



Refugee Higher Education in Situations of Conflict & Fragility

World Higher Education Conference 2022

Panels | Higher Ed Talks | Workshops | Photo & Video Installation



UNHCR
The UN Refugee Agency

Overview

With war and conflict currently causing a number of large scale displacement situations, and with numerous long standing, protracted displacement situations, consolidating the international community's response to the needs of displaced students, scholars, teaching staff and administrators in higher education could not be more urgent. While steady progress has been made to strengthen the humanitarian response to early childhood, primary and secondary education in displacement situations, higher education is often an after-thought. But this is changing. As displacement has become increasingly characterized by protraction, and thus seen as part of a triple nexus – humanitarian, development and sustainable peace – it is clear that higher education has an important role to play in every emergency response. UNHCR and partners are pleased to present this stream of sessions exploring the crucial contribution of higher education stakeholders, including refugee students and young leaders, in emergencies and displacement situations.

Programme of Events

18 May 2022

Location – Fira Antara

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|-------------|--|
| 14h30-15h15 | Humanitarian-development nexus: Policy and advocacy for inclusion of refugees in national higher education systems |
| 15h15-16h00 | Inclusion of refugees in national higher education systems: A comparative approach |

19 May 2022

Location – Caxia 3

- | | |
|-------------|--|
| 09h30-10h15 | Overcoming the 'super disadvantage': Mitigating barriers to access higher education |
| 10h15-11h00 | From Learning to Earning: Connected higher education and digital employment |
| 11h15-12h00 | Bridging the gap: Preparing refugees for successful transition into tertiary education |
| 12h00-12h45 | Solutions round-up: Complementary education pathways and integration of refugees in higher education |

Location – Caxia 1

- | | |
|-------------|---|
| 14h30-16h00 | Student Action for Refugees – Student Mobilization for Increasing Access to Higher Education for Refugees |
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Throughout

[check programme
for locations]

- HED Talks
- Photography Exhibition – Refugee Students in Higher Education
- Video Installation – Becoming Who We Are

Linked Events

Leveraging Higher Education Networks to Respond to Displacement: Case Studies from the Open Society University Network - [link](#)

Middle East and North Africa Contact Group for Complementary Pathways (UNHCR) - [link](#)

Higher Education In Situations of Conflict and Fragility – Bridging the Humanitarian-Development Nexus

Leadership and senior policymakers in higher education in fragility and conflict discuss the position of higher education in the humanitarian/development nexus as a powerful yet mostly untapped engine for ‘humanizing higher education,’ driving national development objectives aligned to SDGs, localizing HE responses to emergencies, etc. Deliver concise evidence-backed messages about how refugee higher education is positioned in global policy dialogue, what gaps remain, how to make connections to national development objectives and development funding, global inequality, and emphasis on the implications of data gaps.

PANELISTS

Roberta Malee Bassett	The World Bank
Duncan Ross	Times Higher Education
Maki Katsuno-Hayashikawa	United Nations Educational, Scientific and Cultural Organization (UNESCO)
Zura Mustafa Abdullah	Logistics Assistant, World Food Programme, DAFI Alumna
Manal Stulgaitis	United Nations High Commissioner for Refugees (UNHCR)
Gavin Brockett [<i>Moderator</i>]	Wilfrid Laurier University

Inclusion of Refugees in National Higher Education Systems: A Comparative Approach

The panel will provide a brief overview of efforts led by various stakeholders and taking place in different country settings (Australia, Malaysia, Indonesia, Turkey, UK, and USA) to offer inclusive access to higher education and a platform for sharing future projections for national, international responses and collaboration models.

PANELISTS

Rebecca Murray	University of Sheffield and Universities of Sanctuary Steering Group Representative
Siobhan Coskeran	Student Action for Refugees, Access to University Coordinator
Dan Webb	Refugee Education UK, Higher Education Coordinator
Armagan Erdogan	Higher Education Studies, Beykoz University
Adrian Little (video)	University of Melbourne, Pro-VC, International Welcoming Universities of Australia
Raymon Burton	Executive Director, One Refugee
Gul Inanc [<i>Moderator</i>]	Co-Director - CAPRS, University of Auckland; Founder - Opening Universities for Refugees

Overcoming the ‘Super Disadvantage’: Mitigating Access Barriers to Higher Education for Refugees

This session invites participants to learn – through specific case studies and examples – how barriers to higher education disproportionately impact refugee learners: the super disadvantage. The objective of the session is to differentiate and define what barriers can be tackled best through policy change, which are ripe for institutional action or procedural reform, which require efforts in concert of several actors, and which must be addressed with systemic approaches. The panel bring the importance of recognition of academic credentials, as well as prior learning, into focus and offers reflection on practical tools and methodologies for recognition issues the impact refugee access to higher education.

PANELISTS

Michaela Martin	International Institute for Education Planning (UNESCO)
Raul Valdes Cotera	UNESCO Institute for Lifelong Learning
Dag Hovdhaugen	Department of Foreign Education, NOKUT
Yves Umuhoza	Climate change advocate, DAFI alumni
Manal Stulgaitis [<i>Moderator</i>]	United Nations High Commissioner for Refugees (UNHCR)

From Learning to Earning: How Capacity-Building in Connected Learning and Digital Skilling Can Facilitate Employment for Youth in Conflict-Affected Regions

How can we ensure that higher education maintains currency and relevance, and facilitates economic empowerment, particularly to the most marginalized, using the most recent trends and innovations from the Digital Revolution?

This session provides practical models for how digitization in higher education and post-graduate training programs can facilitate mobility and transition from learning to earning for youth in fragile and conflict-affected regions. Particular focus will be on implementing a connected learning strategy in Jordan and an e-work skilling and employment programme in Gaza.

PANELISTS

Cindy Bonfini-Hotlosz	Centreity Learning
Dr. Carrie Bauer	Arizona State University
Zeina Jadaan	United Nations Higher Commissioner for Refugees Jordan
Dr. Nouh Al-Hindawi	Ministry of Higher Education and Scientific Research Jordan
Jennifer Dwyer	Education Above All
Dr. Samah Gamar	Education Above All
Suhaib Alkhawaldah	Silatech

Bridging the Gap: Successes, Barriers and Benefits of Post-Secondary Transition Programs for Refugee Learners

This panel showcases the value of programs bridging the gap between secondary school and higher education for refugee learners who have experienced disruptions in their educational experiences. Framed as a conversation between key actors in refugee education, the panel highlights best practices for developing and implementing bridging and transition programs, with particular emphasis on the importance of contextualization and bringing in a variety of stakeholders. Panelists will also speak to the advocacy needed to ensure that bridging programs produce well-prepared students and mobility beyond the confines of a particular program. Framing questions include: why are bridging and transition programs important for refugee students in the context of accessing higher education; how can stakeholders develop bridge programs that address the needs of receiving HEIs; what components must be included to ensure student success; who needs to be involved in articulating the program; what approaches make sense in context?

PANELISTS

Andonis Marden	University of Oxford, Refugee Studies Center
Carine Borkhoche	Kiron Open Higher Education for Refugees
Katie Barringer	Refugee Education UK
Dr. Rebecca Granato	Bard College; Open Society University Network
Joanna Zimmerman	Arizona State University, Education for Humanity
Peter Balleis	Jesuit Worldwide Learning
Raymon Burton	One Refugee
Nicholas Sabato <i>[Moderator]</i>	Arizona State University; CLCC



Solutions Round-Up: Complementary Pathways and Integration of Refugees in Higher Education

This penultimate session asks the burning question: 'What is needed to advance international coordination on higher education in response to crisis situations?'. The Global Compact on Refugees sets out four core objectives - each of which points to the need for greater coherence across the response of the higher education community to emergency humanitarian situations, protracted displacement and the transition to the development and peace phases. Reflecting that robust technical and policy responses exist, can be built on, replicated, and scaled, the session aims to answer the question: what is needed to ensure this happens? Areas for exploration include: defining what complementary education pathways are and why they are important; considerations for designing and developing complementary education pathways; roles and responsibilities of partners/stakeholders; and promising practices.

PANELISTS

Michelle Manks	World University Service of Canada
Wesley Milner	Western Carolina University
Àdrian Melendez	Proyecto Habesha
Jean Marie Ishimwe	Naweza Founder, DAFI scholar
Maria Zabala [<i>Moderator</i>]	United Nations High Commissioner for Refugees (UNHCR) Spain



Student Action for Refugees – Student Mobilization for Increasing Access to Higher Education for Refugees

This workshop brings together refugee student advocates to discuss innovative ways to mobilize students to increase access to and success in higher education with non-refugee student leaders, youth, and university-sponsored projects, and to identify best practices and priorities for student action. Student experiences inform the promotion and creation of policies with State and non-state actors to improve access to higher education. This workshop aims to: present student roles, needs, and strengths; survey some positive steps so far (good practices); conceptualize how to move forward/next steps.

In addressing them, the session asks the following questions: what is the role of students in increasing access to higher education for forcibly displaced youth; how can forcibly displaced young people support each other once in higher education; what can international organizations, states, and universities do to foster student mobilization?

PANELISTS

Aisha Khurram	Bard College Berlin
Sadiki Bamperineza	Kepler; Tertiary Refugee Student Network
Jean Marie Ishimwe	Naweza Founder, DAFI scholar
Ayuk Peterkings	Help the Less Privileged Assoc.; DAFI scholar
Yara Alnajjar	Student Union in Exile
Greco Kassem	Tertiary refugee student delegate
Sabrina Alejandra Contreras Garcia	Proyecto Habesha
Daniel Mutanda	Student Action for Refugees Network
María Fortuny	Catalan Open University
Oshish Ungras	International Students Overcoming War



Linked Event – Leveraging Higher Education Networks to Respond to Displacement: Case Studies from the Open Society University Network

Over the past two years, the world has witnessed a number of crises resulting in forced displacement and, as a result, interrupted education for youth across educational levels. Networks of higher education institutions are well-positioned to support youth in returning to formal learning, providing stability and hope in the face of profound trauma. This panel of experts from the Open Society University Network (OSUN), made up of over 40 institutions, highlights the collaborative response to support youth displaced by crises in Myanmar, Afghanistan and Ukraine. The panel grapples with three key questions: How can higher education institutions forge partnerships to address post-secondary education needs of youth affected by crises? What are the barriers and challenges of bringing youth affected by crises (back) into a higher education experience? And, who are the key stakeholders higher education networks must liaise with to open access to youth affected by displacement? [Access the event here.](#)

PANELISTS

Jonathan Becker	Vice Chancellor of the Open Society University Network
Oleksandr Shtokvych	Open Society University Network Secretariat
Kyaw Moe Tun	President of Parami Institute, Myanmar
Ian Bickford	President of the American University of Afghanistan
Rebecca Granato <i>[Moderator]</i>	Director OSUN Hubs for Connected Learning Initiatives

Linked Event – MENA Contact Group for Complementary Pathways

Created in 2020, the MENA contact group for complementary pathways (MCGCP) serves as a forum for host country counterparts, representatives of resettlement states, UNHCR, NGOs, and other relevant actors to promote and advocate for increased complementary pathways. As part of the MCGCP workplan for 2022 and in line with the objectives for third country education pathways the session aims to promote understanding and advocate for expanded third country education opportunities for refugees. [Click here to join the meeting](#) at any time.

CONTRIBUTORS

UNHCR Regional Bureau for Middle East and North Africa
UNHCR Jordan
UNHCR Lebanon
Hertford College, Oxford University
Progetto Mediterraneo
World University Service of Canada (WUSC)
LUISS University representative; LUISS refugee student

HED Talks – The Refugee Higher Education Journey

Jean Marie Ishimwe	Digital opportunities and the impact of refugee-led organisations on access to higher education
Ayuk Peterkings Ayuk	Education for livelihood and employment pathways
Yara Alnajjar	Succeeding in higher education
Maria Fortuny	Local students action for change
Daniel Mutanda	Student action and building national networks
Zura Mustafa Abdallah	Transition to higher education through support from student's networks
Sadiki Bamperineza	Student action by the 5%, the role of Tertiary Refugee Student Network (TRSN)
Aisha Khurram	How to make education accessible to students in times of crisis
Greco Kassem	The role of art and creativity in student engagement
Ella Ininahazwe	Why college guidance counseling for refugees by refugees
Andhira Kara	Refugee-led research and advocacy
Sabrina Alejandra Contreras Garcia	Student engagement through digital community
Yves Umuhoza	Taking lead on your destiny: Student led initiative in tackling climate change in their community



Refugee Youth Leadership Delegation

Aisha Khurram is the former Afghan Youth Representative to the United Nations. She was pursuing her undergraduate studies in the department of law and political science at Kabul University with one month to graduate when the collapse of the Afghan government took place in August 2021. Aisha has been living in Germany since then and continues studying on a scholarship from Bard College Berlin. Aisha was a peace activist in Afghanistan working for the meaningful participation of Afghan youth in the Afghan peace process, co-founding the national youth consensus for peace and being a member of the young female peace mediator initiative of KAS Afghanistan. She is now working as a project assistant and translator with Kinderberg Organization in Afghanistan.

Andhira Kara is the Kenya Lead Researcher for a collaborative research project by the Local Engagement Refugee Research Network (LERRN) and the Refugee Studies Centre (RSC) with the University of Oxford, examining the nature and impact of refugee-led organizations in East Africa and the Middle East. Andhira is originally from Sudan but lives in Kenya. She advocates for the rights of displaced people, including as a member of the Youth Advisory Committee for the Displaced and Refugee Youth Enabling Environment Mechanism (DREEM) project. She holds an MSc in International Development from the University of Edinburgh.

Ayuk Peterkings Ayuk is a Cameroonian refugee and graduate of accounting living in Nigeria, and presently studying public administration. Ayuk is the founder and president of Help the Less Privilege Association, which works on education, livelihood, climate change mitigation, peacebuilding, and financial inclusion. He is also a member of the SGBV committee and an executive member of the global forum for the defense of human rights association.

Daniel Mutanda is a graduate of Public Health and Psychology. He was able to go to university because of a sanctuary award scholarship and now works with the City of Sanctuary, STAR, and the Equal Access Network to increase access to higher education for refugees and creating wide-scale change towards equality.

Ella Ininahazwe is a graduate of Health Care Management and a founding member of the Tertiary Refugee Student Network. She works as a Preparatory Programs Manager with Kepler in Rwanda and Ethiopia. Originally from Burundi, Ella came to Rwanda in 2015. She is a refugee education advocate and a Refugee College Guidance Counselor managing preparatory programs with Kepler in Rwanda.

Greco Kassem was born in Venezuela. He grew up passionate about art. When he was 11, he enrolled in piano lessons with the community orchestra and started teaching music to children with learning disabilities a year later. When Greco was 17, he fled to México escaping a political and economic crisis in his home country. Putting his art into the service of changing the world, he is studied Communications and since graduating, has led projects for diverse social interests, including immigration, education, energy, and environment.

Jean Marie Ishimwe is a refugee advocate, digital educator, communication consultant, and journalist, currently pursuing a bachelor's degree in Journalism and Media Studies at the University of Nairobi under the DAFI scholarship. He recently founded a media and mentorship social enterprise called Nawezaa, offering digital marketing & branding services and supporting the engagement of refugees and locals by providing a media platform for them to engage, co-exist & collaborate in pursuit of nurturing their ideas/initiatives, and instilling a belief of possibilities.

Oshish Ungras is a graduate student at the University of Waterloo in the Global Governance MA program. Passionate about advancing education as a human right, Oshish focuses on higher education in emergencies and currently works as a Program Assistant at International Students Overcoming War (ISOW), a student-run, student-funded organization providing scholarships for students from conflict-affected countries. Her work in ISOW includes supporting recipients with social and academic transitions, supporting youth leadership to administer the program, and research and advocacy to increase access to higher education for people affected by conflict.

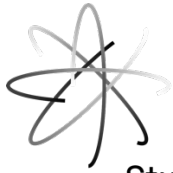
Sabrina Alejandra Contreras García is a student of graphic design at Universidad del Valle de Mexico (UVM), thanks to the support of Habesha and UNHCR. She was born in Colombia but grew up in Venezuela. Due to the political and social situation that was developing and unable to access a decent education, Sabrina's family moved to Uruguay, seeking security and a better future. She currently lives in Mexico where she has the opportunity to study, work, and thrive.

Sadiki Bamperineza works as a Refugee Student Affairs Manager at Kepler. Previously, he worked as a Refugee College Guidance Counselor at Kepler, Kigali and worked for six years as a high school teacher in Kiziba Refugee Camp before that. Sadiki completed an internship at SafeMotos and a yearlong fellowship at the WISE Learners' Voice program funded by the Qatar Foundation to learn the innovation of education in forced immigration and displacement contexts. Sadiki has a BA in Communications with a concentration in Business, and he is pursuing a master's degree in Education. He is passionate about education in emergencies, and he is a founding member and one of the global leaders of the Tertiary Refugee Student Network.

Yves Umohoza is a Burundian refugee living in Zimbabwe. He is a renewable energy lead at Assorted Energies International, a refugee youth-led initiative and currently working as a project manager for a project being implemented in Tongogara Refugee Camp (TRC). Yves works as a volunteer with UNHCR's Water, Sanitation, and Hygiene (WASH) unit assisting with research on biogas digester systems in both Tongogara Refugee Camp (TRC) and Waterfalls Transit Centre (WTC) to ensure an efficient value-chain throughout the operations and maintenance of these systems. He is a climate and refugee education advocate and passionate about making meaningful contributions to his refugee community and the world at large.

Yara Alnajjar is the co-president of the Union of Exiled Students in Paris. She has a Master's degree in social psychology from the University of Paris-Nanterre. Yara is interested in issues of forced migration and equal opportunities in education.

Zura Mustafa Abdullah was born in Uganda and after more than twenty years in exile, returned to her country of origin, South Sudan, where she works for the logistics cluster of the World Food Programme (WFP) as a logistician. In Uganda, Zura was a refugee student advocate in Education, a co-founder of the Makerere University DAFI student Association (MUDASA) and Windle Alumni Association (WIA). She works to foster refugee access to education, mentorship, and career guidance, and counseling programs to refugees.



Student Action
for Refugees



ONErefugee



Refugee Education UK

Bard



Jesuit Worldwide Learning
Higher Education at the Margins



ASU Education
for Humanity
Arizona State University

kiron



**Western
Carolina**
UNIVERSITY



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SOCIAL WORK
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التعليم | education
فوق | above
الجميع | all



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