Education and the Middle East: Refugees and Border Crossing

NAFSA Conference
May 30, 2008
GS – 435
Traci Wells, PhD  
Manager of Evaluations, IERF, USA

Kristen Cammarata  
Educational Advising Coordinator for North Africa, the Middle East and the Arabian Peninsula

Herman deLeeuw  
Advisor on Authenticity Issues and Falsifications  
Informatie Beheer Groep, The Netherlands

Emily Tse  
Director of Evaluations, IERF, USA
Kristen Cammarata
Educational Advising Coordinator for North Africa, the Middle East and the Arabian Peninsula
INTRODUCTION AND RATIONALE FOR THE SESSION

• Palestinian and Iraqi refugees: where are they and what kind of access to education do they have?
• Discussion of Document Fraud
• Promotion of EducationUSA Centers as Partners
REFUGEES AND INTERNALLY DISPLACED PERSONS

“a refugee has crossed an international border and has sought refuge in a country other than his own, whereas an IDP is trying to find safety and refuge within his country,” United Nations Relief and Works Agency
REFUGEE CAMPS FOR PALESTINIANS

75% HAVE BEEN DISPLACED
Where are the Iraqi Refugees?

ONE IN FIVE IRAQIS HAS BEEN DISPLACED

<table>
<thead>
<tr>
<th>Displaced Iraqis in the Region*</th>
<th>Iraqi Refugees Elsewhere in the World, 1 Jan. 2007**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syria</td>
<td>1.2-1.4 million</td>
</tr>
<tr>
<td>Jordan</td>
<td>500,000-750,000</td>
</tr>
<tr>
<td>Egypt</td>
<td>Up to 70,000</td>
</tr>
<tr>
<td>Iran</td>
<td>57,000</td>
</tr>
<tr>
<td>Lebanon</td>
<td>20-40,000</td>
</tr>
<tr>
<td>Turkey</td>
<td>10,000</td>
</tr>
<tr>
<td>Gulf States</td>
<td>200,000</td>
</tr>
</tbody>
</table>

* Estimates include recognized refugees, asylum seekers and other Iraqis who may be in need of international protection. Data subject to frequent revision. Check [www.unhcr.org](http://www.unhcr.org) for updates.

** Latest figures available are for 1 Jan, 2007. For most European countries and the US, UNHCR estimates are based on asylum-seeker recognition and resettlement arrivals since 1997. For Canada, Australia & New Zealand, UNHCR estimates are based on asylum-seeker recognition and resettlement arrivals since 2002 (See over for 2006/2007 asylum application figures).
COUNTRIES COVERED

- Home Countries (Iraq, Palestinian Authority)
- Host Countries (Syria, Jordan, Lebanon)
QUESTIONS ASKED

• How can universities evaluate credentials from a variety of school systems? What are these systems? What are the challenges?

• What should universities be looking for and what can they expect? If a student says they cannot get their documents, how can the university determine if this is indeed the case?
EFFECTS OF CONFLICT ON HIGHER EDUCATION IN THE MIDDLE EAST

Traci Wells, Ph.D.
THEMES ADDRESSED

• Limited Access of Refugees to Higher Education
• Educational Assistance for Refugees from UNRWA and the UNHCR
• Varying Levels of Refugee Inclusion/Exclusion in Education at Home and in Host Countries
LIMITED ACCESS

- Missing Documentation
- Lack of knowledge about foreign credentials (host countries) or about the evaluation process (refugees)
- Expense of the evaluation process
- Schools and employers may not recognize the credentials
EDUCATIONAL ASSISTANCE

- UN-sponsored provision through secondary level, but sometimes limited to the primary level
- United Nations Relief and Works Agency (UNRWA) for Palestinians: est. 1949, 2.7 million today
- United Nations High Commissioner for Refugees (UNHCR) for Iraqis
Varying Levels of Educational Inclusion and Exclusion at Home and in Host Countries:

- Iraq
- Palestinian Authority
- Syria
- Jordan
- Lebanon
RESEARCH DATA

• Organizations that deal with refugees
• Interviews with EducationUSA Advisors in the Middle East
• What is happening in each of the five countries?
IRAQ

- Road blocks, security issues, infrastructure
- Sectarianism in universities
- Large numbers of Iraqi academics killed (see site)
- Class cancellations and student absences
- Many graduates have left without diplomas
- Desperate situations: diploma fraud
Academics Killed in Iraq

```
http://www.brusselstribunal.org/academicsList.htm - Windows Internet Explorer

**List of killed, threatened or kidnapped Iraqi Academics**

Important notice: when copying or referring to this list, please always mention the source.

*Link to a list of 103 killed Iraqi academics, in Arabic, compiled by the Association of University Lecturers [PDF]*

### A - List of killed Iraqi academics

<table>
<thead>
<tr>
<th>Nr</th>
<th>Name</th>
<th>Profession / incident</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aalim Abdul Hameed</td>
<td>Prof. Dr., PhD. in Preventive Medicine; Specialist in Depleted Uranium health effects on al Basrah population; Dean of Medicine College at the Mustansiriyah University.</td>
<td>Baghdad Mustansiriyah</td>
</tr>
<tr>
<td>2</td>
<td>Aamir Ibrahim Hamza</td>
<td>Licenciado en Ingeniería Electrónica, profesor del Instituto Técnico.</td>
<td>Baghdad</td>
</tr>
<tr>
<td>3</td>
<td>Abbas Kadhem Al-Hashimi</td>
<td>Prof. Dr., Baghdad University</td>
<td>Baghdad</td>
</tr>
<tr>
<td>4</td>
<td>Abbass al-Attar</td>
<td>Prof. Dr., PhD. in Humanities; Faculty member at Baghdad University.</td>
<td>Baghdad</td>
</tr>
<tr>
<td>5</td>
<td>Abdel Al Munim Abdel Mayad</td>
<td>Licenciado y profesor de la Universidad de Basora.</td>
<td>Basra</td>
</tr>
<tr>
<td>6</td>
<td>Abdel Gani Assaadun</td>
<td>Licenciado y profesor de la Universidad de Basora. sib</td>
<td>Basra</td>
</tr>
<tr>
<td>7</td>
<td>Abdel Husein Jabuk</td>
<td>Doctor and professor at Baghdad University</td>
<td>Baghdad</td>
</tr>
<tr>
<td>8</td>
<td>Abdel Jabar Al Naimi</td>
<td>Decano de la Facultad de Humanidades de la Universidad de Mosul.</td>
<td>Mosul</td>
</tr>
<tr>
<td>9</td>
<td>Abdel Salam Saba</td>
<td>Doctor in Sociology, professor at Baghdad University</td>
<td>Baghdad</td>
</tr>
<tr>
<td>10</td>
<td>Abdil-Kareem Mekhlef Salih</td>
<td>PhD, in Arabic Language, lecturer in college of Education Al-Anbar University.</td>
<td>Al-Anbar</td>
</tr>
</tbody>
</table>
```

• The higher education situation worsened after 2003
• Security issues, universities hit by suicide bombers, especially in Baghdad
• Limited fax, web or mail to verify documents
• Difficulty transferring to other universities in the Middle East
• Sweden has provided free education
PALESTINIAN AUTHORITY

- Military checkpoints (560 in just the West Bank)
- UNRWA: Productive, but limited to schools
- Schools are overcrowded and impoverished
- Universities closed, military raids, and roadblocks
- Higher education is expensive for refugees
- Some programs are only offered in the West Bank
• Scholarship recipients from Gaza weren’t able to attend their host institutions
• Despite difficulties sometimes experienced in accessing universities, records are safe and accessible
• University access is competitive, so students may go abroad to Syria and Jordan if they can’t get into universities in the region
Most Palestinians are registered with the UNRWA.

Palestinians have mostly the same rights as Syrians.

Palestinians can attend Syrian schools.

Iraqi children often don’t have access to Syrian schools due to costs and lack of documentation.

Higher education is also too expensive for most.

Syrian curriculum is different from the Iraqi one.

Iraqis don’t have the same employment rights as Syrians.
UNHCR has increased staffing
Funding issues
Difficulties in getting documents
Advisors can’t verify documents
Students have to be in Iraq to apply for Iraqi Fulbright grants
JORDAN

- Palestinians make up more than half the population
- Iraqi refugees from 1990-present (many unregistered)
- Closed Borders: Iraqis have to pay deposit
- Palestinians have more access to Jordanian public schools than Iraqis
- Universities have quotas for foreign students and require them to pay twice as much
• Borders tightened due to large influx of Iraqis
• Forgeries from young Iraqis have been rampant
• MOE in Iraq operating from a yahoo address
• EducationUSA advisors cannot verify
• People with MD degrees who couldn’t speak English
• EducationUSA center needs to be a safe place
• “does not consider itself an asylum country”
• Many of the Iraqis in the country don’t have valid visas
• UNHCR and UNRWA provide primary and secondary education, but there are only three high schools
• Refugees have little access to non-UN education
• Refugees can study whatever they want, but they are restricted from working in many professional fields
• War began in early 1970s
• Between 1976 and 1980, schools were destroyed
• In the early 1980s, the Baccalaureate examinations were sometimes cancelled by the Ministry
• Schools also destroyed following July 2006 bombing
• The Arab University hosts the majority of Palestinians, but is still too expensive for most
• Tatwir Scholarship (USAID) for Iraqis to do an MPA
SELECTED RESOURCES

- [www.unhcr.org](http://www.unhcr.org) (UNHCR)
- [www.usip.org](http://www.usip.org) (United States Institute of Peace)
- [www.refugeesinternational.org](http://www.refugeesinternational.org) (Refugees International)
- [www.hrw.org](http://www.hrw.org) (Human Rights Watch)
- [www.refugees.org](http://www.refugees.org) (US Committee for Refugees and Immigrants)
Iraqi Documents

Presentation/ Handout for the NAFSA Annual Conference, Washington, DC, Friday, May 30 2008

session GS 435

Herman de Leeuw
Informatie Beheer Groep
Groningen, The Netherlands
Introduction

- The Netherlands based Agency for International Educational Credential Recognition and Authentication is part of the Informatie Beheer Groep: IB-Groep

- Autonomous Administrative Government Body that carries out tasks mandated by the Netherlands ministry of Education

- Tasks include: Awarding of Student Loans; Recognition of Foreign Diplomas; Authentication ("Legalisation") of Netherlands Educational Documents for Migration Purposes
Tackling Diploma Fraud in the Netherlands

- Late 1990’s: Significant Increase of Diploma Fraud
- Many Cases then linked to Refugees (Afghanistan, Iraq and other countries)
- Introduction of Tightened Procedure: All Applicants Must Submit Original Documentation when applying for Teaching Licence or Netherlands Academic Title
- Since then, dramatic Drop in Number of fraudulent Documents submitted
4 Signature

4.1 I grant the IB-Groep permission to make inquiries about my educational documents at the foreign educational authority responsible for issuing these documents.

☐ Yes
☐ No

4.2 I grant the IB-Groep permission to investigate the authenticity of the educational document(s) and identity card registered in my name.

☐ Yes
☐ No

I declare that I completed this application truthfully and that the diploma(s) submitted by me have been issued to me in the country of origin according to the locally prevailing regulations. The diploma(s) hereby submitted has/have been obtained at the institution/institutions stated on this diploma/these diplomas and has/have been received by me personally from this institution/these institutions.

On request, I will submit the original documents that are legalized or bear an Apostille stamp.

I am proficient in the English language and have understood the present text. Any parts of this text that I did not understand, I had translated in my national language, after which I understood the text completely.

Date: 1 2 0

applicant’s signature
What are we looking for in Documents?

1. Content, for instance
   - Student’s bio data and name
   - Field of Study
   - Period of Study
   - Name of Document awarded
   - Recognized Program of Study?

2. Documentary Evidence
   - Authenticity
   - Validity
   - Identity of Holder
US Transcripts used to check Authenticity

- THEREFORE, US TRANSCRIPTS SHOW MANY SECURITY FEATURES
  - Optically dull paper
  - UV-reactive fibers
  - Watermark
  - Micro print
  - Foil printing
  - Anti-Copying Device
  - Chemical Protection against Tampering
Bank Notes worldwide use same Features:

1. Transparent window
2. Fern matches both sides
3. Shadow image of H. M. Queen Elizabeth II
4. Individual serial number
5. Raised printing
6. Micro-printing
Many Countries do not protect Transcripts

- Why is this the case/used to be the case?
  - Programmes of Study set by Central Authorities
  - Thus, Content of individual Programme is known
  - Licensing Agencies/professional Associations often involved in setting Requirements
  - Need to have Transcript therefore less marked
Bestemd voor kandidaat, om mee te brengen op het examen

Tentamen afgenomen aan: Herman de Leeuw
Door: P.S. van Koningsveld
Examen: GT
Uitslag: geslaagd
Datum: 15.6.81

In een cijfer: 8
Paraaf: [Handtekening]
“Security Feature”: Watermark
“Security Feature” Diploma: Letterpress
Security Features Passport: Guilloche
Diploma Bank

- Diploma Bank holds scanned images of Diplomas together with Technical Specifications
- Developed in 2005, now holds 110 Diplomas
- In cooperation with Nuffic, the Netherlands NARIC
- To be developed for (inter)national Consultation
Security features

- UV-reaction
- Intricate Shadow Watermark
- Microprint in the Area where Student’s Data are registered
- “Iris print”, advanced Offset Technique that uses pale Shades of Colour that fade into one another: Difficult to copy
- Numbering of Diploma with Laser Perforation
- Chemical Protection against Erasures
Thank you for your Attention!

- RECOMMENDED READING:
Recognition and Recertification of Qualifications

Emily Tse
Background

- Evaluations based on complete, official records
- Incomplete documentation or lack thereof
- Communication difficult
- Access denied to particular religious or ethnic groups
- Institution of study closed
- Unemployment or underemployment
Lisbon Convention

- Convention on the Recognition of Qualifications concerning Higher Education in the European Region
- 1997 by UNESCO and Council of Europe
- Section VII calls for procedures for fair assessment of qualifications, including refugees who lack documentation
Guidelines

- Guidelines may not always be viable
- Different circumstances call for different approaches
- Use a variety of measures to verify dates and student’s history
Alternative Measures

- Sworn statements
- Interviews
- Competence examinations
- Portfolio
- Prior learning assessment
### NOKUT’s Application Form

#### E) Higher education

<table>
<thead>
<tr>
<th>Admitted month/year:</th>
<th>Institution/university</th>
<th>Graduated month/year:</th>
<th>Locality/country</th>
<th>Name of diploma/degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adm.: ____</td>
<td></td>
<td>Grad.: ____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adm.: ____</td>
<td></td>
<td>Grad.: ____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is your education completed and passed?  Yes [ ]  No [ ]

Nominal length of full-time study for your education?  Years ______
Explanation for possible interruptions, delays or non-completion of your education

Specialization / subject / field of study

What were the admission requirements for your education?  *(For example secondary school and/or entrance/screening examination)*
G) Work practice or professional training embedded in the education

Were there any periods of work practice included as an integral part of your education?

Yes ☐ No ☐

*If no, pass on to H.*

If yes, was work practice a compulsory requirement in your education?  Yes ☐ No ☐

<table>
<thead>
<tr>
<th>Location/employer for practice stage</th>
<th>Work tasks in the practice period</th>
<th>When (in the course of study)</th>
<th>Duration (number of weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**H) Thesis/project**

Did your education include a thesis, project or larger independent written paper?  Yes ☐ No ☐

Did your education include a group assignment/project?  Yes ☐ No ☐

*If No, pass on to I.*

Answer the following questions if you wrote a thesis or completed a project

<table>
<thead>
<tr>
<th>Name of thesis/project:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nominal period of time set apart for thesis / project work: Months _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of pages: _____ Prescribed number of pages: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

A brief abstract/description of the content of the thesis/project

*(For example theme, hypothesis (-ses), research method, important findings, conclusions, etc.)*

*(Please use an extra sheet if you need more space.)*
M) Reconstruction of course descriptions

Please reconstruct your course descriptions to the best of your ability. Under "Relative importance of the subject" you can specify the number of contact hours or lectures per week and/or the number of credits awarded for the subject. If you do not have a precise memory of this, you may indicate whether it was more or less important, a larger or a smaller course, and whether it was compulsory or optional.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of subject/topic/course:</th>
<th>Text book(s) / reading list:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During which semester(s) and/or academic year(s) did you read this subject?

<table>
<thead>
<tr>
<th></th>
<th>Relative importance of the subject?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brief description of the content of the course:
Supporting Evidence

- Professional license
- Statements from employers
- Statements from teachers
- Lists of admitted, registered or graduated students
- Student ID cards, registration / enrollment slips, tuition receipts
- Course catalogue, syllabi
## Sample: Sociology Program

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Year</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction into Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Economics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arabic Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Islamic History</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Second Year</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Problems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Iraqi Society</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Arabic Language</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Third Year</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Thought</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Criminology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Methods of Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Rural &amp; Bedwin Sociology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>
College of Arts

Established 1949
Period of Study 4 Years
Degree Awarded B.A.

Academic Departments
1. Arabic
2. English
3. History
4. Geography
5. Archaeology
6. Sociology
7. Philosophy
8. Journalism

Administration
Dean Dr. Jamil Sa’id
Assistant Dean for Administration Affairs Dr. Nuri al-Barazi
Assistant Dean for Students Affairs Dr. Ghazi Rajab Muhammad

Professors
Ali Al-Zubaidi, Doctorat d’etat, 1955
Ahmad Fikri, Doctorat d’etat, 1934
Ali Al-Wardi, Ph.D., 1950
Abdul Latif Hanza, Ph.D., 1940
Hussain Ali Mahfoud, Ph.D., 1955
Ibrahim Al-Samarra’i, Ph.D., 1956
Jamil Sa’id Ph.D., 1948
Ja’far Khosbak, Ph.D., 1952
Jasim M. Al-Khalaf, Ph.D., 1951
Jack S. McCravy, Ph.D., 1956
Mahmud El-Amin, Ph.D., 1943
Mohammad H. Al-Ta’i, Ph.D., 1953
M.A. Marzouk, Ph.D., 1948
Salih Ahmed Al-Ali, Ph.D., 1949
Saad Zaghloul, Ph.D.,
Yousif Izzal-Deen, Ph.D., 1956
Course Syllabi

THE SCIENTIFIC COMMITTEE
FOR IRAQI UNIVERSITIES

CURRICULUM AND SYLLABI
FOR IRAQI MEDICAL
COLLEGES (UNIVERSITY
OF BAGHDAD, MOSUL & BASRAH)

1978
**College:** Medicine  
**Dept.:** Physiology  
**Year:** Second  
**Semester:** First & second  

**Subject:** Physiology (Theory)  
**Hours per week:** (5)  
**Total No. of hours:** (150)

---

<table>
<thead>
<tr>
<th>General Physiology (8 hrs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator dilution, Fick principle, clearance, acid-base balance, thermoregulation, cell physiology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nervous System (28 hrs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of neurone, membrane equilibrium, resting potential, nerve impulse, synapse and synaptic transmission, chemical transmitter, CNS, functional anatomy, reflex activity, brain stem, cranial nerves, thalamus and hypothalamus, basal nuclei, cerebral hemispheres, the limbic system, motor and sensory system, pain, hearing, olfaction and memory, the autonomic nervous system</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Locomotive System (16 hrs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional anatomy, structure of muscles, actin and myosin, characteristics of muscular contraction, fatigue, heat production, oxygen supply to muscles, the contraction process, neuromuscular junction and transmission, physiology of bone</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respiratory System (14 hrs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional anatomy, respiratory function, mechanics of breathing, respiratory work, pulmonary ventilation, control of breathing, transport of gas by blood, distribution of carbon dioxide and oxygen and their diffusion, non-respiratory functions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gastrointestinal System (12 hrs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional anatomy, salivary glands, esophagus, peritoneum, stomach, small intestine, large intestine, gut motility and its control, intestinal absorption and excretion, pancreas, liver, defecation and vomiting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cardiovascular System (26 hrs)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional anatomy, cardiac cycle, cardiac output, mechanical pressure and electrical changes, the arteries, arterial blood flow and pressure, microcirculation, lymph &amp; lymphatic system,</td>
<td></td>
</tr>
</tbody>
</table>
Barriers

- Lapse of time
- Foreign language and culture
- Lack of finances
Possible Solutions

- Provisional / conditional admission
- Remediation courses / bridge programs
- Mentoring programs
- Scholarships and fee waivers
RMIT, Australia: Royal Melbourne Institute of Technology

The Refugee Access Scheme

- About the Refugee Access Scheme
- How does the Refugee Access Scheme work?
- Finding out about programs
- TAFE or University? TAFE and University?
- Who is eligible
- If you are applying for a university program
- If you are applying for a TAFE program
- When are applications due?
- Studying at RMIT
- How to apply
- The Refugee Access Scheme Mentoring Program
- Frequently asked questions
- Contact us

About the Refugee Access Scheme

The Refugee Access Scheme (RAS) is for refugees and asylum seekers applying for higher education and TAFE studies at RMIT. RMIT supports access to education for people who hold Temporary Protection Visas and Bridging Visas, through this Equity Admissions Scheme.

RMIT has a mentoring program to assist new students with refugee backgrounds in their transition to university life.
Examples of Good Practice

- University Assistance Fund, Netherlands
- DAFI Scholarship Program, Germany
  Albert Einstein German Academic Refugee Initiative administered through UNHCR
- CARA, United Kingdom
  Council for Assisting Refugee Academics
Efforts with US Institutions

- University of Arkansas at Little Rock
- Iraqi Student Project
- Scholar Rescue Fund, IIE
- Fulbright Scholarship Program
- The Hope Fund (collaborates with AMIDEAST)
In 2006, 4-year scholarships were awarded to Palestinian refugees by Bryn Mawr and Washington & Lee University, worth over $45,000 each year.
Selected Resources

- *The System of Education in Iraq, 1999*
  Danish Refugee Council

- *Higher Education in Iraq, 2003*
  Swedish National Agency for Higher Education

- *Israel and the Occupied Territories, 1987*
  World Education Series, AACRAO
ACKNOWLEDGEMENTS

We would like to thank the following organizations for the use of their photos and statistics. . .

- www.unhcr.org (UNHCR)
- http://www.academic-refugees.org/ (CARA)
- http://www.brusselstribunal.org/academicsList.htm (Brussels Tribunal)
- http://biglizards.net/Graphics/ForegroundPix/Israel.gif (Map)
- www.thehopefund.org (The Hope Fund Foundation)