

Quality Assurance as a Catalyst for Refugee and Displaced Student Integration in Tertiary Education

Moderated By: Fabrice Hénard and Amir Radfar
Alongside: Bernice Kula-Kula and Nina Shahverdyan
10 June, 2024

Forum 2024 - Workshop 5: Quality Assurance as a Catalyst for Refugee and Displaced Student Integration in Tertiary Education



Transforming Society:
Social Responsibility through Quality Assurance of Tertiary Education
10-12 June, 2024
Bucharest, Romania



Welcome!

Introductions & a bit about us.
What we will be discussing today.

Expert Moderators:



Student Moderators:



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Student Testimonials



Nina Shahverdyan and Bernice Kula-Kula

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Displaced & Refugee Higher Education Students – UNHCR Approaches

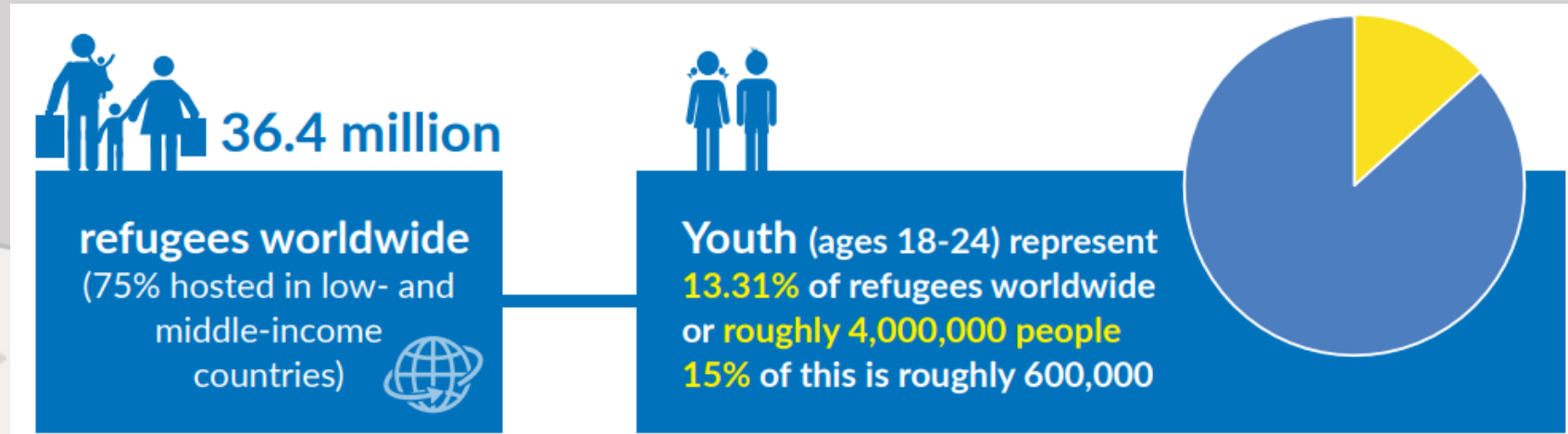


Goal: Achieve enrolment of 15% of refugee youth in higher education by 2030, resulting in roughly 600,000 refugee youth with access to higher education.



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Displaced & Refugee Higher Education Students – State of Play



7%

Refugee youth enrolled in higher education (262, 664).

1%

Refugee youth enrolment rate in 2019.

42%

Average higher education enrolment of all youth globally.

15%

Target refugee enrolment in higher education by 2030.

Displaced & Refugee Higher Education Students – The Benefits for All

Return on Investment in Higher Education

- **High private and social rates of return**
 - *Benefits of investment in tertiary education include higher employment and earnings, productivity growth and innovation, greater social stability, more effective public sector bureaucracies, increased civic engagement, better health outcomes ([World Bank](#))*
- **Highest economic returns**
 - *The economic returns for tertiary education graduates are the highest in the entire educational system (17 per cent increase in earnings compared to 10 per cent for primary and 7 per cent for secondary education completion) ([World Bank](#)).*
- **Greatest returns for women**
 - *Women with a secondary school education may earn twice as much as those with no formal education, and women with a tertiary degree may make 3x as much ([World Bank](#)).*
- **Knowledge of higher education opportunities improves secondary school retention of refugees**
 - *An independent evaluation of UNHCR's DAFI scholarship programme ([UNHCR 2022](#)) found the greatest retention effect among girls and refugees in camps/settlements. Furthermore, financial support for refugee scholars remains fundamentally linked to high graduation rates.*
- **Underinvestment in tertiary education contributes to wealth inequality**
 - *in addition to greater wealth inequality, within and between nations, underinvestment is linked to talent loss, hindered economic growth, low workforce skill capacity, and low quality teaching and learning at all education levels ([World Bank](#)).*

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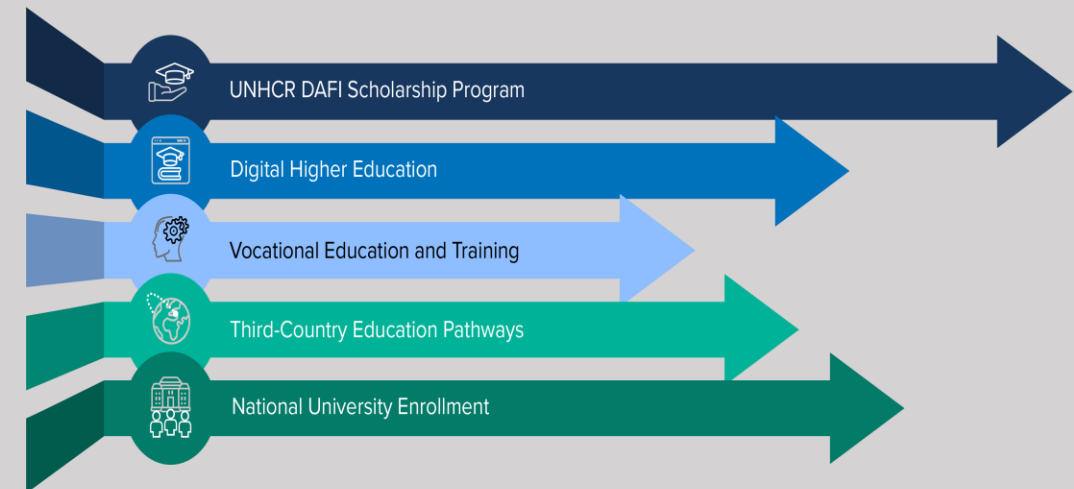


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Displaced & Refugee Higher Education Students – The Current Roadmap

> STAGES OF INCLUSION IN NATIONAL ENROLMENT



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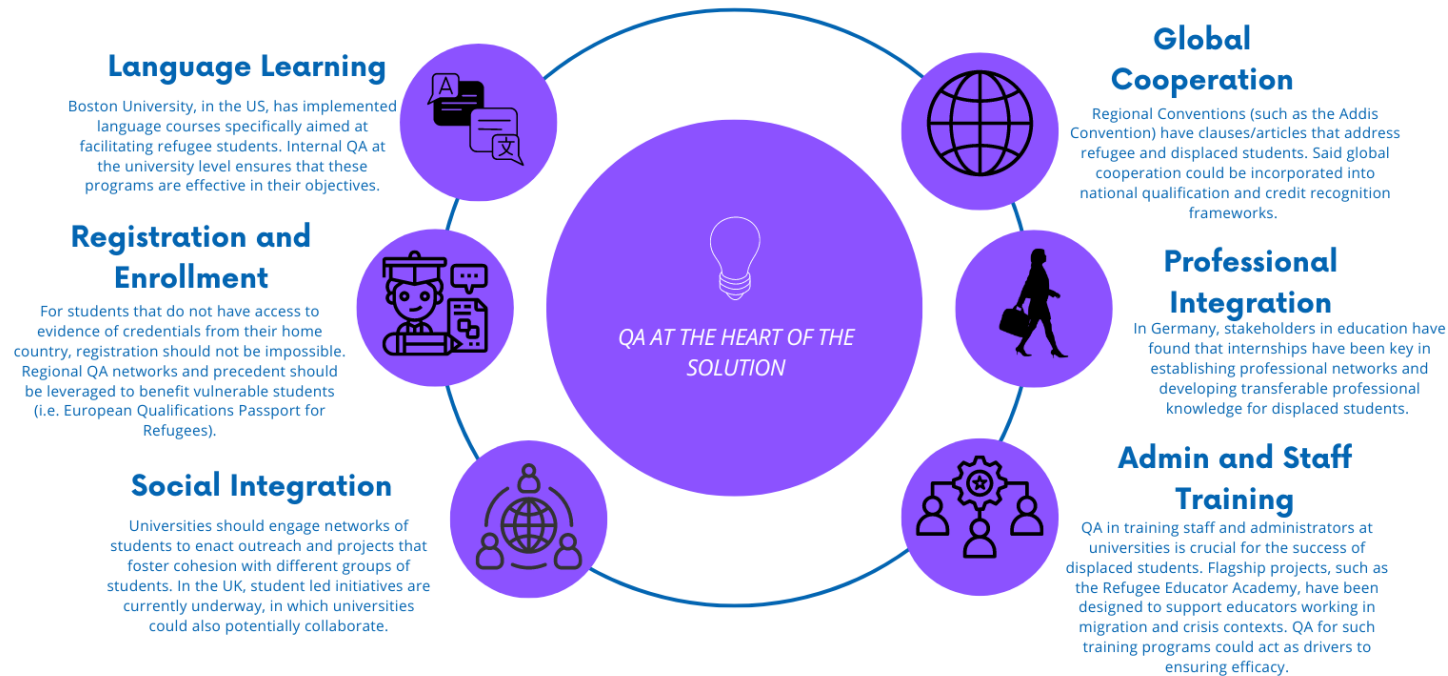
Displaced and Refugee Higher Education Students – QA as a Driver to Better the current Situation

- Refugee Youth are enrolled in HE at a staggering low rate.
- There are benefits for all stakeholders involved in HE.
- HE is a crucial tool in for progress in places that are struck by emergencies/conflict.
- There is a current roadmap by the UNHCR to bolster efforts for refugee HE efforts.



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QA AS A DRIVER FOR REFUGEE STUDENT PROGRESS

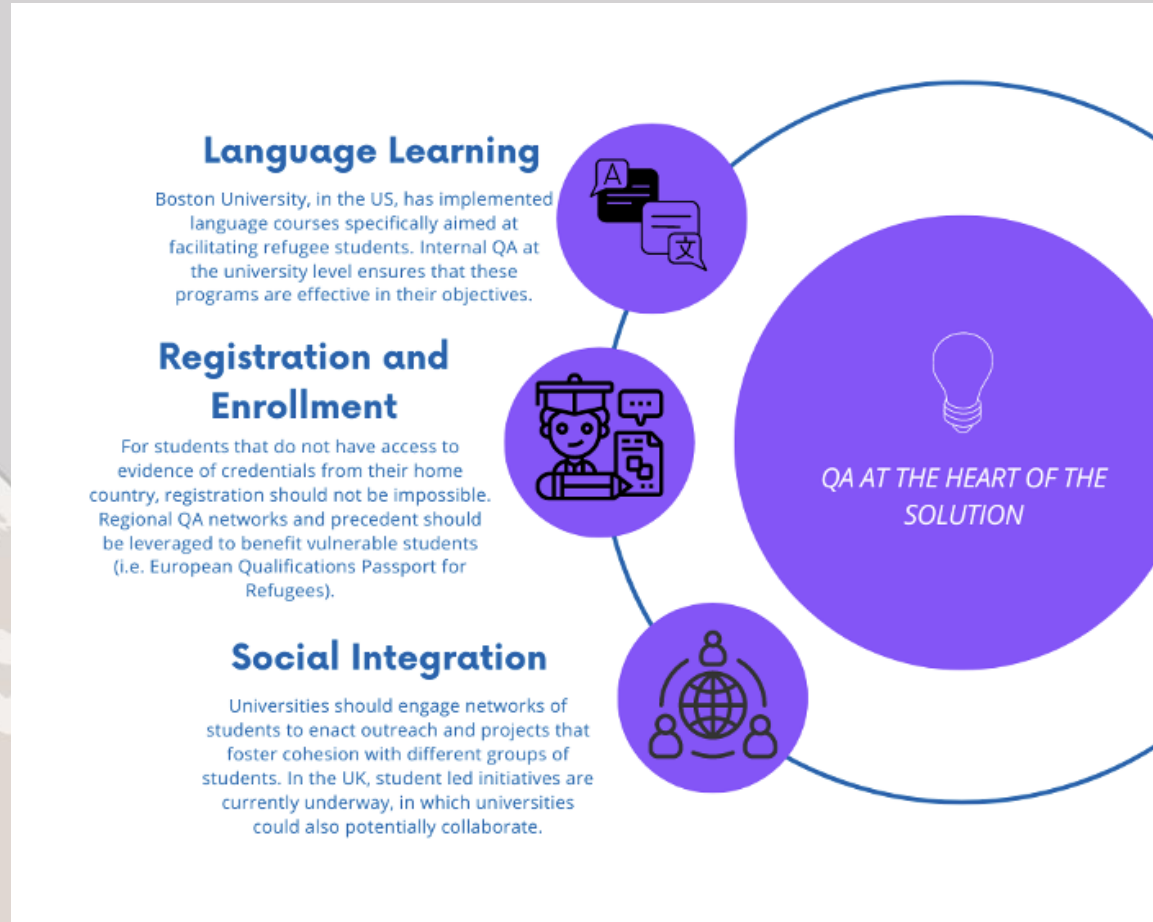


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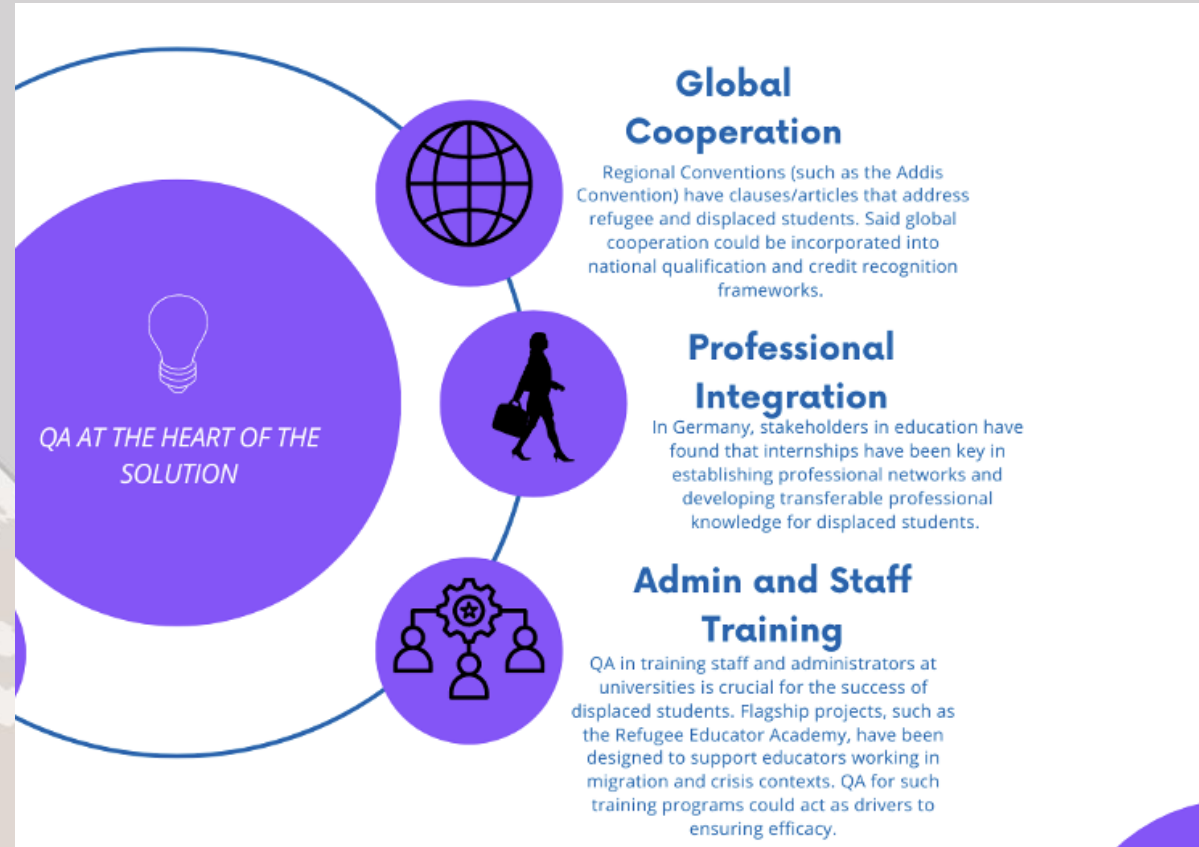


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Displaced & Refugee Higher Education Students – 5 themes to be explored



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Developing
Inclusion
Policies
Through QA

QA in
Registration
and
Enrollment

Access to
Internships
and
Traineeships

Support
Services and
Integration

Preparedness
of Educators
and University
Admin

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Theme 1: Developing Inclusion Policies Through QA

1. How can QA policies be adapted to recognize and credit the diverse educational backgrounds and experiences of refugees more effectively?
2. What QA criteria should be established to evaluate the adequacy of support structures (like language support and financial aid) for refugees in HEIs?

Theme 2: QA in Registration and Enrollment

1. How can QA systems promote and monitor flexible registration and enrollment processes that accommodate the unique situations of refugee students?
2. In what ways can QA frameworks encourage the development of bridging programs that facilitate quicker integration of refugees into relevant educational and training programs?

Theme 3: Access to Internships and Traineeships

5- What quality assurance standards can be developed to ensure internships and traineeships are accessible and adapted to the needs of refugee students?

6- How can quality assurance processes help overcome barriers (like language and cultural differences, special services by universities, etc.) that prevent refugees from accessing meaningful internship opportunities?

Theme 4: Support Services and Integration

1. What role should QA play in ensuring that educational institutions provide comprehensive support services for refugee integration (e.g., mentoring, counseling)?
2. How can QA mechanisms ensure that partnerships between universities, businesses and community organizations effectively support the integration of refugees?

Theme 5: Preparedness of Educators and University Admin/Training and Awareness for Staff

1. How can QA frameworks encourage continuous professional development administrators and faculty on the needs of refugee students?
2. What training should be mandatory for educators and administrative staff to effectively support refugees in navigating the academic environment and accessing available resources?
 - Components to think about:
 - financing
 - resource mobilization to provide access to available funds
 - And/or potential development programs for the universities

Takeaways

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Moving Forward

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thank you

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