



REFUGEE HIGHER EDUCATION

JUN 2025







Welcome to this edition of the Global Refugee Higher Education newsletter!

In this issue, you will find highlights and updates about initiatives, partnerships, projects and opportunities in refugee higher education, skills development, including technical and vocational education and training (TVET), links to research and relevant resources, information on upcoming events and ways to get involved.

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 stulgait@unhcr.org

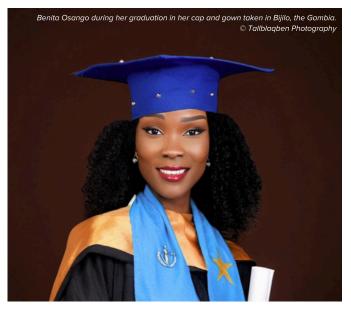
15by30 Roadmap: News and Highlights

UNHCR Scholarship Programme (DAFI)



Refugee students thrive with DAFI scholarships in The Gambia

"As a refugee girl, the odds seemed stacked against me, and higher education felt like an unattainable dream," says Benita Osango, a 2023 law graduate from the University of The Gambia and a DAFI scholarship recipient. Originally from the Democratic Republic of the Congo, Benita fled to The Gambia in 2005 with her mother and sister due to conflict. Education became her path to hope and resilience.



"The scholarship was more than financial aid; it was a lifeline and validation of my determination," she says. "It made me feel seen, valued, and empowered." Benita is one of 18 beneficiaries who, with support from UNHCR, the Gambian government, GAFNA, and the DAFI programme, have attained higher education since 2019. UNHCR continues to advocate for higher education, providing recipients with opportunities for workshops, capacity building, and leadership training.

Beyond financial assistance, Benita values the emotional support from mentors and fellow refugees during her university journey. She believes that her refugee status does not define her and views education as the key to rebuilding her future. Her degree has opened doors for internships, volunteering, and networking, helping her work toward her career goals.

→ Read the full story by Edwina Mapenzi Ayuko Ochieng on UNHCR.org





TRSN Latin America Regional Meeting with DAFI Students

On 9 May, UNHCR and HIAS co-facilitated the first regional meeting of the Tertiary Refugee Student Network (TRSN) with DAFI-supported students from Colombia, Ecuador, and Mexico. The virtual gathering provided a space for student leaders to share ideas on regionalizing the TRSN in Latin America. Discussions focused on strengthening peer-to-peer strategies, organizing online advocacy workshops, and promoting social cohesion through inclusive activities—all aimed at advancing refugee youth inclusion in higher education.



DAFI Students Sign New Scholarship Agreements

Students supported by the DAFI scholarship programme, which enables refugees to access higher education, signed their new scholarship agreements during a ceremony held in Belgrade. Many of the students are pursuing degrees in fields such as science, art, engineering or health, that are critical both to their personal development and to the communities they now live in.

For many, this was not just an administrative event—it was a moment of celebration, pride, and continuity. Several students spoke about how the scholarship changed their lives, allowing them to follow their passions and envision a future that once seemed out of reach.

UNHCR and partners highlighted that education is the most sustainable form of support. Investing in young refugees' education equips them with tools to thrive, build careers, and contribute meaningfully to their host societies.



→ Read more: Four Years of DAFI Scholarship | X thread



National Enrolment and Access



Graduate Horizons: A global university and scholarship application support programme for refugees and individuals affected by displacement

For many refugees and forcibly displaced students, pursuing a master's degree can feel out of reach. Graduate Horizons, led by the Refugee-Led Research Hub (RLRH) at the University of Oxford, is working to change that. In 2024, the programme supported over 100 students from 36 countries in navigating university applications and securing scholarships.



Delivered in partnership with the Mastercard Foundation, Graduate Horizons provides end-to-end support—including tailored mentorship, writing bootcamps, personalised feedback, and office hours. The team also advocates directly with universities to reduce systemic barriers and expand refugee access to higher education.

This year, 30 students have already received university offers—marking significant steps toward achieving their academic goals. Graduate Horizons continues to equip refugee learners with the tools and guidance needed to access life-changing graduate opportunities.

Applications will reopen in July 2025. To stay updated or express your interest in future rounds, please complete the expression of interest form.



Global University Academy: Expanding Access Through Hybrid Learning

Al Hussein Technical University has joined the Global University Academy (GUA), offering 60 scholarships for its accelerated ICT pathways programme to Syrian refugees in Azraq and Zaatari camps. The programme will be delivered through Save the Children Jordan's Connected Learning Hubs and integrated into a growing course catalogue under GUA's innovative hybrid learning model.

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This model, co-developed by universities and humanitarian partners, promotes a collaborative, flexible approach to higher education for displaced learners. It aims to create scalable solutions that combine online and in-person instruction while centring refugee inclusion.

GUA will participate in the Global Sustainable Development Congress 2025 in Istanbul, where it will launch its first policy paper—calling for collective action to expand refugee access to tertiary education through bold, system-wide reforms.



Why the Global University Academy Was Created

Traditional humanitarian response systems are under growing strain, with limited resources for long-term solutions that foster refugee agency and self-reliance. The global academic community is uniquely positioned to help fill this gap—and the Global University Academy (GUA) is a collective response to that call.

GUA brings together universities, humanitarian actors, UNESCO, and UNHCR in a shared mission to transform higher education for refugees. It seeks to drive a paradigm shift through collaborative, creative approaches that go beyond conventional models.

By 2038, GUA aims to reach one million refugees and forcibly displaced learners with inclusive, high-quality tertiary education opportunities.

→ Learn more at globaluniversityacademy.org and follow us on LinkedIn.



Law Students Meet Refugee Role Models at the University of Belgrade

Students from the Legal Clinic for Asylum and Refugee Law at the University of Belgrade Faculty of Law recently had the opportunity to meet and hear from Reza, Karim and Kathia. These four inspiring individuals have experienced forced displacement and successfully integrated into Serbian society.

The event was part of the Clinic's efforts to bring legal education closer to real-life challenges and human stories. Each speaker shared personal experiences: learning Serbian, navigating the asylum system, pursuing education and overcoming moments of doubt. All now speak Serbian fluently, and some are among the first refugees to enroll in Serbian universities.

Students were deeply moved. For many students, this was the first time they heard directly from refugees and reinforced the ideas that behind every case file is a human being with aspirations, fears and determination.

→ Read more: X post





Results of the 'Supporting At-risk researchers with Fellowships in Europe' (SAFE) call for applications

Funded by the European Union (EU), the 'Supporting At-risk Researchers with Fellowships in Europe' (SAFE) programme offers research fellowships to scholars at risk from outside the EU. The objective is to enable these researchers to safely continue their academic work at host institutions in EU Member States.

The results of the 2024 SAFE call for applications, launched in November, have now been announced: a total of 56 fellowships have been awarded to researchers from a range of countries for research stays of up to 24 months. These fellows will be hosted by 56 higher education and research institutions across 13 EU Member States.

Among the selected fellows, 12 are PhD-level researchers and 44 are post-doctoral researchers. 23 of the awardees are women. The programme included two application tracks: Track 1 awarded 27 fellowships to researchers applying from outside the EU, and Track 2 awarded 29 fellowships to researchers applying from within the EU.

The main disciplines represented among the selected candidates include law, economics, social sciences, languages and cultural studies, mathematics, natural sciences, and engineering.

The SAFE programme reflects the EU's commitment to academic freedom and the protection of scholars whose research is threatened by conflict, political instability, or repression.

→ Read more: <u>www.saferesearchers.eu</u>

Connected Higher Education



Breaking Barriers: Supporting Refugee Graduates at Kepler Kiziba

Kepler College's Kiziba campus in Rwanda has achieved an impressive 94% employment rate for its graduates within six months—demonstrating how targeted support can turn education into real opportunity for refugees.

Established in 2015 in Kiziba, Rwanda's oldest refugee camp, the campus offers accredited bachelor's degrees in partnership with Southern New Hampshire University. After the first cohort graduated in 2018, many faced difficult transitions due to relocation barriers and the broader impacts of COVID-19.



A 2021 internal review found that graduates often lacked the financial means to move to Kigali for work. Mothers, in particular, faced additional childcare burdens. Many opted for low-paying jobs within the camp due to high urban living costs, which in turn led to declining language, tech, and professional skills over time.



In response, Kepler launched the Graduate Transition Support initiative, offering relocation stipends, salary supplements for entry-level roles, childcare assistance, and tailored career coaching. These interventions have proven critical in bridging the gap between graduation and employment—empowering students to pursue sustainable futures beyond the camp.

→ Read more: kepler.org

Complementary Education Pathways



Enhancing Access to Complementary Pathways: EU-PASSWORLD Report

A new report from the EU-PASSWORLD project outlines strategies to strengthen community sponsorship and complementary pathways for refugee admission across Europe. Developed under the SHARE Network, the report highlights promising practices and offers actionable recommendations to scale protection-focused solutions.

Key findings include:

- Innovative approaches to linking community sponsorship with labour and education mobility opportunities.
- Insights into systematising identification, referral, and matching processes for resettlement and complementary pathways.
- Practical case studies from Belgium, Ireland, and Italy showcasing successful implementation.

The report also emphasizes the critical role of multi-stakeholder collaboration, highlighting how partnerships among governments, civil society, and faith-based actors are essential to building sustainable and rights-based third-country solutions.

→ Read the full report: share-network.eu



WUSC Updates: Expanding Pathways and Partnerships

• Philippines: Strengthening CPath Readiness

WUSC is supporting the launch of the Philippines' first complementary education pathway for refugees through its Coordination and Readiness initiative. In April, WUSC convened implementing partners in Manila to strengthen collaboration and planning. The project supports a network of postsecondary institutions and aims to expand access to higher education for refugees through local capacity-building, stakeholder engagement, and cross-sector dialogue aligned with global complementary pathways goals.

• Canada-Ireland Exchange

In February 2025, WUSC welcomed staff from the University of Galway to Canada to connect with the Student Refugee Program (SRP) network. The visit provided space for exchange on complementary education pathways and generated ideas for expanding Ireland's efforts under EU-PASSWORLD. Participants explored SRP implementation models and discussed how lessons from Canada can support refugee student inclusion in Ireland and other European contexts.

• Train-to-Hire Pilot: Jordan-Nova Scotia

WUSC and the Nova Scotia College of Pharmacists have launched a pilot initiative to support displaced pharmacy graduates in Jordan. The Train to Hire Jordan Pharmacy Licensure Pathway (T2H-JPLP) aims to prepare participants for licensure and employment in Nova Scotia. The first cohort of 25 refugees will arrive in August 2025, with structured training and support to navigate accreditation and enter the Canadian labour market.





WUSC Updates: Expanding Pathways and Partnerships

• SRP 2025-26 Arrivals

For the 2025–26 academic year, WUSC's Student Refugee Program (SRP) will welcome 156 sponsored students across Canada. Partnering with over 100 postsecondary institutions, the SRP offers refugees a unique opportunity to pursue undergraduate education in a supportive campus environment. The program continues to grow and is a global model for education-based complementary pathways and student-led sponsorship.





• Refugee-Led Counselling in Jordan

WUSC's Refugee-Led Counselling project, now in its third year, has expanded across six locations in Jordan: Amman, Mafraq, Zarqa, Irbid, Zaatari Camp, and Azraq Camp. A team of 25 trained refugee guidance counselors provides accurate information on complementary education pathways. Their work ensures refugee communities can make informed decisions about educational and resettlement opportunities.

• DREEM Project in Kenya

In Kenya, the DREEM project is partnering with five refugee-led organizations to strengthen outreach and application quality for displaced youth. Twenty-five peer-to-peer advisors based in Kakuma, Dadaab, and Nairobi now support applicants directly. DREEM also works with universities to introduce inclusive policy changes, such as extended deadlines, flexible academic criteria, and collaboration with refugee-led actors.



Technical and Vocational Education and Training (TVET)



UNESCO – UNEVOC Inclusion in TVET: a practical guide for formal, non-formal and informal TVET institutions

UNESCO-UNEVOC has published Inclusion in TVET: a practical guide for formal, non-formal and informal TVET institutions, offering actionable strategies for building inclusive TVET systems. The guide promotes collaboration among NGOs, private sector actors, and education providers to ensure no learner is left behind. It emphasizes moving beyond identifying challenges to creating real and lasting impact.

A key feature of the guide is its five-step implementation framework, which integrates the 4A tool—Availability, Accessibility, Acceptability, and Adaptability—to support inclusive practices across diverse institutional contexts. It provides practical tools to help institutions address barriers to inclusion and improve equity in access, delivery, and outcomes.



The guide also highlights the use of pilot projects as an entry point for holistic institutional transformation. By testing inclusive models in a manageable way, institutions can generate evidence, refine practices, and scale up successful approaches.

→ Read more



ILO Highlights Refugee TVET Progress in Ethiopia: May 2025 Factsheet

In May 2025, the International Labour Organization (ILO) published a new factsheet on its PROSPECTS Partnership in Ethiopia, detailing how it supports refugees and members of host communities through technical and vocational education and training. The initiative creates labour market linkages, promotes disability inclusion, and strives for decent work opportunities. Featured are success stories such as a laborer retrained as an electrician and women gaining access to traditionally male-dominated trades. The programme aligns with Ethiopia's target of training 20,000 individuals by 2027 and serves as a flagship example of mainstreamed TVET services.

→ Read more



UNESCO-UNEVOC and UNHCR Webinar Strengthens Staff Capacity on Refugee TVFT

On 17 March 2025, UNESCO-UNEVOC and UNHCR co-hosted a joint capacity-building webinar on technical and vocational education and training for refugees. The session aimed to enhance UNHCR staff's understanding of TVET across both formal and non-formal education contexts.

UNESCO-UNEVOC experts presented their medium-term strategy, highlighted resources from the UNEVOC Network, and shared approaches to inclusion. UNHCR colleagues outlined efforts to promote refugee access to TVET at the higher education level and discussed recent initiatives to support integration of refugees into national TVET systems.

The webinar helped increase awareness of the UNEVOC Network among UNHCR country offices and opened doors for future collaboration with UNEVOC to expand refugee inclusion in national and regional TVET programmes.



IGAD Regional Workshop Advances Inclusive TVET Strategies

In March 2025, the Intergovernmental Authority on Development (IGAD) held a regional TVET workshop in Nairobi, focusing on skills development for refugees, migrants, and returnees in Kenya, Somalia, and South Sudan. The event brought together policymakers, TVET experts, and partners to address labour market mismatches and strengthen TVET frameworks in key economic sectors such as agriculture, ICT, energy, and manufacturing.

UNHCR's Regional Bureau for East and Horn of Africa emphasized the importance of learning-to-earning pathways for displaced populations and highlighted ongoing collaboration with IGAD to support the inclusion of refugees in national systems. Participants also contributed to the development of the forthcoming IGAD Regional TVET Strategy, informed by recent skills assessments in Nairobi, Mogadishu, and Juba.

→ Read more





GIZ Expands Inclusive Vocational Training Under QEP II in Ethiopia

As of March 2025, GIZ's QEP II project (2023–2027) continues to strengthen access to vocational training for refugees, internally displaced persons (IDPs), and host communities in Ethiopia. The initiative supports the inclusion of displaced learners in the national TVET system and promotes sustainable labour market integration.

Key activities include upskilling TVET trainers, establishing inclusive vocational schools, and fostering social cohesion through community-based initiatives. The project stands as a multi-year flagship example of systemic refugee inclusion in national skills development strategies.

→ Read more



New Report Shows How Enabling Conditions, Skills, and Intermediaries Bridge Refugee Digital Employment Gaps

A new report from Na'amal and the Jobtech Alliance—Digital Employment Pipelines for Refugees—highlights what it really takes to make digital work accessible for displaced people. Two factors are essential: enabling conditions and employability.

Enabling conditions include basics like electricity, affordable internet, devices, secure payment systems, and valid documentation. Yet for many refugees—especially those in camps—these are still out of reach. For example, 94% of camp-based refugees lack reliable access to electricity.

Employability goes beyond technical skills. Digital literacy, soft skills, language ability, and personal resilience also matter. Many refugees also face barriers in building portfolios or gaining experience to access online work platforms. Intermediary organisations play a critical role. NGOs, social enterprises, and refugee-led groups are offering training, mentorship, co-working spaces, and support for onboarding to digital platforms. Na'amal recently launched the Na'amal Agency to help match trained refugee talent with online work. Other initiatives like Humans in the Loop, NaTakallam, and the Dadaab Collective are also helping refugees bridge the final mile.

→ Read more

Student Leadership and Youth Engagement



From a Refugee to an Aspiring Artist: Reza's Journey

Reza, a young refugee from Afghanistan, is building a new life through art, imagination, and resilience. After eight years in Serbia, he received a UN Refugee Convention Travel Document—an opportunity that allowed him to travel abroad for the first time. Visiting France, Austria, and Germany with his university peers, Reza saw Van Gogh's original works—paintings he had once only admired in books.

Art has become Reza's way of expressing what words cannot. "Maybe I'll become the most famous painter—who knows?" he says with a smile. His journey reflects how access to education, mobility, and belonging can transform lives.

Now studying visual storytelling at university, Reza dreams of helping others find their voices through painting and drawing. His story is one of courage, creativity, and the quiet power of hope.

- → Read more: A New Chapter: From a Refugee to an Aspiring Artist
- → Watch the <u>video</u>





Kathia Builds Bridges Through Storytelling and Advocacy in Serbia

Kathia, a refugee from Burundi, opened her daily life in Serbia to a wider audience through a UNHCR social media video series. In short, authentic clips, she shared moments of challenge and resilience—learning Serbian, studying in Belgrade, cooking traditional meals, and adjusting to a new culture. Her story resonated with both Serbian youth and international audiences, sparking conversations about identity, belonging, and the realities of being young and displaced.

Building on the success of the series, Kathia later took the stage as moderator at UNHCR's annual partnership event in Belgrade. Once a refugee seeking safety, now a confident advocate, she brought authenticity and lived experience into discussions with stakeholders from government, civil society, academia, and the private sector. Her voice helped partners better understand the human side of displacement.

From digital storytelling to public speaking, Kathia's journey reflects the power of refugee inclusion in practice. Her presence underscored how personal narratives can foster empathy, shift perceptions, and highlight the importance of involving refugees in decision-making and public life.

→ More on: Kathia's story First video | Second video | Third video | Fourth video | X post



Sami's Dream: Launching a Fashion Brand

Sami, a young refugee passionate about fashion, recently shared his vision to launch his own clothing brand in Serbia. In a short video posted on social media, he talked about how his love for design began in his home country, where he used to customize clothes for friends.

His designs are inspired by traditional fabrics and modern streetwear, blending cultures in a way that celebrates identity. Sami says he wants his brand to reflect strength, pride and diversity.

The video resonated strongly with young audiences and aspiring entrepreneurs, showing that with the right support, dreams can take shape—even after displacement.

→ Watch his video: Sami



Cooking with Companies: #ForRefugees Event Connects Employers and Refugees

The #ForRefugees network in Serbia hosted participants Kathia, Sami and Kharim as part of a culinary event organized with private sector representatives. This warm, collaborative atmosphere centered around food and conversation, allowing participants to prepare traditional meals while exchanging stories about their professional ambitions and personal journeys. Company leaders had the opportunity to see firsthand the skills, motivation and resilience that refugees bring with them.

The event aimed to reinforce the role of the private sector in enabling integration through employment and cultural exchange.

→ Read more: #RecipeForSupport | X post UNHCR Serbia | X post Soufiane Adjali





Karim Speaks About His Hopes for the Future

In this social media spotlight, Karim, who found safety and new opportunities in Serbia, shared his thoughts on building a future in his new home. He emphasized his desire to contribute to society, pursue higher education, and one day help others who have experienced displacement.

Karim believes strongly in the power of solidarity and says that feeling accepted was a turning point for him. His message was clear: "We want to be part of the community. We want to give back."

Watch Karim's message <u>here</u>

Publications and Resources



Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET) newsletter APRIL 2025

The Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET) shares the latest developments, initiatives, and resources from key agencies working to strengthen TVET systems globally. The April 2025 issue highlights collaborative actions, upcoming events, and innovations focused on inclusion, green skills, and digital transformation in vocational education.

→ Read more



European University Association publications

The European University Association (EUA) released two new publications in April:

- <u>Financially Sustainable Universities: State of Play and Strategies for Future Resilience</u> the first in a new briefing series on university funding, sharing institutional insights and long-term approaches to financial resilience.
- <u>Skills and Education for Europe's Competitiveness</u> a policy input offering recommendations within the European Education Area framework to boost Europe's skills agenda and global standing.



Africa's demographic conundrum: turning talent leaks into talent flows

Africa's demographic transformation offers a rare and powerful opportunity. By 2050, the continent will have the world's largest working-age population. In a global economy grappling with ageing and shrinking labour forces, this youth dividend could drive innovation, growth and international competitiveness — if matched with strategic planning and inclusive investment.

With over 12 million young Africans entering the labour market annually, but far fewer formal jobs created, many countries struggle to absorb this influx. Weak fiscal positions, fragile institutions and underdeveloped infrastructure exacerbate the challenge. Rather than becoming a dividend, this demographic boom risks turning into a ticking time bomb of unemployment, socio-economic unrest and lost potential.

→ Read more





How Can Universities Better Support Refugee Background Students?

A recent article on Refugee Research Online examines the pivotal role of higher education in facilitating the integration of students from refugee backgrounds. It emphasizes the necessity for universities to offer tailored support services, including mentorship programs, academic assistance, and culturally sensitive practices, to address the unique challenges these students face. The article advocates for a holistic approach to enhance educational access and success for refugee students.

→ Read more



UNHCR Regional Bureau for West and Central Africa - Education Newsletter Q1 2025

The UNHCR Regional Bureau for West and Central Africa – Education Newsletter Q1 2025 highlights the ongoing challenges and progress in providing education to refugees and displaced children in the region. The report emphasizes the impact of conflicts and instability leading to school closures, affecting millions of children's access to education. UNHCR collaborates with national education ministries to integrate refugees into national education systems, promoting inclusive education policies. The newsletter also showcases educational initiatives in countries like Chad, Niger, and Mali, aiming to improve the quality and accessibility of education. It calls for increased international support to ensure that all children have access to safe and quality education.

→ Read more



Philippines' Complementary Pathways Gathering: Strengthening Education Support for Rohingya Youth

The second annual Complementary Pathways (CPath) Gathering in the Philippines convened Rohingya scholars, academic institutions, government agencies, and UNHCR representatives to enhance educational opportunities for refugee youth. Hosted at Saint Louis University in Baguio City, the event emphasized the importance of collaboration among stakeholders to support the academic and personal development of Rohingya students. Key discussions focused on expanding mentorship programs, addressing challenges in refugee education, and empowering scholars to contribute to their communities.

→ Read more



Making sense of academic service in unpredictable times: exploring the risks and benefits of academic activism in higher education

This article explores how academics working in refugee education navigate the blurry boundaries between academic service and activism. Drawing on interviews with 26 scholars in Australia, Aotearoa New Zealand, and the UK, the study highlights the tensions between institutional expectations and the relational, justice-oriented nature of advocacy work. It calls for broader recognition of activist forms of service within higher education, particularly in contexts of forced migration and displacement.

→ Read more





Rethinking higher education in protracted crises: Policy responses and lived experiences of Syrian refugees in Lebanon

A recent study in the International Review of Education examines the challenges Syrian refugee youth face in accessing higher education in Lebanon. Through interviews with stakeholders and focus groups with students, the research highlights systemic barriers such as policy gaps, limited coordination, and legal obstacles. The findings advocate for integrating higher education into long-term emergency responses, emphasizing the need for holistic strategies that consider the sociopolitical and cultural contexts of displacement.

→ Read more



Inclusion Practices in European Higher Education

The Arrupe Project at the University of Padua has been recognized as a best practice for refugee student inclusion in Italy. A recent scientific article explores the project's approach to creating meaningful academic pathways. Meanwhile, the Arqus Alliance spans nine European countries, supporting refugee access to quality higher education and raising awareness across institutions.

→ Read more: <u>Arrupe article</u> | <u>Arqus project</u>



Searching for blue ocean: how can we reframe refugee university access from subsdised seats to impact opportunities?

Ben Webster highlights the limitations of current funding models that rely heavily on competition for limited donor resources. He advocates for a "blue ocean" approach—creating new opportunities through partnerships with local institutions, private sector actors, and alternative education providers. The piece calls for a broader definition of access, with a focus on sustainable, scalable, and locally grounded solutions that can expand opportunities for refugee learners.

→ Read more



Searching for blue ocean: how can we reframe refugee university access from subsdised seats to impact opportunities?

Mosaik Education's first tracer study followed 52 Syrian refugee students in Jordan and Lebanon. The study found that 77% were still enrolled or had graduated, despite facing financial and documentation challenges. It recommends earlier academic guidance, stronger psychosocial support, and improved transition mechanisms between preparatory programs and university. The findings provide important insights for improving refugee higher education pathways.

→ Read more



Events



Global 15by30 Refugee Higher Education Conference

Date: 16 June 2025 **Location:** Event website

Co-convened by UNHCR and the Tertiary Refugee Student Network (TRSN), this global conference marks the midpoint toward the 15% enrolment target by 2030. It will result in an action agenda to strengthen evidence and state engagement, promote scalable learning-to-earning pathways, and amplify refugee youth leadership in shaping policies.

→ Click here for more information



World Youth Skills Day & Global Skills Academy Anniversary

Date: 15 July 2025

Location: Hybrid (Online & Paris, France)

UNESCO will mark the 10th anniversary of World Youth Skills Day (WYSD) and 5th anniversary of the Global Skills Academy (GSA) through a hybrid event under the theme "Youth Empowerment through AI and Digital Skills." Youth, policymakers, and UN officials will gather in Paris, with English–French interpretation provided.

The celebration includes:

- Participation: Register to take part in the hybrid event scheduled for 15 July 2025. (English French translation will be available)
 - o Online Participation (attend virtually via live stream): Register here.
 - In-Person Attendance in Paris (Self-Sponsored): Register here (Limited slots available).
- WYSD Youth Survey: Circulate and encourage youth aged 15 to 35 to share their perspectives by participating in the WYSD 2025 Youth Survey. The survey is open until 30 June 2025.
- TVET Youth Voices: Invite young individuals to submit short videos showcasing their skills in Al and digitalization. Submission details are available on the WYSD webpage, and videos can be sent to unevoc.skills@unesco.org until 30 June 2025. Selected videos will be featured during the live hybrid event on 15 July 2025.
- Upskill: Enhance your competencies in AI and digital skills through the <u>Global Skills Academy</u> free online modules and receive a partner certificate upon completion.
- → Click here for more information



High-Level Officials Meeting – Education Track

Date: September 2025 (3rd quarterly preparatory meeting)

Location: TBC

The 15by30 Multi-stakeholder pledge on refugee higher education will be featured at the next Informal Preparatory Meeting for the High-Level Officials Meeting, to be held on 24 June.

→ Connection details are here





Barcelona University Exchange: Teaching Refugees in Higher Education

Date: 21–23 October 2025 **Location:** Barcelona, Spain

Universities from Catalonia and Jordan will exchange practices in teaching about and for refugees. The programme includes advocacy meetings with regional authorities (21 Oct) and experience-sharing sessions between universities (22–23 Oct), building on ongoing collaboration.



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About this Newsletter

The Refugee Higher Education, Skills and Self-Reliance community is large and diverse - and growing. It is becoming increasingly important to build connections, exchange ideas, and share knowledge among this vast group of stakeholders. This newsletter is a medium to promote exchange, intended for anyone interested in refugee higher education and skills, or 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 that represent the views of the respective organizations and authors. We have shortened and adapted texts where appropriate.