already secured a scholarship under this special programme last year. For 2024, 10 quotas have been designated for refugees for bachelor level studies. This is a crucial step to foster inclusivity and provide equitable opportunities for refugees in higher education and should be viewed as an example to follow by other refugee hosting countries.

## RISE convened first certificate distribution ceremony

RISE (Refugees Income Integration Through Skill And Education) is a refugee woman led organisation with a mission to champion girls' education and women's rights as pivotal strategies to address the prevailing disparities and empower women to engage in decision-making processes. On February 1, 2024, RISE convened its first certificate distribution ceremony. The event was a significant milestone for the organization, marking its commitment to empowering refugees through education and skill-building initiatives. Moderated by RISE founder, Asia Jabarkhil, the event introduced the importance of the RISE mission, its learning and self-reliance activities, and celebrated the achievements of the first cohort of RISE students.

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## CONNECTED HIGHER EDUCATION

### New partnership to offer online English language courses for girls and women in Afghanistan

Arizona State University's (ASU) [Education for Humanity initiative](#) and [Canadian Women for Women in Afghanistan](#) (CW4WAfghan) have established a partnership to offer online English language courses for girls and women across Afghanistan. These courses, designed by ASU faculty in a self-paced, low-bandwidth modality, are currently being taken by nearly 2,000 students across the country via laptops, tablets, and phones in computer centers and homes. The courses are supported and facilitated by [CW4WAfghan](#) staff and volunteers, to promote access to education for Afghan women and girls. Since its establishment in 2017, [Education for Humanity](#) has reached nearly 12,000 learners in 17 countries globally through its English language, college preparatory, and workforce readiness programmes, piloting innovative approaches for expanding educational access. [CW4WAfghan](#) has successfully supported and implemented hundreds of education projects across Afghanistan, focussing on few keys such as technology for education, grants and scholarships, advocacy, and resettlement.

### University of Geneva Certificate of Open Studies in Education in Emergencies course started - Bridging Global Perspectives for Crisis Education

From November 2023, 35 refugees and educational practitioners are immersed in the theoretical and practical aspects of education in emergencies. The 7-months [InZone](#) course aims at enhancing students' comprehension of national and international tools for guiding educational initiatives for refugee and internally displaced children and youth. As part of the course, participants craft innovative pedagogical activities geared toward promoting protection, development, and learning during emergencies. The programme embodies an interdisciplinary and cooperative approach, involving academic and educational practitioners from both the global north and south. The course's 6 modules, comprising 12 ECTS and available in French, were collaboratively developed by the [University of Geneva](#) (UNIGE) (Switzerland) and University of Niamey (Niger), in close partnership with humanitarian organizations active in Niger, including [Concern Worldwide](#), [Save the Children](#), [World Vision](#), [Yara](#), and AEDL. Plans to expand its global accessibility include the development of English and Arabic versions and content availability via a free educational resource format.

### New Connected Learning in Crisis Consortium webpage is launched

In December 2024, the [Connected Learning in Crisis Consortium](#) (CLCC) launched a its [new web site!](#)

With over 40 institutional partners, the CLCC works with governments, foundations, academia, community-based organizations, and student leaders to create more inclusive, accessible, and supportive higher education environments for displaced learners, aiming to promote, coordinate, and support the provision of quality connected higher education in contexts of conflict, crisis, and displacement. The [new CLCC website](#) contains information about the work of the Consortium and its members, their efforts to strengthen connected higher education, relevant resources and publications, as well as guidance on how to join the CLCC.

## New project “Leading with Lived Experiences: Refugee Voices Shaping Higher Education’s Future” is launched



Global forced migration demands innovative education solutions. Many universities fall short in addressing the unique needs of refugee students. This is why [Opening Universities for Refugees \(OUR\)](#) & Student Engagement Taskforce (SETF), with support from the [CLCC](#) & [Kepler](#), launch the new project “[Leading with Lived Experiences: Refugee Voices Shaping Higher Education’s Future](#)”. This project will establish a collaborative platform for sharing insights and methodologies related to refugee education, prioritising the active involvement and leadership of refugee students. Please refer to the project [Concept Note](#) for more details. Students with a refugee background or lived experience are invited to join and take part in the project.

Refugee students currently enrolled in universities, colleges, and academic institutions, as well as refugee advocates and activists in the field of refugee higher education are especially encouraged to join. Please find the sign-up form [here](#) and consult the [FAQ](#) in in case of any questions.

## AUF, SIMPLON CO and UNHCR: Joint project to strengthen digital skills in Burkina Faso



This project, jointly implemented by the [Agence Universitaire de la Francophonie \(AUF\)](#), [SIMPLON CO](#), and [UNHCR](#) aims to strengthen innovative, sustainable solutions for refugee students by supporting them to build skills in the digital field and to enable refugee students to strengthen their competitiveness on the job market or to create their own businesses. The 8-month training course takes place at the Campus Numérique Francophone in Ouagadougou. In the first two phases of the project, 27 candidates took part and acquired a range of

essential skills, notably in front-end and back-end web application development. Participants are now able to design application mock-ups, create static, adaptive or dynamic web user interfaces, create and manage databases, develop data access components, design the back-end of web or mobile applications, and build components within a content management application.

## JWL: From Learners to Leaders - Responding to marginalised youth's demand for higher education

Demand for [Jesuit Worldwide Learning's](#) (JWL) quality higher education programme has surged, with more than 10,000 learners enrolled across a range of programmes in 2023 (a 32% increase compared to the previous year). While celebrating this growth, JWL maintained a high standard of academic quality, an average course completion rate of 70% and a lower average per-student cost. JWL students make their way through a stackable learning path and in March 2024, around 20 students from Kakuma (Kenya) and Dzaleka (Malawi) refugee camps are due to matriculate in the BA in General Studies with a Concentration in Computer Information Systems, accredited by [Saint Louis University](#) (USA). Demonstrating their exceptional leadership skills, five JWL students from Kakuma Refugee Camp participated in the second [Global Refugee Forum](#). Find out more in [JWL's 2023 Annual Report](#).



## DIME and OUR organized first Global Certificate Programme in Forced Migration and Inclusive Higher Education in Mexico

[Diálogo Intercultural Mexicano](#) (DIME) and [Opening Universities for Refugees](#) (OUR) organized the first Global Certificate Program in Forced Migration and Inclusive Higher Education in Mexico. The [Universidad de Monterrey](#) (UEM) and [Universidad La Salle Saltillo](#) hosted this hybrid two-day event focusing on barriers related to refugee access to higher education in global and Mexican contexts. Among the 45 attendees were university students, representatives of DIME's Local Student Committees, university staff, and representatives of the Mexican Commission for Refugee Assistance (COMAR), [IOM](#), [UNHCR](#), and local civil society organizations. The programme consisted of four modules, which included lectures, active discussions, group work, and speech-writing sessions aimed at advocating for refugees' access to higher education, as well as case studies of several refugee students in Mexico illustrating students' experiences with the Mexican asylum situation. DIME and OUR plan to continue providing similar certifications in Mexican universities to advocate for refugee issues, supported by funding from the [Connected Learning in Crisis Consortium](#) (CLCC).

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## COMPLEMENTARY EDUCATION PATHWAYS

### Technical Advice from the Global Task Force on Third Country Education Pathways

The [Global Task Force](#) and its members have launched a [technical advice system](#) to support stakeholders in expanding refugee education pathways programmes and developing new ones. When a request for technical advice is received, the Secretariat will draw on the expertise of Global Task Force [members](#), the [Community of Practice](#) (CoP), and the [Minimum Standards on Complementary Education Pathways](#) to provide the appropriate assistance. Any institution that offers or supports third-country education pathways may join the Global Task Force CoP. As a

member, you may request technical advice from the Global Task Force and other CoP members. If you want to know more about it, please click [here](#).

## Bank of Good Practices on Complementary Education Pathways launched

The [Global Task Force on Third Country Education Pathways](#) (GTF) launched a [bank of good practices](#) that provide examples of producing good results in implementing Complementary Education Pathways in various contexts. By sharing good practices, the GTF aims to help stakeholders tackle challenges in developing and implementing Complementary Education Pathways programmes and inspire new initiatives to be developed worldwide. You can review the good practices [here](#). If you are interested in submitting a good practice, please contact [edpathways@opensocietyuniversitynetwork.org](mailto:edpathways@opensocietyuniversitynetwork.org).

## New Refugee Welcome University Consortium launched in Australia to advance co-design of a blueprint for a new Refugee Student Settlement Pathway

In November 2023, the new Australian Refugee Welcome University Sponsorship Consortium (ARWUSC) was launched in Canberra. Led by the [Australian National University](#) (ANU), the ARWUSC is the first university consortium of its kind in the Australian higher education sector, bringing together 13 universities across Australia. The ARWUSC is aligned to the Australian government announcement, in 2023, of its ambition to support global refugee resettlement and complementary pathways by committing to an additional 10,000 complementary places over the coming years. ARWUSC is uniquely positioned to assist the government achieve this objective through the development of a new educational complementary pathway — the Refugee Student Settlement Pathway (RSSP). Working as a representative consortium of the higher education sector, the ARWUSC contributed significant resources and knowledge to the first phase of co-design, collaborating closely with the Australian federal government and other key stakeholders, such as the [Refugee Council of Australia](#), [Community Refugee Sponsorship Australia](#), and [Talent Beyond Boundaries](#). The outcomes of this co-design process resulted in a blueprint for the RSSP, with universities agreeing to a set of requirements for participation in the programme, including a minimum of two students per intake, providing ‘soft landing’ supports to facilitate positive integration experiences, appointing staff to support university commitments, and contributing funds to the cost-sharing agreement for an Australian Coordinating Organisation. The ARWUSC will continue with an operational/ implementation-focused phase of co-design in 2024.

## Türkiye Burslari scholarship programme expanded to include refugees in Kenya

In 2023, the Presidency of Turks Abroad and Related Communities (YTB) expanded the [Türkiye Burslari scholarship programme](#) to include refugees in Kenya. Proactively responding to a request from the UNHCR Special Envoy for the Horn of Africa, YTB initiated a pilot project for the Eastern Horn of Africa and Great Lakes (EHAGL) region by accepting ten refugees into the scholarship programme. As of October 2023, these ten refugees, including two women, have commenced their studies in Türkiye. They are pursuing degrees in diverse fields such as Civil Engineering, Biomedical Engineering, Computer Science and Political Science among others across various universities in Türkiye. In addition, at the GRF 2023, YTP [pledged](#) to provide 1000 new scholarships and 100 social cohesion programmes for young Syrians in Türkiye.

## Times Square shines in the light of Duolingo x UNHCR Access Scholars

Duolingo English Test kicked off the [Global Refugee Forum 2023](#) in an bold way by celebrating the extraordinary achievements of the first cohort of [Duolingo x UNHCR Access Scholars](#). On 13 December 2023, New York's Times Square was ablaze with images and portraits of the programme's first scholars who are now studying at high-quality universities around the world - in Australia, Canada, Iraq, USA, Scotland, and South Africa. It is an incredible achievement that 20 scholars from this first cohort are now enrolled in university to resume their educational journeys with full financial support. With thanks to the commitment of Duolingo, the Duolingo X UNHCR Access programme will continue in 2024! See a video of the Times Square display also [at this link](#).



## Elimisha Kakuma creates access to higher education for refugees residing in Kenya

Following the belief that “talent lives everywhere but opportunity does not”, [Elimisha Kakuma](#), a new member of the [HALI Access Network](#), provides tailored higher education access support to refugee high school graduates living in Kakuma Refugee Camp in Kenya. Students receive intensive academic instruction, exam preparation, mentorship with current college students, and guidance through the college application process. In addition, in 2023, the organization launched its host family programme, ensuring each student has a family at their respective university to welcome them into their new homes and communities. The efforts show success: All 20 supported students from the first two cohorts were accepted into colleges in the United States, Canada, and the Czech Republic; all supported by full financial aid. As of March 2024, the third cohort, which was recruited in March 2023, sees more than three-quarters of its 13 students securing placements in universities with full funding. They received in-person teaching in creative and academic writing, digital storytelling, and drafting personal statements. The brand-new 4<sup>th</sup> cohort of 14 students will start their trainings soon. Elimisha also eagerly anticipates its forthcoming partnership with [Refugee Education UK](#) and [Universities of Exeter, Edinburgh, and soon, Winchester](#). Get more information on

[their website](#), see their [2023 accomplishments](#), and meet the Elimisha Kakuma student Grace, supported also by [Duolingo English Test](#), in [this video](#).

## Call for Applications: UNICORE 6.0, EU-Passworld Scholarship: Education Pathway to Ireland, and Habesha Protection Scholarship 2024 (Kenya)

- **University Corridors for Refugees UNICORE 6.0:** This project is promoted by 40 Italian universities with the support of the Italian Ministry of Foreign Affairs and International Cooperation, [Caritas Italiana](#), [Diaconia Valdese](#), [Jesuit Refugee Service](#), and other partners. It aims to increase opportunities for refugees currently residing in Kenya, Mozambique, Niger, Nigeria, South Africa, Tanzania, Uganda, Zambia, and Zimbabwe to continue their higher education in Italy. Find more information [here](#). Please consult courses offered and **apply by 15th April 2024**.
- **EU-Passworld Scholarship Programme - Education Pathway to Ireland:** [EU-Passworld](#) is an education pathway enabling talented refugees to develop their skills and careers through higher education access. Three leading Irish universities offer highly motivated refugee candidates the opportunity to pursue a full-time, fully funded, one-year master's degree with the support of [Nasc](#) and [UNHCR](#), and will welcome five students to begin their studies in September 2024. Find more information [here](#). Apply before **27 March 2024**.
- **Habesha Protection Scholarship 2024 (Kenya):** [Diálogo Intercultural Mexicano](#), A. C. (DIME) invites refugees interested in continuing their higher education studies to apply to become beneficiaries of the Habesha Protection Scholarship. For more information, access [here](#). Application is open until **March 29, 2024**.
- [Find more scholarships on the UNHCR Opportunities web page](#).

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## UNHCR TERTIARY SCHOLARSHIP PROGRAMME (DAFI)

### GAFNA and DAFI students conduct joint sensitization activity in schools in The Gambia

On the 30th January 2024, [Gambia Food and Nutrition Association](#) (GAFNA) and DAFI students conducted a joint one day sensitization activity about the DAFI scholarship programme in schools and colleges in urban areas. The team visited colleges and senior Secondary Schools in Brikama, Farato, and Busumbala in The Gambia. The event aimed to raise awareness of refugee students enrolled in these institutions in order to encourage more refugee youth to explore higher education.

### DAFI scholars and TRSN members leading discussions in Mexico

DAFI students and leaders of the [Tertiary Refugee Student Network](#) (TRSN) in Mexico set the bar high in terms of their proactive advocacy for the interests of refugee students, delivering public sessions on a range of key topics. In November 2023, two TRSN leaders attended the Regional Network of Young People, a five-day workshop held in Punta Cana, Dominican Republic bringing together youth from around the region. In the same month, DAFI scholars held a meeting in Saltillo, Coahuila to present the activities of the TRSN since it was launched in Mexico. Academics from the Autonomous University of Coahuila conducted a brief workshop on mental wellness and practicing mindfulness in university. In December, one female DAFI graduate and TRSN leader participated in the [Global Refugee Forum](#) in Geneva as a representative on the official student



delegation. Finally, in January 2024, a female DAFI student and TRSN leader participated in the Ministerial Meeting of Ministers of Education of Latin America and the Caribbean held in Santiago, Chile.

## **DAFI scholars take advantage of training opportunities in Kazakhstan**

DAFI scholars have actively participated in a number of events, strengthening their skills and capacities and demonstrating their social engagement in Kazakhstan. In November 2023, twelve DAFI scholars participated in a training on public speaking skills, focusing on improving effective communication and presentation abilities, organized in collaboration with the Model United Nations club of [Nazarbayev University](#). In the same month, DAFI students also took part in the in-person training session led by YPEER (Youth Peer Education Network). This important initiative aims to reduce and prevent bullying and harassment, equipping the participants with valuable insights and fostering a supportive environment for sharing experiences and building strategies to tackle these issues. Finally, on March 6, five female DAFI scholars took part in the "Women Talks" online event, connecting young women with inspiring speakers, including the first Kazakhstani woman admitted to NASA University and former dean of Kozybayev University, and a gender rights activist and YPEER international trainer.

## **Cameroon DAFI Club advances 2024 action plan**

Country DAFI clubs serve an important role in offering students multiple opportunities to organise themselves, take on leadership roles, plan activities, expand networks, plan their career and skills development, get involved in the community, benefit from peer support, and voice concerns and suggestions about the DAFI programme. 86 members of the DAFI student group in Cameroon met on 31 January 2024 to evaluate the various activities planned for 2023, and identified areas for improvement for the 2024 financial year. The action plan for 2024 is currently being developed and includes, for example, activities to support children with learning difficulties and increased collaboration with refugee communities. This year already, DAFI students and alumni have actively participated in community activities such as the *a fête de la jeunesse* in February and organized an educational event on social cohesion in a high school in Yaoundé. Student-led leadership and mobilisation is one of the most powerful ways to ensure refugee students in higher education are visible and impactful in their communities. Congratulations to all on these efforts!

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## **TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

### **Collaboration between Government of Ethiopia and GIZ delivers on GRF pledges**

As Africa's third largest refugee hosting country, the Government of Ethiopia made ambitious commitments at the 2019 and 2023 [Global Refugee Forum](#) to include refugees in their national systems, specifically including across the education space and in technical and vocational education and training opportunities. Throughout the last 5 years and in line with the 15by30 goal, the [Deutsche Gesellschaft für Internationale Zusammenarbeit](#) (GIZ) project "Qualifications and Employment Perspectives for Refugees and Host Communities in Ethiopia Programme" (QEP) has supported Ethiopia in including over 3,000 refugees in vocational training schemes to learn alongside 5,900 host community members in TVET colleges all over the country. In that way, QEP has contributed significantly to Ethiopia's GRF goal to provide equitable, quality, and accredited training

to 20,000 refugees and hosts. This integrated approach deliberately addresses and supports social cohesion between refugees and Ethiopians. Moreover, QEP also successfully facilitated pathways into employment: Around 60 per cent of the project's beneficiaries are employed six months after the training. With the first QEP project scheduled to close in December 2023, a follow-up project has already started, seeking to scale and expand the project's approaches, and titled "Qualification and Employment Prospects for Refugees, IDPs and Host Communities in Ethiopia Programme (QEP II)".

## New boost for UNHCR's efforts on the inclusion of refugees in vocational training programmes

We warmly welcome our new [Technical and Vocational Education and Training \(TVET\)](#) Officer: With the new year, Amir Radfar has joined the Tertiary Team at the UNHCR Education Section focusing on expanding refugee participation in TVET. TVET provides refugee youth and adults with access to formal, nationally accredited training and diploma courses. [UNHCR's Refugee Education 2030 strategy](#) highlights TVET's critical role in enabling learners to gain market-relevant skills and to achieve sustainable futures. UNHCR facilitates refugee participation in TVET programmes geared towards green and digital skills via [DAFI scholarships](#), aligning with industry demands and supporting economic inclusion. To further expand the refugee TVET network, we welcome all TVET providers and stakeholders to reach out and connect with Amir Radfar at: [radfar@unhcr.org](mailto:radfar@unhcr.org). See below for further interesting resources on TVET:

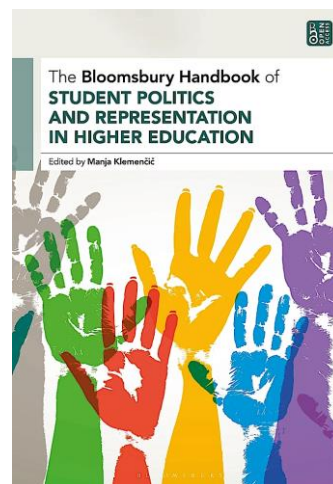
- [UNHCR: Key considerations on Technical and Vocational Education and Training](#)
- [GRF 2023 Joint Pledge on Technical and Vocational Education and Training](#)
- [Finn Church Aid: How to best boost refugees' self-reliance through technical and vocational education and training \(TVET\)](#)
- [ILO EMPLOYMENT Department Newsletter, January/February 2024](#)

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## STUDENT LEADERSHIP

### Global Student Forum's new handbook sheds light on student politics and representation worldwide

The [Global Student Forum's \(GSF\)](#) launch of "[The Bloomsbury Handbook of Student Politics and Representation in Higher Education](#)" is an essential resource for those committed to equality and diversity in student representation and mobilisation. The volume marks significant progress in fulfilling GSF's commitment, made at the [Global Refugee Forum](#) in 2023, to bring refugee students into the broader student movement. This handbook, freely accessible online and edited by Harvard's Manja Klemenčič, provides valuable perspectives on student politics and representation worldwide. It is pertinent to efforts aimed at incorporating refugee students into educational governance. The handbook underscores the vital role that a diverse student body plays in influencing higher education policies and frameworks. This effort demonstrates GSF's commitment to fostering an inclusive student movement that prioritizes and amplifies the voices and experiences of refugee students, empowering them to actively participate in shaping the future



of higher education governance and policy reform.

## Youth-led consultations in five countries successfully conducted



Youth Consultations in Jordan. © Jordan River Foundation (photo courtesy of JRF)

Leading up to the Global Refugee Forum 2023, the [Danish Refugee Council \(DRC\)](#) supported youth-led multistakeholder convenings in five countries: Colombia, Jordan, Uganda, Kenya, Nigeria, and online. The convenings facilitated discussions between young people and stakeholders such as government entities, the private sector, and NGOs to examine key issues raised by the youth, including education and access to opportunities. All consultations

resulted in clear, localised recommendations and calls to actions from youth, which will contribute to inform DRC and partner’s future work on youth in displacement. Several of the young people who were part of the youth-led convenings were also present at the Global Refugee Forum 2023. Read more about the successful consultations and related resources [at this link](#).

## New web page: UNHCR Journalism Mentorship Programme is online

The [UNHCR Journalism Mentorship Programme for Refugees \(JMP\)](#), generously supported by the [IKEA Foundation](#), provides training in journalism and advocacy skills to forcibly displaced people. The programme aims to empower refugees tell their stories to the world, become advocates for issues that they care about and shift the narrative about refugees. Meet the 2023 UNHCR journalism mentees on the [new JMP web page!](#)

## Pledging in Support of the 15by30 Target: Regular Update

**102**

pledges in support of the 15by30 Multistakeholder Pledge

**26**

State pledges

**26**

pledges in support of a host country policy pledge

**5**

15by30 pillars

## Upcoming Events

### APRIL 2024

#### ECOSOC Youth Forum 2024



**Date:** 16 April – 18 April 2024



**Location:** United Nations headquarters, New York, USA

→ [Information](#)

The United Nations Economic and Social Council (ECOSOC) Youth Forum provides a global platform for dialogue among Member States and young leaders from around the world on solutions to challenges affecting youth wellbeing. It also serves as a unique space for young people to share their vision and actions as well as provides an opportunity to advance youth solutions to accelerate the implementation of the 2030 Agenda and the SDGs.

#### Yarmouk University 4th International Education Week



**Date:** 23 April – 25 April 2024



**Location:** Yarmouk University, Irbid, Jordan

→ [Information and Registration](#)

The Yarmouk University 4th International Education Week is a platform for partnerships and networking between participating institutions and an opportunity to explore channels for collaboration, encourage dialogue and exchange of best practices. The event will cover the following topics: Equity and Inclusion in Higher Education; Digital Transformation in Higher Education: Trends and Best Practices; Toward the Integration of SDGs in Higher Education Strategies; Mobility of Students and Staff: Challenges and Opportunities, including Virtual Exchange; Innovation and Employability; and Boosting Vocational Education and Training.

#### Exhibition: Becoming Who You Are - Studying Despite Displacement



**Date:** 26 April 2024 – 13 October 2024




**Location:** Documentation Centre for Displacement, Expulsion, Reconciliation in Berlin, Germany

→ [Information](#) (to be published soon)

In this exhibition, 20 refugee students and alumni describe their journeys of displacement and education. They tell stories of loss, despair, exclusion, inequality and all sorts of burdens – but also of new beginnings, determination, belonging, independence and solidarity. They see education as a tool for taking their lives back into their own hands. UNHCR photographer [Antoine Tardy](#) took the photos and compiled the individual stories between 2017 and 2021 in the host countries of Egypt, Jordan, Kenya, Lebanon, Malawi, Mexico, Rwanda, Zambia, Chad and Uganda. Tickets for the opening event on April 25 are available soon on the [web site of the museum](#) or at: [veranstaltungen@f-v-v.de](mailto:veranstaltungen@f-v-v.de).

## JUNE 2024

### **2024 Consultations on Resettlement and Complementary Pathways: Solutions in Action: Advancing the 2030 Roadmap**

 **Date:** 04 June – 07 June 2024

 **Location:** Geneva, Switzerland

→ [Information](#)

The Consultations, first convened in 1995, are at the root of strengthened cooperation between resettlement countries, refugees, NGOs and UNHCR. The event allows for open and frank dialogue and strives to produce positive outcomes by forging collaborative approaches to resettlement and complementary pathways. It provides an opportunity to address a wide range of policy and procedural matters, including advocacy, capacity building and operational support.

### **INQAAHE 14th Biennial Forum 2024: “Transforming Society: Social Responsibility Through Quality Assurance of Tertiary Education”**

 **Date:** 10 June – 12 June 2024

 **Location:** Bucharest, Romania

→ [Information and Registration](#)

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) 14th Biennial Forum 2024 will be hosted by the Romanian Agency for Quality Assurance in Higher Education (ARACIS). The program consists of different sessions, for instance: “Breaking barriers: bridging the gap to quality education for all”, “Keeping tertiary education functioning and improving in conflict-affected areas: resilience and development”, or “Empowering education: fostering civic engagement.”

### **Times Higher Education (THE) Global Sustainable Development Congress**

 **Date:** 10 June – 13 June 2024

 **Location:** Bangkok, Thailand


→ [Information and Registration](#)

The Global Sustainable Development Congress brings together 3,000 global thought leaders and innovators to discuss urgent solutions to the sustainability emergency. Challenging the usual thinking on what higher education, governments, businesses and society must do to help society meet the United Nations’ Sustainable Development Goals (SDGs), the congress is a call to action for global universities and businesses to pivot their educational, research, innovation and outreach programmes towards tangible outcomes.

## SEPTEMBER 2024

### 3rd Research Conference On Forced Displacement


 **Date:** 19 September – 21 September 2024

 **Location:** Abidjan, Côte d'Ivoire, and Online

→ [Information, Registration, and Call for Papers](#)

The core theme of the 3rd Research Conference on Forced Displacement, organized by the [World Bank – UNHCR Joint Data Center on Forced Displacement](#) (JDC) in collaboration with the [African School of Economics](#) (ASE) and the [World Bank](#), is centered around examining Socioeconomic analysis of forcibly displaced populations – particularly internally displaced people (IDP) and stateless people; Socioeconomic analysis of forced displacement in sub-Saharan Africa; Innovations in data-related forced displacement research (e.g., sampling, data collection); Operational and policy impact of data and evidence in displacement settings; and Pan-African solutions for re-integration and inclusion of forcibly displaced communities. To be considered for inclusion on the program, completed papers or extended abstracts should be submitted by May 15, 2024.

### Summit of the Future

 **Date:** 22 September – 23 September 2024

 **Location:** New York City, US

→ [Information](#)

The Summit brings together world leaders to forge a new international consensus on how we deliver a better present and safeguard the future. This once-in-a-generation opportunity serves as a moment to mend eroded trust and demonstrate that international cooperation can effectively tackle current challenges as well as those that have emerged in recent years or may yet be over the horizon. Building on existing agreements and commitments, starting with the UN Charter and including the Universal Declaration of Human Rights, the 2030 Agenda, the Paris Agreement, the Addis Ababa Action Agenda and many others, the Summit of the Future will look at the "how" – how do we cooperate better to deliver on the above aspiration and goals? How do we better meet the needs of the present while also preparing for the challenges of the future?

## Publications and Reports

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

### FCA, GIZ, ILO & UNHCR Study Report: Economic and Labour Market Impact of TVET for Refugees in LMICs

To better understand the extent to which investment in Technical and Vocational Training (TVET) results in improved employment or livelihood outcomes for refugees, [this study](#), commissioned by Finn Church Aid (FCA), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Labour Organization's (ILO) & UNHCR, reviews the available evidence on economic and labour market impacts of TVET for refugees in low- and middle-income countries. Drawing on the principles of 'systematic review' methodology, the report critically appraises the reliability of the current evidence, highlights the key factors that enable and constrain the success of TVET programmes, and explores the implications of the findings for policy, practice and future research. View the recommendations on *How to best boost refugees' self-reliance through technical and vocational education and training (TVET)* based on the study [at this link](#).

### Free to Think 2023: Report of the Scholars at Risk Academic Freedom Monitoring Project

[Free to Think 2023](#) analyzes 409 attacks on the higher education community in 66 countries and territories, between July 1, 2022, and June 30, 2023, and details global and regional trends, such as the suppression of dissent and spread of illiberalism. The report highlights how attacks on academic freedom threaten democratic society and social progress more broadly, and calls on stakeholders to create robust protections for scholars, students, and higher education institutions. *Free to Think 2023* is the ninth edition of [Scholars At Risk's \(SAR\) Free to Think](#) series and a product of the [Academic Freedom Monitoring Project](#).

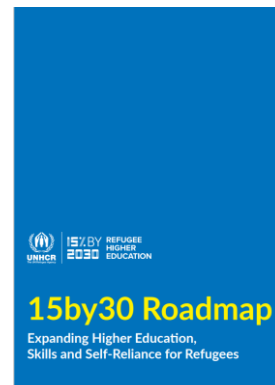


### ILO Policy brief: How Skills and Employability Initiatives Contribute to Peace in the Framework of the Humanitarian, Development and Peace Nexus

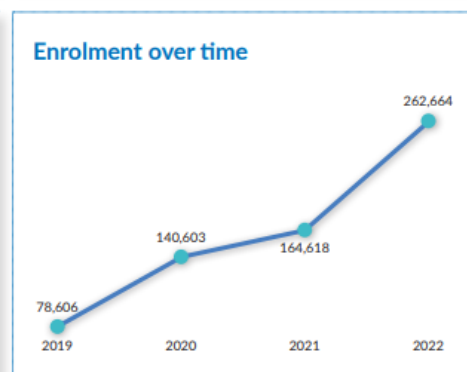
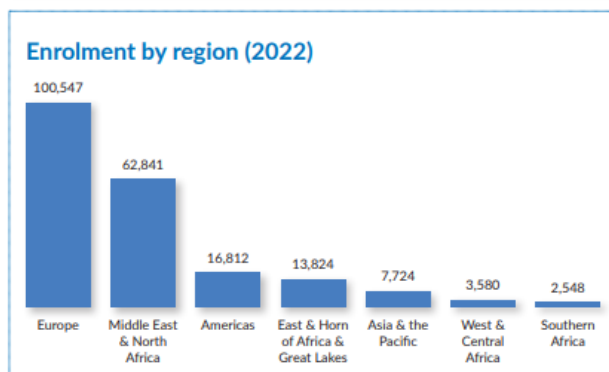
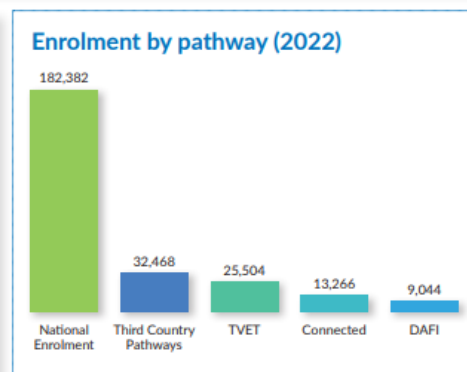
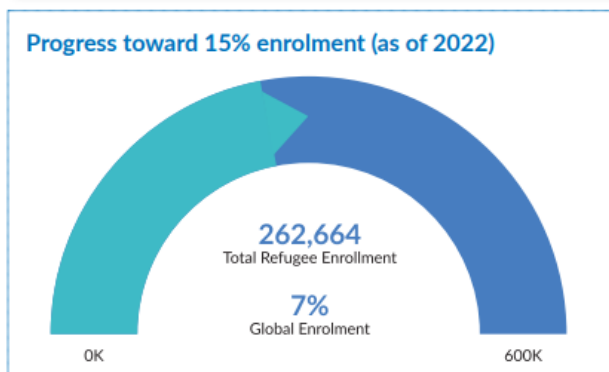
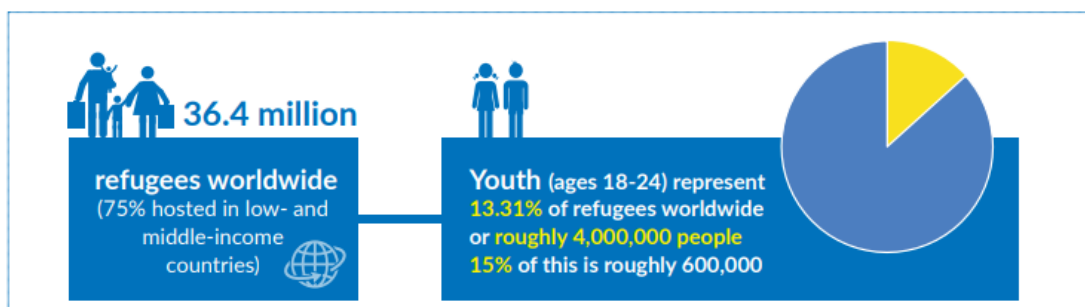
Guided by the International Labour Organization's (ILO) [Employment and Decent Work for Peace and Resilience Recommendation, 2017 \(No. 205\)](#), [this policy brief](#) focuses on how ILO's Skills and Employability interventions can be designed and adapted to contribute to peace and resilience. The brief finds that, if designed or adapted appropriately, skills development initiatives can help prevent conflict and strengthen peace in fragile and conflict-affected contexts. They can strengthen inclusive social dialogue and trust between groups and increase people's sense of inclusion and their resilience to disruption and violence through increased employability. Peace can be achieved by adopting peace and conflict analysis, conflict- and gender-sensitivity measures, a social dialogue-based approach, and a strong focus on fairness and inclusion.

## UNHCR 15by30 Roadmap Report: Expanding Higher Education, Skills and Self-Reliance for Refugees

The [15by30 Roadmap report](#) lays out concrete guidance and strategic actions to pursue and achieve 15 per cent enrolment of refugees in higher education by 2030 – the 15by30 target. Each chapter explores one of the distinct higher education pathways, details the potential of the individual pathway to contribute to the 15by30 target, identifies concrete actions for stakeholders to effect measurable change, and includes case studies illustrating how stakeholders can invest in and implement recommended actions. The report also highlights cross-cutting themes that underscore the importance of investing in targeted research and evidence, enabling refugee youth to take ownership across the higher education ecosystem, building bridging and transition programmes that fortify the higher education pipeline, and engaging the private sector. The roadmap was developed in collaboration with over 40 individuals and organizations who are experts in their respective work enabling and expanding higher education access for refugees.



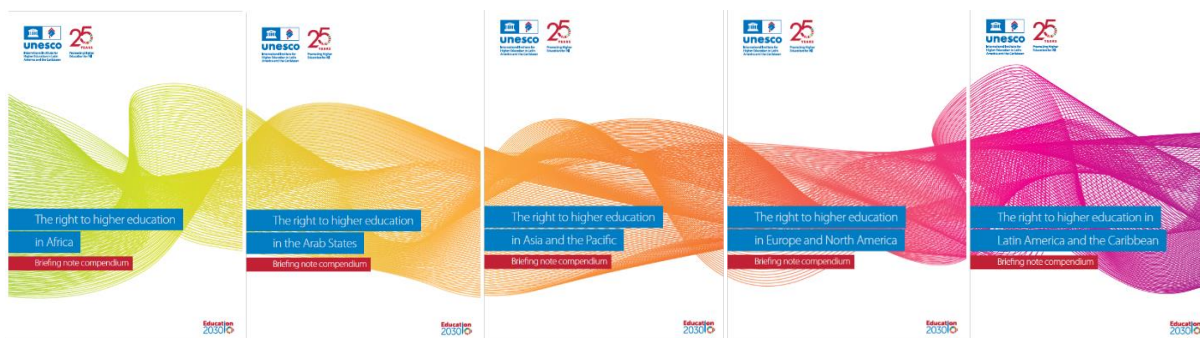
### Global data snapshot from the 15by30 report:





## UNESCO: Series of Publications on the Right to Higher Education

UNESCO presents a [suite of reports](#) delivering the key findings from a series of regional and thematic consultations on the right to higher education as an integral component of the evolving right to education. The reports incorporates elements on access to higher education, participation and student success, and students' post-higher education trajectories. Click on the pictures to access the reports.



**The right to higher education in Africa: briefing note compendium**

**The right to higher education in the Arab States: briefing note compendium**

**The right to higher education in Asia and the Pacific: briefing note compendium**

**The right to higher education in Europe and North America: briefing note compendium**

**The right to higher education in Latin America and the Caribbean: briefing note compendium**



**The right to higher education and gender equality: briefing note compendium**

**The right to higher education for people with disabilities: briefing note compendium**

**The right to higher education for refugees and forcibly displaced people: briefing note compendium**

**The right to higher education and rethinking merit: briefing note compendium**

**Regional and thematic consultations on the right to higher education: towards a roadmap to promote international consensus on the right to higher education**

## UNHCR: Enhancing Education Opportunities: A Short Assessment on Education Pathways to the UK for Refugees and Individuals from Forced Displacement Backgrounds

The UK has a long history of issuing student visas to individuals from a forced displacement background to come to the UK solely for the purpose of receiving a higher education. However, accessing these opportunities can be difficult due to barriers such as securing proper documentation, evidence of funding and stringent language requirements. [This study](#) unpacks the

challenges faced by students and institutions that may prevent refugees from accessing education and provides recommendations for organisations, universities, and the UK Government to overcome these.

## Meeting Report: Asia-Pacific Region Complementary Education Pathways Community of Practice Meeting

Building on recommendations from the May 2023 meeting of the [Global Task Force on Third Country Educational Pathways and Community of Practice workshop](#), [De La Salle Philippines](#) and the [Embassy of Canada to the Philippines](#) hosted the inaugural Asia-Pacific Region Complementary Education Pathways Community of Practice meeting in February 2024. Access the full report of the meeting [here](#).

Asia-Pacific Region Complementary Education Pathways Community of Practice Meeting

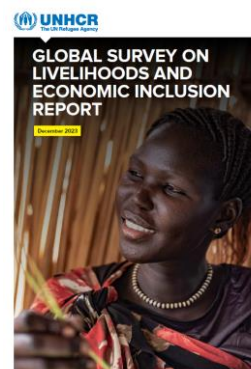


Hotel Benilde, Manila  
The Philippines  
February 12-13, 2024



## UNHCR: Global Survey on Livelihoods and Economic Inclusion Report

In the context of displacement and statelessness, the pursuit of livelihoods and economic inclusion stands out as a vital component to fostering resilience and self-reliance for millions across the globe. [The third edition of the Global Survey on Livelihoods and Economic Inclusion](#), conducted biennially by the Livelihoods and Economic Inclusion Unit in the Division of Resilience and Solutions at UNHCR, sheds light on the economic landscapes of refugees, asylum seekers, internally displaced persons, returnees, and stateless individuals and delves into the enabling environments in UNHCR country operations. This survey reaches beyond statistics, aiming to understand the economic narratives of those living in displacement.



## Evaluation Report: The University Corridors For Refugees (UNI.CO.RE) Program In Italy (2019-2023)

The [University of Bologna](#) produced this [evaluation report](#) in the framework of the [EU-Passworld](#) project presenting findings, recommendations, insights, and learnings from the implementation of the [UNICORE programme](#), which provides refugee students the opportunity to attend a master's degree programme at an Italian university, led by [Caritas Italiana](#), [Centro Astalli](#), [UNHCR](#), and other partners, including 41 partner universities. Click [here](#) to access the full report.



## Academia and Research

This section highlights a selection of recent scholarship on refugee higher education issues. You are invited to submit summaries of recent research to the newsletter team at: [dldafi-HQ@unhcr.org](mailto:dldafi-HQ@unhcr.org).

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**Aden, H. (2023). Hoping against the Odds: Understanding Refugee Youths' Aspirations for Gaining Overseas Scholarships. *Journal on Education in Emergencies* 9 (1), 132-156. <https://doi.org/10.33682/7jd6-qj4x>**

Abstract: "Why do young refugees in the Dadaab camps in Kenya aspire to gain resettlement-based scholarships for tertiary education when the odds of getting them are minimal? The existing literature sheds light on the strong educational aspirations of refugee youth. However, our understanding is obscure of why they persistently pursue lofty educational goals when the chances of achieving them is not optimistic, especially through emergency education programs. (...) In the study, I draw from ethnographic research, including semi-structured interviews and future aspiration mapping exercises with Form One students, as well as interviews with their teachers. I then present several interconnected explanations that address the research question. First, students believe that success in education is a way for them to get out of the camps. Second, they imagine that getting an overseas scholarship will resolve their difficult economic conditions and academic restrictions. Third, they believe that, by working hard to succeed and being motivated by the dream of getting an education abroad, their chances for other tertiary education will increase. (...)"

**Asire, L. A. (2023). Stakeholders' Interventions in Addressing Financial Constraints Restricting Women Refugees Access to Higher Education: The Case of Bidibidi Refugee Settlement, Uganda. *East African Journal of Education Studies* 6 (3), 335-350. <https://doi.org/10.37284/eajes.6.3.1606>**

Abstract: "Financial constraints to women refugees is one of the major barriers to access to higher education which is exacerbated by multiple intersecting disadvantages of refugeehood. Even when the benefits of higher education access are crucial to enable refugee women to fulfil their potential, rebuild disrupted lives, and facilitate durable solutions. There exist barriers to higher education access. Specifically, this article focuses on stakeholders' interventions in addressing financial constraints that obstruct women refugees in Uganda from accessing higher education. The study was carried out in Bidibidi Refugee Settlement in Northern Uganda. (...) despite the presence of these interventions, differences and limitations to their access were noted due to varied eligibility criteria including age of the intended beneficiaries, length in the camp, marital status, discipline, and length of the programme. (...)"

**Baker, S. & Shda, S. (2023). "Chapter 28: Modifying an Integration Framework to Enhance Refugee Student Engagement in Settlement Higher Education Contexts: the Case of Australia". IN Baik, C. & Kahu, E. R.: *Research Handbook on the Student Experience in Higher Education*. Cheltenham: Edward Elgar. <https://doi.org/10.4337/9781802204193.00038>**

Abstract: "This chapter explores the experiences of refugee students seeking to enter, participate in, and transition out of higher education in contexts where refugees are resettled after a period of displacement through humanitarian migration programmes in countries like Australia. Written by a refugee education scholar and a student with lived experience of forced migration, we explore the opportunities and challenges for refugees engaging in higher education. We argue that refugee student engagement is critically impacted by being a new or recent culturally and linguistically

diverse (CALD) humanitarian migrant in a settlement country and that equity considerations are magnified if higher education is viewed through the lens of a refugee student. We conclude by exploring the potential of the UK Home Office integration framework as a more inclusive lens for higher education institutional responses to supporting access, participation, and success by disrupting problematic and tacit assumptions that impede refugee students' engagement with their university studies."

**Barnes, K., Daltry, R., Ashlee, A., Emerusenge, A. P., Khan, K., Rabi, A., Mukankusi, A., Pacitto, J., Hollow, D. & Sikes, B. (2023). Field Note: Voices of Refugee Youth: Reflections on a Participatory, Youth-Centered Study. *Journal on Education in Emergencies* 9 (1), 183-195. <https://doi.org/10.33682/su9c-xzkg>**

**Abstract:** "(...) This field note is a report on Voices of Refugee Youth, a research initiative in Pakistan and Rwanda that aims to build the evidence base for post-primary refugee education, while also increasing young refugees' access to and representation in this field of research. The purpose of this field note is to reflect critically on the participatory approach adopted by the initiative, whereby young refugees work as coresearchers who advise, collect data, and contribute to the deliverables. (...) The authors conclude that participation must be approached with flexibility in order to facilitate different levels of participation, based on the skills or knowledge level of the young refugees in question. It is critical that participation is accompanied by rigorous training that responds to participants' contexts and experience levels, and addresses ethical issues such as positionality-based bias."

**Berg, J. (2023). Higher Education for Refugees: Relevance, Challenges, and Open Research Questions. *SN Social Science* 3, 177. <https://doi.org/10.1007/s43545-023-00769-6>**

**Abstract:** "Reflecting the increased public, political, and professional interest in higher education for refugees, research activity in this area has increased significantly in recent years. The growing body of literature provides new academic insights and crucial information for both policy and practice. This integrative literature review discusses 104 papers published between 2016 and 2019, contributing to the state of the research by offering a structured synopsis of the key themes and findings of this relatively new field. It first presents structural changes in the research literature, such as an increased focus on Germany and Turkey after the influx of asylum applications in 2015/16. It also outlines the high relevance of higher education for refugees, which is often discussed as the foundation of success in the host country. Further, the paper provides a synopsis of the personal, institutional, and structural challenges faced by refugees as they aim to realize their higher education goals, and an overview of structural challenges for institutions aiming to support them. (...)"

**Casellas Connors, I., Evans, K., Unangst, L., Khpalwak, R. (2023). *Access to Higher Education for Refugees: The Maryland, District of Columbia, and Virginia Area*. Retrieved from [https://www.isharacasellasconnors.com/\\_files/ugd/060bb7\\_042f350d06af47e393b84bac992371c1.pdf](https://www.isharacasellasconnors.com/_files/ugd/060bb7_042f350d06af47e393b84bac992371c1.pdf)**

**Summary:** "U.S. federal refugee policy and the intersections with higher education inform the education pathways of displaced individuals. While refugees bring significant skills and experiences, the lack of focus on higher education often results in the underutilization of those skills. A constellation of individuals and organizations is central to the resettlement process. Of these, resettlement agencies, including the staff and volunteers who advance these organizational missions, are cornerstones in the information and resources that recently resettled individuals have

access to. Through a Community Engaged Research (CEnR) collaboration with Lutheran Social Services of the National Capital Area (LSSNCA), this work answers three interlocking questions surrounding displaced individuals' experiences.”

**Dagar, P. (2023). Building Sustainable and Decent Refugee Livelihoods Through Adult Education? Interplay Between Policies and Realities of Five Refugee Groups. *British Educational Research Journal* 00, 1–19. <https://doi.org/10.1002/berj.3943>**

Abstract: “(...) This paper explores the underexamined yet highly relevant interlinkage between sustainable livelihoods and adult learning among urban refugees residing in three major cities in India. It speaks to the tight intersection of education, livelihoods and aspirations of five refugee communities: Afghan, Rohingya, Somali, Chin and Tibetan. Building on interviews, focus groups and participatory drawing sessions involving 66 refugee and staff respondents, the study highlights the refugees' extremely limited learning opportunities, which result in low skills and being forced to take discriminatory and undignified work in the informal sector. By integrating the capabilities approach with sustainable livelihoods, the paper argues for more diverse educational opportunities and a broader understanding of refugee livelihoods that goes beyond pure economics to encompass consideration of freedom and human dignity.”

**De Carvalho, E., Saes, K. R. V., & Meza, M. L. F. G. de (2023). When Academic Displacement and Internationalization Intersect, Different Approaches for Inclusion in Higher Education: Contributions from the Welcoming Program for Ukrainian Scientists, Paraná – Brazil. *Revista Interdisciplinar Da Mobilidade Humana* 31 (68), 133–148. <https://doi.org/10.1590/1980-85852503880006809>**

Abstract: “(...) 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.”

**El Sayed Younes, H. & Karkouti, I. M. (2023). African Refugees' Access to Higher Education: Voices from Egypt. *International Review of Education* 69, 771–794. <https://doi.org/10.1007/s11159-023-10031-z>**

Abstract: “(...) this qualitative phenomenological case study explored the challenges that obstruct African refugee students' access to higher education in Egypt. Fifteen African refugee students (ten male and five female) in Egypt responded to semi-structured interview questions to express their views regarding the challenges that prevent them from attending public and private post-secondary institutions. The authors identified these challenges and classified them into three thematic categories: sociocultural, economic and psychological barriers. In addition to these barriers, the lack of relevant laws and policies governing refugee access to higher education in Egypt and the absence of support systems have exacerbated an already dire situation for refugee students. (...)”

**Grüttner, M., Schröder, S., & Berg, J. (2024). Adult Refugees and Asylum Seekers in University Preparation Programs: Competing Identities and Multiple Transitions Manifested in Stigma Consciousness and Student Self-Identification. *Adult Education Quarterly* 0 (0).**

<https://doi.org/10.1177/07417136241231566>

**Abstract:** “Preparation for university studies is key to enabling adult refugees and asylum seekers to re-establish their educational and professional careers in the host country. While refugees’ transition to higher education (HE) is embedded in multiple transitions regarding social position, educational career, and migration, related identities may compete. We investigate how this is manifested in stigma consciousness and precarious student self-identification and how these factors influence the transition to HE. (...)”

**Huang, L. (2024). Supporting Adult Syrian Learners With Refugee Experience in Canada: Research-Based Insights for Practitioners. *Journal of Education* 204 (1), 216-229.**  
<https://doi.org/10.1177/00220574221091930>

**Abstract:** “From November 2015 to October 2020, Canada had welcomed 44,620 Syrian refugees to more than 350 communities across the country. In 2019, it further surpassed the United States and Australia in the number of refugees settled. Lacking the necessary language skills for living and working in a new country is one of the most critical barriers refugees face. This paper aims to inform language-teaching professionals about pertinent linguistic and non-linguistic issues as well as pedagogical implications associated with supporting adult Syrian refugee learners, drawing both on the literature more broadly and on the author’s research in the Canadian context.”

**Hunt, L. (2023). *Learning to Navigate 'Unsettlement': Young Refugees' (Re-)engagement with Post-15 Education in Greece* [PhD thesis]. Oxford: University of Oxford.**

**Abstract:** “This qualitative study provides an ethnographic exploration of the experiences of young refugees (aged 15-25) in Greece as they engage with education, amid and despite their uncertain and precarious conditions – here theorised as (manufactured) conditions of ‘unsettlement’. Instead of focusing only on their deficits – as in much refugee education research – it asks: How do young refugees in Greece experience and navigate ‘unsettlement’ in/via education? (...)”

**Kemisso, A. (2023). The Vulnerable Graduates? Exploring the Post-bachelor’s Degree Un/employment Experiences of Somali and Eritrean Refugees in Ethiopia. *The Ethiopian Journal of Education* 43 (2). Retrieved from <http://ejol.aau.edu.et/index.php/EJE/article/view/9382>**

**Abstract:** “The overall objective of this study was to explore the post-bachelor’s degree un/employment experiences of refugees who participated in higher education using scholarships in Ethiopia. The study followed a qualitative research approach. Participants of this study were Eritrean and Somali refugee graduates, and staff from the Refugee and Returnee Service, and the Ministry of Education of Ethiopia. Policy and legal documents, and government directives pertinent to refugee education were also used as sources of data. Data were collected through interviews and review of documents. The findings indicated that higher education scholarships were beneficial for the individual refugees in terms of developing a critical consciousness about what they aspired to attain in the future and provided a slim option to pursue a legal pathway to move out from Ethiopia. (...)”

**Kim, H. (2023). “Equitable multilingualism” for equitable access to learning: Addressing the digital and linguistic divide in connected higher education for refugees. *Working Papers in Applied Linguistics and Linguistics at York*, 3. <https://doi.org/10.25071/2564-2855.29>**

**Abstract:** “Addressing the digital divide for refugee learners accessing higher education in displacement also involves addressing the linguistic divide, particularly as we live in a world of interlanguage inequality where academic digital resources and learning opportunities available largely require fluency in colonial languages like English, French, Spanish, etc. This paper focuses

specifically on English as many connected tertiary programs available to refugees around the world are English-mediated. (...) This argument is based on an emancipatory approach that argues literacy (i.e., English literacy and digital literacy) only empowers people when it renders them active questioners of the social reality around them.”

**Kim, H., Stella, M. & Hiticha, K. (2023). Field Note: The Impact of COVID-19 on Connected Learning: Unveiling the Potential and the Limits of Distance Education in Dadaab Refugee Camp. *Journal on Education in Emergencies* 9 (1), 215-228. <https://doi.org/10.33682/vn08-huu2>**

Abstract: “Over the last decade, York University, through the Borderless Higher Education for Refugees Project, has provided higher education in situ to refugee and local teachers in Dadaab, Kenya, one of the world’s largest and longest standing refugee camps. In 2020, COVID-19 aggravated the insecurity and marginalization already present in Dadaab, which had profound effects on the education infrastructure and tested the university’s capacity to continue to offer equitable and quality education. In this field note, we explore and reflexively capture the innovative responses to the complex challenges encountered during the COVID-19 pandemic, and unpack the limits and the potential of distance education in Dadaab.”

**Klemenčič, M. (Ed.) (2024). *The Bloomsbury Handbook of Student Politics and Representation in Higher Education*. London: Bloomsbury Academic. <http://dx.doi.org/10.5040/9781350376007>**

Book Summary: “This open access Handbook offers a unique and unprecedented global comparative account of student representation in higher education. It provides a systematic and structured range of specially commissioned chapters reflecting on the history, contemporary practices and current debates on student representation in higher education. The chapters analyse the organisational characteristics and political activities of representative student associations within multilevel governance of higher education and map opportunities for student representatives to influence higher education institutions and higher education policies. The Handbook re-examines and further develops the existing theoretical concepts and analytical lenses in existing research on systems of student representation and organisational models of student representative associations. It depicts empirical insights from 30 countries from all world regions, from 6 regional student federations and the [Global Student Forum](#). (...)”

**Oshodi, D. P. (2023). Reimagining Learning Provisions for Asylum Seekers in Italy: An Exploration of Asylum Seekers’ Experiences of Recognition and Misrecognition in Adult Learning Centres. *International Review of Education* 69, 651–673. <https://doi.org/10.1007/s11159-023-10012-2>**

Abstract: “This article employs narrative methodologies to present the stories of three asylum seekers enrolled in two adult learning centres in the Lombardy region of Italy. The author draws on Axel Honneth’s theory of recognition to provide an understanding of how these adult learners’ experiences might impact their self-identity. Based on the narratives the participants provided in the course of interviews the author conducted with them, this article highlights some shortcomings in the learning provision for asylum seekers in Italy. (...) The author concludes that greater efforts should be put into recognising the asylum seekers’ previous experiences, and training adult educators who work with asylum seekers in adult learning principles.”

**Pinson, H., Bunar, N. & Devine, D. (Eds.) (2023). *Research Handbook on Migration and Education*. Cheltenham, UK: Edward Elgar Publishing. <https://doi.org/10.4337/9781839106361>**

Handbook description: “Contributing to the shaping of education and migration as a distinct field of research, this forward-looking Research Handbook explores cross-cutting questions on the range of

challenges facing education systems, migrant children and students today”.

**Streitwieser, B., Summers, K. & Crist, J. (Ed.) (2024): *Accessing Quality Education. Local and Global Perspectives from Refugees*. Lanham: Lexington Books. Retrieved from: <https://rowman.com/ISBN/9781666913033/Accessing-Quality-Education-Global-and-Local-Perspectives-from-Refugees>**

Description: This publication is a project of the George Washington University's research lab REAL (Refugee Educational Advancement Laboratory). It “shares the experiences of refugees settled in the Washington, DC, Maryland, and Virginia area (DMV) over the last ten years and their journeys back into education. What motivated their paths to access and success in education? What were their dreams and aspirations? What obstacles stood in their way and how did they overcome them? Who helped them along the way? What advice do they have for others experiencing displacement? Finally, what can institutions and policymakers do to integrate them more successfully? (...) The findings offer a testament to the persistence of displaced individuals, who are determined to overcome steep odds and achieve their educational dreams. They also offer a clear set of guidelines for institutions, administrators, and policy makers who have it in their power to make a difference.”

**Thomas, S., Albrecht, P., Korntheuer, A. & Bucher, J. (2024). *Researching Educational Barriers in Participatory Real-World Labs: Vocational Training of Refugees in Rural Counties in Germany*. *Frontiers in Education* 9. <https://www.frontiersin.org/articles/10.3389/feduc.2024.1250886/abstract>**

Abstract: “As a result of the large-scale arrivals of refugees and migrants, Germany is facing the challenge of providing inclusive education pathways not at least for a successful integration into the labor market. In our research project laeneAs (...), we focus on educational barriers and good practices within the vocational education and training system (VET) for refugees in rural counties. In particular, racism and discrimination are significant barriers to refugee participation in society and education. Our contribution addresses the following research question: How is educational inclusion discussed and defined in and through real-world labs among stakeholders in four rural districts: social workers, educators, policymakers, administration, and young refugees? (...) The analysis identified the following areas as important barriers to education and for practice transformation: 1) infrastructural and cultural barriers; 2) day-to-day problems in vocational schools and companies 3) restrictive immigration policies and regulations. (...)”

**Wolfgram, M., & Van Auken, P. (2023). *The Time Politics of Refugee Resettlement and Higher Education in the United States*. *Refuge: Canada's Journal on Refugees* 39 (1), 1–18. <https://doi.org/10.25071/1920-7336.41129>**

Abstract: “This paper sheds light on experiences within systems of US resettlement and its structures of (un)welcome. There is considerable evidence that the policy framework of these systems complicates the possibilities of higher education for refugees. Drawing on interviews with residents with a refugee background and resettlement service providers, we explore how US refugee resettlement policy creates obstacles for refugees in pursuing higher education and professional work by imposing a particular regimentation of time on refugees’ lives that impels them to rapidly integrate into low-income employment markets. We argue that such a time politics of speed hastens the resettlement process to advance the goal that residents with refugee background obtain rapid economic self-sufficiency and discuss the policy implications.”



## Additional Resources

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

**Free online course: “Digital learning for youth and adults in forcibly displaced communities”:** This course, developed by the UNESCO Institute for Lifelong Learning, The Open University, the Connected Learning in Crisis Consortium (CLCC), and UNHCR, reviews, discusses, and critiques existing policies and practices in national or organizational contexts as they relate to digital learning for youths and adults. It has been designed for policy makers, programme providers, and digital learning practitioners who are involved in the design, delivery, and monitoring of activities, to promote critical, participatory, and inclusive approaches to digital learning for forcibly displaced youth and adults. A certificate of participation and a digital badge will be awarded upon course completion.



**Blog post: “From student, to scholar, to leader: how Mariam's story highlights power and potential of refugee-led guidance”, by Mosaik Education:** Mariam graduated Jordanian high school with a 95/100 average, but felt lost on how to reach university with nobody to guide her. [This blog post](#) tells her inspiring story: how Mariam overcame obstacles and carved her own path to higher education.

**Student Stories: “Sprinter” Students: How SNHU GEM’s Flexible Model Helps Students Thrive” by GEM Staff:** Southern New Hampshire University’s Global Education Movement (SNHU GEM) works with in-country partners to provide refugee learners the chance to earn U.S.-accredited postsecondary degrees. Using a flexible, competency-based education (CBE) model, several SNHU GEM students have taken part in a “sprinter” program – finishing their associate degree in one year or less. This CBE model focuses on learning outcomes rather than credit hours, allowing students to pace their education based on the existing demands of their lives. Hear from “sprinter” graduates Patrick, Ali, Noella, Muhumure, Nadera, and Aimable [here](#).

**Video: “Meet Duolingo x UNHCR's Access Scholars - Studying abroad with the DET” by Duolingo English Test:** This video gives insight into the partnership program between Duolingo English Test (DET) and UNHCR, showing the personal stories of the first cohort of Duolingo x UNHCR Access Scholars who are now studying at world class universities around the world. The program is aiming to improve pathways to



higher education for refugee students, providing one-on-one guidance and assistance with the university and financial aid application processes to help students make it through the admissions process, and continue to pursue their dreams.

**Interview: “Advanced talks’ on university refugee plan” with Dr William Mude, Professor Bronwyn Parry, and Rebecca Granato:** A new plan being worked on by universities and the Australian government could open a pathway to bring refugees from camps to Australian campuses. Listen [here](#) to the [full interview discussion](#) that features the [Global Task Force on Third Country Education Pathways](#) Co-Chair [@OsunHubs](#), along with representatives from the University of Queensland [@UQ\\_News](#) and the Australian National University [@ourANU](#).

**Blog post: “Building Strong Technical and Vocational Education and Training Programs: The Roles of Universities and Vocational Schools in Collaboration” by Amir Radfar:** This article is reflecting on the respective roles of the higher education system and vocational schools in providing TVET programs as well as the importance of inter-ministerial collaboration to ensure TVET programs are responsive to labour market demands.

**Blog post: “The First Global UN Treaty in Higher Education” by Stig Arne Skjerven:** In July 2023, four months after the entry into force of the [UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education](#), its Member States came together in Paris for the [First Intergovernmental Conference of the States Parties \(COP1\)](#). The global Convention also contains provisions for assessing the qualifications of refugees and displaced persons, “including in cases where partial studies, prior learning, or qualifications acquired in another country cannot be proven by documentary evidence” ([Article VII](#)). [This blog post](#) looks at the principles and objectives of the Convention, its importance for closer international cooperation in the field of higher education and student mobility, the outcomes of the COP1 in 2023, and the next steps.

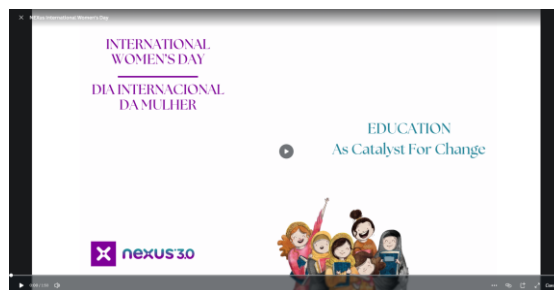
**Notebook: “SNHU GEM and HEaRT: Creating Pathways to Careers in Care for Refugee Learners” by GEM Staff:** Since 2018, [Southern New Hampshire University’s Global Education Movement \(SNHU GEM\)](#) has partnered with the [Higher Education and Real-World Training \(HEaRT\)](#) experiential learning model to provide refugee students with internships that offer real-world experience in the nursing and healthcare fields. Today, more than 500 SNHU GEM students have completed an internship through one of HEaRT’s employer partners, utilizing this innovative approach to education to showcase their skill set and stand out to prospective employers. Click [here](#) to read more.

**Article “Event Report: Access, Enrollment and Retention: The Case of Female Refugee Education in Kakuma Refugee Camp and Kalobeyei Settlement” by Georgiana Ghitau:** This report captures the third event of the 2023-2024 MDS Speaker Series, which took place on Monday, November 20th featuring Goundo Diarra, a master’s candidate in Migration and Diaspora Studies at Carleton University. Goundo is currently a researcher with the [Local Engagement Refugee Research Network \(LERRN\)](#), who’s research explores the experiences of female refugees in education.

**Blog post: “Empowered through Education: Aisha's Oasis Impact”, by Bashar Al-Ja’bari:** [This blog post](#) tells the story of Aisha Al-Hamad, a Syrian woman and mother of five daughters. She has a diverse professional background, having worked as a facilitator at a centre in the camp for students with special needs as well as literacy education teacher at the UN Women Oasis centre, funded by the European Union through the Madad Fund. Reflecting on the impact she made, Aisha expressed, “On a personal level, I developed many skills, and on a professional level, I am happy that the women at the centre could benefit from my skills, and that I could make a change.”

**Video: Nexus 3.0 on International Women's Day:**

“Change a girl’s life through education” is the core message of this video by [nexus 3.0](#) for this year's International Women's Day 2024. Reflecting on the remaining major challenges in terms of gender equality and the empowerment of women, which is also evident in higher education, the video shows examples of scholarship programmes in Portugal and the Middle East specifically for girls.



**Blog post: “Can Higher Education Be a Sanctuary for Refugees’ Sense of Home and Belonging?” by**

**Mir Abdullah Miri:** In this [guest blog](#), the author Mir Abdullah Miri – an Afghan PhD scholar on the [Warm Welcome Scholarship](#) at the University of Bath – writes: “The journey to transform education into a home for refugees is loaded with challenges but is also full of opportunities for growth, understanding, and unity. By engaging with these questions and seeking actionable solutions, I believe we can begin to dismantle the barriers to education for refugees, paving the way for a world where everyone, regardless of their background, can thrive, contribute, and find a true sense of home. In such a world, everyone feels valued, heard, and empowered to actively contribute to their new community.”

**Blog post: “Strings of Strength: Abdulkader’s Educational and Musical Journey in Türkiye”:** This

[article](#) tells the inspiring story of Abdulkader, a Somali DAFI scholar living and studying in Türkiye. This is where he discovered his passion for music, started playing the guitar, and finally decided to complement his degree in Radio and Television by enrolling at a Conservatory. He succeeded in making music a source of income, combining Turkish folk music, African music, and Reggae, and following his dream path of being a global artist. Read about his story [at this link](#).

**Blog post: “Italy: 15 young refugees finish technical training”, by MissionNewswire:** This [blog post](#)

reflects on the success of the programme of the Salesian Vocational Training Center Rebaudengo in Turin, Italy, which offers skills training for refugee youth: “We did not record any absentees on the part of the students. There was a strong level of motivation and the will to complete the course.”

**Refugee Voices Story: “Education helps refugees beat the odds”:** In this [Refugee Voices blog post](#),

a refugee student and DAFI scholar based in Thailand shares his story of struggle, study and eventually success through education: “Realizing that (education was essential to every aspect of life), I decided to start my studies over, feeding the hope that I could provide an alternative to life in the shadows. (...) In just two years, I achieved what usually takes four. My journey to complete IGCSE (Cambridge International General Certificate of Secondary Education) and A levels was tough and filled with challenges. Throughout this experience, I learned valuable lessons: to never surrender hope, even when it seems there are no opportunities in sight. I believe that where there's a will, there's always a way to overcome problems and find solutions.” Read more inspirational stories at the [Refugee Voices webpage](#).

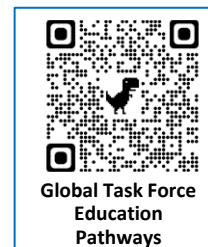
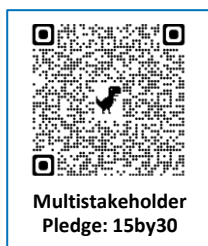


**Blog post: “Reem’s Journey Beyond Challenges”, by Bashar Al-Ja’bari:** This [post](#) tells the story of Reem Al-Theeb, a mother of five from Syria, currently residing in Zaatari camp in northern Jordan.

Reem worked as an education coordinator at the UN Women Oasis centre at the camp, funded by the European Union through the Madad Fund, a role that significantly impacted her life. Demonstrating her resilience, Reem pursued further education, obtaining a nursing diploma and enrolling in various online training programs. Her dream is to build a peaceful and stable future with her husband and children, showcasing her unwavering commitment to creating a better life despite the challenges of displacement.

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### GENERAL RELEVANT RESOURCES



Orientation sessions were held at UN Plaza in Kazakhstan, for new and returning students who receive support from the DAFI programme.

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