



SEEDS  
OF  
HOPE



## **TODAY'S YOUNG PEOPLE ARE TOMORROW'S COMMUNITY LEADERS.**

20 years of university scholarships for refugees have proven the multiplier effect of tertiary education. Higher education improves the lives of refugees and contributes to the long-term development of their communities.

**“HIGHER EDUCATION SHALL BE EQUALLY ACCESSIBLE TO ALL ON THE BASIS OF MERIT”** *(UN Declaration Of Human Rights, 1948:art.26)*

Despite their potential, refugees have fewer chances to access higher education than other young people.

Globally, 26% of young people in the university age cohort are enrolled in tertiary education. For refugees, this percentage is estimated to be less than 1%.

Obstacles to university access for refugees

- University fees are expensive
- Entry policies of universities can be restrictive (quotas, high fees for foreigners, requirements for documentation that refugees may not have)
- Language skills
- Disruption of education due to displacement
- Inconsistent quality of secondary education

This exhibition shows how investment in higher education has changed the lives of thousands of refugees. It identifies ways to expand higher education for refugees and improve access to education for young women.

Since 1992, the Albert Einstein German Academic Refugee Initiative Programme (referred to by its German acronym DAFI, Deutsche Akademische Flüchtlingsinitiative) has provided invaluable opportunities for refugees to attend university while in exile. Funded by the German Government since its inception, the programme provides scholarships for refugees to study at universities and colleges in their host country and sometimes in their country of origin upon return.

This initiative has pioneered a new approach to education and skills development and has leveraged complementary support from other public and private donors, including the Government of Italy.

Each year, almost 2,000 students follow courses at universities in 39 countries.

DAFI is the only programme ensuring refugee access to higher education on a worldwide scale.

# BUILDING THE FUTURE

University education provides an opportunity to develop advanced skills and greatly increases employment opportunities.

The possibility of going to university motivates young people to enrol in and complete primary and secondary education.

The demand for education among refugees is high. Every year, there is a long waiting list of students hoping for university scholarships.

*“As a refugee, to attend university was something that I did not even dream of.”*

**MAPENDANO NABULIZI**  
*A Congolese refugee who is studying in Tanzania*



1

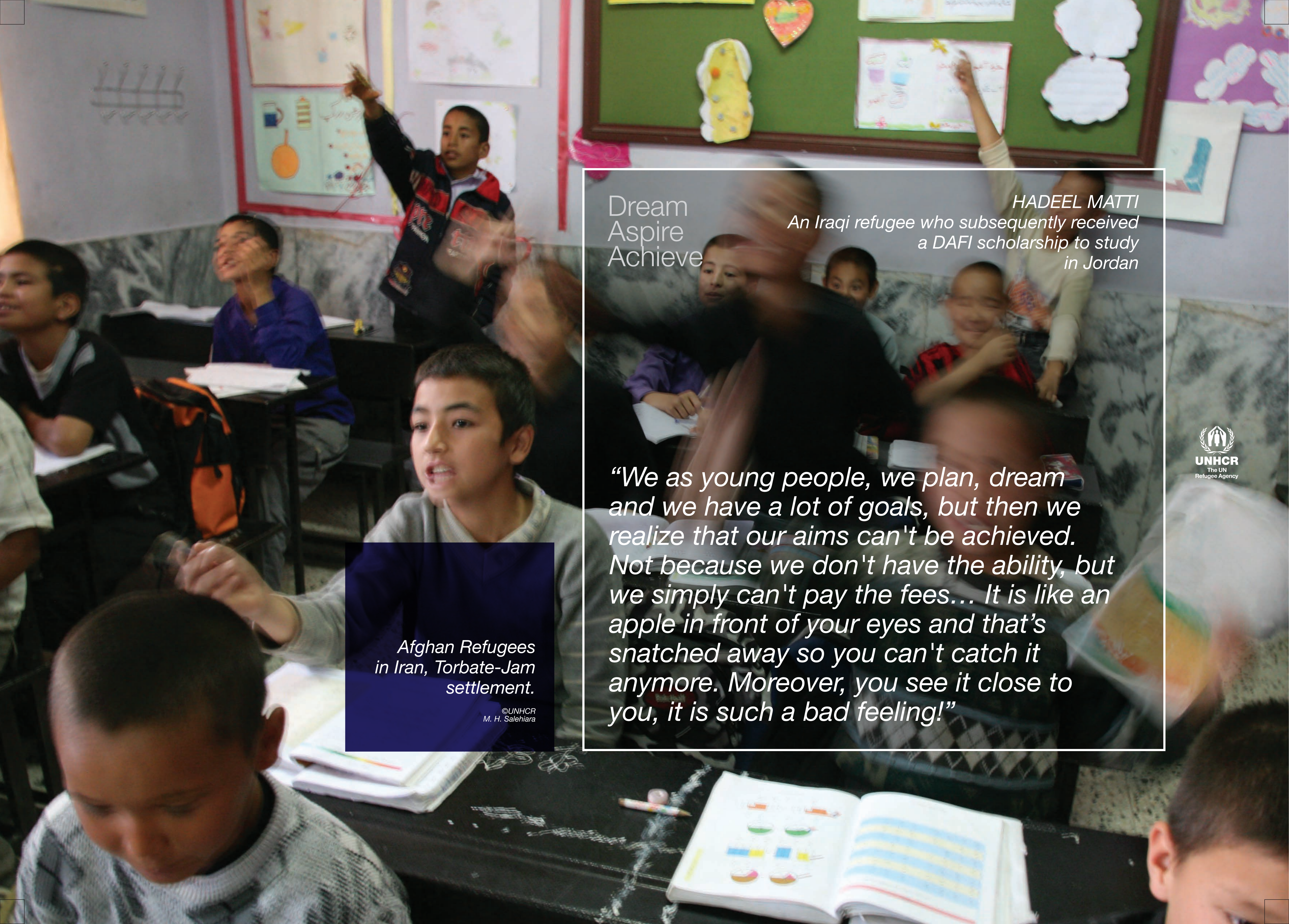
*Sudanese refugees from Darfur in a secondary school concentrate on exams which could win them a place in university in Chad.* ©UNHCR /A. Rehl

2

*Geoffrey, a former refugee, is continuing his studies in Burundi. He hopes to become a lawyer.* ©UNHCR Photo

3

*Catherine, a returnee from Uganda, is teaching in a primary school in Yei. She hopes one day to go to university and formally qualify as a teacher.* ©UNHCR/H. Caux



Dream  
Aspire  
Achieve

HADEEL MATTI  
An Iraqi refugee who subsequently received  
a DAFI scholarship to study  
in Jordan

Afghan Refugees  
in Iran, Torbate-Jam  
settlement.

©UNHCR  
M. H. Salehiara

*“We as young people, we plan, dream and we have a lot of goals, but then we realize that our aims can't be achieved. Not because we don't have the ability, but we simply can't pay the fees... It is like an apple in front of your eyes and that's snatched away so you can't catch it anymore. Moreover, you see it close to you, it is such a bad feeling!”*



UNHCR  
The UN  
Refugee Agency

# DEVELOPING CONFIDENCE

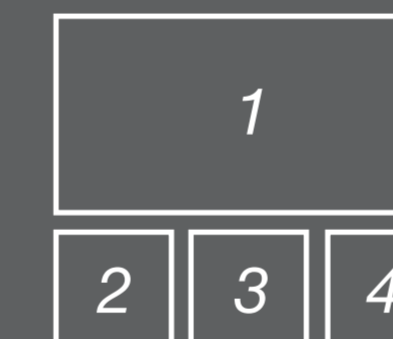
Young people bring great energy and dynamism to their societies.

Refugees who graduate from university have a strong sense of achievement.

Tertiary education provides a way to assert oneself, to feel lifted to an equal footing with other non-refugee young people.

*“I moved from a hopeless to a hopeful person, from helpless to helpful, from powerless to confident and from dependent to self-reliant.”*

**JAMES AKULA ELONGO**  
*A refugee from DRC  
 who studied Social Work in Tanzania*



1

*Returnees with their enrollment documents for university. They were the first returnees to benefit from UNHCR's DAFI scholarship in Burundi.*

©UNHCR Photo

2

*Mohamed Abdullahi Mussa, a refugee who graduated from university in Egypt.*

©UNHCR Photo

3

*DAFI students from Somalia at the Nursing College in Jijiga, Ethiopia.*

©UNHCR Photo

4

*Dorothy Pallay, a Liberian refugee, studying in Ghana.*

©UNHCR Photo



LTI

Self-esteem  
Hope  
Pride

SHADRACH SAIZIA GBOKIE  
*A Liberian refugee in Ghana*

MAPENDANO  
NABULIZI  
*A Congolese refugee  
who studied and  
graduated in Tanzania*

©UNHCR Photo

*“DAFI has made me who I am. Today, my dream of leading my country one day and positively affecting the lives of people in my society and the world at large is alive and well nurtured.”*



UNHCR  
The UN  
Refugee Agency



# INSPIRING LEADERSHIP

In universities, young displaced people are exposed to different life styles and cultures. This strengthens their ability to live in harmony with people from different backgrounds and to contribute to rebuilding their societies.

Higher education enables refugees to develop leadership skills which can help them to support and play a greater role in community development.

*“As I grew up I realized that education was only a privilege of the rich, but UNHCR has spoken loudly and strongly that even the poor can perform equally or even better if given a chance.”*

*ABDIRASHID MOHAMUD AHMED  
A Somali refugee who studied in Kenya*



1

2

1

*Students of the DAFI club in Bugema University donating exercise books and stationery to students in a secondary school in the Kyaka II refugee settlement, Uganda.*

©UNHCR Photo

2

*Members of the DAFI Club, started by students in Kenya, during one of their social activities.*

©UNHCR Photo



Leadership  
Solutions  
Peace

EMMANUEL ZEECO CISCO  
A Liberian refugee  
who studied Economics  
in Ghana

**ROZEYA**  
A 21-year-old who  
battled poverty and  
sceptical teachers to  
get an education and  
teach other children in  
northern Myanmar.  
©UNHCR/ K. McKinsey

*“Albert Einstein once said: ‘The most significant problems we face today cannot be solved at the same level of thinking we were at when we created them.’ Therefore, in order to solve the significant hunger problems of my country, I need to be at the level where I am thinking new thoughts.”*



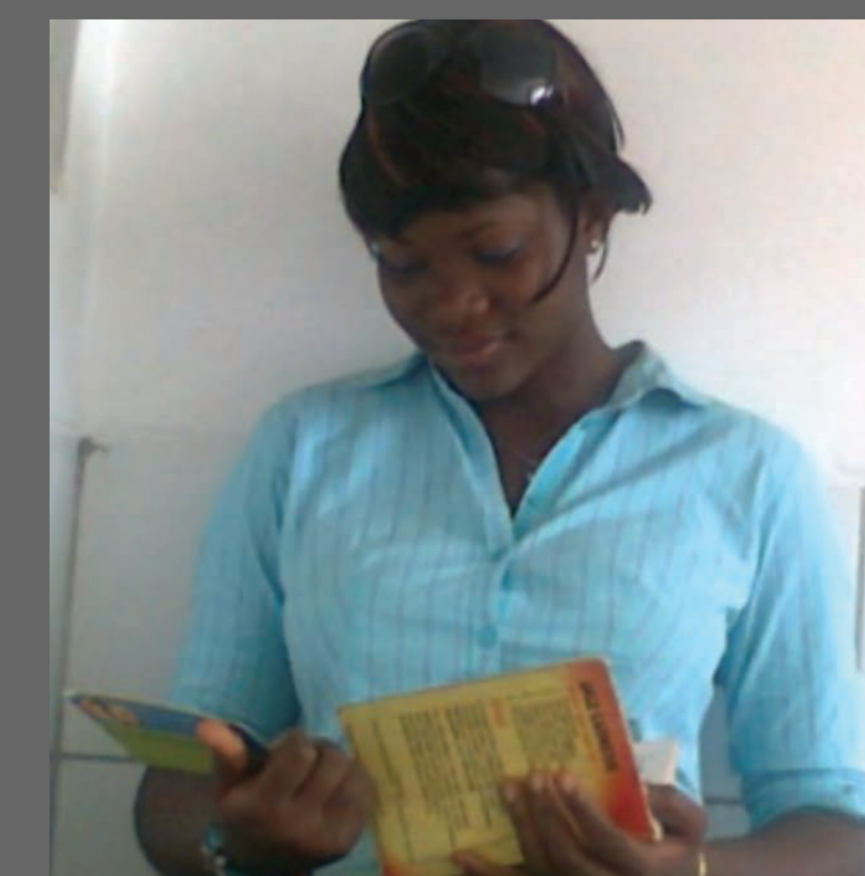
# EMPOWERING WOMEN

Equitable access to tertiary education is a powerful force for women's empowerment and enhanced protection.

As young refugee graduates become agents of change in their community, they help to alter traditional views on the roles of men and women.

*“My sisters got married when I was away. If I was here, I wouldn’t agree with this decision. They have the right to be educated and not only be housewives, just like some of my professors.”*

**JOSHUA ISACK**  
*A refugee from Burundi  
in Tanzania talking about his sisters*



1  
*Asmic Sargsyan, who was born in Armenia, studies on a computer. She received a DAFI scholarship to study pharmaceutical technologies in Moldova.*  
©UNHCR/J.McConnico

2  
*Gloria Korto Zazay, a Liberian refugee, studied Commercial and Business Studies in Ghana.*  
©UNHCR Photo

3  
*Lemma, an Afghan student, who studied medical sciences in Russia with the help of a DAFI scholarship, now works in a clinic as a nurse.* ©UNHCR Photo

4  
*Khadra Abdullah Mohammed, a refugee from Somalia, studied in Yemen and is now working with Save the Children as a health project officer.*  
© UNHCR Photo



Equity  
Empowerment  
Women

LALI NUN PUI  
A 21-year-old refugee  
from Myanmar in India

©UNHCR Photo

*Lali lives alone in Delhi. Thanks to the DAFI programme, Lali is in her first year of a Bachelor's degree in Business Administration. "I am getting so much help and it's making me a stronger person."*



# ENHANCING SELF-RELIANCE AND LIVELIHOODS

Graduates can sustain meaningful livelihoods for themselves and their families.

They often ensure younger siblings get an education, enhancing their prospects for better livelihoods.

Equipped with higher education diplomas, refugees are more likely to successfully integrate in a new environment and in competitive labour markets.

*“After university I want to find a job, so that I may sustain myself and in return help other people in need who may then contribute to our nation.”*

**PENDORA DORA WILLIAMS**  
*A Liberian refugee studying in Ghana*



- 1
- 2

1

*Dr. Koma from South Sudan is an intern in a district hospital in Nyanza, Kenya. With the support of a DAFI scholarship, he completed his*

*undergraduate course in Medicine and Surgery in Nairobi and is keen to repatriate to South Sudan. ©UNHCR Photo*

2

*DAFI students during a visit to a soap factory organized to facilitate contact with the private sector, near Yaounde, Cameroon. ©UNHCR Photo*



# Community Technology Access (CTA) Project

Nayapara Refugee Camp  
Date: 16 September 2009

Microsoft

Dignity  
Self-reliance  
Livelihoods

TOSLIMA  
helps students at the  
Community Technology Access centre  
in Nayapara refugee camp Bangladesh

©UNHCR/I.Bayzid

*“As a computer trainer, I can teach my community and make a difference in their lives. I want all refugees to go somewhere where they can be in peace and have a good future.”*



# GIVING BACK TO THE COMMUNITY

Tertiary education is vital to train professionals to support reconstruction after conflict; this includes teachers, nurses, engineers, agronomists and others.

Graduates, especially young women, become role models for young students and often engage in community support initiatives.

*“I always dreamt of having a home for homeless children. My future plan is to have as great an impact in the lives of others as DAFI had in my life.”*

**DOROTHY PALLAY**  
*A Liberian refugee who studied in Ghana*



1  
 Yussuf Abdi, a former DAFI scholar, with his pupils in class 3 at the Getune primary school in Garissa. ©UNHCR Photo

2  
 Afrah Warsamah, a former student of pharmacy, currently works in a drop out center with refugee students in Sana'a, Yemen. ©UNHCR Photo

4  
 Abdulrahman Farh, a DAFI scholar who studied Business Management is working with the inclusive education program in Aden, Yemen. ©UNHCR Photo

3  
 DAFI students doing voluntary work at the Arab Robotics Championship in Jordan. ©UNHCR Photo



Community  
Contribution  
Commitment

WILLIAM SHELDRIK MARSHALL  
*A Liberian refugee studying in Ghana*

*Janet's family fled Burundi and settled in Tanzania. She received training as a midwife and works in Lukama village.*

©UNHCR / B. Bannon

*“After my studies here, I intend to go back home and work for a year in the service of my country in whatever capacity that will bring me closer to the people in the local communities who have been affected by the war.”*

# CONTRIBUTING TO SOLUTIONS

Most refugees come from countries with vast reconstruction needs. Young refugees can become the agents of positive change and development in their societies.

Refugees are mainly hosted in developing countries. Providing refugees with education opportunities will allow them to acquire skills relevant to rebuilding their communities.

*“I train midwives to reduce childbirth related mortality. I happily provide Yemeni people with this important service, as they always treated me without any discrimination.”*

**KHADRA ABDULLAH MOHAMMED**  
*A Somali refugee living and trained in Yemen*



1

2

1

*A Rwandan refugee who worked as a parking lot attendant was awarded a DAFI scholarship to study medicine and is now working at a hospital in Durban, South Africa.*

©UNHCR Photo

2

*Pedro graduated from Kinshasa's Université Pédagogique Nationale and had a job in a local school in the Democratic Republic of Congo. He returned to his home country recently to build a new life in Angola.*

©UNHCR Photo

Coexistence  
Reconstruction  
Development

HAMEEDULLA HAMID

An Afghan refugee who studied in  
Pakistan now working in Afghanistan

*"The South Sudanese  
really prize education."  
A UNHCR  
education expert.*

©UNHCR Photo

*"I selected Food Science & Technology as  
my major subject of study as I always  
dreamed of working in the food industry in  
Afghanistan and wanted to use my potential  
and contribute my efforts to produce safe  
food for Afghanistan and the region."*

# PARTNERSHIPS IN DISTANCE EDUCATION

Open and distance learning programmes, in collaboration with universities and private partners, provide innovative access to higher education programmes.

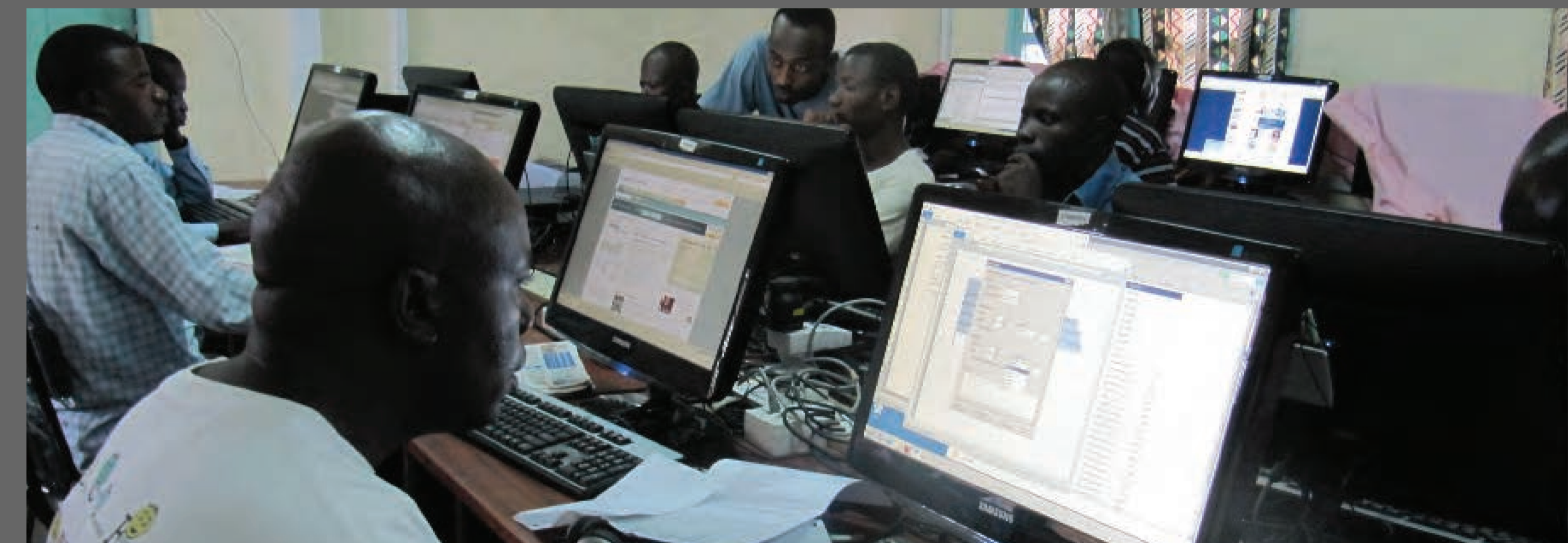
Technology facilitates access for displaced people to the global world of knowledge and to higher education certification, even in remote refugee settings.

Distance Learning Programmes offer flexible learning opportunities.



*“I am benefitting from professional training which I could not afford myself. I have acquired helpful computer, communication and team work skills.”*

**EMMANUEL**  
*A student in Community Communication  
from Rwanda, studying in Malawi*



1

2

1 & 2

*Students in the distance learning centre set up by the Jesuit-Commons: Higher Education at the Margins project in Kakuma camp*

*study for a degree from a university in the United States of America.*

©JCHEM Photo



Partnership  
Technology  
Global Opportunities

*SHADIA  
A Rwandan refugee in Botswana  
who graduated from an online  
programme provided by  
the University of South Africa*

*“With distance education there is no  
limitation as to what you can study thus  
opening doors for a better future for all  
those who are interested.”*



**BUILD HOPE & OPPORTUNITY**

# GET INVOLVED

**5 MILLION**

**SCHOOL-AGE CHILDREN NEED TO COMPLETE  
PRIMARY AND SECONDARY EDUCATION**

## HOW MANY WILL GO TO UNIVERSITY?

**The commitment of universities, foundations, corporations, governments, non-governmental organizations and multilateral agencies enables UNHCR to:**

- **Enrol More Refugee Children In Secondary School**
- **Expand University Scholarship Opportunities**
- **Implement Distance Learning Programmes**
- **Broaden Partnerships In Education**