



UNHCR
The UN Refugee Agency



DAFI



DAFI 2018

REFUGEE STUDENTS VOICES

Annual Report - Short Version

“My message to all refugees is this: there is no difference between you and someone who is not a refugee. People might think you are weak. But remember: you have power. You can be as successful as anybody else. Work hard, study hard. It is the best investment you can make.”

Claude, a refugee student from the Democratic Republic of Congo, studying Accounting with a DAFI scholarship in Rwanda.



Table of Contents

EXECUTIVE SUMMARY	4
DAFI PROGRAMME AT A GLANCE	6
1 DAFI PROGRAMME HIGHLIGHTS IN 2018	7
1.1 At a glance	8
2. REGIONAL DYNAMICS	12
2.1 Sub-Saharan Africa	13
2.2 Middle East and Northern Africa (MENA)	15
2.3 Asia and Pacific	16
2.4 Eastern Europe	17
2.5 The Americas	17
3 ACADEMIC PERFORMANCE	20
4 PARTNERSHIPS & FUNDING	22
4.1 Management and Implementation	22
4.2 Funding and work with partners	22
4.3 Core funding partners 2018	25



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Executive Summary

In line with national education laws, policies and planning, and in support of host countries, States and relevant stakeholders will contribute resources and expertise to expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education

Global Compact on Refugees, 2018. §68.

2018 was another important year for championing access to higher education for refugees. Across the globe, the DAFI programme (Albert Einstein German Academic Refugee Initiative) continued to provide leadership on higher education for refugees and inclusion in quality national education systems. Since its inception in 1992, over 15,500 young refugee women and men have graduated with DAFI scholarships; many have gone on to realise their personal ambitions and positively support their communities. The DAFI programme remains a model for emerging scholarship programmes and innovative education initiatives, which have expanded the options for refugee women and men to shape their futures through education.

In December 2018, 193 Member States affirmed the Global Compact on Refugees, a landmark act of solidarity with refugees and host communities. Within the Compact is a commitment to increase investment in access to quality education for refugees, including at the tertiary level. Higher education can act as an equalizer, bringing refugee and host communities together to learn, socialise, and work side by side. Universities and higher education institutions are places that facilitate personal growth, local and regional connections, peace across communities, and create the leaders of tomorrow. In 51 countries across the globe, DAFI scholarships provide a foundation for this to happen and to be scaled further.

In 2018, 6,866 DAFI scholars, 41 percent of whom were women, were supported across 784 institutions. Committed to supporting national education institutions to the extent possible, the DAFI programme prioritizes enrolment in public universities, which represent 62% of DAFI student enrolments. DAFI scholars are studying in fields ranging from computer science to public health, from agri-business to business administration. After three years of significant programme growth in response to large scale refugee movements, 2018 was a time for valuable consolidation of the programme. UNHCR focused on strengthening guidance to DAFI country programmes and partners, harmonizing management tools and deepening the overall strategic approach to linking DAFI scholarships to long term self-reliance and sustainable futures for students.

Regional distribution of DAFI scholarships directly reflects global conflict environments and refugee movements. Programmes in Sub-Saharan Africa hosted the largest share of DAFI students (41%) followed closely by the Middle East and North Africa Region (33%). The largest DAFI hosting countries were Turkey (12%), Ethiopia (12%), Jordan (11%), Uganda (7%) and Kenya (6%). The largest country of origin cohorts were from Syria (36%), Afghanistan (14%) and South Sudan (12%).

Many refugee students have overcome substantive barriers to pursue their education. Recognising this and the continued challenges that refugee students face pursuing education in their host country, the DAFI programme offers a support structure that extends beyond academics. Depending on the needs of the scholars, support services may include psycho-social support, language classes, academic bridging courses and career readiness training. The personal and professional development of each DAFI scholar is central to the programme's objectives. The DAFI programme is designed to ensure that each DAFI scholar will graduate not only with the certification and skills needed for a sustainable livelihood, but also the motivation to act as a positive leader for change, both in the community and internationally.

Linking DAFI graduates with economic inclusion and sustainable livelihoods was also a priority during 2018. Highlighted in the Global Compact on Refugees as central to achieving inclusive development for refugee and host communities, DAFI country programmes expanded activities supporting students to develop entrepreneurship skills, participate in networking events, learn about right-to-work and secure access to Technical and Vocational Education Training (TVET) programmes and personalised career guidance. To strengthen these efforts, UNHCR also held the first of what will become an annual multi-partner, multi-country workshop on Education and Livelihoods. This year the focus was to respond to the persistent demand for higher education from Afghan refugees, bringing together 50 colleagues and partners from seven countries hosting Afghan refugees, as well as from Afghanistan. The workshop consolidated the DAFI programme's global efforts to explore promising practices and learn from cross-country exchange on how to better enhance tertiary education and economic integration.

Connected learning engages students in ways that allow them to link different dimensions of their learning environments, connecting them to accredited courses, expert instructors, global discourse, and peer networks. The advantage of connected learning is the provision of higher education without the students having to leave their present location, opening greater access for students whose mobility is restricted for legal or cultural reasons; who may not have recognized credentials; or who do not have the financial means to cover associated costs. The Connected Learning in Crisis Consortium (CLCC) leverages a broad network for innovative expansion of higher education for young refugees. The CLCC grew substantially in 2018, welcoming 12 new members. The CLCC provides examples of good practice, quality guidelines, and coordination across a variety of flexible learning opportunities that combine online and face-to-face learning. Increasing synergies between DAFI and connected learning programmes is a priority in several countries, with connected learning often filling a gap where higher education institutions are limited or where an alternative method of delivery is better suited to student needs.

While significant progress is being made in advancing higher education opportunities for refugees, much remains to be done. In 2018, 10,230 refugees applied for DAFI scholarships, of whom only 1,134 new students were granted scholarships due to limited resource availability. In line with the Sustainable Development Goals, UNHCR aims to substantially expand access to higher education for young refugee women and men by 2030. Realising this goal will require the sustained commitment and cooperation of host governments, higher education institutions, international agencies, donors, civil society, development partners, private sector, and host and refugee communities. UNHCR is grateful for the German Government's unwavering commitment to the DAFI programme for the past 26 years, to the Saïd and Asfari Foundations for their dedicated support, and to other partners who have contributed additional scholarships, in-kind services, inclusive policies, advocacy efforts, fee waivers and efforts to improve access and quality of education.

Looking ahead to the first Global Refugee Forum that will take place in December 2019, we hope you are encouraged to read the testimonies contained here of young women and men who are pursuing their dreams, who have set their expectations high and who reflect the extraordinary gains for communities and countries to be made from investing in higher education for young refugee women and men.

DAFI

Programme at a Glance

LAUNCH

The DAFI refugee scholarship programme was launched in 1992 by UNHCR and the German government. Celebrating its 25th anniversary in 2017, the programme has supported over 15,500 young refugees to date and is currently implemented in 51 countries, the vast majority of which are in the Global South.

VISION

Young refugee women and men who possess a secondary education diploma are able to pursue higher education in their host country. With the qualifications they acquire, they can build a more secure future for themselves and their families, make informed life choices and contribute to the peaceful development of their host country or country of origin.

STRATEGIC OBJECTIVES

- 1 Promote self-reliance and pathways to solutions** resulting from completion of an undergraduate qualification.
- 2 Empower young women and men equally** to contribute knowledge, skills and leadership to their communities, and to participate fully in peaceful coexistence, social cohesion and the development of the communities where they live.
- 3 Strengthen the protective impact of education** by encouraging lifelong learning for refugees.
- 4 Provide role models for refugee children and youth**, by demonstrating the positive impact of education on individuals, communities and societies.
- 5 Contribute to post-conflict peacebuilding and reconstruction** in the event that refugees return to their home countries.
- 6 Promote social, economic and gender equality.**

APPROACH

UNHCR awards undergraduate scholarships to refugee youth who meet the DAFI programme selection criteria. UNHCR and partner organizations support the students through monitoring, preparatory courses, language classes, and psychosocial support. This comprehensive support structure helps to maintain the programme's consistently low dropout rate. The programme also emphasizes preparation for the post-graduation period and transition from education to economic inclusion by providing skills training, internships and mentoring, and organizing volunteering and networking opportunities. Student support activities are tailored to individual country conditions.

INCLUSION

The DAFI programme aims to secure refugee students' inclusion in national education systems, prioritising enrolment in public higher education institutions. Participation in public institutions enables refugee students to study alongside their host country peers and pursue nationally accredited degree programmes, as well as bringing resources into public higher education institutions.

SCHOLARSHIPS

DAFI scholarships are designed to ensure that sponsored refugee students can learn in safe and appropriate conditions, allowing them to focus on their studies, build networks and gain the skills necessary to achieve self-reliance. DAFI scholarships cover a wide range of costs, including tuition and fees, study materials, food, transport, and accommodation. These scholarship costs vary from country to country. Scholars may also benefit from student support activities such as leadership development or IT training depending on the country programme.

SELECTION CRITERIA

The programme seeks to support socio-economically disadvantaged and academically qualified young adults who have been granted refugee status in their host country or are deemed to be in need of international protection. They have completed upper secondary education to a high standard; are not older than 28 years of age at the start of their undergraduate studies; are proficient in the language of instruction; and show a strong commitment to engaging in their communities.

PROGRAMME MANAGEMENT

UNHCR Headquarters' Education Section; UNHCR country offices.

PROGRAMME IMPLEMENTATION

UNHCR country offices, directly or with partner organizations.

1 DAFI Programme Highlights in 2018



1,134 new scholarships were added to the DAFI Programme

UNHCR supported 6,866 young refugees to study in 784 higher education institutions through DAFI scholarship programmes. 1,134 new DAFI scholars were enrolled in 2018, growing the programme to its highest annual number of scholarships since its inception in 1992. Following three years of rapid programme growth, in 2018 the DAFI programme focused on strengthening and aligning country programmes to ensure continued high-quality scholarship provision and student support across all country contexts.

Programme coverage continued to respond to new and protracted refugee situations

In 2018, UNHCR and its partners implemented the DAFI programme in 51 countries. The regional distribution of scholarships reflects the global displacement trends and growing demand for higher education from refugees around the world. In 2018, Syrian refugee students represented the largest cohort (36%), followed by refugee students from Afghanistan (14%), South Sudan (12%), Somalia (10%), Democratic Republic of Congo (5%) and Sudan (4%). Altogether, the 2018 DAFI cohort represented 39 nationalities. Worldwide, demand for higher education from refugees is growing. In 2018 alone, UNHCR received over 10,000 applications for only 1,134 new scholarship places. This represents the immense need to step up international support for refugee higher education.

Continued work towards achieving gender parity across DAFI programmes

In 2018, young women represented 41% of all DAFI scholars, reflecting the relatively higher challenges faced by women to access and qualify for higher education. Challenges include lower prioritisation of education for girls and women at all levels, competing demands of household work and childcare and risk of sexual and gender based violence travelling to and while at school. At the country level, DAFI programmes worked hard to increase female enrolment with 20 DAFI countries improving their ratio of female enrolment compared to 2017. UNHCR and its partners work with communities, education providers and other stakeholders to close the gender gap in the DAFI Programme, applying a community and age, gender and diversity sensitive approach to its programmes.

Innovative Connected Learning solutions were promoted

UNHCR promotes innovative connected learning solutions that allow refugee students to overcome barriers to education. UNHCR co-chairs the Connected Learning in Crisis Consortium (CLCC), a network of global actors that bring flexible blended-learning programmes to refugees in fragile contexts. Through a growing network of partners, 4,000 refugee students were able to benefit from Connected Learning programmes in 2018. Connected learning programmes can serve as a pathway to sustainable livelihoods, as well as open doors to further educational opportunities. In 2018, country programmes built important synergies between connected learning programmes and the DAFI scholarship, enabling more students to qualify for and advance through higher education.

Dedicated donor support ensured stable education for DAFI scholars

The total budget of the DAFI programme increased to USD 20.1 million in 2018. Dedicated donor support allows DAFI scholars to thrive in their education without undue financial burden or uncertainty. The German government remained the largest donor, contributing 90% of funds. Additional contributions helped to meet the growing demand for higher education opportunities from Syrian refugees, as well for refugees originating from Afghanistan and Sub-Saharan Africa. The Saïd Foundation, Asfari Foundation, Hands-Up for Syria Foundation and other private donors contributed to the remaining 10% of the total programme budget.

1.1 At a glance ...

2016

4,652 students

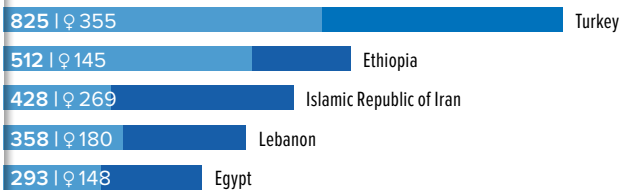
44% female



449 graduated | **2,718** newly admitted

37 countries of study

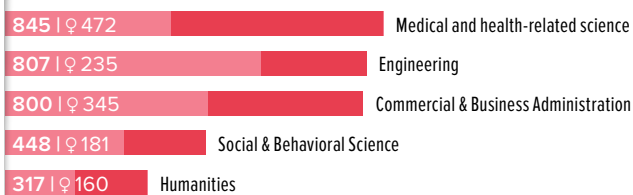
Top five countries of study



Top five countries of origin



Top five field of studies



2017

6,723 students

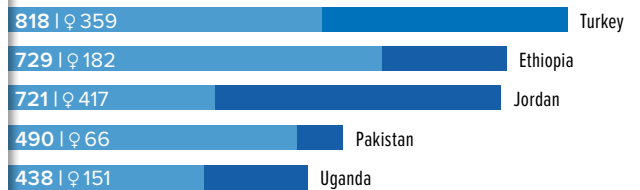
41% female



547 graduated | **2,582** newly admitted

50 countries of study

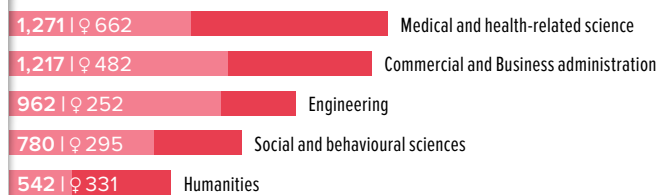
Top five countries of study



Top five countries of origin



Top five field of studies



2018

6,866 students

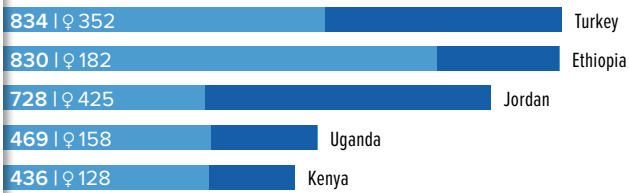
41% female



787 graduated | **1,134** newly admitted

51 countries of study

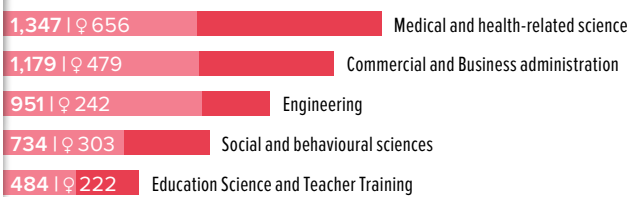
Top five countries of study

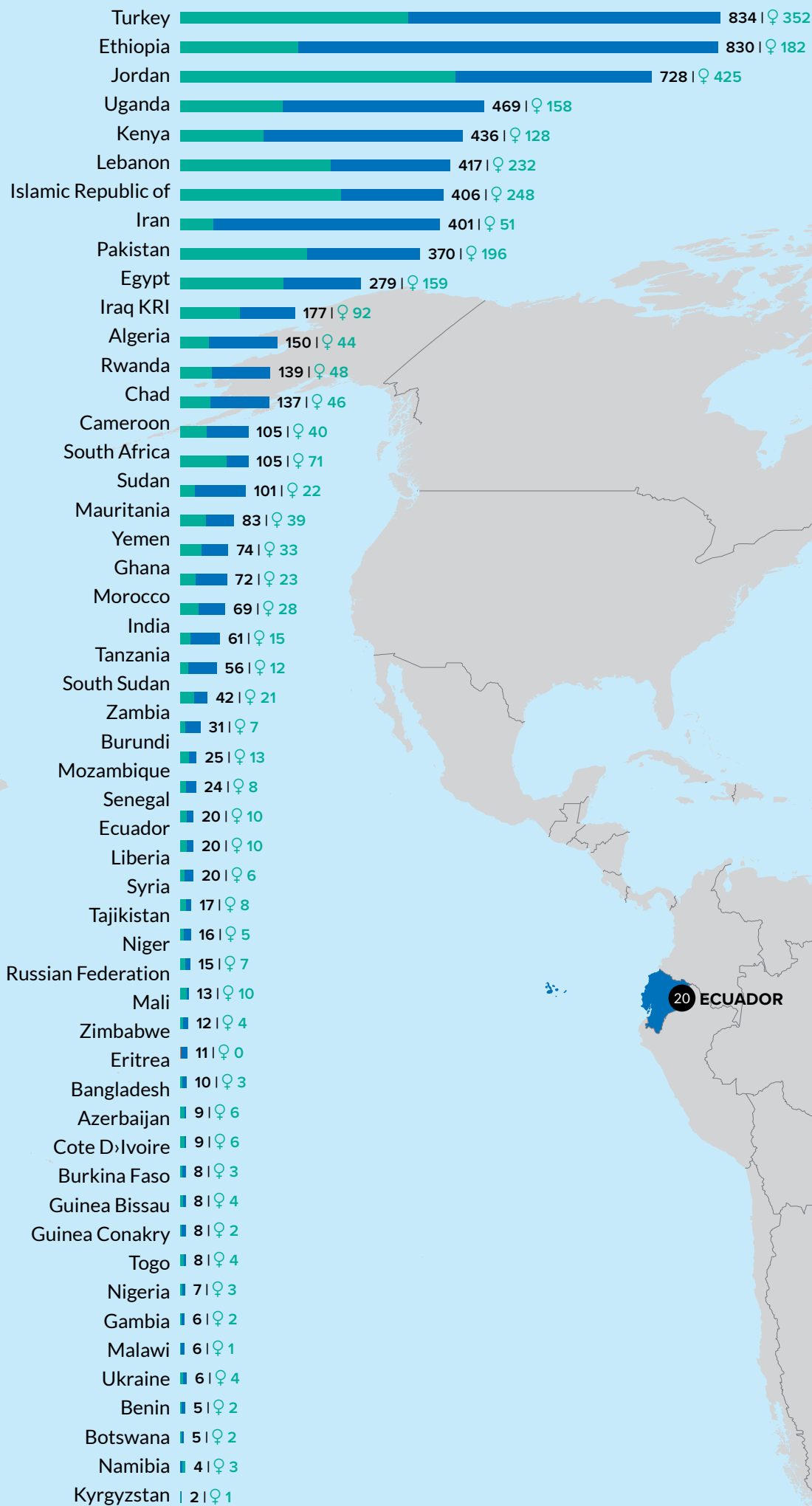


Top five countries of origin



Top five field of studies





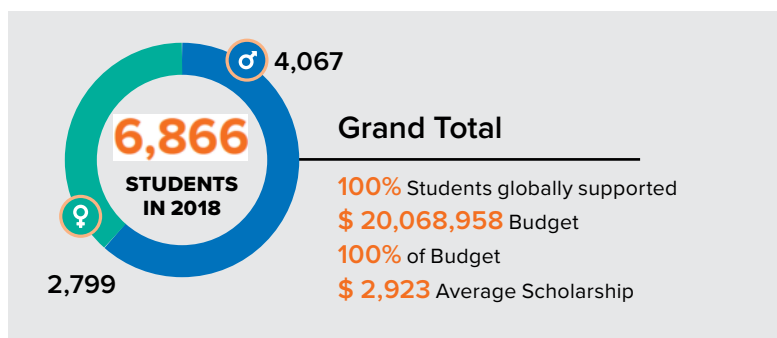
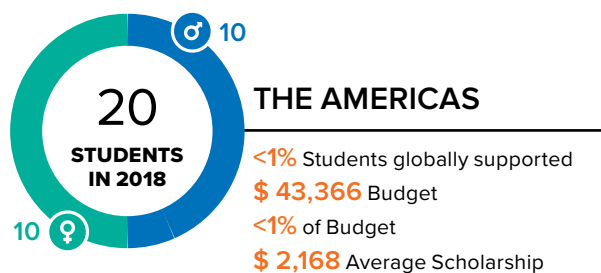
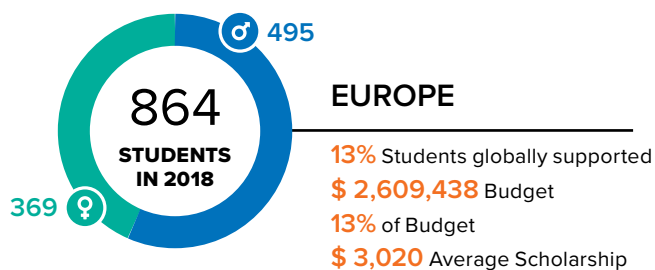
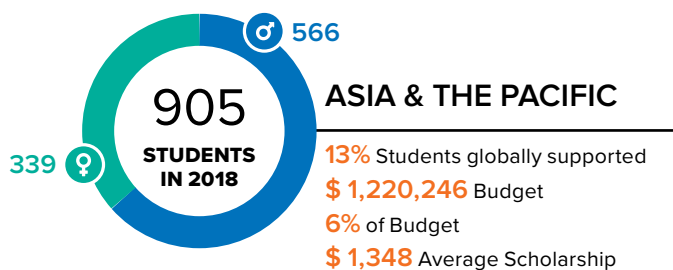
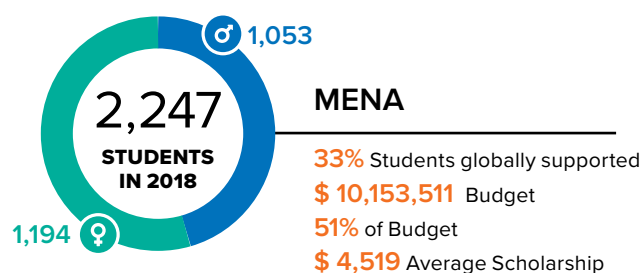
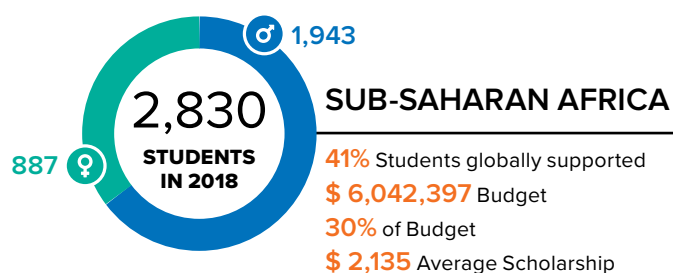


2. REGIONAL DYNAMICS



In 2018, Sub-Saharan Africa continued to host the majority of DAFI scholars, with 2,830 students across 31 countries. This is followed by the Middle East and North Africa (MENA) region, hosting 2,247 students across nine countries, and Asia and the Pacific hosting 905 scholars in six countries. In Europe, four countries offer DAFI scholarships, including Turkey, which since 2016 has been the largest DAFI country programme. In the Americas, only Ecuador hosted DAFI students in 2018.

Table 1: Regional Breakdown





Yvonne and Grace are mother and daughter and share a love of learning. They are refugees from Rwanda living in Senegal, and both are former DAFI scholars. © UNHCR/Antoine Tardy

2.1 Sub-Saharan Africa

In mid-2018, Sub-Saharan Africa was hosting 6.4 million refugees. Refugees from South Sudan constitute the largest increase in new displacement, with the South Sudanese refugee population having risen four-fold in only four years. In 2018, ongoing conflict prevented safe and sustainable return to South Sudan, with Uganda, Sudan, Ethiopia and Kenya continuing to host the majority of South Sudanese refugees. In addition, unresolved conflict in the Democratic Republic of Congo, and ongoing displacement of Somali refugees, continues to place pressures on hosting countries in sub-Saharan Africa¹.
































DAFI scholars in sub-Saharan Africa represented 41% of all scholarship places, with the three largest country programmes being Ethiopia (830 students), Uganda (469 students), and Kenya (436 students). Kenya, for the first time, became one of the top 5 DAFI country programmes, with 114 new scholarship places awarded in 2018. The majority of the students in sub-Saharan Africa were from South Sudan (793 students), Somalia (586 students) and the Democratic Republic of Congo (354 students).

Female students represented 31% of the total number of DAFI students in the region. This is lower than the global rate (41%) and reflects the low number of female applicants in the region. Across the region, only 21% of applications were from women, but women were awarded 29% of new scholarships. Economic, familial, and cultural factors create additional barriers to girls' ability to complete secondary school and to consider higher education. DAFI country programmes are sensitive to these challenges when reviewing applications. For example, in Uganda, the second largest programme in the region, only 23% of the 1,286 applications were from women, and out of the 75 scholarships available 34 were awarded to young women. Furthermore, DAFI scholars themselves challenge barriers to girls' education in their own communities. In their volunteering activities, DAFI scholars act as inspiring role models to younger peers and create active change through their work in local secondary schools and youth centres. For example, in Uganda, five student-run DAFI clubs facilitated workshops in community schools for parents, teachers and school children on the importance of girls' empowerment through education.

¹ UNHCR mid-year trends, 2018

Although sub-Saharan Africa hosted 41% of DAFI scholars, it represented only 30% of the total budget. This is a result of the high number of subsidised, reduced or national equivalent fees offered to refugee students in the region. For example, Ethiopia having the lowest average scholarship cost (549 USD) is in part a result of subsidies for refugee students offered by the Government of Ethiopia. South Africa had the highest average scholarship cost (6,815 USD) due to high costs of accommodation and transport.

Table 2: Sub-Saharan Africa DAFI Programmes

	♀	♂	Σ		Budget [USD]	Average Cost
Ethiopia	182	648	830		455,562	549
Uganda	158	311	469		793,039	1,691
Kenya	128	308	436		1,296,348	2,973
Rwanda	44	106	150		320,502	2,137
Chad	48	91	139		477,471	3,435
Cameroon	46	91	137		349,124	2,548
South Africa	40	65	105		715,549	6,815
Sudan	71	34	105		99,512	948
Ghana	33	41	74		334,719	4,523
Tanzania	15	46	61		199,293	3,267
South Sudan	12	44	56		205,355	3,667
Zambia	21	21	42		159,794	3,805
Burundi	7	24	31		85,587	2,761
Mozambique	13	12	25		89,299	3,572
Senegal	8	16	24		43,251	1,802
Liberia	10	10	20		52,580	2,629
Niger	5	11	16		65,198	4,075
Mali	10	3	13		76,068	5,851
Zimbabwe	4	8	12		41,464	3,455
Eritrea	0	11	11		13,950	1,268
Cote D'Ivoire	6	3	9		37,507	4,167
Burkina Faso	3	5	8		15,933	1,992
Guinea Bissau	4	4	8		22,437	2,805
Guinea Conakry	2	6	8		25,000	3,125
Togo	4	4	8		11,255	1,407
Nigeria	3	4	7		5,983	855
Gambia	2	4	6		12,778	2,130
Malawi	1	5	6		14,015	2,336
Benin	2	3	5		-	-
Botswana	2	3	5		19,607	3,921
Namibia	3	1	4		4,217	1,054
Grand Total	887	1943	2830		6,042,397	2,135

2.2 Middle East and Northern Africa (MENA)










In 2018, the MENA region continued to host significant numbers of Syrian refugees, as well as refugees from Iraq, Yemen and Western Sahara. In total, the MENA region hosted 2.8 million refugees by mid-2018.

The largest nationality of DAFI scholars in the MENA region was Syrian (1,686 students) followed by Western Saharan (164 students) and Iraqi (89 students). In 2018, Jordan remained the largest programme in the region with 728 students, followed by Lebanon (417 students), and Egypt (370 students). There was also significant expansion of the DAFI programme in Algeria, with 84 new enrolments of West Saharan refugees. Sahrawi refugees are a protracted refugee situation, with first displacements dating back to 1975.

Demand for higher education in the MENA region remains high. In this region alone, there were over 5,500 applications for DAFI scholarships, mostly from Jordan and Lebanon. The response from female applicants in the MENA region was strong, at 52%. After rapid expansion in previous years, however, relatively few new scholarships (264) were available in 2018, resulting in an overall acceptance rate in the MENA region of only 5%.

Across all years of DAFI scholars, 53% of students were women, which is above the DAFI programme global average. However, improvement is still needed. In Mauritania, only 22% of DAFI scholars were female. The challenging education context for Malian refugees hosted in Mauritania means very few refugees graduate from secondary school with relatively few of them being young women. This resulted in only 14% of 2018 applications in Mauritania coming from women. Across all programme countries, the DAFI programme seeks to engage female students at the secondary education level, motivating them to continue with their studies and consider higher education. For example, improvement has been seen in Morocco: when the DAFI programme launched in Morocco in 2017, young women represented only 22% of scholars, but by 2018 this had increased to 32%. This rapid improvement is a result of concerted efforts from the project partner, Foundation Orient Occident, in reaching out to female students in secondary schools through workshops for prospective applicants.

Table 6: MENA DAFI Programmes

	♀	♂	Σ		Budget [USD]	Average Cost
Jordan	425	303	728		5,551,588	7,626
Lebanon	232	185	417		1,542,212	3,698
Egypt	196	174	370		770,088	2,081
Iraq KRI	159	120	279		1,302,636	4,669
Algeria	92	85	177		145,595	823
Mauritania	22	79	101		271,528	2,688
Morocco	23	49	72		224,832	3,123
Yemen	39	44	83		345,032	4,157
Syria	6	14	20		-	-
Grand Total	1194	1053	2247		10,153,511	4,519

2.3 Asia and Pacific

By mid-2018, the Asia and Pacific region was hosting 4.2 million refugees, 21% of the world's refugee population. UNHCR's mid-year trends revealed that the Afghan refugee population continued to grow slowly in 2018, such that by mid-2018, 2.7 million Afghans were displaced. The largest hosting countries of Afghan refugees were the Islamic Republic of Iran and Pakistan.

96% of DAFI scholars in the region were of Afghan origin in 2018. The three largest DAFI programme countries were: the Islamic Republic of Iran (406 students), Pakistan (401 students) and India (69 students).

Female students represented 37% of the total number of students in the region which is lower than the global rate of female participation (41%). The country with the lowest female enrolment rate was Pakistan (13%), where a pervasive gap in female enrolment at tertiary education exists across the country². The remaining five countries had female enrolment rates of 30% or higher. However, in the three countries where new scholarship places were opened (India, Iran and Tajikistan), female engagement and mobilisation was high, with 63% of received applications coming from young women, who went on to earn 59% of the newly available scholarship places.

Average scholarship costs in the Asia and Pacific region were lower than the global average. The lowest average scholarship cost was in India (USD 947), where UNHCR partner BOSCO has been active in negotiating reduced or waived fees for students

Table 4: Asia and the Pacific DAFI Programmes

	♀	♂	Σ		Budget [USD]	Average Cost
Islamic Republic of Iran	248	158	406		482,883	1,189
Pakistan	51	350	401		621,190	1,549
India	28	41	69		65,335	947
Tajikistan	8	9	17		27,374	1,610
Bangladesh	3	7	10		20,150	2,015
Kyrgyzstan	1	1	2		3,314	1,657
Grand Total	339	566	905		1,220,246	1,348

² World Bank: Female enrolment in tertiary education data (2018)

2.4 Eastern Europe

In 2018, Turkey continued to be the site of the majority of new Syrian refugee registrations, and it continued as the country hosting the largest Syrian refugee population in the world³. Correspondingly, UNHCR Turkey manages the largest DAFI programme globally with 834 students. Presidency for Turks Abroad and Related Communities (YTB), the national scholarship programme, and the government of Turkey are instrumental in implementing this large-scale programme.

Most of the DAFI students in the Eastern Europe region were Syrian (751 students). Turkey had the highest budget in the region (USD 2,538,177) and second highest average scholarship cost (3,043) despite Syrian refugees paying the same university fees as national students. The high average scholarship cost in Turkey is owed to non-Syrians who pay international fees, along with the comparatively high cost of living. 43% of scholarship holders in the Eastern Europe region were female, slightly above the DAFI programme global average.

Table 5: Europe DAFI Programmes

	♀	♂	Σ		Budget [USD]	Average Cost
Turkey	352	482	834		2,538,177	3,043
Russian Federation	7	8	15		25,200	1,680
Azerbaijan	6	3	9		27,200	3,022
Ukraine	4	2	6		18,861	3,144
Grand Total	369	495	864		2,609,438	3,020

2.5 The Americas

Ecuador implemented the only DAFI programme in the Americas. All 20 students supported in 2018 are of Colombian origin. With USD 2,168 average scholarship costs, UNHCR Ecuador remained below the global average for per-scholarship cost. For the past 8 years, the DAFI programme in Ecuador has achieved 50% or higher female enrolment and did so again in 2018.

Table 3: The Americas DAFI Programmes

	♀	♂	Σ		Budget [USD]	Average Cost
Ecuador	10	10	20		43,366	2,168
Grand Total	10	10	20		43,366	2,168

³ UNHCR Mid-Year Trends, 2018.

"Back in Syria, I was working as an accountant in the Ministry of Economy. In 2012, I was elected as a Representative in the Government's Council, at the national level. But I got threatened and had to resign. I even got kidnapped for 12 days. The following eight months, they kept me under close scrutiny. My past followed me to Arsal, where we have been living with my wife and our two daughters in an informal settlement. I had to face a lot of problems. One day, I was targeted by a bombing attack in the city hall. I lost my leg. I received care in a small clinic there.

After all that had happened to me, I wanted to start a new life, to forget about my past... Receiving the scholarship was a new beginning for me. I was incredibly happy. I was finally receiving a second chance. I was drowning before and DAFI saved me. It is like my life jacket. It got me back on my feet again. It was my last chance...I was poor, I had no work.

I want to send a peaceful message to everyone out there. Humanity is above all. We must fight against discrimination and fundamentalism. It is because I have been through hell that I always look forward now. Life does not stop, so we always have to keep moving forward. If I have set goals for myself and I will reach them, even if I do so slowly, at my own pace.

I study archaeology because I like it and also because I believe that it will be needed in Syria, once the war is over, to restore the ancient sites and monuments. I perform very well so it was a good choice. Help does not always go where it is most needed. I am thinking about all the young people who do not receive the DAFI scholarship for instance. We only ask to be heard and listened to when we speak."

Ahmad, second year DAFI scholar studying Archaeology in Lebanon.





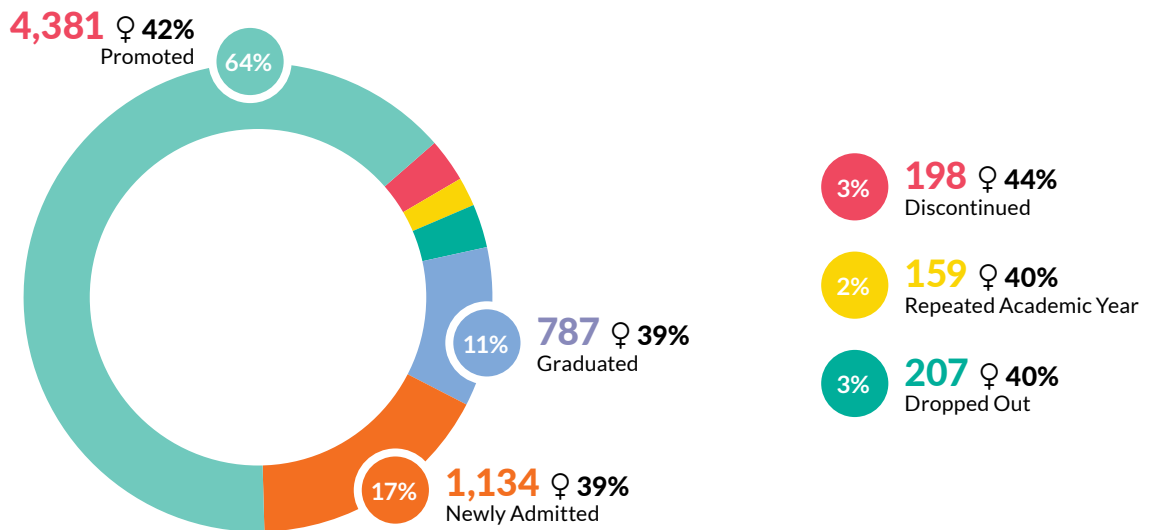
3 ACADEMIC PERFORMANCE



Despite the barriers refugees experience in accessing higher education, DAFI scholars excelled in their chosen disciplines. In 2018, 4,381 students successfully passed their exams and moved on to the next academic year, and a further 787 graduated. Across DAFI programme countries, DAFI scholars, graduates and alumni gather together for graduation ceremonies to celebrate their individual achievements as a community.

Tailored support allowed DAFI scholars to thrive despite previous educational disadvantages. Although the DAFI programme is a competitive academic scholarship, it considers and provides for the different educational circumstances refugee students have had. As a result of their forced displacement, many students will have missed years of schooling, be required to study unfamiliar curriculums in a foreign language and may require additional psychosocial support. Dependent on student needs, country programmes offer language lessons, bridging courses, ICT training, homework clubs and other academic support. Some programmes offer regular individual counselling to ensure that students are supported to thrive. As a result, only 2% of DAFI students had to repeat an academic year, and only 3% dropped out of the programme.

Graph 1: Academic Status of DAFI students in 2017



Graph 2: Reasons for student dropout in 2018.

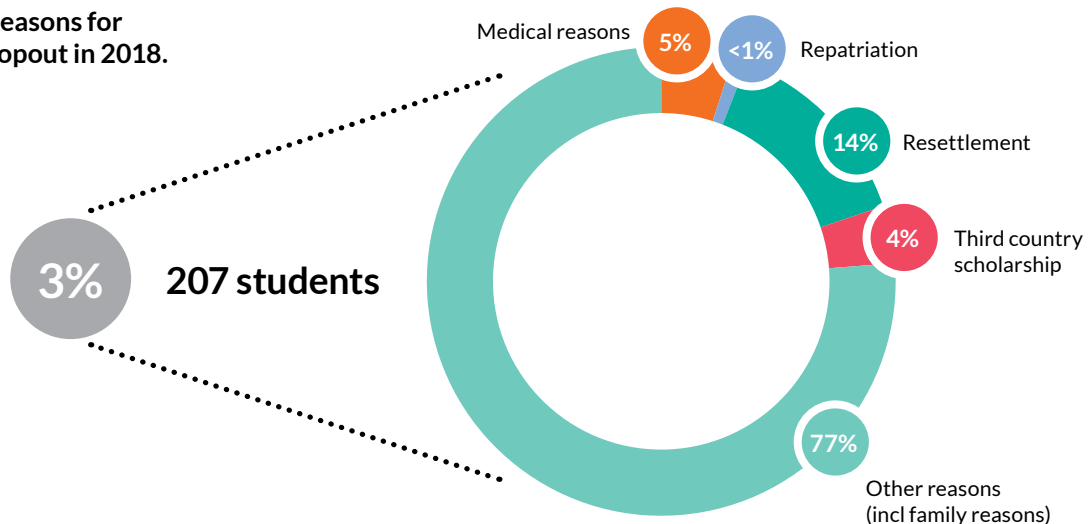



















Table 8: Fields of study of DAFI students in 2017

Field of study	Female		Male		Total students	
	Nr.	%	Nr.	%	Nr.	% (of total)
 Medical Science & Health Related	656	49%	691	51%	1,347	19.62%
 Commercial & Business Administration	481	41%	704	59%	1,185	17.26%
 Engineering	242	25%	709	75%	951	13.85%
 Social & Behavioural Science	303	41%	431	59%	734	10.69%
 Education Science & Teacher Training	222	46%	262	54%	484	7.05%
 Mathematics & Computer Science	118	25%	346	75%	464	6.76%
 Humanities	167	49%	175	51%	342	4.98%
 Natural Science	150	47%	171	53%	321	4.68%
 Law	120	45%	145	55%	265	3.86%
 Agriculture, Forestry & Fishery	31	27%	84	73%	115	1.67%
 Mass Communication & Documentation	46	51%	44	49%	90	1.31%
 Architecture & Town Planning	36	40%	53	60%	89	1.30%
 Home Economics	17	24%	53	76%	70	1.02%
 Fine & Applied Arts	10	37%	17	63%	27	0.39%
 Transport & Communication	6	29%	15	71%	21	0.31%
 Service Trades	5	50%	5	50%	10	0.15%
 Trade Craft & Industrial Programs	4	50%	4	50%	8	0.12%
Other Programs	185	54%	158	46%	343	5.00%

4 PARTNERSHIPS & FUNDING



4.1 Management and Implementation

UNHCR's Headquarters Education Section in Copenhagen, Denmark is responsible for global oversight and management of the DAFI programme. The Education Section is part of the Division of Resilience and Solutions (DRS), which is dedicated to putting the Comprehensive Refugee Response Framework (CRRF) into practice by focusing on long-term, durable solutions for refugees – of which education is a crucial part. Within the division, the Education Section works closely with the Livelihoods and Economic Inclusion Unit, demonstrating a joint commitment to translating education opportunities to self-reliance and livelihoods outcomes.

Implementation and management of the DAFI programme follows the DAFI Policy and Guidelines, which underwent significant revision in 2018. The guidelines offer strategic guidance on implementation arrangements, including selection process, scholarship entitlements, supervision of students' performance, monitoring and reporting requirements and collaboration between UNHCR country offices and the headquarters' team. Following several years of rapid expansion, 2018 was an important year for consolidation. The focus throughout the year was to work closely with country offices to begin implementing new aspects of the guidelines, principally including over 15 new tools and templates to facilitate streamlined and harmonized monitoring and reporting across country programmes.

Effective communication between UNHCR Headquarters' Education Section and country offices is crucial to the timely, quality implementation of the programme at country level. The headquarters' team supports the country programmes with planning and annual budget allocation, distribution of new scholarships across countries and population groups, financial and operational monitoring, reporting, technical support to UNHCR country offices, and advocacy and communication.

At the country level, a designated DAFI focal person manages the programme, either directly or in close collaboration with a partner organisation. DAFI focal persons communicate with and coordinate multi-functional teams in UNHCR offices, collaborating with a variety of partners including national and local government, national education stakeholders, higher education institutions and refugee communities. UNHCR offices determine whether to engage a partner organisation for programme implementation depending on the number of scholars, the size of the operation and the available capacity of potential partners. Partnerships with local organisations are a valuable way to strengthen and link national education stakeholders, and ensure quality, context appropriate support for students. In 2018, 27 partners were engaged in implementing the DAFI Programme.

4.2 Funding and work with partners

The DAFI Programme is committed to a coordinated multi-partner approach to capitalise on the diversity of expertise, networks and partnerships necessary to overcome barriers to higher education for refugees. Country programmes strive to continuously expand the network of local, regional and global partners promoting joint advocacy on the inclusion of refugees in national education systems, and the creation of an enabling protection and learning environment. Important partners include German Embassies, German Cultural Centres, universities, technical and vocational schools, Ministries of Education, secondary school, community groups, teachers, the private sector, non-governmental organisations and other UN agencies.

The German government is the core partner of the DAFI programme, having shown unwavering commitment to educating refugees through the DAFI programme since 1992. The German government has shown leadership in inspiring additional private and state contributors to bring additional resources to the DAFI programme.

Table 9: DAFI Programme Implementing Partners

Country	Partner
AFRICA	
Burundi	Refugee Education Trust International (RET)
Cameroon	Plan International
Chad	Refugee Education Trust
Ethiopia	Association of Ethiopians Education
Ghana	Christian Council of Ghana
Kenya	Windle Charitable Trust
Liberia	Special Emergency Activity to Restore Children's Hope
Mali	Stop Sahel, Association Malien
Senegal	Office Africain pour le Développement et la Coopération (OFADEC)
South Africa	Studietrust
South Sudan	Lutheran World Federation (LWI)
Sudan	Windle Trust International (WTI)
Tanzania	Relief To Development Society (REDESOS)
Uganda	Windle Trust Uganda
THE AMERICAS	
Ecuador	Hebrew Immigrant Aid Society (HIAS)
ASIA	
India	Bosco Organisation for Social Concern and Operation (BOSCO)
Pakistan	Inspire Pakistan
Tajikistan	Refugees, Children & Vulnerable Citizens
EUROPE	
Turkey	Presidency For Turks Abroad And Related Communities (YTB)
MIDDLE EAST	
Algeria	Association des Femmes Algériennes pour le Développement & Partially Direct Implementation
Egypt	Catholic Relief Services (CRS)
Iraq	Darya Organization for Development & Partially Direct Implementation
Jordan	Jubilee Centre for Excellence in Education (JCEE)/ Noor-Al Hussein Foundation
Lebanon	Terres De Homme Italy and Partially Direct Implementation
Mauritania	ACTIONS Mauritania
Morocco	Fondation Orient Occident and Partially Direct Implementation
Yemen	INTERSOS Italy

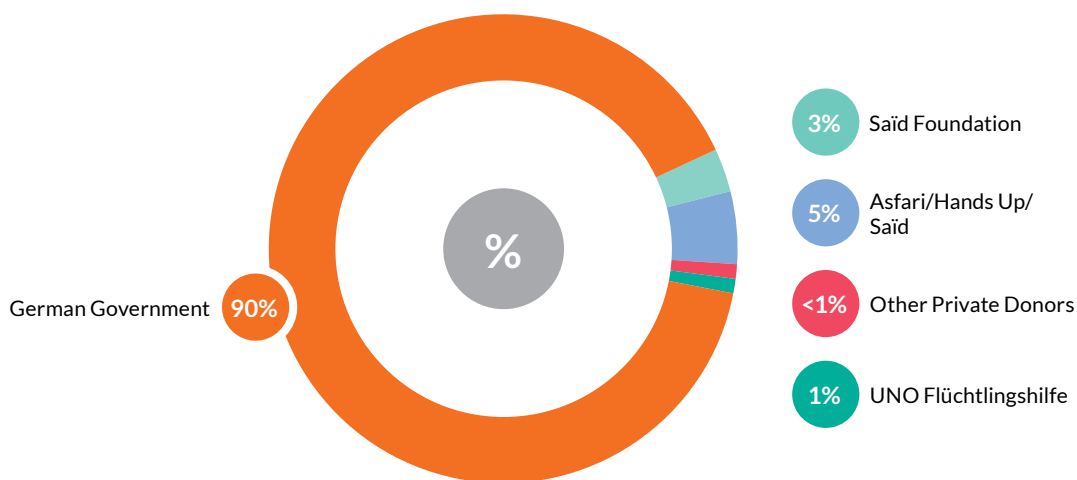
Private sector and development actor partnerships have been instrumental in growing the DAFI programme. In addition to support from the German government, strong partnerships with development actors and the private sector have become increasingly important to the expansion of the DAFI Programme. As well as expanding funding at the global level, at the local level private sector partnerships provide internships, skills trainings, mentoring, employment and traineeship opportunities for DAFI students and alumni. These partnerships play a crucial role in efforts to strengthen higher education systems, increase national capacity and resources, and support innovative education initiatives and advocacy work on SDG4.

UNHCR serves in an advisory role for other actors operating in the higher education for refugees' space, providing information on protection considerations, outreach and selection criteria. Guidance is provided on help.unhcr.org and through webinars and individual consultations with prospective scholarship providers.

In 2018, the DAFI Programme has continued to receive financial contributions from the German Government and private donors. The total contribution in 2018 was **USD 20,124,640**.⁴

- The German Government contributed 90% of the programme budget through its Federal Foreign Office (USD 18,094,199).
- Since 2014, The Saïd Foundation, has been supporting students in Lebanon and Jordan. In 2018, it contributed USD 556,246, representing 3% of the total programme budget to support Syrian refugees in Higher Education.
- Since 2016, a tripartite agreement between three UK based foundations, Asfari, Hands UP and Saïd, has been supporting students in Lebanon and Jordan. Together, they contributed a total of USD 1,096,257 in 2018 (Hands Up – USD 548,129; Asfari Foundation – USD 274,064; and Saïd foundation – USD 274,064), representing 5% of the total programme budget to support Syrian refugees in Higher Education.
- UNO Flüchtlingshilfe contributed USD 245,399, representing 1%
- Other private donors contributed a total of USD 132,539, representing under 1%.

Financial Contributions in 2018



USD 20,124,640
total financial contributions in 2018

⁴ The financial contributions exclude the 7% UNHCR administrative costs.



Amane, a third year DAFI scholar in Lebanon, leads a homework group as part of her volunteer activities. © UNHCR/Antoine Tardy

4.3 Core funding partners 2018

Federal Foreign Office of Germany: Having set up the DAFI programme in 1992, the Federal Foreign Office (FFO) is UNHCR's primary partner. The FFO promotes international exchange and offers protection and assistance to Germans abroad. With a network of around 230 missions, the Federal Foreign Office maintains Germany's relations with other countries as well as with international organisations. In this area, the Federal Foreign Office works closely with partners from civil society, including business associations, unions and humanitarian and human rights organisations.

Saïd Foundation: Established in 1982, the Saïd Foundation seeks to improve the life chances of children and young people by providing them with opportunities to receive good education and care, focusing in particular on the countries of Syria, Palestine, Lebanon, Jordan and the United Kingdom. The Foundation aims to create a lasting legacy by enabling young people to fulfil their potential, whether by achieving positions of leadership in their future professional fields or by overcoming disadvantages such as disability, through opportunities for learning, skills development and community-based care that will have a beneficial impact on their own lives and on the wider community.

Asfari Foundation: Founded by Ayman and Sawsan Asfari, the Asfari Foundation's mission it is to equip and support young people from Syria, Palestine, Lebanon and the UK, and organisations that work with them, to help them become well-educated, productive and engaged citizens working for the common good of their communities and countries. The foundation's work focuses on helping young people gain a good education and make a successful transition to a

productive, engaged adulthood; encouraging the development of strong and resilient civil societies that work for the common good; and supporting young people affected by emergencies, largely focused on the Syria crisis.

Hands Up Foundation: The Hands Up Foundation is a young and innovative charity. The idea behind everything Hands Up does is simple and positive: gather people together, remind them of Syria's rich culture and do something good. Hands Up raises money for projects implemented on the ground by partner organisations. Where possible these projects are inside Syria and run by Syrians.

UNO Flüchtlingshilfe: Uno Flüchtlingshilfe, established in 1980, is the German partner of UNHCR. As such UNO Flüchtlingshilfe aims to create sustainable solutions to refugee situations in Germany and worldwide. Areas of impact include: life-saving emergency measures in situations of crisis, education and training programs, programs for returnees, psychosocial therapy for traumatized refugees, asylum procedure consultation in Germany as well as training opportunities for humanitarian workers and volunteers in refugee support projects.

Other Private Donors: Asfari Foundation, NC Soft Korea, Korean Philanthropies, SAP USA and USA for UNHCR (U4U).

