



DAFI
25 years

The Albert Einstein
German Academic
Refugee Initiative



UNHCR
The UN Refugee Agency

DAFI 2016

ANNUAL REPORT

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with the support of



Federal Foreign Office



Albert Einstein
German Academic Refugee Initiative (DAFI)

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EXECUTIVE SUMMARY

The global policy environment for education in displacement has seen important advances. In 2015, States committed to **Sustainable Development Goal 4 (SDG4)** and its [Framework for Action](#). In 2016, another milestone was set through the adoption of the **New York Declaration for Refugees and Migrants** and its annex the **Comprehensive Refugee Response Framework (CRRF)** at the United Nations General Assembly. The international community has committed itself to comprehensive approaches and sustainable solutions to large-scale and protracted refugee situations and emphasized the importance of responsibility-sharing. The New York Declaration highlights the role of higher education in supporting solutions for individuals and communities – increasing their resilience and self-reliance – and states that scholarships are an important means to enable access to higher education for refugees and to help them build a secure future. Moreover, UNHCR signed a Memorandum of Understanding (MoU) with the **Global Partnership for Education (GPE)** in 2016. GPE enables developing Member States to provide quality, inclusive education to all through effective and resilient education systems and thus provides a platform for the strategic inclusion of refugees in national systems. SDG4, CRRF and GPE mutually enforce UNHCR's efforts to provide sustainable solutions for the education of refugees, including higher education.

Despite progress being made in including refugees in global and national development frameworks, refugee students remain **disadvantaged in pursuing their education – especially higher education** – and thus in shaping their own futures. Only 1% of refugee youth is enrolled in higher education, compared to 36% of youth globally.¹

UNHCR's **Albert Einstein German Academic Refugee Initiative (DAFI)**² is a recognized model for flexible, targeted support for young refugees. It combines protection, solutions and human development approaches. Since 1992, it has supported more than 12,000 refugees to study in their host countries. In light of the high numbers of refugees worldwide, the DAFI programme continues to play a key role in minimizing the interruption of individual education careers, offering real opportunities to young refugees and ensuring that their rights and protection needs are fully respected.

In 2016, the **German Government increased its contribution to the DAFI programme. Additionally, the Saïd, Asfari and Hands-Up Foundations** provided dedicated support for Syrian refugee students in Lebanon and Jordan through the DAFI programme. In 2016, 2,781 new scholarships were awarded. Multi-partner selection committees identified the new DAFI students among 16,000 applicants by means of interviews and tests. **As a result, in total 4,652 young refugees (2,032 young women and 2,620 young men) in 37 countries studied on a DAFI scholarship in 2016.**

Turkey (825), Ethiopia (512) and the Islamic Republic of Iran (428) hosted the largest numbers of DAFI students. The share of scholarships awarded to young refugee women increased from 42% in 2015 to 44% in 2016. In 2016, Syrian refugee students were the largest group (38%) supported by the DAFI programme, followed by refugee students from Afghanistan (15%) and Somalia (10%).

UNHCR's efforts to enable access to higher education for as many students as possible utilizes innovative solutions promoted by the **Connected Learning in Crisis Consortium (CLCC)**³ founded in 2016. Since 2010 over 6,500 refugee learners in 11 countries have participated in Connected Learning programmes combining face-to-face and online learning.

UNHCR and its partner organisations facilitated opportunities for **skills development, internships and networking** to enable DAFI students and graduates to take full advantage of their studies and diplomas.

The substantial expansion of the DAFI programme from 2,321 scholarships in 2015 to 4,652 in 2016 was accompanied by close **collaboration with global, regional and national actors** in terms of funding, selection, monitoring, and ensuring enabling environments for DAFI students. As an example, UNHCR signed a MoU with the German Academic Exchange Service (DAAD) in 2016 focusing on harmonised advocacy, joint campaigns and coordinated programme planning and implementation between DAFI and DAAD's Higher Education Programme for Syrians (HOPES).

“*In conflict and crisis situations, higher education serves as a powerful driver for change, shelters and protects a critical group of young men and women by maintaining their hopes for the future, fosters inclusion and non-discrimination and acts as a catalyst for the recovery and rebuilding of post-conflict countries.*”

New York Declaration for
Refugees and Migrants 2016

¹ UNHCR (2017). Left behind: Refugee Education in Crisis, available at <http://www.unhcr.org/59b696f44.pdf>

² *Deutsche Akademische Flüchtlingsinitiative Albert Einstein*

³ See <http://www.connectedlearning4refugees.org/>

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DAFI PROGRAMME AT A GLANCE

LAUNCH

The DAFI programme was launched by the German Government and UNHCR in 1992. It has supported over 12,000 young refugees to date.

OBJECTIVE

Enable young refugee women and men to build a secure future and make informed life choices. An undergraduate degree gives students a valuable foundation on which to build. The DAFI scholarship helps empower refugee students to reach their professional goals.

STRATEGIC PRIORITIES

Develop human capital of refugee communities to contribute to durable solutions, including rebuilding political, economic and social structures upon repatriation.

Promote self-reliance of the sponsored students through employment opportunities and entrepreneurship.

Empower students to contribute knowledge, skills and leadership to refugee and host communities, and to facilitate peaceful coexistence with host communities during displacement.

Strengthen the protective element of education by encouraging lifelong learning for young refugees.

Foster future role models for refugee children and youth to demonstrate the positive impact of education on individuals, communities and societies.

APPROACH

UNHCR awards scholarships to eligible refugees for their undergraduate studies. UNHCR and partner organisations provide additional support through close monitoring, academic preparatory courses and language classes based on students' needs to support their academic achievements and skill development. When needed, psychosocial support, mentoring and networking opportunities are offered. To increase employability, DAFI students are encouraged to obtain internships and engage in community work.

INCLUSION

Inclusion in certified education systems is the key principle of the DAFI programme. It enables refugees to study in institutions located in their countries of asylum alongside peers from the host country.

SCHOLARSHIPS

Scholarships ensure safe and decent living conditions for the sponsored students, allowing them to focus on their studies, build networks and gain skills necessary to later succeed in the labour market. They cover a wide range of costs, from tuition fees and study materials, to food, transport and accommodation. The total amount allocated is dependent on the estimated expenses of a given programme and cost of living in the respective country.

ELIGIBILITY CRITERIA

Recognised refugee status; no active resettlement application; academic excellence (higher secondary level); age; economic need

MANAGEMENT

UNHCR Headquarters Education Unit and UNHCR country offices

IMPLEMENTATION

UNHCR country offices directly or with partner organisations

POLICY AND GUIDELINES

<http://www.unhcr.org/568bc43a6.html>

PROGRAMME HIGHLIGHTS IN 2016

Doubled the number of higher education scholarships for refugees

In 2016, UNHCR supported 4,652 students in 37 countries through the DAFI programme – the highest number of students in one single year since the programme's inception in 1992. This is a 98% increase in students compared to 2015, adding 2,331 scholarships. A total of 33 nationalities benefited from the DAFI programme in 2016. Syrian refugee students constituted the largest population group benefiting from the programme in 2016 (38%), followed by Afghan students (15%), students from Somalia (10%), the Democratic Republic of Congo (7 %) and Sudan (6%). Two new national DAFI programmes were launched in Kurdistan Region of Iraq with 120 and South Sudan with 14 scholarships.

More than doubled the budget to support refugee higher education

The total budget of the DAFI programme was increased to USD 10.5 million in 2016. The German Government remained the largest contributor with USD 9.3 million, focussing on the Syria crisis and improved support for Afghan refugees and refugee students in Sub-Saharan Africa. The Saïd Foundation, Asfari Foundation and the Hands-Up Foundation together contributed USD 1.2 million for the support of Syrian refugee students in Jordan and Lebanon.

Responded to the Syria Crisis in conjunction with partners

Of the 2,718 new DAFI scholarships allocated globally in 2016, 1,790 were given to Syrian students mainly based in Turkey, Lebanon and Jordan. A dedicated support to Syrian refugees, the highest population of forcibly displaced in the world, enabled a major increase in the number of scholarships available in countries in the Middle East and Northern Africa region.

Narrowed the gender gap among DAFI students

Young women now account for 44% of all DAFI students, 2% more than in 2015. However, there is significant variation between countries and regions. In 13 out of 37 DAFI programme countries the percentage of female students reached 50% or higher, but in Zimbabwe, Kenya, Cameroon, Ethiopia, Chad, Mauritania, South Sudan and Pakistan fewer than one third of sponsored students are young women, mainly due to relatively small numbers of girls who access and complete secondary school.

Addressed increasing demand for higher education support

In 2016, the DAFI programme received applications from about 16,000 refugees, of whom only 17% received scholarships. Slow but systematic increases in secondary education enrolment and retention are boosting demand for higher education opportunities among refugee youth. In camps in eastern Chad, for example, secondary enrolment rates rose from 28% in 2014 to 94% in 2016, which in turn increased the demand for higher education in the region.

Explored innovative ways to expand higher education opportunities

More than 6,500 refugee learners in 11 countries participated in Connected Learning programmes since 2010. Coordinated by UNHCR and the University of Geneva (InZone), the Connected Learning in Crisis Consortium (CLCC) was founded in 2016 and continues to grow. Connected Learning is an innovative form of higher education that leverages information technology to combine face-to-face and online learning.



1. INTRODUCTION

UNHCR's mandate is to provide international protection and to assist in finding solutions for refugees and stateless persons. UNHCR considers it a priority to promote and support access to education for refugees at all levels, including higher education. Higher education plays a central role in protecting young refugees and providing them with options for their future. It helps to nurture a new generation of highly educated individuals fit to work in the public and private sector and who engage in their communities to make a difference. With knowledge and skills obtained from an accredited higher education institution, their individual experiences through displacement and often the acquisition of a new language, young educated refugees stand a greater chance to be self-reliant. Their qualifications facilitate durable solutions, including voluntary return to their home country, integration in the host country or resettlement to a third country.

UNHCR continues to prioritise inclusion of refugees in national education systems, through operational partnerships and advocacy at global, regional and country levels, benefitting both refugee and host community, where possible.⁴ Inclusion in national systems promotes social cohesion, strengthens existing services through investments, ensures access to sustainable, certified education and fosters the achievement of global and national development agendas.⁵ Access to accredited quality higher education for refugees is an integral part of UNHCR's protection mandate and expressed in **UNHCR's strategic directions for 2017-2021.**

In 2016, important windows of opportunity opened to directly engage and advocate for sustainable approaches to ensure access to quality education for refugees. After the adoption of the SDG4 framework, 2016 was marked by the [CRRF](#) roll out and the beginning of close collaboration between UNHCR and GPE. These global initiatives impact education planning at national level and are mutual enforcing in promoting comprehensive approaches to support and empower refugees through the existing systems.

Across the world, enrolment in tertiary education stands at 36%, up 2% compared to 2015. Thanks to investment in scholarships and other programmes, the total number of refugee youth enrolled in tertiary education increased. Nevertheless, the percentage remains low, at only 1%.⁶ During UNHCR's **2016 Global Refugee Youth Consultations**, refugee youth considered difficulties accessing quality learning, education, and skill-building opportunities as one of ten core issues impacting their lives and future opportunities.⁷ Young refugees are confronted with many barriers to accessing higher education, such as lack of financial means, high enrolment costs, language differences, lack of certification or recognition of their certification, lack of tailored support, distance to higher education institutions, lack of information and unclear policies that regulate the access to higher education for refugees, specifically regarding fees.

This report summarizes the DAFI programme's achievements in 2016 in the context of current trends and developments on forced displacement and education. The report shows how the DAFI programme enables young refugees to unlock their potential by overcoming key barriers. It provides information on (i) the global environment and displacement trends ([chapter 2](#)), (ii) the DAFI programme facts and figures globally and regionally ([chapter 3](#)), (iii) the different dimensions of the programme implementation regarding equal access, student performance and support, fields of study, community engagement, professional avenues and innovation for higher education ([chapter 4](#)), (iv) partnership and management aspects ([chapter 5](#)), including financial contributions and expenditures and concludes with an outlook to 2017 ([chapter 6](#)). Detailed information on progress and situation in individual countries are provided in the 37 country factsheets in [chapter 7](#).

⁴ UNHCR. (2012). Education Strategy 2012-2016, available at <http://www.unhcr.org/5149ba349>

⁵ UNHCR. (2015). Education Brief. Inclusion of Refugees in National Education Systems, available at <http://goo.gl/BEqpPL>

⁶ UNHCR (2017). Left Behind: Refugee Education in Crisis, available at <http://www.unhcr.org/left-behind/>

⁷ UNHCR (2016). We believe in youth. Global Refugee Youth Consultations, available at <http://www.refworld.org/docid/57ff50c94.html>

“ I have many friends at university, Syrians and Jordanians alike. My excellent academic results have helped me build good relationships with students and professors. My main source of motivation is the current situation in Syria. My country will need knowledge and science to be rebuilt. Weapons destroy; science and education build.”

Omar, 23, fled his hometown of Dara'a, in southern Syria, in July 2013 with his parents and three siblings. They have been living in the neighbouring Jordanian town of Irbid since then. Omar studies civil engineering at Jadara University on a DAFI scholarship. He also takes English classes and lessons in programming on the side.

Photo: © UNHCR/Antoine Tardy





2. OPERATIONAL CONTEXT

2.1 GLOBAL DISPLACEMENT SITUATION

Reaching a new record high, 67.7 million people were forcibly displaced worldwide by the end of 2016. Among them were 17.2 million refugees under UNHCR's mandate, fleeing persecution, conflict, generalized violence, or human rights violations. In 2016, the number of new displacements was equivalent to 20 people being forced to leave their home every minute. In contrast, only 552,200 refugees were able to return to their countries of origin, and 189,300 refugees in need of protection were resettled to a third country.⁸

Globally, 11.6 million persons are forcibly displaced for five years or longer without opportunities for productive and meaningful lives. On average a refugee spends about 20 years of her life in exile. Twenty years is more than an entire childhood, and represents a significant portion of a person's productive working years.

Refugee children and adolescents below the age of 18 years continue to constitute about half of the refugee population worldwide. With 6.4 million school-aged refugees under UNHCR's mandate, access to quality lifelong education remains a major protection concern. Of the over six million primary and secondary school-age refugees under UNHCR's mandate, 3.5 million are not in school.

Globally, 91% of school-aged children attend primary school while refugee enrolment figures remain low at only 61%. The increase in primary enrolment for refugee children from 50% in 2015 reflects improvements for Syrian refugee children thanks to increased international efforts and measures taken by host governments, as well as increased refugee enrolment in European countries that are better able to expand capacity. As refugee children get older, the obstacles only increase. In 2016 just 23% of refugee adolescents were enrolled in secondary school, compared to 84% of youth globally. In low-income countries, which host 28% of the world's refugees, only 9% of refugee adolescents enrolled in secondary education.⁹ These trends have a substantial impact on the educational and professional opportunities of young refugees as the global community aims to lift them out of poverty and help them adapt to the challenges they may face in their communities. In order to achieve the sustainable development goals the potential and talent of young refugees are needed particularly at the local level.

More than half of the world's out-of-school refugee children live in seven countries: Chad, Democratic Republic of Congo, Ethiopia, Kenya, Lebanon, Pakistan and Turkey.¹⁰ With programmes in countries such as Uganda, Ethiopia or Kenya, the DAFI programme provides higher education opportunities in countries with the highest rates of out-of-school refugee children, creating incentives for young people to participate in and complete secondary education.

The DAFI programme can be adapted in almost any country situation thanks to UNHCR's structures, its access to affected populations and relationship with governments. In providing the opportunity to access higher education, the DAFI programme helps to mitigate the negative consequences of displacement and uncertainty that refugees face. [Chapters 3](#) and [4](#) show how the DAFI programme responded in the various situations.

⁸ UNHCR (2016). Global Trends 2016

⁹ UNHCR (2017). Left Behind: Refugee Education in Crisis, available at: <http://www.unhcr.org/left-behind/>

¹⁰ UNHCR (2016) Missing Out: Refugee Education in Crisis, available at <http://www.unhcr.org/57d9d01d0>



“ Receiving the DAFI scholarship is the most important thing that’s ever happened to me. It has helped me realize my dream of becoming an engineer and will enable me to become a productive member of the community. Today, there is a huge number of Syrian people who are suffering. So I hope to be able to help them.”

Odai, 21, studies Civil Engineering in his third year at the University of Jordan, in Amman, on a DAFI scholarship. He came from Hama, Syria, by himself in 2012 and was first settled in the city of Zarqa. He was two months into his 11th grade of high school when he fled Syria.

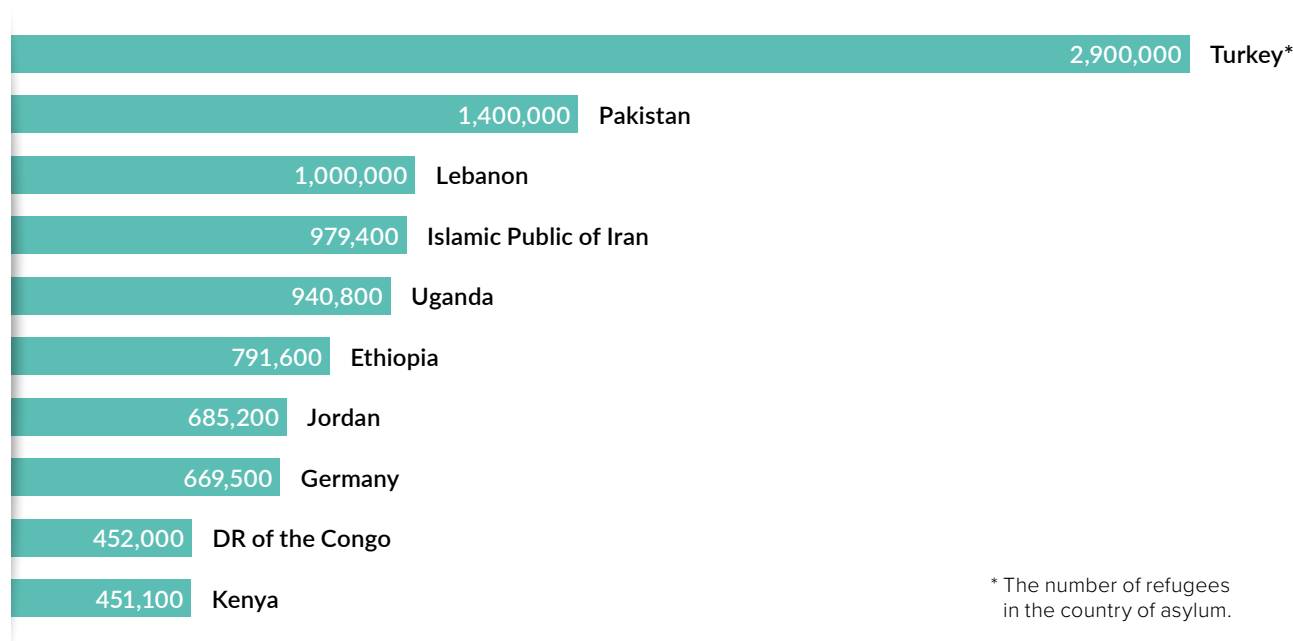
Photo: © UNHCR/Antoine Tardy

2.2 MAIN COUNTRIES OF ORIGIN AND ASYLUM OF REFUGEES

In 2016, more than half (55%) of all refugees worldwide came from just three countries: the Syrian Arab Republic (5.5 million, 32%), Afghanistan (2.5 million, 15%) and South Sudan (1.4 million, 8%). Afghan refugees returning from Pakistan caused a small decline from 1.6 to 1.4 million refugees hosted. On the other hand, 81,900 newly recognized refugees originated from Iraq. Refugees from Iraq, Syria and South Sudan have been the three fastest growing refugee populations worldwide. By the end of 2016, 1.4 million South Sudanese refugees were registered in neighbouring countries – a 64% increase during the second half of 2016. These figures are particularly alarming, as the majority of them are children. Additionally, forcibly displaced persons from Burundi (121,700 newly recognized) and Eritrea (69,600) are among the groups with the highest numbers of newly recognized refugees.

Due mainly to the crisis in Syria, the number of refugees in Europe continued to rise. At year-end, Turkey hosted the largest number of refugees (2.9 million, mostly from Syria), while the rest of the European countries hosted 2.3 million refugees. Pakistan hosted the second largest population of refugees with 1.4 million, being almost exclusively from Afghanistan. Lebanon continued to host the largest number of refugees relative to its national population, where 1 in 6 people is a refugee.

Table 1: Main countries of asylum in 2016



In **Sub-Saharan Africa**, Uganda (940,800) and Ethiopia (791,600) hosted the largest number of refugees in 2016. Most new arrivals came from South Sudan. In total, the region experienced a 16% increase in the refugee population compared to 2015.

More than 80% of refugees seek refuge in developing countries where education systems are often already stretched to meet the needs of citizens. Table 1 lists the top 10 refugee-hosting countries that opened their doors to people fleeing conflict and persecution, showing solidarity, generosity and a commitment to the principles of international protection. At the same time however, hospitality waned in some regions, resulting in restrictions on access to protection and increasing the pressure to return home despite ongoing safety and protection challenges.

Since opportunities of voluntary return remain largely out of reach, investment in education, especially higher education is an impactful way to foster self-reliance and integration of refugees. The DAFI programme is one specific example how UNHCR helps to mitigate negative consequences of displacement and uncertainty that refugees face. With Syrian, Afghan, South Sudanese, Burundian and Eritrean refugee students among the top ten population groups receiving a DAFI scholarship, UNHCR responds to the described dynamics (see [chapter 3.1](#)).

However, the increasing number of refugees and diversity of challenges and needs far exceeds the UNHCR's capacity to support higher education for refugees. In 2016, 16,000 young refugees applied for 2,781 newly available scholarships – six candidates for each scholarship. [Chapter 3](#) provides details on DAFI's response to the needs of young refugees from different countries. Box 4 in [chapter 5.1](#) provides details about how UNHCR partnered with other stakeholders to respond to the Syria crisis.

2.3 EDUCATION POLICY ENVIRONMENT

Recent high-level commitments in the global policy environment for education in emergencies and crises have initiated important progress to better respond to the needs of those affected. In 2015, States committed to “**The 2030 Agenda for Sustainable Development**”, including Goal four (SDG4) on education, aiming to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all. The **SDG4 Education 2030 Framework for Action**¹¹ was developed in broad consultation as a guide for implementation and monitoring. The SDG4 agenda articulates a commitment to supporting people and countries affected by conflict, and explicitly commits to education for refugees and internally displaced populations (IDPs), including access to higher education.

More recently, another milestone was set. On 19 September 2016, 193 Member States adopted the **New York Declaration for Refugees and Migrants** and its annex, the **Comprehensive Refugee Response Framework (CRRF)** at the United Nations General Assembly. The declaration strengthens global commitment to increased solidarity with refugees and the mainly developing countries hosting them. In particular, the New York Declaration emphasizes the need for more comprehensive and sustainable approaches to respond to large-scale refugee situations including protracted displacement. Its application will inform the development of the Global Compact on Refugees¹².

Education is a central component of the New York Declaration and the CRRF implementation efforts, with emphasis placed on the inclusion of refugee learners in national systems and sector planning as well as multi-stakeholder approaches to providing quality, inclusive education for all, including higher education. The New York Declaration and the SDG4 framework underline that scholarships are an important instrument to expand higher education opportunities for all and specifically for refugees. To live up to the commitment to ensure the continuum of education for all children and youth, including refugees, requires a substantial expansion of higher education scholarships available to developing countries, specifically those hosting refugees.

In 2016, UNHCR and the Global Partnership for Education (GPE) signed a Memorandum of Understanding to further strengthen collaboration to support inclusion of refugees in national multi-year education plans. UNHCR is increasingly participating in GPE activities with partners such as Ministries of Education, development partners and private foundations. This includes representation in local education groups in countries with significant refugee and IDP populations. At global and national level, UNHCR advocates with other partners for sustained, predictable investment in education and a holistic approach to strengthen education systems in refugee hosting countries. The **International Commission on Financing Global Education Opportunity (Education Commission)** was set up to strengthen the case for investment in quality lifelong education in line with the SDG4 agenda. It works towards building evidence and leadership to counter the global education crisis and funding short fall in the sector. UNHCR uses these alliances and platforms to position education, including higher education for refugees as a priority in national and international education agendas and among governments, humanitarian and development actors, and public and private donors.

¹¹ UNESCO (2015). Education 2030: Framework for Action, Target 4.5

¹² UNHCR (2017). Towards a Global Compact on Refugees, available at <http://www.unhcr.org/towards-a-global-compact-on-refugees.html>



3. DAFI PROGRAMME FACTS AND FIGURES

3.1 GLOBAL OVERVIEW

In 2016, the number of refugee students supported through the DAFI programme expanded to 4,652 in 37 countries – a 98% increase from the previous year. Table 2 provides an overview of the developments between 2015 and 2016. The increase of the total number of students supported introduced changes in the management of national programmes, especially in terms of the call of applications, pre-screening of applications regarding conformity with selection criteria, organisation of interviews, tests and multi-partner selection committee meetings. Especially in places where refugees live in multiple locations, far from the capital, or where the number of applications exceeded 100, logistical efforts to arrange fair and transparent selection processes were challenging, particularly with respect to time and administrative resources needed. The increased number of DAFI students has required UNHCR offices and partners to scale up their human resources and strengthen collaboration with Ministries of Education and higher education institutions as well as to review and strengthen their student support and monitoring systems. [Chapter 5](#) provides more details.

DAFI STUDENTS AROUND THE WORLD 2016

% Female students
% Male students





Table 2: Global Overview of developments between 2015 and 2016

2015

2016

2,321 students

4,652 students

42% female

44% female

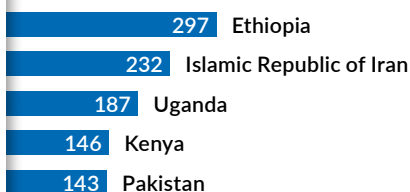
  364 graduated | 678 newly admitted

  449 graduated | 2,718 newly admitted

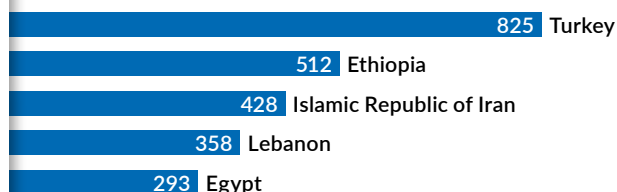
40 countries of study

37 countries of study

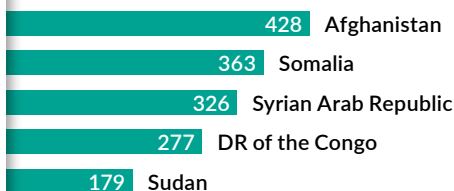
Top five countries of study



Top five countries of study



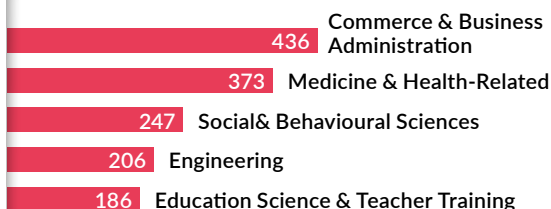
Top five countries of origin



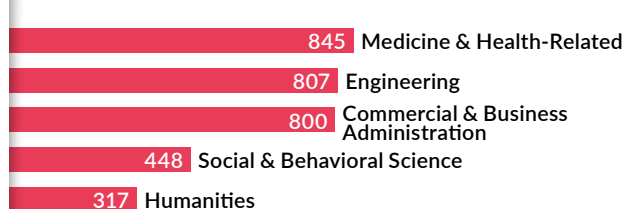
Top five countries of origin



Top five field of studies



Top five field of studies



* DAFI programmes in Moldavia and Belarus are covered by UNHCR's Office in Ukraine. Until 2016, DAFI students from Francophone countries in West Africa (Benin, Burkina Faso, Guinea, Ivory Coast, Mali, Niger and Togo) moved to Senegal to study and the programme was coordinated by UNHCR's Regional Representation together with a partner.

In 2016, four countries supported more than 350 students, namely Turkey (825), Ethiopia (512), Islamic Republic of Iran (428) and Lebanon (358). Six out of 37 countries supported less than ten students namely Ukraine (2), Nigeria (3), Kyrgyzstan (4), Azerbaijan (6), Russian Federation (6) and Botswana (8). Depending on the number of supported students, UNHCR country offices cooperate with partner organisations to ensure selection, monitoring, and tailored support for refugee students appropriate to the context (see also [chapter 5.1](#) and [5.2](#)).

The percentage of female DAFI students increased from 42% in 2015 to 44% in 2016. In Sub-Saharan Africa only 37% of students were young women, in the European countries 43%, in the Asia and the Pacific 48%, in the MENA region 53% and in the Americas 69%. Botswana, Ghana, Liberia, Zambia, India, Egypt and Lebanon are among those countries that supported an equal or nearly equal number of female students compared to young men. Further details on equal access are provided in [chapter 4.1](#).

Turkey, Lebanon and Egypt replaced Uganda, Kenya and Pakistan among the top five DAFI students' countries of study. This shift was largely influenced by increased support to Syrian refugees. Of the total 2,718 new scholarships available in 2016, 1,790 were allocated to Syrian students in the MENA region and Turkey.

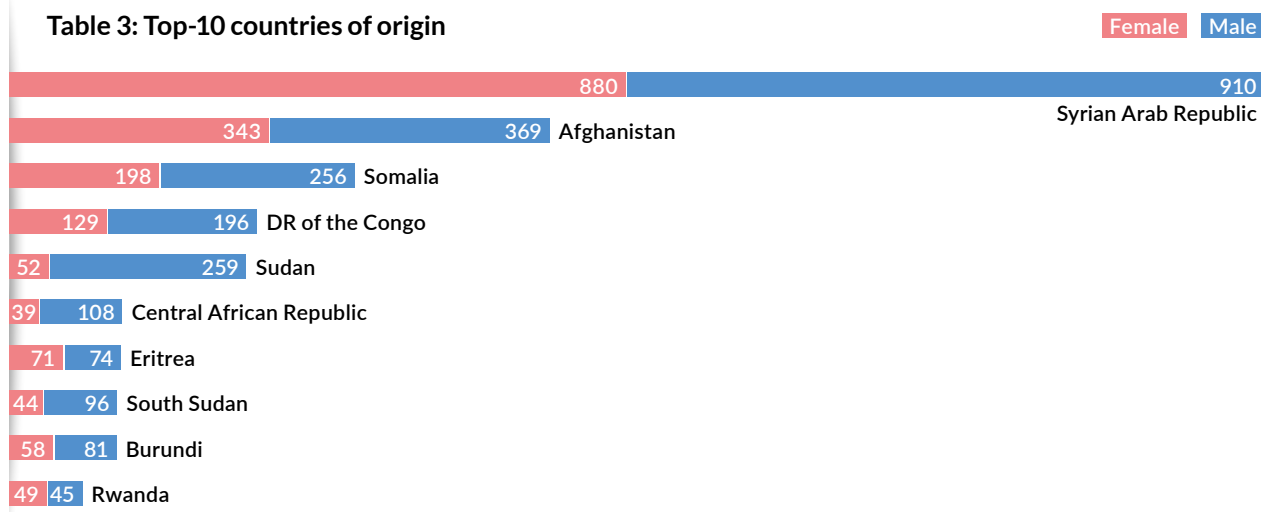
In 2016, Syrians represented the largest student population (38%) under the DAFI programme; half of them young women. This number rose by 449% from the previous year due to a significant funding increase from the German Government, as well as from Saïd, Asfari and Hands Up Foundations. 46% of Syrian DAFI students studied in Turkey, 20% in Lebanon and 16% in Jordan. The remaining 18% were spread across Egypt, Kurdistan Region of Iraq and Mauritania.

Afghan students were the second largest student population (712 students) to benefit from the DAFI programme, with 48% female students. The number of supported students increased by 66% compared to 2015. The majority of these students (59%) studied in the Islamic Republic of Iran, followed by Pakistan (32%). The remaining 9% were spread over India, Tajikistan, Russian Federation, Kyrgyzstan, Azerbaijan and Turkey.

Somali refugee students represented the third largest group (454 students) supported with a DAFI scholarship; 44% of them were female students. The number of students increased by 25% from the previous year. The majority of the Somali students (54%) studied in Ethiopia, followed by Kenya (25%) and Yemen (12%). The remaining 9% studied in South Africa, Uganda, Tanzania, Egypt, Sudan, Turkey, Ghana and Jordan.

Students from The Democratic Republic of Congo (DRC) represented the fourth largest group benefiting from (325 students) DAFI scholarships, with 40% female students. This presented a 17% increase from the previous year. 40% of the students studied in Rwanda, 25% in Uganda and 13% in South Africa. The remaining 22% were spread across Burundi, Zambia, Kenya, Senegal, Mozambique, Tanzania, Nigeria, South Sudan, Zimbabwe, Botswana, Cameroon and Liberia.

Table 3: Top-10 countries of origin



Students of **Sudanese** origin were the fifth largest group (311 students) supported by the DAFI programme. The number of Sudanese refugee students increased by 74% to the previous year. Only 17% of South Sudanese DAFI students were young women, mainly because of low secondary enrolment and completion rates. Additionally, a lack of employment perspectives, family funds and roles and responsibilities associated with a young Sudanese women pose barriers to higher education (see also [chapter 4.1](#)). 55% of the students studied in Ethiopia, followed by Chad (16%) and Uganda (11%). The remaining 19% studied in Kenya, Egypt, South Sudan and India.

Table 2 above shows trends in the choice of field of studies among DAFI students who are requested and supported to enrol in programmes with good chances for gaining an income after graduation. Medical science and health related programmes remain to be popular, as well as engineering, commercial and business, and social and behavioural science. Education and teacher training ranked sixth. Further details are provided in [chapter 4.3](#).

3.2 REGIONAL DYNAMICS

The following chapters provide an overview of all five regions in which the DAFI programme was implemented in 2016, supplemented by detailed country factsheets at the end of the report. The highest number of DAFI-supported countries (20 out of 37) are placed in Sub-Saharan Africa. 41% of all DAFI students studied in Sub-Saharan Africa. In the MENA region DAFI scholarships are available in seven countries where a quarter of all DAFI supported students studied. Four countries in Europe offered DAFI scholarships, including Turkey with the largest number of DAFI scholarships. 18% of all DAFI students studied in Europe. In Asia and the Pacific the DAFI programme is implemented in five countries, hosting 16% of all DAFI students. In the Americas only Ecuador offered DAFI scholarships in 2016.

Table 4: Regional Overview of numbers of scholarships and share of budget allocation per region in 2016

Region	Female	Male	Total	% of all Students globally supported	Budget (USD)	% of Budget	Average Scholarship Cost (USD)
SUB-SAHARAN AFRICA	698	1,214	1,912	41%	3,973,665	39%	2,078
MENA	615	548	1,163	25%	4,112,921	40%	3,536
EUROPE	364	475	839	18%	1,588,285	15%	1,907
ASIA & THE PACIFIC	346	379	725	16%	555,486	5%	766
THE AMERICAS	9	4	13	0.3%	23,902	0.2%	1,839
TOTAL	2,032	2,620	4,652	100%	10,254,259	100%	2,207

Sub-Saharan Africa received the second largest budget share, after the MENA region. The MENA region faced the highest average scholarship costs, followed by Sub-Saharan Africa. In Asia and the Pacific the annual scholarship amount was the lowest. The scholarship amount per student mainly depends on enrolment or registration fees that refugee students have to pay each academic year. In 2016, **refugee students in nine countries paid the same fees as nationals**, including Botswana, Cameroon, Chad, Ecuador, the Islamic Republic of Iran, Mozambique, Nigeria, Tanzania and Zambia. In five countries, UNHCR successfully negotiated reduced fees for refugee students with governments and universities, including Ethiopia, Rwanda, Sudan, Ukraine and Yemen. In seven countries, refugee students pay the same fees as international students, or national student fees apply only to a certain refugee population (e.g. Syrians in Turkey), including India, Kurdistan Republic of Iraq, Kyrgyzstan, Lebanon, Liberia, and Tajikistan. In four countries, the **enrolment fees refugee students are required to pay vary from university to university** due a lack of a harmonised national policy, including Egypt, Ghana, Mauretania, and Senegal.

As Table 4 depicts, the distribution of scholarships, scholarship costs and the share of male and female DAFI students vary across countries depending on size of refugee population in the country and the pool of eligible candidates for a DAFI scholarship. The country factsheets ([chapter 7](#)) provide more detailed information on country-specific enabling environments for refugee higher education such as enrolment fees, access opportunities to quality secondary education as a pre-requisite to qualify for higher education programmes or partnerships with the Ministry of Education and universities.

Sub-Saharan Africa

Sub-Saharan Africa continued to be the region with the highest number of DAFI students (1,912 students), representing 41% of the overall number of participating students. The number of students increased by 38% from the previous year with the three largest country programmes being **Ethiopia** (512 students), **Kenya** (247 students), and **Uganda** (219 students). The majority of the students were from **Somalia** (392 students), **Democratic Republic of the Congo** (325 students), and **Sudan** (293 students). Female students represented 37% of the total number of students in the region which is lower than the global rate of female participation (44%).

Across countries, few applications by young refugee women were received. This results from the fact that (a) fewer young women meet the requirements to enrol in higher education programmes, (b) economic, family, cultural barriers prevent them from even considering higher education as an option, and (c) among those applying not all meet the selection criteria of the DAFI programme. [Chapter 4.1](#) provides more information on equal access to higher education.

“The DAFI scholarship is extremely important for all refugees. It helps them to gain skills so that they can become contributors to society and support their families, instead of relying on international aid.”

Dr Marie Chantal, a Rwandan DAFI alumni living in Mozambique is not only mentoring other DAFI students but also working in a health clinic in Maratane refugee camp twice a week to treat patients.

Photo: © UNHCR/Tina Ghelli



Table 5 shows that **Botswana** remained the country programme with the highest average scholarship cost (USD 14,252). **Ethiopia** remained the country programme with the lowest average scholarship cost (USD 554) because the Government of **Ethiopia** continues to subsidize tuition fees for refugee students. In **Uganda**, the Office of the Prime Minister issued travel permits to allow students to leave settlements. It also issued identification documents to students which facilitated the payment of equal university fees as Ugandans.

In 2016, a DAFI programme was initiated in **South Sudan**. UNHCR received 350 applications for 14 available scholarships. Only 23 applicants were young refugee women. Refugees in **Botswana** are fully integrated into the national education system. UNHCR in Botswana is in the process of a gradual phase-out from the country. In 2016, it was decided that no new scholarships will be offered in Botswana.

Table 5: The DAFI Programme in Sub-Saharan Africa in 2016

	Country	Female	Male	Total	Budget (USD)	Average Scholarship Cost (USD)
1.	Botswana	4	4	8	114,015	14,252
2.	Burundi	12	28	40	103,781	2,595
3.	Cameroon	44	105	149	271,181	1,820
4.	Chad	26	71	97	258,110	2,661
5.	Ethiopia	145	367	512	283,530	554
6.	Ghana	31	35	66	262,600	3,979
7.	Kenya	80	167	247	596,739	2,416
8.	Liberia	8	9	17	37,365	2,198
9.	Mozambique	6	8	14	33,040	2,360
10.	Namibia	6	5	11	66,691	6,063
11.	Nigeria	2	1	3	3,471	1,157
12.	Rwanda	57	82	139	268,560	1,932
13.	South Africa	43	52	95	451,269	4,750
14.	South Sudan	3	11	14	18,500	1,321
15.	Sudan	81	41	122	273,747	2,244
16.	Tanzania	25	33	58	184,661	3,184
17.	Uganda	81	138	219	359,332	1,641
18.	Senegal	17	23	40	169,412	4,235
19.	Zambia	23	26	49	185,676	3,789
20.	Zimbabwe	4	8	12	31,986	2,666
	Total	698	1,214	1,912	3,973,665	2,078

The Americas

Ecuador remained the only programme in the Americas after the DAFI programme phased out in Panama in 2015 due to very small numbers of applications received. Female students represent 69% in Ecuador with a total number of 13 refugee students from Colombia.

Table 6: The DAFI Programme in The Americas in 2016

Country	Female	Male	Total	Budget (USD)	Average Scholarship Cost (USD)
Ecuador	9	4	13	23,902	1,839
Total	9	4	13	23,902	1,839

Asia and the Pacific

Afghan refugee students were the largest beneficiary group in the Asia and Pacific region (712 students). The other groups were refugee students from Myanmar, Iraq and Sudan. The **Islamic Republic of Iran** runs the largest DAFI programme in the region (428 students), followed by **Pakistan** (227 students) and **India** (47 students). Of the total 725 students in the region, 48% were female which is above the global average of 44%. Asia and the Pacific recorded the lowest average scholarship cost per student, at just USD 766, with the Islamic Republic of Iran having the lowest average cost per student (USD 616) and Tajikistan having the highest average scholarship cost per student (USD 1,749).

Table 7: The DAFI Programme in Asia and the Pacific in 2016

	Country	Female	Male	Total	Budget (USD)	Average Scholarship Cost (USD)
1.	India	22	25	47	55,395	1,179
2.	Islamic Republic of Iran	269	159	428	263,720	616
3.	Kyrgyzstan	2	2	4	6,031	1,508
4.	Pakistan	45	182	227	197,101	868
5.	Tajikistan	8	11	19	33,239	1,749
	Total	346	379	725	555,486	766

Europe

Table 8: The DAFI Programme in Europe in 2016

	Country	Female	Male	Total	Budget (USD)	Average Scholarship Cost (USD)
1.	Azerbaijan	3	3	6	20,229	3,372
2.	Russian Federation	4	2	6	6,710	1,118
3.	Turkey	355	470	825	1,557,227	1,888
4.	Ukraine	2		2	4,120	2,060
	Total	364	475	839	1,588,285	1,893

Turkey manages the largest DAFI programme in Europe and globally with 825 students. Most of the students in the region were Syrian refugees (820 students), followed by Afghan students (10 students) and students from the Russian Federation (3 students). 43% of the total 839 students in the region were young women. The lowest average scholarship cost was recorded in **Russian Federation** (USD 1,118). In the Russian Federation refugee students have access to free higher education on a competitive basis. Due to high tuition fees and indirect study costs, **Azerbaijan** has the highest average scholarship cost (USD 3,372) in the region. In 2016, UNHCR has started negotiations with the Ministry of Education to explore possibility of waiving study fees for at least Government recognised refugees at state owned universities. UNHCR was able to secure initial support from the State Migration Service to carry out joint measures to raise awareness among potential employers on labour rights of refugees.

Box 1: Case Study Turkey

In 2016, multiple armed conflicts in the Middle East increased internal as well as international displacement. As of end 2016, 2.6 million refugees were based in the MENA region and another 2.8 million in Turkey, most of them Syrians.

UNHCR, together with UNDP, led the development of the **Regional Refugee and Resilience Plan 2015-2016** in the Syria Regional Response Plan (3RP) to address the protection and assistance needs of Syrian refugees as well as the most vulnerable members of host communities. **Access to safe, equitable and quality education for children and youth** and strengthening the capacity of education systems to deliver an effective, coordinated and evidence-based education response are priorities in the 3RP.

UNHCR and its partners responded to the Syria crisis by increasing the number of DAFI scholarships available in the MENA region. In 2016, 1,988 students in the MENA region (including Turkey) were supported with DAFI scholarships, of whom 1,790 were Syrian students.

The Government of Turkey, through the Turkish Higher Education Council, facilitated access to universities by allowing Syrian students to enroll in Turkish universities using their identity documents issued by the Turkish authorities and allowing the registration of Syrian students as guest students while they obtained proof of previous educational achievements. The Council also waived the tuition fees for Syrian students studying in state universities and expanded existing scholarship programmes to include refugee students living in Turkey. Since January 2016, Syrians are allowed to receive work permits and are guaranteed a minimum wage.

With 825 DAFI students, Turkey is the largest DAFI host country worldwide. The DAFI programme in Turkey is implemented in partnership with the **Presidency for Turks Abroad and Related communities (YTB)** which is responsible for the implementation of the Turkish government's international scholarship programme, Türkiye Bursları. YTB's existing scholarship management infrastructure is used to manage the DAFI programme, track students' progress and communicate with scholarship holders. The DAFI programme in Turkey also includes a year's intensive language instruction to enable students to meet the language proficiency requirements for admission to Turkish universities.

Funded by the EU-Madad Fund, a further 354 refugee students were included in YTB's national Turkish Scholarship Programme, enabling them to pursue full-time degrees at universities in Turkey. In support of broadening access to higher education and enabling students to benefit from the fee waiver approved by the Turkish government, UNHCR and YTB established and implemented higher education preparation programmes for over 1,600 students that resulted in them receiving either a B2 or C1 certificate in Turkish language proficiency. Students who complete this programme may enrol directly in university or submit applications to either the DAFI or Türkiye Bursları programme.

Refugees from countries other than Syria are however expected to pay foreign student fees at universities, which is a significant financial burden on families.



“ I am the oldest of seven siblings. So I have the responsibility to be a role model for them, to show them that they can be successful. After everything the family has been through, I want to give them all hope. I don't want to be looked at or labelled as a refugee but as an achiever. I also want to prove that refugees are full of skills and resources. They can contribute a lot.”

Asmaa, 21, came from Syria in 2012 with her parents and six siblings. She studies Arabic Literature at Zarqa University on a DAFI scholarship.

Photo: © UNHCR/Antoine Tardy

Middle East and Northern Africa (MENA)

The largest population group in the MENA region was Syrian students (970 students) followed by Somali students (60 students) and Iraqi students (44 students). **Lebanon** continued to have the highest number refugee students in the DAFI programme in the region (358 students), followed by **Egypt** (293 students) and **Jordan** (287 students). **Algeria** had the lowest average scholarship cost per student (USD 707) while Jordan recorded the highest average cost. **A new programme opened in Kurdistan Region of Iraq (KR-I) with 118 students.**

Female participation in the region, at 53%, is above the global average. In KR-I, for example, more than half of the scholarships were awarded to young refugee women. This was possible because 47% of the 1,200 applicants for the available 120 scholarships in KR-I were young refugee women. This mirrors the situation in other countries hosting Syrian refugees (such as Jordan, Lebanon, Turkey, and Iraq): among the applicants and short-listed candidates were as many young women as men, enabling a gender balanced awarding of scholarships. Syrian refugee youth is equipped with high school certificates and strives to maintain high educational levels to access further educational opportunities. Syrians value quality education for boys and girls alike.

Table 9: The DAFI Programme in the MENA region in 2016

	Country	Female	Male	Total	Budget (USD)	Average Scholarship Cost (USD)
1.	Algeria	23	12	35	24,736	707
2.	Egypt	148	145	293	622,918	2,126
3.	Iraq KR-I	71	47	118	653,069	5,534
4.	Jordan	166	121	287	1,932,868	6,735
5.	Lebanon	180	178	358	670,650	1,873
6.	Mauritania	3	10	13	29,710	2,285
7.	Yemen	24	35	59	178,970	3,033
	Total	615	548	1,163	4,112,921	3,536



“ I grew up in Kakuma. During university breaks, I go back there and give back to the community. I teach and mentor youth as a volunteer, through Windle Trust. I also mobilise those who are stuck at home and are not in school, especially girls. I want to give them hope. Some refugees are just there in the camps, they don't know what is coming up next. All they know is that they are being supported by UNHCR, that they receive food rations and a good primary education. But what's next? They are idle. So I talk to them and I explain to them how I have made it.”

Tabitha, 23, is originally from South Sudan. She arrived in Kakuma, northern Kenya, in early 2001. She is currently in her third year of Economics and Statistics at Kenyatta University in Nairobi on a DAFI scholarship.

Photos: © UNHCR/Antoine Tardy



4. STUDENT PERFORMANCE AND SUPPORT

4.1 EQUAL ACCESS

UNHCR seeks to ensure that all persons of concern enjoy their rights on an equal basis and can fully participate in the decision making processes affecting their families and communities, independent of their age, gender or ethnic background. Through the systematic implementation of its **Age, Gender and Diversity (AGD) Policy**¹³ UNHCR acknowledges that each person is unique and that the differences between people, whether actual or perceived, can play a central role in determining a person's opportunities, capacities, needs and vulnerabilities. By analysing the AGD dimensions, UNHCR enhances its understanding of the multifaceted protection risks, assistance needs and existing capacities of diverse communities. It is the basis for UNHCR's promotion of equal opportunities as well as targeted actions to combat inequality and discrimination.

Young refugee women and men can bring unique and valuable perspectives and solutions to problems confronting them and their communities. By addressing their educational needs and professional aspirations the DAFI programme facilitates their empowerment and development. Especially for young women, the DAFI programme is transformative: it opens opportunities that they would otherwise would not have. Supporting young refugees to study and gain skills needed in the 21st century helps to provide a secure foundation for their future. In order to qualify for the DAFI programme, young men and women must have had the chance to complete their senior secondary education either in their home or host country. Continuity of quality higher education in safe environments alongside national students is essential to raising awareness for gender equality, diversity, democratic structures, respect and tolerance.

The DAFI Policy and Guidelines incorporate UNHCR's AGD Approach and outline core actions to ensure equal access to higher education opportunities for refugee women and men. Young women account for 44% of all DAFI students. Gender parity is improving among DAFI students, with an increase of 2% since 2015. The map on the following pages illustrates the situation in each programme country. In 13 out of 37 DAFI programme countries, the percentage of female students is 50% or more. Countries hosting Syrian refugees (e.g. **Lebanon, Jordan, or Iraq**) are among those with the highest percentage of female students (up to 60%). In **Zimbabwe, Kenya, Cameroon, Ethiopia, Chad, Mauritania, South Sudan** and **Pakistan**, less than one third of sponsored students are young women.

There are numerous reasons why young refugee women struggle to apply, or qualify for, higher education. They often have fewer opportunities and resources, a lower socio-economic status, less power and influence in their immediate environment and can face multiple layers of discrimination in completing even the basic cycle of education, including primary and lower secondary education. In situations of displacement, school infrastructure, safety and education quality may limit access to primary and secondary education, be too costly, or be of such poor quality that children and parents decide that it is not worth attending school at all. As a consequence, they often do not enrol or drop out early. Combined with the high costs associated with secondary school, especially senior secondary education, these factors may help to explain the low enrolment rate of refugee adolescents in secondary education (23%). Against this

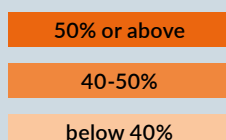
¹³ UNHCR (2011). UNHCR Age, Gender and Diversity Policy, available at <http://www.unhcr.org/4e7757449>

Practices at country level that apply UNHCR's AGD approach to the DAFI programme demonstrate positive effects:

- In **Cameroon**, on the International Day of the Girl, female DAFI students hosted educational talks and presentations on the topic of "The Power of the Adolescent Girl: Vision for 2030" with parents and daughters of the refugee community.
- In **Ghana**, DAFI students contributed 5% of their first allowance to fund refugee girls to attend senior high school. Since they have started this initiative through the DAFI Club, the first two girls completed their senior secondary education and have taken up their studies in Nursing and Physician Assistance thanks to a DAFI scholarship.
- In **Jordan**, DAFI students volunteered with TIGER Girls (These Inspiring Girls Enjoy Reading) to retain adolescent girls in school. TIGER Girls uses technology to improve the quality of education in Zaatari camp and motivate adolescent girls through quality learning. In total, over 120 girls benefited from the programme. A survey indicated that girls were much more likely to stay in school and felt they had more power in affecting change in their lives and the lives of others by participating in TIGER Girls.
- In **Pakistan**, meetings were held at secondary schools to raise awareness on the DAFI programme and promote girls' education. Promising young women were identified and invited to apply in the selection of new DAFI beneficiaries in 2017.
- In **Zimbabwe**, sensitisation campaigns helped to increase the number of female students supported by the DAFI programme from 27% in 2015 to 45% in 2016.

PROGRESS TOWARDS GENDER EQUITY 2016

Female DAFI students per country



ECUADOR

A map of South America where the country of Ecuador is highlighted in a dark orange color, matching the '50% or above' category in the legend. The rest of the continent is shown in white with black outlines for country borders.



background, the chances for refugee girls to complete senior secondary education and qualify for higher education are alarmingly low. Additionally, displacement exposes girls to numerous protection risks such as child marriage and teen pregnancy, confinement to domestic labour or sexual exploitation, preventing girls from attending school. Even if they have completed senior secondary education, young women may face other challenges in pursuing higher education such as traditions and social expectations, early marriages and prioritization of family life over studies and roles predefined by families and communities, including concerns to move to a place far away from their family to study.

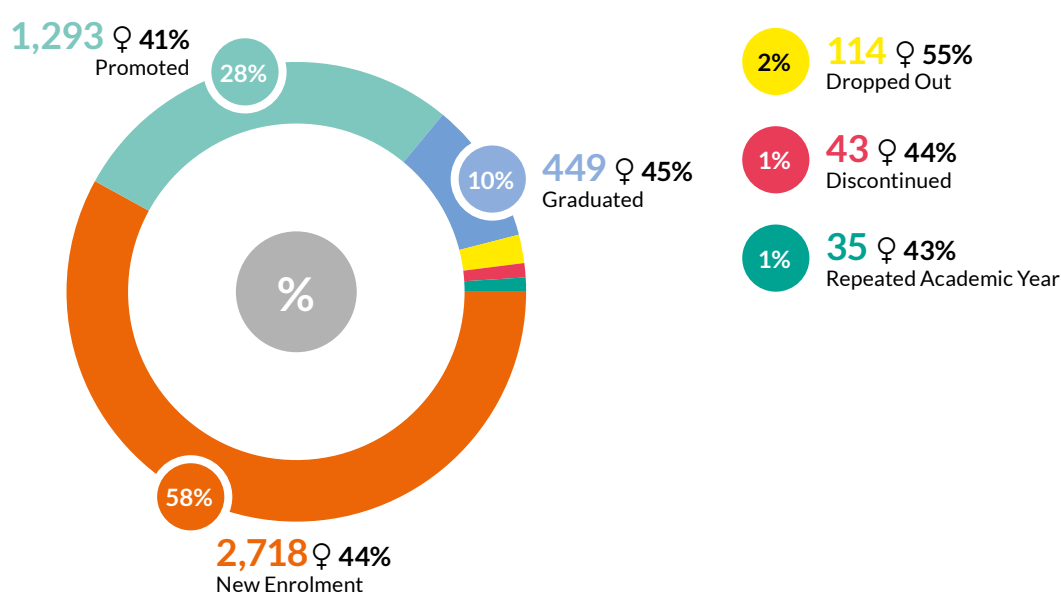
In response to the low numbers of girls accessing and completing secondary education, UNHCR works with operational and advocacy partners at the country level to overcome the above challenges. UNHCR, partner organisations, and DAFI students raise awareness of the negative consequences on protection, tertiary education and employment opportunities resulting from the gap in girls' education at secondary level.

In response to the challenges young women face to access higher education, the DAFI programme contributes to country specific, community-based approaches to gender issues within the broader scope of UNHCR and its partners. This includes raising awareness in refugee communities as to the importance of equal access to all levels of education, gender-focussed outreach through diverse methods of communication, and affirmative action in the selection process up to individual support for enrolled students. DAFI allowances, for example, enable safe transportation and living conditions for female students. UNHCR and its partners also approached families and young women directly to inform them about the DAFI programme and to encourage their application.

4.2 RESULTS AND ACADEMIC SUPPORT

Excellence in academic achievements remained paramount for students receiving a DAFI scholarship. In 2016, 2,718 (2,331 new scholarships and 387 replacements) new refugee students were awarded scholarships for their studies based on their academic excellence, personal commitment, community engagement and inability to participate in higher education without support. UNHCR works with a multi-partner committee to identify new beneficiaries of the DAFI programme. Depending on the country programme, interviews and tests additionally inform the final selection.

Students' Performance



* New enrolments to replace the students who have either graduated or have discontinued their studies due to other various reasons. Replacements are not automatic, programmes have to get prior authorization from headquarters due to budget availability and the programme's capacity.



“ This scholarship has helped me a lot because what I have learned I am now able to share with my community. My degree is in conflict resolution and humanitarian assistance. In the future, I want to help widows and orphans. I feel I should always be by their side, helping them. I have always had the dream of opening an orphanage. It can be anywhere. Another dream is to build a hospital and a school.”

Chelia, 26, is originally from South Sudan. She has been living in Kakuma refugee camp, in northern Kenya, since 2002. She is enrolled in a BA in Disaster Management, Conflict Resolution and Humanitarian Assistance at Masinde Muliro University on Kakuma campus, supported by DAFI.

Photo: © UNHCR/Antoine Tardy

Student performance and success rates have been encouraging in 2016, demonstrating the determination of the students as well as the positive effects of well managed selection, support and monitoring of DAFI students by UNHCR and its partner organisations. In 2016, 4,652 students started, continued or completed their undergraduate studies. 58%¹⁴ were newly admitted, 28% were promoted to the next academic year and 10% graduated successfully. Among the remaining 4%; 2% of students voluntarily left the programme due to personal reasons such as families being resettled or medical conditions and 1% had their studies discontinued by the institution either due to repeated failure or breach of the institution’s code of conduct. 1% of the students had an agreement with UNHCR and the university to repeat an academic year after failing the 2016 course.

Young refugees wish to improve their own situation and that of their families. Refugee students have a great concern for their relatives and families. DAFI scholarships provide them an exceptional opportunity to build up credentials for employment and thus opportunities to create durable solutions for themselves and their families in the medium and longer term. Examples from Jordan, Ghana and Yemen show that DAFI students achieved outstanding results among the top students in these countries. Considering the challenges refugee students face, these results are remarkable.

UNHCR and partners continue to provide guidance to students to support their academic achievements and the completion of their studies. Support structures like regular counselling hours for refugee students or regular visits at higher education institutions and discussions with professors are in place in all countries. Regular communication with higher education institutions coupled with close contact with each individual student enables UNHCR and partners to

¹⁴ New enrolments to replace the students who have either graduated or have discontinued their studies due to other various reasons. Replacements are not automatic, programmes have to get prior authorization from headquarters due to budget availability and the programme’s capacity.

intervene and support a student if there are problems. Psychosocial support, mentoring or additional language, academic or ICT classes can be provided in specific cases to ensure a student can successfully achieve her diploma.

4.3 FIELDS OF STUDY

The DAFI programme builds capacity and leadership in talented refugee youth to contribute to sustainable development of their communities. The choice of field of study under the DAFI programme is guided by (a) the current employment opportunities of a given sector and (b) the skills and capacities potentially needed to help rebuild communities and societies after conflicts. Across all countries, DAFI selection committees continued to award scholarships to those candidates who chose a field of study with good employment prospective or provided guidance to qualifying students to ensure their field of study fits with DAFI programme’s objectives.

Table 10 shows the fields of study chosen by DAFI students in 2016. Medical Science and Health Related studies were the most popular fields of study (18%), with the highest female participation (56%). Engineering was the second most popular field of study (17%), followed by Commercial and Business Administration (17%). Besides Medical Science and Health Related studies, female student enrolment also dominated in Trade Craft and Industrial study programmes (64%), Education & Teacher Training (55%), and Natural Sciences (51%).

Table 10: Enrolment in study programmes across 37 countries, 2016

	Field of Study	Female		Male		Total	
		Number	%	Number	%	Number	%
1.	Medical Science & Health Related	472	56%	373	44%	845	18.2%
2.	Engineering	235	29%	572	71%	807	17.3%
3.	Commercial & Business Administration	345	43%	455	57%	800	17.2%
4.	Social & Behavioral Science	181	40%	267	60%	448	9.6%
5.	Humanities	160	50%	157	50%	317	6.8%
6.	Education & Teacher Training	172	55%	138	45%	310	6.7%
7.	Mathematics & Computer Science	95	31%	211	69%	306	6.6%
8.	Natural Science	93	51%	90	49%	183	3.9%
9.	Other Programs	94	57%	72	43%	166	3.6%
10.	Law	73	45%	88	55%	161	3.5%
11.	Agriculture, Forestry & Fishery	29	31%	65	69%	94	2.0%
12.	Mass Communication & Documentation	29	38%	48	62%	77	1.7%
13.	Architecture & Town Planning	28	45%	34	55%	62	1.3%
14.	Fine & Applied Arts	11	48%	12	52%	23	0.5%
15.	Transport & Communication	2	9%	20	91%	22	0.5%
16.	Home Economics (Domestic Science)	6	30%	14	70%	20	0.4%
17.	Trade Craft & Industrial Programs	7	64%	4	36%	11	0.2%
	Grand Total	2,032	44%	2,620	56%	4,652	100.0%

Higher education empowers young refugees to be competitive in the labour market, start their own business or pursue post-graduate studies. In order to better prepare DAFI students for life after graduation, UNHCR collaborated more closely with colleagues and partners that work towards economic inclusion of refugees in host countries, where possible. Some initiatives that resulted from these discussions and which will be further expanded in coming years include targeted career guidance and trainings on entrepreneurship and improved soft skills. In **Mozambique** for example, UNHCR integrated the DAFI programme in its new five year livelihood strategy which aims at economic integration and self-reliance of refugees.

In 2016, workshops were organised for DAFI students across all countries with different themes such as time management, financial management, language classes, job finding and application skills, or leadership and management skills. In **Egypt**, for example, DAFI students received life skills training encompassing communication skills, emotional intelligence and self-awareness. In **Burundi**, 10 DAFI students were certified as financial education trainers. In **Pakistan**, experts facilitated training sessions on leadership and personality development, road safety and disaster sensitization and preparedness. In **Senegal**, a two day workshop was organised by UNHCR, partners and the DAFI Club for both graduating and continuing students to practice writing CVs and motivational letters, as well as job interviews. More examples on student support measures are available in the country factsheets.

Supporting DAFI students' transition to the labour market became a priority across countries. UNHCR and its partners more strongly facilitate students' access to internships in order to improve their employability. The DAFI programme strengthened collaborations with local employers to create and advocate for internship opportunities on behalf of the students. Preferably, each DAFI student will undertake one internship during the scholarship period. Some students may be required to do an internship as part of their mandatory curriculum and may receive support from the university or faculty. However, country programmes report that placing students in internships is a challenge. First because of high competition for available internships, especially in popular fields of study, and second particularly refugee students may not have the network, contacts or knowledge to find an appropriate internship opportunity. In this case, UNHCR and its partners become actively involved to support the students where possible.

Greater promotion of internship opportunities for DAFI students will be a priority. The exchange of experiences and good practices among country programmes will be more strongly facilitated by UNHCR in 2017. Additionally, data will be collected more systematically across programme countries to better understand constraints young refugee students face in finding an internship.

4.4 COMMUNITY ENGAGEMENT AND DAFI CLUBS

DAFI students are strongly encouraged to participate in community activities and to serve as role models within their communities. Across the majority of countries, many DAFI students volunteer on a regular basis in their communities. For example: In **Cameroon**, DAFI students provide academic support to refugee children with learning difficulties in primary and secondary school. In **Botswana**, DAFI graduates supported various projects in the Dukwi Camp where refugees from Burundi, Cameroon, Ethiopia, Kenya and other countries live. They mentored secondary school students, supported recreational activities in the camp and assisted in the advocacy for an enabling asylum environment. In **Chad**, DAFI students have volunteered and organised tutorial classes during summer vacations for secondary students from mainly Central African and Sudanese origin. DAFI students in **Ethiopia** also organised tutorial classes for students in secondary schools on selected subjects such as mathematics, science and English language. In **Lebanon**, 16 DAFI students volunteered on providing literacy classes for mothers. In **Jordan** and **Lebanon** the voluntary engagement of DAFI students increased, mainly due to the systematic facilitation of UNHCR's partners. Several other examples are reported in the country factsheets and through the students portrayed.

The role and active participation of DAFI students is further promoted through DAFI Clubs or networks consisting of current and former DAFI students. The clubs are initiated either by the students or UNHCR and its partner and are organised differently in each country depending for example on the distribution of students in different locations. DAFI Clubs may have agreed terms of reference and an elected president as spokespersons (e.g. in Senegal), or it may be a registered association (e.g. in Liberia). DAFI students may meet informally, use social media groups to connect or hold assembly meetings with all current and former DAFI students on a regular basis.

DAFI Clubs have the potential to facilitate networking, information sharing and provide an organisational platform for workshops, community engagement and events. In 2017, UNHCR will provide more targeted support to country programmes to use the potential of DAFI Clubs, as well as to liaise and maintain contact with DAFI alumni, as successfully done in Ghana and Senegal. DAFI students are important advocates for improved access to higher education for refugees and education overall. The DAFI programme supports the students' active role in host and refugee communities through DAFI Clubs, voicing their views and concerns regarding their future opportunities. In **Sudan**, for example, DAFI students discussed refugee rights and access to employment including restrictions of movement with the Sudan Government Commissioner of Refugees (COR) and labour office representatives.

4.5 PROFESSIONAL AVENUES

The goal of the DAFI programme is to enable young refugees to build a secure future and make informed choices for their lives. An undergraduate degree gives them a valuable foundation on which to build. Each DAFI student has different aspirations and goals. The DAFI programme is a vehicle to help them reach their idiosyncratic goals in accordance with their personal efforts and motivation. Depending on the host country and the individual student's situation, an undergraduate degree provides them with at least four relevant opportunities: (i) apply for a regular employment where legally possible, (ii) apply for further scholarships or use private funds to continue pursuing a post-graduate degree, (iii) start a business or (iv) find a work opportunity with an organisation in refugee camps. These opportunities can be pursued either in the current host country, the country of origin, or in a third country.

Employment opportunities for refugee students are largely determined by the host country's legal framework. Countries like Turkey, Burundi, Chad or South Africa allow refugees to work, as well as countries that roll-out the Comprehensive Refugee Response Framework (CRRF): Djibouti, Ethiopia, Uganda, United Republic of Tanzania, Kenya, Belize and Honduras.¹⁵ Several governments have improved the legal situation of refugees in terms of labour market access relating to global pledges on improving refugee self-reliance. Leaders participating in the *2016 Leaders' Summit on the Global Refugee Crisis* held during the UN General Assembly made milestone pledges to improve refugee self-reliance and inclusion through opportunities for education and legal work.¹⁶

Employment perspectives are an important motivator for students to complete their secondary and higher education. For many refugees, integration goes along with access to labour markets. But legal restrictions are not the only barrier preventing access to labour market. In countries like **South Africa**, unemployment rates of up to 40% make it extremely difficult for refugee graduates to access employment or internship opportunities. Since 1997, the DAFI programme in **Uganda** has supported more than 750 students. 83% of the former beneficiaries found employment in line with their university education within six months of their graduation. A South Sudanese DAFI graduate in Uganda, for example, cofounded the African Youth Action Network, a refugee youth led initiative which fosters peaceful co-existence between different South Sudanese communities as well as host and refugee communities. In **Burundi**, a DAFI student of the Faculty of Management Informatics initiated a communication company called Club Media that promotes the artistic talents of young people, and a law student initiated an association called PAXED (Action pour la Paix, l'Environnement et le Développement durable) in his refugee community in the Bwagiriza camp. The association has currently 50 members. These are few of the examples from the country factsheets in [chapter 7](#).

In **Cameroon**, UNHCR and its partner Plan International organised a workshop with different national stakeholders, such as the National Employment Fund, the Ministry of Youth and Civic Education or the Ministry of Employment and Training Professional and recruitment firms to work on a strategy of post-graduate accompaniment of DAFI graduates. This is an important example on how partnerships are built and maintained through the DAFI programme to create an enabling environment for young, educated refugees.

It is challenging to stay in contact with DAFI graduates and regularly survey their employment status. Young refugees have a dynamic life and may pursue different options either in host country, home or a third country. Once they leave the DAFI programme there are few or no incentives to stay engaged. Other education-to-employment programmes have experienced the same challenge to measure their impact beyond the number of graduates. Over the next three years, the DAFI programme will make it a priority to systematically collect data to better understand the impact of the provision of scholarships across countries by strengthening its monitoring tools but also by strengthening DAFI Clubs and networks to be an active platform through which contacts can be maintained.

¹⁵ CRRF Global Digital Portal, available at <http://crrf.unhcr.org/en/>

¹⁶ UNHCR (2016). Summary of the Leaders' Summit on Refugees (2016), available at https://refugeesmigrants.un.org/sites/default/files/public_summary_document_refugee_summit_final_11-11-2016.pdf

“ I work as a midwife with ADES, responsible for health activities. Since I came to Chad in 2003, I have been a community health worker, doing sensitisation, referring patients to the right service. I worked as a midwife, helping women to give birth. I was a pharmacist here at Beureuh health centre. This is what motivated me to study further. Since I have all my secondary and high school degrees from Central African Republic, I thought I can't continue to be just an auxiliary staff, I can study more. This was in 2012. I decided to move to the capital, where with the support of UNHCR I studied for four years and now I am a “state graduated” midwife and refugee.”

Amina 37, mother of two and DAFI graduate, joined her parents in refugee camp in the south of Chad after the killing of her husband during the war in Central African Republic. She works as midwife in the health centre of Chadian village of Beureuh, serving refugees and Chadians.

Photo © UNHCR/Ibrahima Diane



Box 2: Research Study Rwanda

In 2016, UNHCR in Rwanda evaluated the long term impact of the DAFI programme in areas of employability, local integration and self-reliance. The research aimed to inform DAFI programming and to guide future interventions in the field of tertiary education. In the context of the research, 17 former Congolese and Burundian DAFI students were interviewed. All had graduated between 2010 and 2013. At the time when the interview was conducted, 13 had found employment. Except for one, all considered the DAFI programme to have played a decisive role in finding employment. They especially benefitted from networks and internships attained. 69% of the interviewed refugees affirmed that studies provided them with skills to increase support to their refugee community, e.g. to be more involved with community leaders and with decision makers. 82% considered that higher education provided them with skills that will be useful to contribute to the development of their home country and communities once a safe and voluntary return is possible. The majority of the interviewed students considered that higher education and especially the DAFI programme improved both integration and relation to the host community, mainly by enabling them to leave the camp setting and to become independent. The interviewees' perception of integration is mainly about finding a job, maintaining relationship with nationals, achieving education and language skills.

4.6 INNOVATION FOR HIGHER EDUCATION

UNHCR efforts to enable greater access to quality higher education include exploring innovative approaches, which was part of the reason for co-founding the Connected Learning in Crisis Consortium (CLCC). Co-led by UNHCR and the University of Geneva (InZone), the CLCC¹⁷ was founded in 2016, with the aim to promote, coordinate, and support the provision of quality higher education in contexts of conflict, crisis and displacement through a blended learning approach that combines face-to-face and online learning. It allows students living in remote areas to connect with top universities and enables the exchange of knowledge globally. Since 2010 over 6,500 refugee learners in 11 countries have participated in Connected Learning programmes.

Having started with nine founding members, the Consortium is growing continuously and connects humanitarian and academic actors. In 2016, the Consortium participated in several experience-sharing events to promote the approach and discuss the complexity of effectively implementing these programs. The Consortium also established the groundwork for a dynamic community of practice, and strengthened networking across programs. Moreover, guiding principles to inform future programming were developed and promoted on the Consortium website.

¹⁷ For more information, please visit: <http://www.connectedlearning4refugees.org/>



5. PARTNERSHIP AND MANAGEMENT

5.1 MANAGEMENT AND IMPLEMENTATION

The global implementation of the DAFI programme is coordinated by two staff members in the Education Unit at UNHCR headquarters in Copenhagen, a Tertiary Education Officer and a Tertiary Education Associate. They are supervised by the Head of the Education Unit in the Division of International Protection.

Programme implementation and management follows the **DAFI Policy and Guidelines**, which include the strategic priorities of the programme and lay out implementation arrangements regarding selection process, scholarship entitlements, monitoring of students' performance, reporting requirements and collaboration between UNHCR country offices and the headquarters' education team.

The UNHCR headquarters education team is responsible for the overall management and coordination of the programme across the 37 countries that offer DAFI scholarships. This includes strategic oversight, policy coordination and the targeted technical support to UNHCR country offices. The team ensures programming functions, including (i) operational assessment and planning; (ii) annual detailed budget allocation and allocation of new scholarships across countries and population groups; (iii) financial and operational monitoring; and (iv) mid-year review and annual reporting.

At country level, UNHCR offices designate a DAFI focal point for the programme's management, usually an education, protection or community services staff. The DAFI focal points play an important role in ensuring communication, collaboration and coordination with colleagues in UNHCR offices, with governments, national education stakeholders, higher education institutions and the refugee community. The DAFI focal points accomplish all these tasks alongside other areas of work. UNHCR offices implementing the DAFI programme decide whether or not to engage a partner organisation in the implementation of the programme depending on the number of scholarships and the size of the operations.

The expansion and continued adjustment of the DAFI programme would not be possible without the strong and continued commitment of 22 partner organisations on the ground (see Table 11). UNHCR's partners either manage, or contribute substantially to the selection and support of DAFI students, monitoring and reporting, building and maintaining relationships to universities, schools and private sector entities. They organise trainings and offer counselling to DAFI supported students. Especially the last-mentioned is a core element facilitating low drop-out rates, outstanding academic performance and employability of DAFI students. As national organisations they have a strong network and relationships with authorities and other organisations, in-depth knowledge of the national education systems and policies, and are aware of the dynamics in a country.



- On an official visit to Turkey, UN High Commissioner for Refugees, Filippo Grandi, met with 10 DAFI students in Ankara.

The partners bring in a variety of expertise to the DAFI programme.

- In **Burundi**, **RET International**, an expert organisation in strengthening resilience through education in emergencies and fragile contexts, signed a partnership agreement with Burundi Business Incubator (BBIN) to ensure the training and supervision in entrepreneurship for 26 DAFI students expected to finish their studies in 2017. In **Chad**, they built on their network to facilitate all DAFI graduates returning to their refugee community to obtain engagement in local NGOs promoting education or health as educators, librarians, or nurses.
- In **Lebanon**, **Terre Des Hommes Italy** empowered DAFI students through legal trainings and community service activities.
- In **Senegal**, *L'office Africain pour le développement et la coopération (OFADEC)*, has managed the DAFI programme for more than 20 years. The organisation was established in 1976 with a focus on refugee protection and support. OFADEC is well connected across the country, they have worked with refugee communities in urban and rural areas and implemented primary and secondary education and vocational training programmes. The standing and expertise of OFADEC has helped UNHCR to manage the DAFI programme successfully and maintain contact with DAFI alumni.
- In **Yemen**, **INTEROS Italy** managed the DAFI programme without interruption despite an extremely challenging environment. This is thanks to the organisation's long experience in bringing assistance to people in danger, namely victims of natural disasters and armed conflicts.

Table 11: Implementation of the DAFI programme by country in 2016 (directly by UNHCR or through a partner organisation)

Country	Partners
Algeria	Association des Femmes Algériennes pour le Développement (AFAD) (with UNHCR)
Azerbaijan	UNHCR
Botswana	UNHCR
Burundi	Refugee Education Trust International (RET)
Cameroon	Plan International Cameroon
Chad	Refugee Education Trust International (RET)
Ecuador	Hebrew Immigrant Aid Society (HIAS)
Egypt	Catholic Relief Services (CRS) Egypt
Ethiopia	Association of Ethiopians Educated in Germany (AEEG)
Ghana	Christian Council of Ghana (CCG)
India	Bosco Organization for Social Concern and Operation (BOSCO)
Iran	UNHCR
Iraq KR-I	Darya Organization for Developing Women and Community (with UNHCR)
Jordan	Jubilee Centre for Excellence in Education (JCEE)
Kenya	Windle Trust International (WTI)
Kyrgyzstan	UNHCR
Lebanon	Terre des Hommes Italy (TdH)
Liberia	Special Emergency Activity to Restore Children's Hope (SEARCH)
Mauritania	ACTIONS Mauritania
Mozambique	UNHCR
Namibia	UNHCR
Nigeria	UNHCR
Pakistan	Inspire Pakistan
Russian Federation	UNHCR
Rwanda	Adventist Development and Relief Agency (ADRA)
Senegal	OFADEC (Office Africain pour le Developpement et la Cooperation)
South Africa	StudieTrust
South Sudan	UNHCR
Sudan	Windle Trust International (WTI)
Tajikistan	Refugees, Children & Vulnerable Citizens
Tanzania	Relief to Development Society (REDESO)
Turkey	Presidency for Turks Abroad and Related Communities – Yurtdışı Türkler ve Akraba Topluluklar Başkanlığı (YTB)
Uganda	Windle Trust Uganda
Ukraine	UNHCR
Yemen	INTERSOS Italy
Zambia	UNHCR
Zimbabwe	UNHCR

Based on consultations, the DAFI programme was decentralized in West Africa during 2016. Until 2016, DAFI students from nine countries of asylum had to move to Senegal for their studies, causing protection concerns, affecting community benefits and increasing logistic costs. To improve this situation, UNHCR launched the DAFI programme in Niger, Burkina Faso and Mali. Benin, Gambia, Guinea Conakry, Guinea Bissau, Togo, and Ivory Coast will follow in 2017. The decentralization process allows DAFI students to pursue their studies in their first country of asylum and build on existing family and community networks and support. A positive impact is expected for female students, as it enables them to attend university in the place where their family and community lives.



“ Until last year, I wasn't studying at all. It was a very hard situation. The pressure was high. One day I opened Facebook and saw an ad for DAFI. I was approaching the age limit for it. This was my last chance. It came to my rescue, so to speak.”

Mohammad, 27, studies Business Administration at Amman Arab University on a DAFI scholarship. Originally from Damascus, Syria, he has been a refugee in Jordan since 2012.

Photos: © UNHCR/Antoine Tardy

5.2 PARTNERSHIP AND FUNDING

The DAFI programme plays a pioneering role in advancing durable solutions for refugees through higher education based on a multi-partnership approach. Over the past 24 years, the DAFI programme expanded its network of local, regional and global partners, contributing at different levels to the success of the programme. Important partners include German Embassies, German Cultural Centres, universities, Ministries of Education, non-governmental organisations and other UN agencies such as UNESCO or UNICEF. On a global level, these partnerships strengthen joint advocacy towards inclusion of refugees in national education systems, and facilitate a stable and protective environment.

In May 2016, UNESCO and UNHCR published a joint policy paper, calling for “[No more excuses: Provide education to all forcibly displaced people](#)”. This paper, released in advance of the World Humanitarian Summit, shows that the education rights of forcibly displaced populations are neglected on a large scale. It calls for countries and their humanitarian and development partners to ensure that internally displaced, asylum seeking and refugee children and youth are included in national education plans. Furthermore, they promised to collect better data to monitor their situation.

The DAFI programme offers a good example for a coordinated multi-partner approach. UNHCR is advising other organisations on higher education scholarships for refugees, specifically on protection considerations, outreach and selection criteria. UNHCR has taken the lead in establishing effective coordination mechanisms at regional and country level to ensure higher education scholarship programmes for refugees are aligned and to increase effectiveness of available resources. For example, UNHCR and the **German Academic Exchange Service (DAAD)** signed a Memorandum of Understanding (MoU) in 2016. Since then, DAAD and UNHCR have coordinated programme planning, implementation, monitoring and reporting of DAFI and HOPES through national and regional coordination mechanisms. These organisations also advocate for the inclusion of refugees in national higher education institutions, e.g. through regional high level conferences on tertiary education.

In 2016, the DAFI programme has continued to receive generous contributions from the German Government and private donors.

- The German Government contributed 86% through its **Federal Foreign Office** into the programme (USD 9,906,218).
- The **Saïd Foundation** has been supporting hundreds of DAFI scholars in Lebanon and Jordan since 2014. In 2016, its contribution accounted for 9% of the total programme budget (USD1,077,661) to support Syrian refugees through higher education.

- **UNO-Flüchtlingshilfe** contributed to the DAFI programme to support tertiary education for refugees in South Africa and Jordan. In 2016, its contribution accounted for 3% of the total programme budget (USD 334,448).
- In May 2016, the Chairman of the Saïd Foundation, Mr. Wafic Saïd, and the Chairman of the Asfari Foundation, Mr. Ayman Asfari, jointly hosted a **Hands Up for Syria** gala dinner to raise funds for Syrian refugees' education. The event raised in excess of GBP 8 million, which included match funding from the two chairmen. The funds were distributed equally among UNHCR, the International Rescue Committee and Save the Children and used to support two new cohorts of students under the DAFI programme in Jordan and Lebanon, in line with the existing partnership with the Saïd Foundation. In 2016, funds from the Hands Up for Syria appeal accounted for 2% of the total DAFI programme budget (USD214,805).

Box 3: Core funding partners 2016

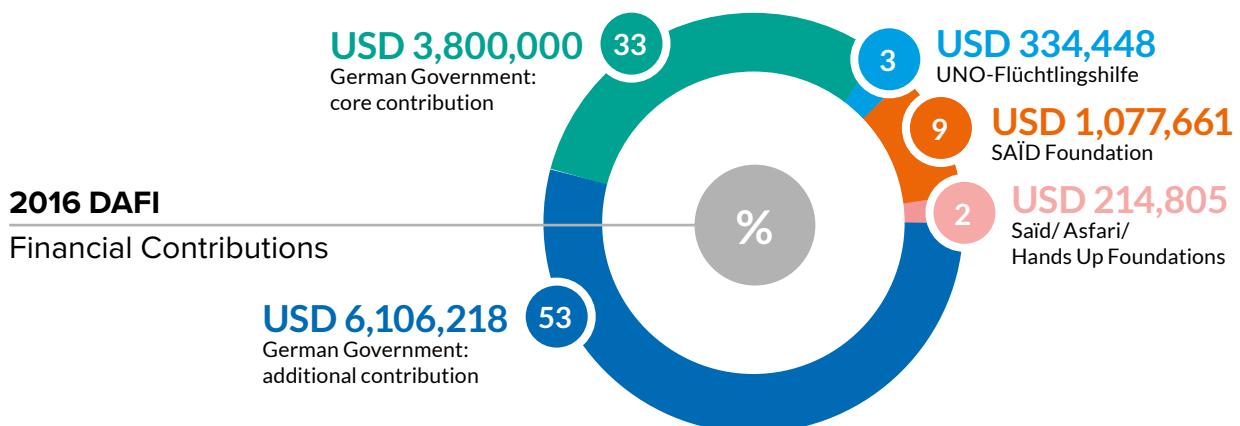
Federal Foreign Office of Germany: Having set up the DAFI programme in 1992, the Federal Foreign Office is UNHCR's primary partner. It promotes international exchange and offers protection and assistance to Germans abroad. With a network of around 230 missions abroad, the Federal Foreign Office maintains Germany's relations with other countries as well as with international and supra-national 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 fulfill 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: The Germany-based UNO-Flüchtlingshilfe is a non-governmental organisation founded in 1980 that aims to protect refugees, their dignity and support their self-reliance. UNO-Flüchtlingshilfe financially support refugee related projects in Germany and abroad and creates public awareness.



The Syria crisis has resulted in several new initiatives and programmes supporting young Syrian refugees access higher education. The Saïd, Asfari and Hands Up Foundations, for example, joined efforts to improve education of Syrian refugee children and youth in the MENA region. They contributed to the expansion of the DAFI programme in Jordan and Lebanon through charity events and a global 'Hands Up for Syria Appeal'.

Box 4: Partnering up for Syrian refugee students

Within Middle East and Northern Africa (MENA), large numbers of university age Syrians (18-24) have either been displaced inside Syria or fled as refugees to the neighbouring countries, with the majority hosted in Turkey, Lebanon and Jordan. According to the UNESCO Institute for Statistics, 26% of Syria's population were enrolled in higher education in 2011, prior to displacement. UNHCR's **Regional Refugee and Resilience Plan for 2015-2016** in response to the Syria Crisis included an estimated need of USD 455 million for education, taking into account higher education needs for more than 11,000 refugees.

In countries affected by the Syrian crisis, 1,988 students received a DAFI scholarship, including 1,790 Syrian students.

Nevertheless, the demand far outweighs the available scholarships. Therefore UNHCR welcomes programmes set up by the German Academic Exchange Service (DAAD) and SPARK. DAAD jointly with its partners runs a scholarship programme for graduate Syrian students called **Higher and Further Education Opportunities and Perspectives for Syrians (HOPES)**, funded by the European Union's Madad Fund. In countries such as **Turkey, Lebanon** or the **Kurdistan Region of Iraq**, UNHCR established close cooperation mechanisms with HOPES, including joint outreach, application and selection processes, as well as aligned advocacy efforts. SPARK provides undergraduate and graduate study scholarships to Syrian refugee students in the MENA region. Many DAFI graduates strive higher, trying to enter a post-graduate study programme supported by DAAD or SPARK.

To ensure a comprehensive approach to higher education provision for refugee students in the region, UNHCR chairs several national higher education and scholarship coordination groups, e.g. the "Scholarships Technical Working Group" in Turkey. Moreover, new programmes are counselled upon request based on the experiences made in 25 years of successfully implementing DAFI.

Other partnerships foster **complementary pathways** to durable solutions through third country scholarships. Where permanent settlement is not an option, complementary pathways supporting work, study and family reunification can facilitate the acquisition and retention of skills that can assist refugees in working towards a sustainable solution in the future. A high-level meeting on 30 March, 2016 explored Global Responsibility Sharing through Pathways for Admission of Syrian Refugees and affirmed international commitment to the importance of safe pathways that lead to protection and lasting solutions. If designed protection-sensitive and in full respect of the principle of non-refoulement, third country scholarships are a valuable alternative to programmes in first countries of asylum.

An example for a third country scholarship programme is the "**Japanese initiative for the future of Syrian refugees**" which supports 100 Syrian students over 5 years to complete masters' degrees in Japan. The programme was launched in 2017. The Japanese Government has guaranteed these students' protection under international law until employment or further study opportunities become available, either in Japan or elsewhere. Immediate family may accompany the students and tuition and living expenses will be covered by Japanese International Cooperation Agency. UNHCR will assist in publicizing the programme and in the identification of candidates.

At the end of 2016 UNHCR was able to use some of the remaining financial resources to grant one-time cash support for non-DAFI students in Turkey, Jordan and Ghana. The students were identified using UNHCR's existing vulnerability framework in Turkey and Jordan and in Ghana based on UNHCR's communication with universities, refugee communities and students.

The one-time cash support was semi-conditional. While the selected students needed to show proof of enrolment to higher education institutions, the use of the money was unconditional. The one-time cash support to non-DAFI students helped them to pursue their studies. It reduced potential protection risks arising from trying to generate money and diminished the risk of drop-out. From a do-no-harm perspective, this additional support helped maintain social cohesion between refugee communities and reduce negative coping mechanisms of young refugee students.

The selected students are registered by UNHCR, as were the modalities for the cash-transfer. Jordan, Turkey and Ghana have strong systems for cash-based interventions in place which ensured effective implementation. The calculation of the individual grant was based on each country's DAFI scholarship amount per semester. The grant was paid to the students directly.

In Jordan and Turkey, refugees from countries other than Syria have very limited opportunities to access scholarships, mainly due to the earmarking of funding to Syrians. Some of them who registered in universities without support faced financial constraints. In **Turkey**, a total of **150** refugee students (non-DAFI and non-Syrian) benefited from the cash grant and in **Jordan 35**. In **Ghana 16** vulnerable refugee students (non-DAFI) from different nationalities received the one-time cash support.

5.3 MONITORING AND REPORTING

The Tertiary Education Officer and Education Associate undertake regular missions to DAFI programme countries to ensure that the strategic objectives of the programme are met. Missions also facilitate knowledge sharing and collection of good practices between DAFI country programmes. In 2016, the UNHCR Education Headquarter Team undertook missions to four country programmes and engaged in additional activities to raise awareness and disseminate good practices. Turkey, Kurdistan Region of Iraq (KR-I), Lebanon, Chad and Jordan were visited in 2016.

- A **mission to Chad** took place in February to develop recommendations to the strategic direction of the DAFI Chad programme, explore linkages to other higher education programmes in Chad and to identify opportunities to strengthen the transition from secondary to higher education and from graduation to employment. The recommendations included: gather data on refugees eligible for higher education, manage expectations within refugee communities on the availability of higher education opportunities, and systematize the community-based approach of the DAFI Chad programme. Chad hosts refugees from three countries – Nigeria, Sudan and the Central African Republic – increasing the total refugee population to more than 420,000.
- In May, a mission to **KR-I** took place to monitor and support the launch of the DAFI programme in Iraq. The mission included a meeting with the Ministries of Education and Higher Education, universities, DAAD and British Council around the DAFI and HOPES scholarship programmes. A technical committee to coordinate preparations for both programmes was set up.
- Together with the Saïd Foundation, a mission to **Lebanon** monitored the scale-up of the programme.
- In October 2016, a **regional meeting** on tertiary education in the MENA region was held in Amman, Jordan. The increased number of scholarships for Syrian refugees was discussed and potential linkages to complementary pathways explored.
- In October 2016, representatives of UNHCR participated in the conference “**Delivering Higher Education for Refugees**” organised by Al-Fanar Media, the British Council, SPARK and Luminous Education in Amman, Jordan. The conference revolved around digital learning, retention and exchange on experiences from existing scholarship programmes for refugees in the region. As a result, joint workshops with other scholarship providers were planned in order to develop a retention strategy, enhance coordination and advance research on the role of language in education systems in displacement context.
- In November 2016, UNHCR contributed to a conference organised by German Federal Ministry for Economic Cooperation and Development (BMZ/ GIZ) and Inter-Agency Network for Education in Emergencies (INEE) on “**Education for a better future – creating prospects for displaced populations**” in Berlin, Germany. The conference included a meeting of the Connected Learning in Crisis Consortium (CLCC) to decide on next steps. These included the launch of a playbook and an e-learning handbook to document good practices and facilitate the implementation of connected learning for refugees.

UNHCR headquarters education team followed up closely with each country programme to ensure compliance with the DAFI Policy and Guidelines and to improve the quality of country reporting. Reporting from country programmes includes narratives, statistics and relevant financial reports, delivered on half-year basis. The team briefed new staff working on the DAFI programme and provided individual support as needed.

In future the headquarters education team will focus on harmonising reporting and monitoring across countries in order to strengthen its technical support to DAFI focal points and partner organisations at the country level. Mutual learning between the countries will be enhanced.

5.4 ACCOUNTABILITY TO AFFECTED POPULATION (AAP)

By its [Policy and Guidelines](#), the DAFI programme defines priorities, principles, processes and standards applicable to all countries. The guidelines are designed to include protection-sensitive approaches and UNHCR's [Age, Gender and Diversity Policy](#) into account (see 4.1 above 'Equal access'). They define the roles and responsibilities of all stakeholders involved and set standards and criteria regarding the selection of DAFI countries, of partners and eligible students, regarding the application and selection procedures as well as allowances. The DAFI Policy and Guidelines are available online to inform all actors involved (such as students, UNHCR country offices, partners, ministries) and to ensure maximum transparency. In order to make sure that students are well informed about the DAFI programme before applying, [frequently asked questions](#) were collected and uploaded on the [DAFI webpage](#). Both, guidelines and FAQs will be updated in 2017.

The FAQs includes UNHCR Education Headquarter Team's email address, allowing the students or other persons of concern to raise questions or concerns on the DAFI programme directly. On average, requests via email are received twice a week and answered within a few days by UNHCR Education Headquarter Team. Any country specific queries are clarified by the focal points in their respective countries. The [DAFI Facebook page](#) provides another channel of direct communication which is frequently used by refugee students interested in the DAFI programme.

During selection interviews with students, accountability is ensured through the inclusion of various stakeholders such as the German Embassy, other NGOs or organisations providing scholarships, academic institutions, or national ministries. In case applicants perceive some irregularity during their assessment, they are encouraged to report to UNHCR Education Headquarter Team via email.

Students are closely monitored by UNHCR country offices or partners through regular talks, visits and workshops, focusing not only on academic performance but on also psychosocial well-being. The academic institutions hosting DAFI students are visited. Close monitoring identifies challenges and allows UNHCR to help DAFI students. DAFI country programmes are monitored through the UNHCR Education Headquarter Team through missions and meetings with all actors (such as ministries, partners, UNHCR staff members, academic institutions, DAFI students). Persons responsible for managing DAFI in UNHCR country offices or partner organisations are trained on DAFI procedures to ensure quality standards are met. The DAFI programme applies UNHCR'S Policy on the [Protection of Personal Data of Persons of Concern yo UNHCR](#) (2015).



6. PROSPECTS FOR 2017

Celebrating DAFI's 25th anniversary

In 2017, the DAFI programme will celebrate its 25th anniversary. To look back on a quarter century of enabling access to higher education for refugees, a photo exhibition titled *#TheOtherOnePercent* will be installed and touring through different DAFI countries. Portraits of DAFI students will show their careers to motivate others to thrive higher and increase support for refugee higher education globally. In special events, partners and DAFI students will celebrate the programme's achievements and present them to the public.

Further expansion of the DAFI programme

Responding to the increasing request for sustainable solutions including higher education for refugees, the DAFI programme will be expanded to a total of 50 countries (an increase from 37 in 2016) and will reach more than 6,700 students in 2017. The expansion is partly due to the already initiated decentralization process in **West Africa**. From 2017 on, each UNHCR country office in the region (with the exception of Sierra Leone) will manage the DAFI programme on their own. The Regional Office in Senegal will offer support when needed. Furthermore, the DAFI programme will open in **Syria, Morocco, Eritrea and Bangladesh**, countries where few education opportunities exist for secondary school graduates. Additionally, the DAFI programme will consider programmatic responses to the new and protracted displacement situations in Eastern Africa. Eleven of the 13 new participating countries in 2017 will be in Africa.

Remaining focus on MENA region

Entering the 6th year of the conflict in the **Syrian Arab Republic**, the **Middle East and Northern Africa** region will remain a focus of the DAFI programme. Additional, 790 scholarships will be allocated to countries in the region. Partnerships and coordination mechanisms will be strengthened as well as the introduction of innovative solutions expanded.

Strengthening Connected Learning opportunities

The **Connected Learning in Crisis Consortium** will build on the momentum of 2016 to consolidate effective protection-based programming in higher education through digital and connected learning and to strengthen the evidence base for progressive pedagogies. A summer school will be organised bringing together young students from around the world to share their thoughts on higher education in emergencies in July 2017 in Geneva. DAFI students will also participate in the **Mobile Learning Week**, UNESCO's flagship technology in education conference in March 2017 in Paris. The event will focus on education in emergency and crisis contexts and learning opportunities for displaced persons.



DAFI students at Masinde Muliro University of Science and Technology, Kakuma campus. From left to right: Chelia, 26; Chagodi, 28; Mvuyekure, 29; Martin, 25; and Omar, 27. © UNHCR/Antoine Tardy

Increasing focus on employability and results monitoring

In 2017, UNHCR will review the **DAFI Policy and Guidelines**, which were last updated in 2009. The review will evaluate technical support needs and lessons learned from the countries to provide better guidance and ensure implementation standards are met everywhere. The update will include improved guidance on employability, monitoring results and DAFI Clubs and networks. Annual activities such as workshops on career development and employability will become a standard component of the national DAFI programmes. Several regional workshops for UNHCR staff and partners will be carried out in 2017. These will further improve overall programme management, monitoring, and will include activities to increase the share of female participants, and activities to improve the employability and entrepreneurial skills of each student.

Exploring complementary pathways to protection and solutions

Considered a vital complementary pathway, UNHCR aims to support the establishment and expansion of third country scholarship (3CS) programmes and facilitate application to and participation by Syrian and other refugees. Building on “Higher Education Considerations for Refugees in Countries Affected by the Syria and Iraq Crises”¹⁸, UNHCR seeks to elaborate operational guidance on third country scholarships for Syrian and other refugees in the MENA region. As a coordinating partner of the European Resettlement Network, UNHCR is exploring the potential for developing models of higher education scholarship programmes and in collaboration with International Catholic Migration Commission (ICMC) and International Organization for Migration (IOM). Successful work on third country scholarships has been realized by the JICA initiative, the World University Service of Canada (WUSC), or the EU through its Erasmus+ programme.

¹⁸ UNHCR (2016). Education Brief, available at <http://goo.gl/2f6P9u>



7. COUNTRY FACT SHEETS

GLOSSARY – COUNTRY OF ORIGIN

AFG	Afghanistan
ANG	Angola
ARM	Armenia
AZE	Azerbaijan
BDI	Burundi
CAR	Central African Republic
CHD	Chad
COB	Congo
COI	Ivory Coast
COK	Cook Islands
COL	Columbia
DRC	Democratic Republic of Congo
EGY	Egypt
ERT	Eritrea
ETH	Ethiopia
GEO	Georgia
IRN	Islamic Republic of Iran
IRQ	Kurdistan Republic of Iraq
KEN	Kenya
LBR	Liberia
MLI	Mali
MAU	Mauritania
MYA	Myanmar
NAM	Namibia
NEP	Nepal
NER	Niger
PER	Peru
RUS	Russian Federation
RWA	Rwanda
SLE	Sierra Leone
SOM	Somalia
SSD	South Sudan
SUD	Sudan
SYR	Syrian Arab Republic
TGO	Togo
TUR	Turkey
UGA	Uganda
WSH	Western Sahara
ZIM	Zimbabwe

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Egypt.....	53
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Kenya	59
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Lebanon.....	62
Liberia	63
Mauritania.....	64
Mozambique.....	65
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Nigeria.....	67
Pakistan.....	68
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Senegal (including Burkina Faso, Mali and Niger).....	71
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Algeria

Protection Environment

- Algeria has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2016, Algeria hosted 94,232 refugees and 5,712 asylum seekers.
- Refugees from Western Sahara have lived in camps in Southwest Algeria since 1975. A lack of funding has severely affected the delivery of life-saving assistance to these mainly Sahrawi refugees.
- The Algerian Government supports refugee students at secondary and tertiary education out of the camps. Language barriers and a very limited number of scholarships for tertiary education hinder the integration of Saharawi refugee students into the Algerian education system and cause frustration.
- Approximately 5 to 10% of Saharawi refugee students studying at Algerian public institutions drop out from school because they cannot cover education and living costs.

Operational highlights

- In 2016, a total number of 35 refugees from all camps were provided with tertiary education services through the DAFI programme, most of them female (68%).
- Out of 1,000 applications for DAFI scholarships, 10 were selected for the 2016 cohort.

Achievements

- A male graduate student found employment as a medical doctor in Smara Hospital.
- A female graduate found employment as a social worker in the centre for disabled persons at Smara Camp.
- A female graduate was given the opportunity to specialise in gynaecology in Algiers.

Student support

- All students enrolled in the DAFI programme received additional support to improve their French language skills.
- Focus group discussions were held with youth to discuss the importance of tertiary education.
- Visits and meetings were held to monitor the students' performance and support networking.

35 students



23 female | 0 graduated | 11 newly admitted

USD 24,736 budget

13 Higher Education Institutions

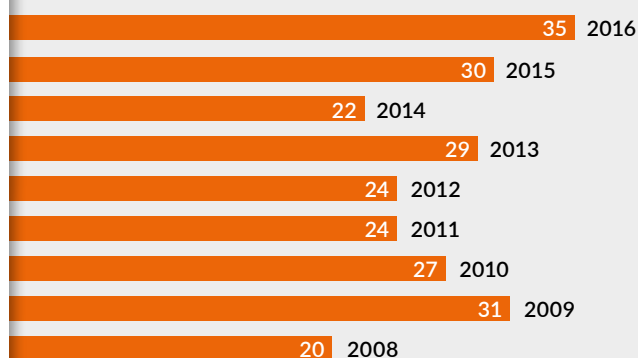
Partner

Association des Femmes Algériennes pour le Développement (AFAD), Sep-Dec 2016

Country of Origin

35 WSH

Number of Students



Course of Study

Course of Study	F	M	Total
Natural Science	7	2	9
Medical Science & Health Related	4	2	6
Architecture & Town Planning	3	2	5
Commercial & Business Administration	4	1	5
Law	1	2	3
Education & Teacher Training	2	0	2
Mathematics & Computer Science	0	2	2
Engineering	0	1	1
Humanities	1	0	1
Transport & Communication	1	0	1
Grand Total	23	12	35

Azerbaijan

Protection Environment

- Azerbaijan has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2016, Azerbaijan hosted 1,193 refugees and 230 asylum seekers.
- Asylum seekers and refugees from the Chechen Republic and the Russian Federation are still not admitted to national asylum procedure; however, the government permits them to remain in its territory.
- In 2016, UNHCR continued efforts with the State Migration Service to initiate amendment in the country's refugee and asylum legislation, in order to establish complementary protection for those not falling under the refugee definition by the 1951 Refugee Convention and 1967 Protocol, but still in need of international protection.
- Due to unaffordable annual fees and indirect study costs, access to university education is very limited for most refugees.

Operational highlights

- UNHCR has started negotiations with the Ministry of Education to explore the possibility of waiving study fees for at least Government recognised refugees at state owned universities.
- UNHCR was able to secure initial support from the State Migration Service to carry out joint measures to raise awareness among potential employers on the labour rights of refugees.

Achievements

- In mid-2016, two students graduated from the DAFI programme. One of them has been involved in voluntary work at UNHCR Refugee Women and Youth Centre.

Student support

- Visits to DAFI students' universities were carried out to monitor discipline and academic performance and to promote the students' active involvement in university life.
- DAFI students were provided with additional academic courses to improve their performance. A general English course was arranged.

6 students

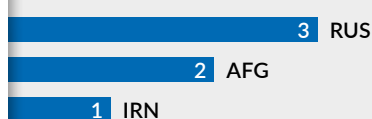


3 female | 2 graduated | 2 newly admitted

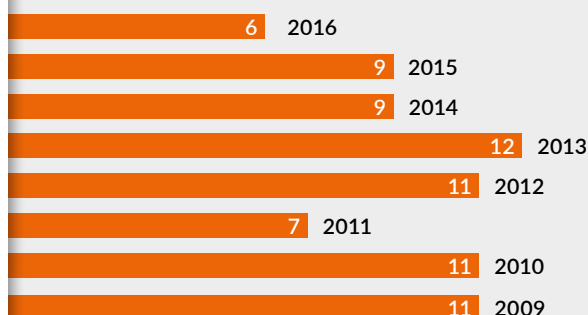
USD 20,229 budget

6 Higher Education Institutions

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Engineering	1	1	2
Commercial & Business Administration	0	1	1
Fine & Applied Arts	1	0	1
Mathematics & Computer Science	0	1	1
Social & Behavioral Science	1	0	1
Grand Total	3	3	6

Botswana

Protection Environment

- Botswana has ratified the 1951 Refugee Convention and the 1976 Protocol.
- The Government of Botswana has made seven reservations to the Convention. Refugees cannot obtain gainful employment and their movement is restricted to the camps. Nevertheless, residence permits granted to students allow them unrestricted movement within Botswana.
- In 2016, Botswana hosted 2,845 refugees and asylum seekers.
- Refugees in Botswana are fully integrated into the national education system.
- There is an overall sense of demoralization among young refugees, as they do not envision a productive future for their lives.

Operational highlights

- UNHCR in Botswana is in the process of a gradual phase-out from the country. In 2016, the DAFI scholarship distribution process determined that no new scholarships will be offered in Botswana.

Achievements

- Graduates of the DAFI programme have supported various projects in the Dukwi Camp by providing mentorship to secondary school students, supporting recreational activities in the camp and advocating for an enabling asylum environment.

Student support

- UNHCR protection unit supports DAFI students by counselling on documentation, such as residence permits. Beyond, they have access to social services provided by the Botswana Red Cross Society (BRCS) for psychosocial counselling.

8 students



4 female



0 graduated

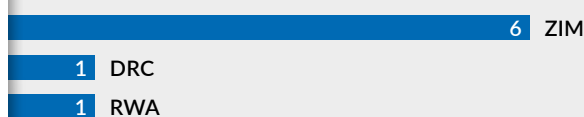


0 newly admitted

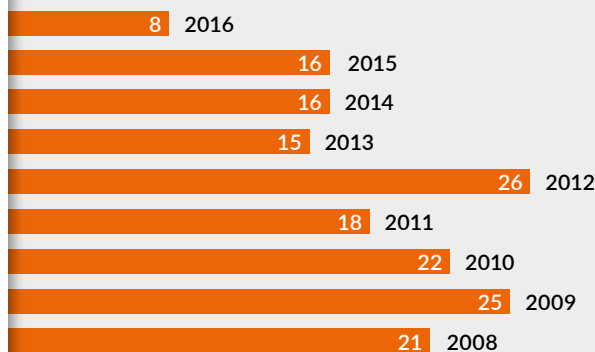
USD 114,015 budget

1 Higher Education Institutions

Country of Origin



Number of Students



↑ operational since 1994

Course of Study

Course of Study	F	M	Total
Fine & Applied Arts	0	3	3
Commercial & Business Administration	2	0	2
Natural Science	1	1	2
Medical Science & Health Related	1	0	1
Grand Total	4	4	8

Burundi

Protection Environment

- Burundi has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2016, Burundi hosted 57,469 refugees and 3,613 asylum seekers.
- Refugee students must have a state diploma to enrol at universities in Burundi.
- Refugees have the right to work.
- The civil conflict in Burundi is ongoing. In 2016, 121,700 Burundian refugees were newly recognised.

Operational highlights

- The academic calendar was not followed in 2016 due to violence that erupted in 2015.
- UNHCR's partner RET International signed a partnership agreement with the Burundi Business Incubator (BBIN) to train and supervise 26 refugee students expecting to finish their studies in 2017 in entrepreneurial pursuits.
- Burundian returnees also benefit from the DAFI programme in Burundi.

Achievements

- 3 DAFI students participated in the Youth Globe Forum on "Education and Entrepreneurship".
- A DAFI student of the Faculty of Management Informatics launched a communication company called Club Media that promotes the artistic talents of young people.
- A DAFI law student initiated an association called PAXED (Action pour la Paix, l'Environnement et le Développement durable) in his refugee community in the Bwagiriza camp. The association currently has 50 members.

Student support

- RET offered a wide range of additional courses for DAFI students to facilitate the transition into the job market. Ten students were certified as financial education trainers.
- French language courses were offered to students.

40 students



12 female | 0 graduated | 10 newly admitted

USD 103,781 budget

2 Higher Education Institutions

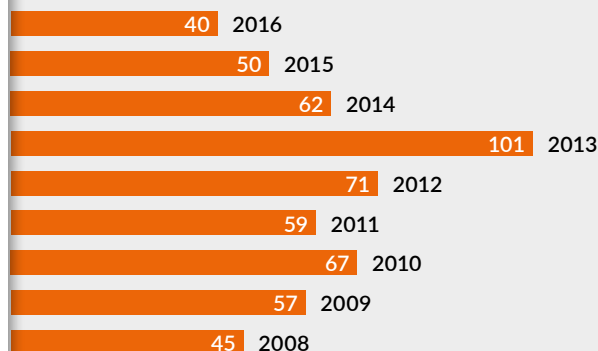
Partner

RET International

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Mathematics & Computer Science	3	7	10
Medical Science & Health Related	4	5	9
Social & Behavioral Science	0	9	9
Commercial & Business Administration	1	3	4
Law	1	3	4
Engineering	1	1	2
Mass Communication & Documentation	2	0	2
Grand Total	12	28	40

Cameroon

Protection Environment

- Cameroon has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2016, Cameroon hosted 348,672 refugees and 3,251 asylum seekers.
- Since 2011, refugees have access to education under the same conditions as national students.

Operational highlights

- In 2016, 304 refugees applied for 30 new DAFI scholarships.
- A sponsorship programme has been set up to enable DAFI students to provide academic support to refugee learners in primary and secondary school with low achievements.

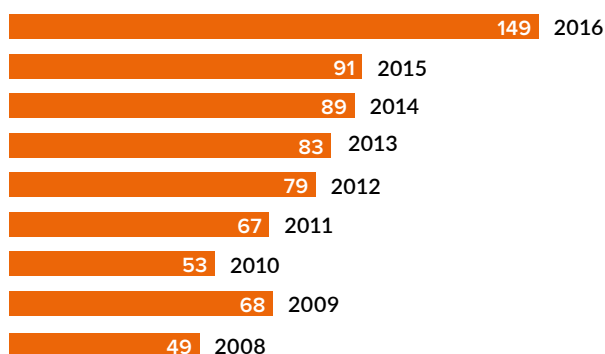
Achievements

- On the International Day of the Girl, female DAFI students hosted an educational talk in Yaoundé and a presentation in Douala with parents and daughters of the refugee community. The events focused on “The Power of the Adolescent Girl: Vision for 2030”.

Student support

- Some universities organised cultural events to foster the social integration of DAFI students in the local student communities. DAFI students presented their cultural background to national students.
- A workshop involving actors such as the National Employment Fund, the Ministry of Youth and Civic Education, the Ministry of Employment and Vocational Training and recruitment firms, focused on the development of a strategy of post-academic accompaniment for DAFI graduates.

Number of Students



↑ since 1992

149 students



44 female



21 graduated



56 newly admitted

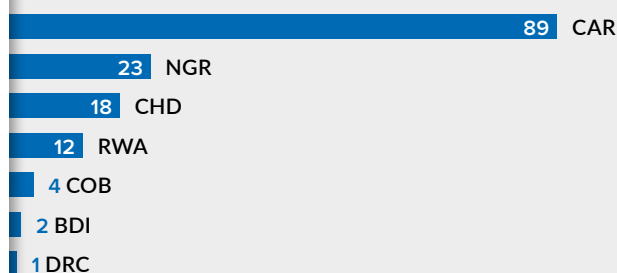
USD 271,181 budget

43 Higher Education Institutions

Partner

Plan International Cameroon

Country of Origin



Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	16	28	44
Engineering	4	12	16
Medical Science & Health Related	9	7	16
Education & Teacher Training	1	13	14
Natural Science	4	5	9
Social & Behavioral Science	2	7	9
Humanities	2	6	8
Mass Communication & Documentation	3	5	8
Transport & Communication	0	8	8
Mathematics & Computer Science	1	6	7
Other Programs	0	4	4
Fine & Applied Arts	1	1	2
Law	1	1	2
Agriculture, Forestry & Fishery	0	1	1
Architecture & Town Planning	0	1	1
Grand Total	44	105	149

Chad

Protection Environment

- Chad has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2016, Chad hosted 391,251 refugees and 1,909 asylum seekers.
- Refugees have the right to work if they can provide the necessary documentation.

Operational highlights

- The DAFI programme was interrupted in 2016 due to a general strike at public universities between September and December 2016. Final examinations were therefore rescheduled.
- In 2016, 246 applications for 56 scholarships were received.

Achievements

- The significant rise in enrolment rates for secondary schools in camps in Eastern Chad (from 28% in 2014 to 94% in 2016) has led to a growing demand for higher education.
- All DAFI graduates returning to their refugee community engaged in the activities of local NGOs and participated in education and health services as educators, librarians or nurses.

Student support

- RET International specifically promoted the recruitment of teachers and librarians to increase employment opportunities and benefits for the community.

97 students



26 female



10 graduated



56 newly admitted

USD 258,110 budget

14 Higher Education Institutions

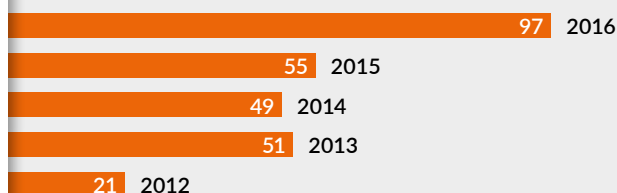
Partner

RET International

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	6	15	21
Commercial & Business Administration	7	11	18
Agriculture, Forestry & Fishery	5	8	13
Humanities	6	6	12
Law	0	11	11
Social & Behavioral Science	2	9	11
Mass Communication & Documentation	0	5	5
Mathematics & Computer Science	0	4	4
Education & Teacher Training	0	1	1
Transport & Communication	0	1	1
Grand Total	26	71	97

Ecuador

Protection Environment

- Ecuador has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2016, Ecuador hosted 60,524 refugees and 24,542 asylum seekers.
- Refugees have access to education under the same conditions as national students, as well as the right to work.
- National entrance exams regulate the access to Ecuadorian universities. This additional selection makes entering Ecuadorian universities more difficult for refugee students.
- Other factors limit the access to university studies for refugees. These include a lack of public universities in border regions, high costs of private universities and the high opportunity cost of studying.

Operational highlights

- In 2016, 2 out of 13 DAFI students completed their studies.

Achievements

- DAFI students supported activities carried out by the local offices of UNHCR and the Hebrew Immigrant Aid Society (HIAS) such as fairs, psychosocial day-care, workshops on nutrition and sexual and reproductive health directed to the refugee population.
- A DAFI graduate was hired as a health and safety technician for the Ecuadorian agricultural quality assurance agency.

Student support

- Two DAFI students joined a comprehensive support model that seeks to accompany families in overcoming extreme poverty.
- Each DAFI scholar is accompanied by a professional psychologist from their local community. That individual counselling played an important role in motivating students with regard to their educational projects.
- Within the annual DAFI scholar reunion, HIAS organised a workshop on livelihoods that focused on the current labour market's dynamic and the future objectives of each student aimed towards employability or entrepreneurship. Scholars also received personal and team skills coaching, as well as trainings on sexual and reproductive health.

13 students



9 female | 2 graduated | 1 newly admitted

USD 23,902 budget

12 Higher Education Institutions

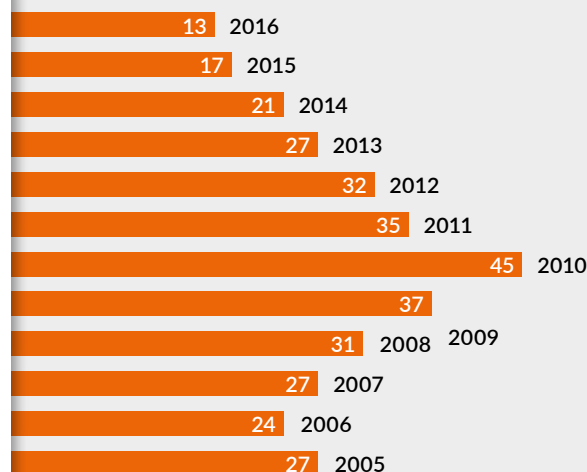
Partner

Hebrew Immigrant Aid Society (HIAS)

Country of Origin

13 COL

Number of Students



Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	3	1	4
Fine & Applied Arts	0	2	2
Medical Science & Health Related	2	0	2
Agriculture, Forestry & Fishery	1	0	1
Architecture & Town Planning	0	1	1
Humanities	1	0	1
Mathematics & Computer Science	1	0	1
Social & Behavioral Science	1	0	1
Grand Total	9	4	13

Egypt

Protection Environment

- Egypt has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- The Government of Egypt made reservations to five articles, including access to education. However, in 1992 refugee children were allowed to attend public schools.
- In 2016, Egypt hosted 213,530 refugees and 48,877 asylum seekers.
- The Ministry of Higher Education (MoHE) issued a decree that regulates the tuition fee Syrians need to pay for higher education, depending on whether they received their high school certificate in Egypt, in Syria or in a third country.
- Refugees are able to work upon obtaining a work permit, which is often difficult to get.

Operational highlights

- In 2016, 877 students applied to 220 new DAFI scholarships in Egypt.
- Most of the DAFI students (151) are enrolled in social science studies.

Achievements

- Five students graduated in 2016.
- A DAFI graduate works as a trainer in Public Relations and Human Resources Development at Resala, an Egyptian NGO.

Student support

- Catholic Relief Services (CRS) Egypt organised technical English summer courses for 24 students to improve their language proficiency.
- Throughout the year, several informative and social events were held to foster networking between DAFI students. They also participated in life skills trainings encompassing communication skills, emotional intelligence and self awareness, among others.

Number of Students



293 students



148 female



5 graduated



220 newly admitted

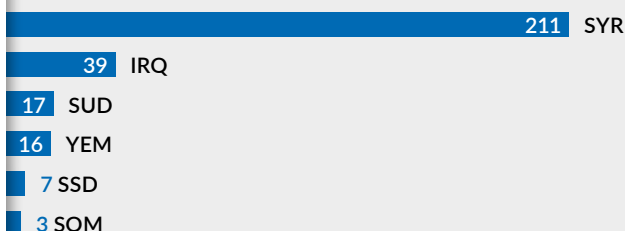
USD 622,918 budget

31 Higher Education Institutions

Partner

Catholic Relief Services (CRS) Egypt

Country of Origin



Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	47	45	92
Commercial & Business Administration	37	48	85
Other Programs	20	13	33
Engineering	5	18	23
Law	13	4	17
Mass Communication & Documentation	7	4	11
Education & Teacher Training	10	0	10
Mathematics & Computer Science	0	9	9
Agriculture, Forestry & Fishery	2	3	5
Social & Behavioral Science	5	0	5
Fine & Applied Arts	2	1	3
Grand Total	148	145	293

Ethiopia

Protection Environment

- Ethiopia has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, Ethiopia hosted 791,631 Refugees and 1,964 asylum seekers.
- Socio-economically, Ethiopia is severely impacted by El Nino and Indian Ocean Dipole (IOD) effects and has experienced one of the worst droughts in decades in 2015/2016. It is estimated that 83% of refugee camps are located in drought affected areas, with approximately 50% of persons of concern hosted in the most critically affected areas.
- The Ethiopian Government, who co-hosted the Leaders' Summit on the Global Refugee Crisis on 20 September 2016 on the margins of UNGA 71, has made milestone pledges to improve refugees' self-reliance and inclusion through opportunities for education and legal work.
- Refugees in Ethiopia have access to higher education in all 34 universities across the country.

Operational highlights

- The Ethiopian government provides substantial contributions to the programme by subsidising 75% of the cost of higher education for refugees. Negotiations with the Ethiopian Revenue and Customs Authority (ECRA) led to tuition fee reductions.
- There was an intake of 236 new DAFI students in 2016. Achieving gender parity among the scholars remains a main challenge within the selection process.

Achievements

- In 2016, more than 70 DAFI students graduated. Outstanding students were rewarded during a DAFI workshop.
- DAFI students have been volunteering and organising tutorial classes for students in secondary schools on selected subjects such as mathematics, science and English language.

Student support

- DAFI workshops, organised twice a year, bring together current and former DAFI students, representatives of education management committees, the Refugee Central Committee (RCC), Parent Teacher Associations (PTA), secondary school students and other stakeholders in order to discuss access, retention and participation of DAFI students in higher education.
- DAFI students seeking internship opportunities are supported.

512 students



145 female



54 graduated



236 newly admitted

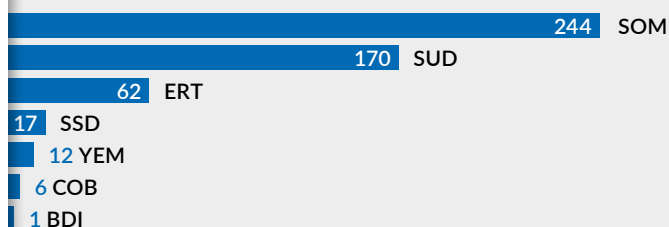
USD 283,530 budget

28 Higher Education Institutions

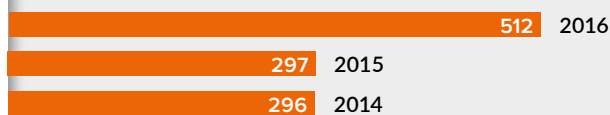
Partner

Association of Ethiopians Educated in Germany

Country of Origin



Number of Students



↑ operational since 1993

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	72	59	131
Commercial & Business Administration	6	86	92
Social & Behavioral Science	2	61	63
Engineering	7	50	57
Education & Teacher Training	47	6	53
Natural Science	4	20	24
Agriculture, Forestry & Fishery	0	20	20
Mathematics & Computer Science	2	16	18
Humanities	2	13	15
Mass Communication & Documentation	2	12	14
Home Economics (Domestic Science)	0	8	8
Law	1	7	8
Transport & Communication	0	7	7
Other Programs	0	2	2
Grand Total	145	367	512

Ghana

Protection Environment

- Ghana has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2016, Ghana hosted 11,865 refugees and 1,371 asylum seekers.
- With support from the Ghana Refugee Board, 75% of the newly admitted scholars were enrolled under the same conditions as nationals. Generally, however, refugee students are considered foreign students.
- Refugees have the right to work.

Operational highlights

- The percentage of female students increased from 30% in 2012 to 47% in 2016.
- With the support of a former DAFI beneficiary, 75% of current DAFI students pay domestic tuition rates in university.

Achievements

- DAFI students contributed 5% of their first allowance to support girls in senior high school. The first two girls graduated successfully and are now studying Nursing and Physician Assistance on a DAFI scholarship.
- A DAFI scholar became the best student in Portuguese and English/French interpretation and graduated first of his class.
- A former DAFI scholar who completed her master in Education Administration and Planning was employed by the Ghana Education Service to manage a public preschool in a refugee camp. Within a year, she increased enrolment and retention from 7 to 22 children.
- A second former DAFI beneficiary now lectures at a public university in Ghana.

Student support

- 76 students participated in the annual DAFI seminar under the theme “Leadership, Democracy and Entrepreneurship”.
- Final year DAFI students participated in a workshop on academic research and writing skills.
- A social media platform was set up in order to foster networking among DAFI students and graduates and share job opportunities.

66 students



31 female | 14 graduated | 23 newly admitted

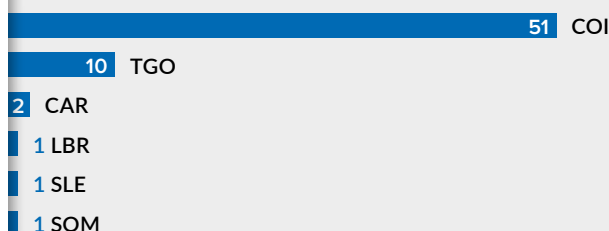
USD 262,600 budget

15 Higher Education Institutions

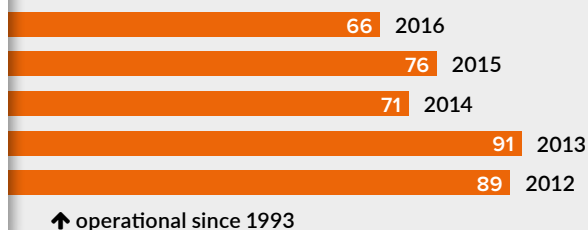
Partner

Christian Council of Ghana (CCG)

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	14	12	26
Humanities	5	4	9
Medical Science & Health Related	4	2	6
Education & Teacher Training	0	4	4
Fine & Applied Arts	2	2	4
Mass Communication & Documentation	1	3	4
Mathematics & Computer Science	0	4	4
Social & Behavioral Science	2	2	4
Natural Science	1	1	2
Agriculture, Forestry & Fishery	1	0	1
Engineering	0	1	1
Law	1	0	1
Grand Total	31	35	66

India

Protection Environment

- India has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- In 2016, India hosted 197,851 Refugees and 9,219 asylum seekers.
- In 2016, refugees and asylum seekers continued to enjoy access to public services, including health and education. However, difficulties emerged for refugees without a national identity document, which is a new requirement for accessing public services.

Operational highlights

- Refugee students with a foreign high school degree still face difficulties when applying for higher education institutions. They are often required to pay foreigner fees.

Achievements

- DAFI students participated in an Education Campaign encouraging the refugee community to enrol children in schools and informing them about DAFI scholarships.
- DAFI students actively took part in various awareness campaigns and events (World Refugee Day, youth meeting, sports meeting...).

Student support

- As part of an educational tour, DAFI students went to Damdama Adventure Camp, where a workshop on sexual harassment at workplace was conducted. Another workshop dealt with career planning and guided scholars on their way to employment.
- Individual needs of DAFI students were assessed through a combination of workshops, meetings and home visits. They received guidance and were encouraged on their way to a successful graduation.
- Monthly meetings and interactive sessions covered topics such as 7 habits of highly effective people, reproductive health, as well as sexual and gender-based violence.

47 students

♀ 22 female | 🎓 10 graduated | ➡ 27 newly admitted

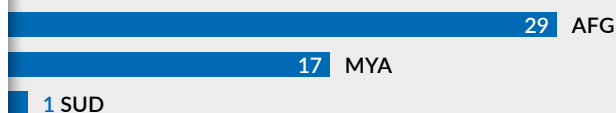
USD 55,395 budget

21 Higher Education Institutions

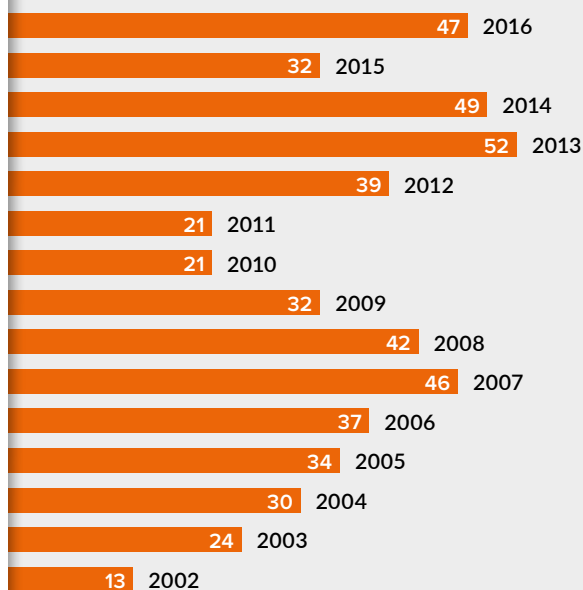
Partner

Bosco Organization for Social Concern and Operation (BOSCO)

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Humanities	12	12	24
Commercial & Business Administration	6	8	14
Natural Science	2	3	5
Law	2	0	2
Mathematics & Computer Science	0	2	2
Grand Total	22	25	47

Islamic Republic of Iran

Protection Environment

- Iran has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Iran remained the world's fourth largest refugee hosting country in 2016, hosting 979,435 refugees and 91 asylum seekers.
- Refugees have access to education under the same conditions as national students.
- Admission to tertiary education programmes is highly competitive and students are required to pass the National Entrance Examination, in addition to presenting their high school diploma. Some universities impose restrictions and constraints on refugee students.
- Refugee students who are admitted to university must apply for an education visa. They become passport holders, but lose their refugee registration card (Amayesh).

Operational highlights

- In 2016, 534 applications were received.
- 272 students started the DAFI programme in 2016 (98 male and 174 female), out of which 86 were in their first year of university.
- Monthly education coordination meetings with UNHCR, UNICEF, UNESCO, the Norwegian Refugee Council, the Danish Refugee Council and Relief International ensured well-aligned measures and an efficient allocation of resources.

Achievements

- One DAFI graduate works in HELP NGO as a Media and Cultural Officer.
- One DAFI graduate works in the Second Deputy Chief Executive Office as a Scientific and Technical Advisor.
- Dentistry DAFI students provide voluntary trainings on dental hygiene in schools.

Student support

- UNHCR Tehran raised awareness among DAFI students on the different skills required in their transition to the job market, with a special focus on current job market needs in Afghanistan, their country of origin.
- Workshops were held on topics such as personal development and professional network building.

428 students



269 female



67 graduated



272 newly admitted

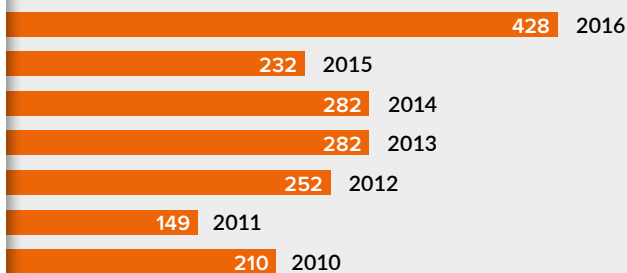
USD 263,720 budget

81 Higher Education Institutions

Country of Origin



Number of Students



↑ operational since 1995

Course of Study

Course of Study	F	M	Total
Engineering	70	71	141
Medical Science & Health Related	57	28	85
Commercial & Business Administration	31	15	46
Natural Science	28	6	34
Social & Behavioral Science	23	10	33
Law	16	8	24
Mathematics & Computer Science	15	8	23
Agriculture, Forestry & Fishery	14	3	17
Humanities	12	5	17
Architecture & Town Planning	1	4	5
Fine & Applied Arts	1	1	2
Mass Communication & Documentation	1	0	1
Grand Total	269	159	428

Jordan

Protection Environment

- Jordan has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- Jordan hosted 685,197 refugees and 35,615 asylum seekers in 2016, the majority of whom are from Syria.
- As a result of the London Compact Agreement, the Government of Jordan now allows refugees to gain work permits in four sectors: construction, agriculture, manufacturing and hospitality.
- Legal status of a family is dependent on the status of one family member, in the majority of cases the father. Consequently, students have been deported with their families to Syria when the father has lost his status.

Operational highlights

- 1,600 applications were received for 220 DAFI scholarships.
- The programme in Jordan was able to offer a substantially higher number of scholarships than in previous years. Consequently, an additional seven universities became partners to the existing 10.

Achievements

- In 2016, the first DAFI students from Zaatari camp graduated. One of them obtained a degree in teaching and was the second best student of his cohort.
- DAFI students participated in a workshop on “The Youth Peace and Security Consultation and Dialogue”, and in the “Fifth Arab Innovation Network Conference”.
- DAFI students volunteered with the TIGER girls’ project to increase retention of adolescent girls in school.
- In Zaatari camp, DAFI students mentored youth in their final year to motivate, identify gaps and needs, and addressed youth jointly with the community.

Student support

- Educational trips to ‘Ranger Adventure Camp’ and to Ajloun Castle were organised to improve networking, leadership skills and team spirit among the students.
- 29 DAFI students studying at Jadara University took part in an English course provided by the Delmon Centre Irbid.

287 students



166 female



8 graduated



215 newly admitted

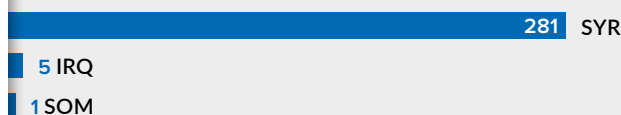
USD 1,932,868 budget

17 Higher Education Institutions

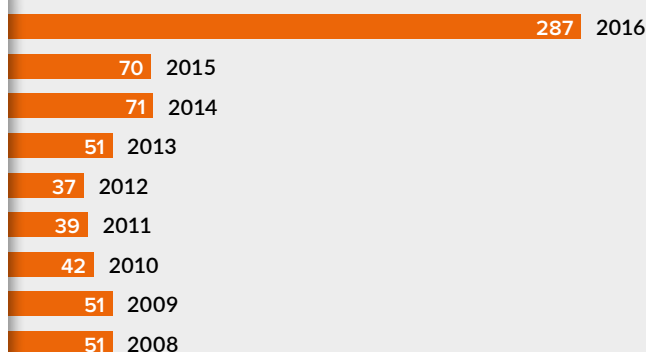
Partner

Jubilee Centre for Excellence in Education (JCEE)

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	71	32	103
Other Programs	56	26	82
Engineering	17	41	58
Education & Teacher Training	10	8	18
Mathematics & Computer Science	4	7	11
Law	1	3	4
Natural Science	3	1	4
Architecture & Town Planning	0	2	2
Humanities	2	0	2
Commercial & Business Administration	1	0	1
Mass Communication & Documentation	1	0	1
Transport & Communication	0	1	1
Grand Total	166	121	287

Kenya

Protection Environment

- Kenya has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Kenya hosted 451,099 refugees and 43,764 asylum seekers in 2016.
- In May 2016, the government of Kenya issued a directive to relocate Somalia refugees residing in Dadaab refugee camps. This move increased the prospect of Somali refugees returning to their home country.
- Refugees in Kenya are not allowed to work.

Operational highlights

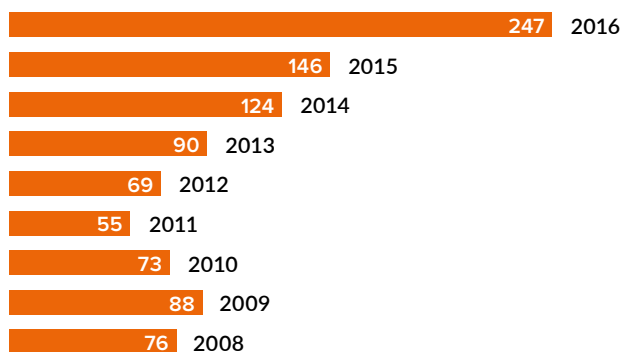
- The project experienced a slight set-back with the drop out of scholars as a result of domestic challenges for girls and resettlement. Five female scholars dropped out due to family and medical challenges and two male scholars dropped out due to unknown reasons.
- Nine DAFI students were resettled.

Achievements

- In 2016, 22 scholars (7 female, 15 male) completed their studies.
- 107 DAFI students undertook academic research, information systems projects and voluntary work in various locations in their communities in Dadaab, Kakuma and Nairobi.
- The DAFI students serve as role models for refugee students to further their education, particularly DAFI female scholars who promote education for girls.

Student support

- To mitigate the risk of domestic challenges for girls, Windle Charitable Trust (WCT) utilized campus-based student peer groups and staff to support and counsel affected girls.
- WCT organised a career week in Kakuma refugee camp and organised an annual conference attended by DAFI students.
- WCT collaborated with different organisations and stakeholders to support DAFI students on attachment or internship and regarding legal issues.



↑ since 1992

247 students



80 female | 22 graduated | 120 newly admitted

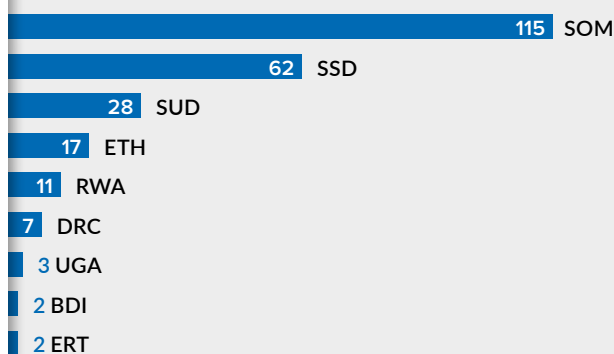
USD 596,739 budget

11 Higher Education Institutions

Partner

Windle Charitable Trust (WCT)

Country of Origin



Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	33	30	63
Mathematics & Computer Science	9	37	46
Social & Behavioral Science	17	24	41
Medical Science & Health Related	7	24	31
Education & Teacher Training	4	23	27
Other Programs	3	7	10
Law	2	5	7
Engineering	0	6	6
Home Economics (Domestic Science)	2	4	6
Mass Communication & Documentation	3	3	6
Natural Science	0	2	2
Agriculture, Forestry & Fishery	0	1	1
Trade Craft & Industrial Programs	0	1	1
Grand Total	80	167	247

Kurdistan Republic of Iraq

Protection Environment

- Iraq has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- In 2016, Iraq hosted 261,888 refugees and 11,458 asylum seekers.
- Refugee students do not have equal access to universities and currently pay international fees.

Operational highlights

- The DAFI programme was initiated in Kurdistan Region of Iraq in 2016. After initial delays and challenges linked to the launch of the programme, DAFI students could start with university in January 2017.
- About 1,200 application for 120 scholarships were received.

Achievements

- Coordination with other scholarship providers, the Ministry of Education and partners ensure a comprehensive approach.

Student support

- DAFI students were supported and counselled through a phone network.

118 students



71 female | 0 graduated | 118 newly admitted

USD 653,069 budget

6 Higher Education Institutions

Partner

Darya

Country of Origin

118 SYR

Number of Students

118 2016

Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	19	14	33
Engineering	8	13	21
Humanities	9	8	17
Law	8	6	14
Education & Teacher Training	9	2	11
Mathematics & Computer Science	5	3	8
Medical Science & Health Related	7	0	7
Social & Behavioral Science	2	1	3
Natural Science	2	0	2
Agriculture, Forestry & Fishery	1	0	1
Fine & Applied Arts	1	0	1
Grand Total	71	47	118

Kyrgyzstan

Protection Environment

- Kyrgyzstan has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, Kyrgyzstan hosted 339 refugees and 120 asylum seekers.
- All refugees have access to public and private tertiary education in Kyrgyzstan. However, tuition fees vary depending on the internal policy of higher education institutions. Refugees enrolled in public universities still have to pay foreign student tuition fees.
- Refugees recognized under the 1951 Refugee Convention have the right to work in Kyrgyzstan while refugees under the broader mandate of UNHCR do not have access to legal employment.

Operational highlights

- The DAFI programme is the only programme, which provides targeted support to refugees in obtaining tertiary education in Kyrgyzstan and the only opportunity for vulnerable refugees to access higher education.

Achievements

- In July, a female refugee student successfully transferred to the Medical faculty to increase her chances of employment.

Student support

- Vocational and educational grants were provided to stimulate acquisition of language and labour skills among youth and adults.

4 students



2 female



0 graduated



0 newly admitted

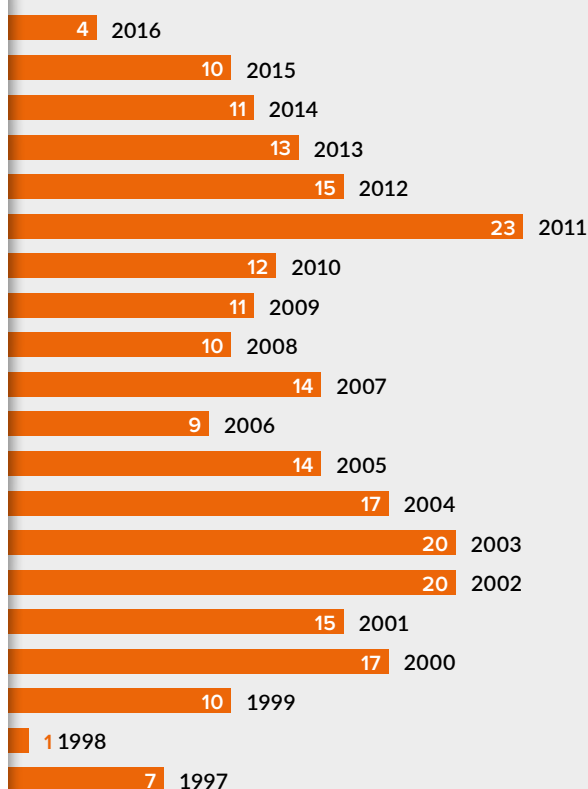
USD 6,031 budget

4 Higher Education Institutions

Country of Origin

4 AFG

Number of Students



Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	2	0	2
Law	0	1	1
Natural Science	0	1	1
Grand Total	2	2	4

Lebanon

Protection Environment

- Lebanon has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- Lebanon hosted 1,012,969 refugees and 13,745 asylum seekers in 2016. However, the number of refugees in the country may be higher as UNHCR suspended new registration of refugees in May 2015.
- In order to study in Lebanon, foreign students, including refugee students, need to obtain a student residency. As refugee students are considered foreign students, they also pay international student fees.
- Language remains a barrier due to the bilingual education system (Arabic, English or French).

Operational highlights

- The number of applications increased from 377 in 2015 to 1600 in 2016.
- Partnerships with other scholarship providers (e.g. HOPES) were strengthened.

Achievements

- A DAFI student won the Arabic Spelling Competition with 180 participants organised by the Lebanese University.
- 16 DAFI students volunteered to provide basic literacy for mothers.

Student support

- To address language difficulties, English-Arabic dictionaries were distributed.
- A DAFI student created an English speaking WhatsApp group where the students are given daily tasks to improve their language skills.
- 25 students attended a business development training. They were asked to design a project to complete the training.
- Several orientation workshops were held by Terre des Hommes Italy to support the students e.g. on legal and protection issues

358 students



180 female | 19 graduated | 227 newly admitted

USD 670,650 budget

5 Higher Education Institutions

Partner

Terre des Hommes Italy

Country of Origin

358 SYR

Number of Students

358 2016

134 2015

58 2014

Course of Study

Course of Study	F	M	Total
Humanities	87	77	164
Social & Behavioral Science	32	42	74
Natural Science	29	19	48
Law	18	23	41
Mathematics & Computer Science	5	6	11
Engineering	5	3	8
Medical Science & Health Related	3	3	6
Commercial & Business Administration	0	5	5
Mass Communication & Documentation	1	0	1
Grand Total	180	178	358

Liberia

Protection Environment

- Liberia has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Liberia hosted 18,990 refugees and 17 asylum seekers in 2016.
- Refugees have the right to work.

Operational highlights

- In January 2016 all secondary schools in the refugee camps were closed due to a lack of funding but re-opened in February 2016.
- Negotiations with institutions for a Memorandum of Understanding are ongoing. This is particularly important as refugees are charged higher fees than nationals.

Achievements

- Two students were provided with an internship at Martha Tubman Elementary School.
- Seven DAFI students returned to the refugee camps and served as tutors in the study clubs that were set up when secondary schools closed.

Student support

- Three meetings for DAFI graduates were held to re-activate the DAFI Alumni Association.
- English language tutorials were provided to students who struggled with the language of instruction.
- Counselling and career guidance was offered to DAFI students.

17 students



8 female | 2 graduated | 0 newly admitted

USD 37,365 budget

5 Higher Education Institutions

Partner

Special Emergency Activity to Restore Children's Hope (SEARCH)

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	7	1	8
Education & Teacher Training	1	3	4
Other Programs	0	2	2
Agriculture, Forestry & Fishery	0	1	1
Commercial & Business Administration	0	1	1
Engineering	0	1	1
Grand Total	8	9	17

Mauritania

Protection Environment

- Mauritania has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Mauritania hosted 48,148 refugees and 587 asylum seekers in 2016.
- Refugees face difficulties accessing schools and universities and rely on the support of UNHCR and partners.

Operational highlights

- During the school holidays, students engaged in different activities in their communities; such as tutoring classes for primary and secondary school pupils and awareness campaigns on forced marriage and sexual and gender based violence.

Achievements

- Five graduates completed their internships. Three were trained in the Ministry of Education and two were appointed as secondary teachers.
- DAFI alumni facilitated the academic integration of newly enrolled students in the DAFI club.

Student support

- DAFI students are assisted in obtaining internships and with job applications.
- DAFI students receive academic counselling during their training and after graduation.
- Trainings on HIV / AIDS and on gender-based violence are offered.

13 students



3 female



0 graduated



9 newly admitted

USD 29,710 budget

1 Higher Education Institutions

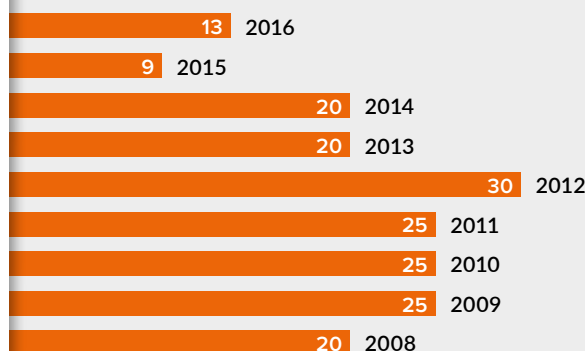
Partner

ACTIONS Mauritania

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Other Programs	3	10	13
Grand Total	3	10	13

Mozambique

Protection Environment

- Mozambique has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, Mozambique hosted more than 4600 refugees and 12,980 asylum seekers, nearly half of them in Maratane Camp.
- Refugees enjoy freedom of movement and have access on equal terms with nationals to education, including tertiary.
- Refugees have the right to work.

Operational highlights

- A five year livelihood strategy was launched which includes vocational training, education and the DAFI programme.

Achievements

- A female student who graduated at the end of 2016 will be supporting UNHCR in mentoring students in Nampula beginning in 2017. She will conduct sessions on her experience as a DAFI beneficiary.

Student support

- Each student has a focal point in UNHCR to ensure a gender-sensitive follow up plan.
- Several individual counselling sessions, group meetings and mentoring sessions were conducted and regular communication was maintained via phone calls and email.

14 students



6 female | 1 graduated | 0 newly admitted

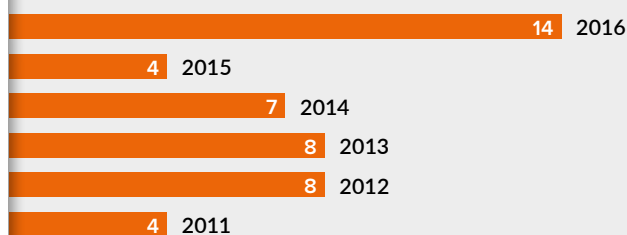
USD 33,040 budget

8 Higher Education Institutions

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	3	3	6
Education & Teacher Training	0	2	2
Engineering	1	1	2
Other Programs	2	0	2
Mathematics & Computer Science	0	1	1
Social & Behavioral Science	0	1	1
Grand Total	6	8	14

Namibia

Protection Environment

- Namibia has ratified the 1951 UN Refugee Convention and the 1967 Refugee Protocol.
- Namibia hosted 1757 refugees and 1675 asylum seekers in 2016.
- As a consequence of the decrease in the refugee population in Namibia, all UNHCR offices closed at the end of 2015. Current efforts focus on durable solutions as well as opportunities for livelihoods and long-term development for the remaining population.
- The Namibian Government set up a coordinating mechanism to align all ministries involved in the refugee assistance take-over process.

Operational highlights

- The management and implementation of the DAFI programme in Namibia has been fully transferred to the Regional Office in Pretoria, South Africa, after the closure of all UNHCR offices in Namibia at the end of 2015.
- Officially Namibia does not allow local integration of refugees, though, some successful cases involving employment of individuals in sought-after areas have been reported and DAFI graduates have opportunities to pursue local integration.
- During 2016, there have not been any new applications or selection processes initiated for DAFI scholarships.

Achievements

- Two students have reported post-graduation internship placements, including a medical student who was accepted at a public hospital in Namibia.

Student support

- Despite the closure of the UNHCR office, contact with all DAFI students is maintained to receive updates from both the continuing students and those who graduated and obtained work or internship opportunities.

11 students

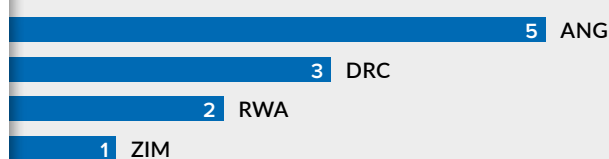


6 female | 0 graduated | 0 newly admitted

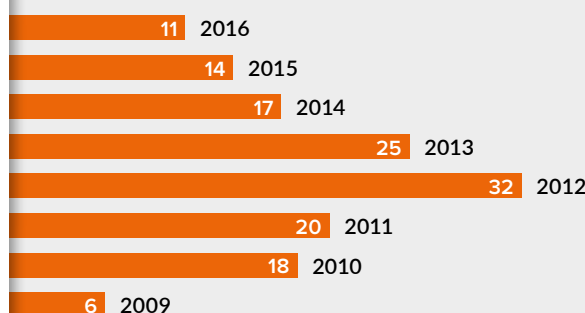
USD 66,691 budget

2 Higher Education Institutions

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	3	0	3
Engineering	0	3	3
Mass Communication & Documentation	1	0	1
Mathematics & Computer Science	0	1	1
Medical Science & Health Related	0	1	1
Social & Behavioral Science	1	0	1
Trade Craft & Industrial Programs	1	0	1
Grand Total	6	5	11

Nigeria

Protection Environment

- Nigeria has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Nigeria hosted 1367 refugees and 467 asylum seekers in 2016.
- Refugees access tertiary education under the same conditions as nationals.
- Refugees have the right to work.

Operational highlights

- UNHCR provides refugee children in secondary school with cash allowances for school fees, uniforms, books and transport to increase retention.
- The phase-out of the DAFI programme is ongoing.

Achievements

- A DAFI student obtained an internship in a hospital.

Student support

- Monitoring of welfare and progress of the scholars was conducted periodically through telephone and visits to institutions.

3 students



2 female



2 graduated

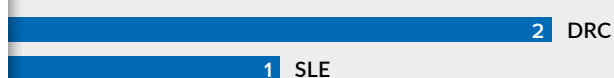


0 newly admitted

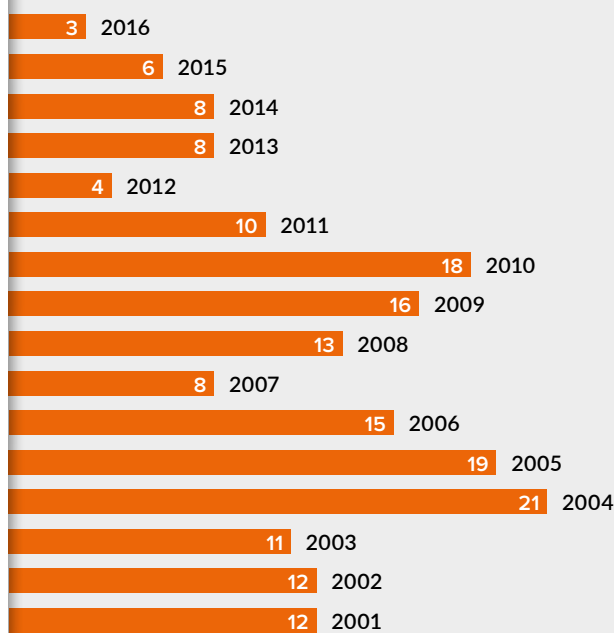
USD 3,471 budget

2 Higher Education Institutions

Country of Origin



Number of Students



↑ operational since 1992

Course of Study

Course of Study	F	M	Total
Education & Teacher Training	1	1	2
Medical Science & Health Related	1	0	1
Grand Total	2	1	3

Pakistan

Protection Environment

- Pakistan has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- In 2016, Pakistan hosted more than 1.3 million refugees and 4856 asylum seekers. More than 370,000 registered Afghan refugees returned home in 2016.
- Pakistan has the second largest number of out-of-school children in the world, and was unable to meet the 2015 Millennium Development Goal of providing primary education for its own population.
- The Government of Pakistan has formulated a National Action Plan for Refugees Repatriation to Afghanistan. This has forced many educational institutes to change admission criteria in registration and enrolment procedures for Afghan refugees. As a result, students are having problems with admissions.

Operational highlights

- 167 new DAFI scholarships were offered instead of the planned 87.
- 450 applications were received.
- Inspire Pakistan conducted meetings at secondary schools to raise awareness on the DAFI programme and promote girls' education. At these meetings potential female DAFI students were identified and invited to apply in 2017.

Achievements

- DAFI students from Quetta worked as volunteers to disseminate information at the community level.
- DAFI students received a training on motivation, team building, communication and event management and applied the skills during the organisation of an education-related event for orphaned children in Islamabad.
- Several DAFI students obtained internship opportunities at the water management training institute (WMTI) Lahore, at Engro Foods Limited Sahiwal and National Agricultural Research Centre (NARC) Islamabad.

Student support

- In 2016, special emphasis was given to skill building and internships of students. In this regard, 52 counselling sessions and 3 capacity building trainings were organised for students.
- Expert trainers facilitated trainings on leadership and personality development, road safety and disaster sensitization and preparedness.

227 students



45 female



48 graduated



113 newly admitted

USD 197,101 budget

59 Higher Education Institutions

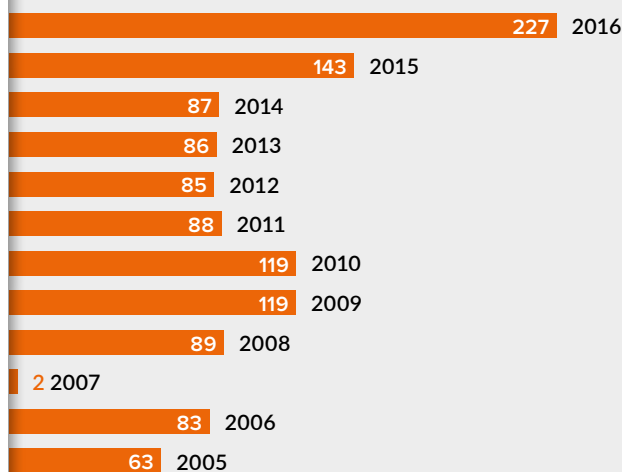
Partner

Inspire Pakistan

Country of Origin

227 AFG

Number of Students



↑ operational since 1992

Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	12	36	48
Social & Behavioral Science	13	33	46
Mathematics & Computer Science	6	37	43
Medical Science & Health Related	9	23	32
Engineering	0	20	20
Natural Science	4	15	19
Agriculture, Forestry & Fishery	0	15	15
Architecture & Town Planning	0	2	2
Humanities	1	0	1
Mass Communication & Documentation	0	1	1
Grand Total	45	182	227

Russian Federation

Protection Environment

- The Russian Federation has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, the Russian Federation hosted 228,990 refugees and 3039 asylum seekers.
- Refugees have the right to free higher education on a competitive basis. Over the years, the number of free places at state universities has dropped drastically.
- Asylum-seeker students with no regularized legal status have the right to apply for studies in colleges and universities as foreign students. They must successfully pass entrance exams and have to pay tuition fees which are often higher than the fees paid by Russian Federation students.

Operational highlights

- In 2016, two new students were awarded a DAFI scholarship for which there were 16 applications. Out of six students who continued their education in 2016, four (67%) were women.
- The Moscow medical college provided additional support to the DAFI students, including food compensation and the social card of a Muscovite so they were able to benefit from a transportation discount.

Achievements

- Two students (male and female) from Afghanistan successfully completed their studies in January and June 2016.

Student support

- Throughout 2016 all DAFI students were provided with individual guidance and counselling through home visits and meetings at educational institutions.
- DAFI students actively participated in several events organised by UNHCR, partners and local authorities, such as round tables and events in the framework of the World Refugee Day.
- The DAFI students in Moscow were involved in cultural integration activities – they visited Moscow theatres and concert halls during the academic year and summer vacation.

6 students



4 female



2 graduated



2 newly admitted

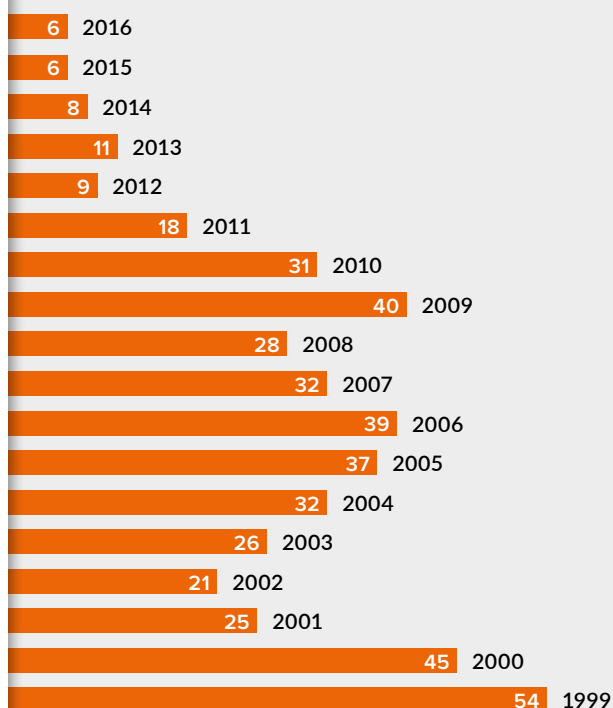
USD 6,710 budget

6 Higher Education Institutions

Country of Origin

6 AFG

Number of Students



↑ operational since 1994

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	3	0	3
Commercial & Business Administration	0	1	1
Fine & Applied Arts	1	0	1
Mathematics & Computer Science	0	1	1
Grand Total	4	2	6

Rwanda

Protection Environment

- Rwanda has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Rwanda hosted 156,000 refugees, predominantly from the Democratic Republic of the Congo and Burundi, and 464 asylum seekers.
- Refugees face several challenges including but not limited to insufficient support for tertiary education after upper secondary and unemployment due to high market competition. Due to a lack of vocational skills and early school dropouts there are a relatively high number of unskilled refugee youth.
- Refugees in Rwanda are allowed to work.

Operational highlights

- There were 263 applications for 48 new scholarships in 2016.
- Following an incessant advocacy campaign by UNHCR to the government institutions including the Ministry of Education and public universities receiving DAFI refugee students, it has been agreed to reduce the tuition fees for refugee students by 50%.

Achievements

- A survey with DAFI alumni revealed that out of 94 graduates from DAFI 37 (39 %) found employment in Rwanda.
- DAFI students coach secondary students in courses like mathematics and English and support their families in different economical activities after graduation.
- A DAFI graduate found employment at the NGO Safer Rwanda as an agent responsible for marketing and trading products.

Student support

- The Adventist Development and Relief Agency (ADRA) Rwanda provided psychosocial support to DAFI students who faced domestic problems and trauma related effects.
- Other events in 2016 were a graduation ceremony to honour graduates, an orientation event for new scholars, individual student meetings as well as sensitisation on conflict management and resolution, SGBV, drug abuse and sexual and gender based violence.

139 students



57 female | 31 graduated | 48 newly admitted

USD 268,560 budget

14 Higher Education Institutions

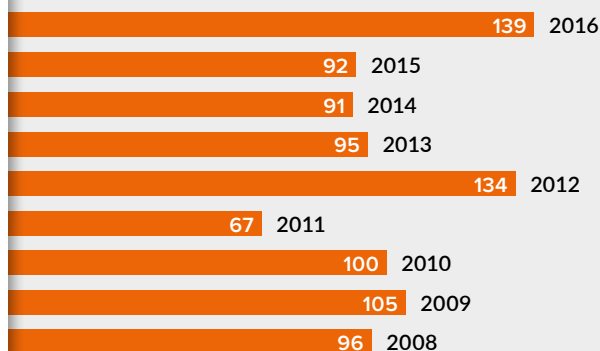
Partner

Adventist Development and Relief Agency (ADRA)

Country of Origin



Number of Students



↑ operational since 1992

Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	29	37	66
Medical Science & Health Related	9	8	17
Social & Behavioral Science	8	7	15
Natural Science	3	5	8
Agriculture, Forestry & Fishery	4	3	7
Education & Teacher Training	3	4	7
Engineering	0	5	5
Mass Communication & Documentation	0	5	5
Mathematics & Computer Science	1	3	4
Humanities	0	3	3
Home Economics (Domestic Science)	0	1	1
Law	0	1	1
Grand Total	57	82	139

Senegal (including Burkina Faso, Mali and Niger)

Protection Environment

- All countries reporting under the Regional Office in Senegal, namely Burkina Faso, Mali and Niger, have ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Senegal hosted 14,586 refugees and 3,219 asylum seekers in 2016.
Burkina Faso hosted 32,552 refugees and 124 asylum seekers in 2016.
Mali hosted 17,512 refugees and 301 asylum seekers in 2016.
Niger hosted 166,093 refugees and 65 asylum seekers in 2016.

Operational highlights

- A new approach is underway in West Africa. Until 2015, refugee students who were awarded a DAFI scholarship in West Africa (except for Liberia, Ghana and Nigeria) moved to Senegal to take up their studies. Starting in 2016, selected students will stay in their first country of asylum and study with the DAFI programme there. This process will gradually be extended to Guinea, The Gambia, Ivory Coast, Guinea Bissau, Benin and Togo in 2017.
- UNHCR offices in Niger and Burkina Faso already signed agreements with universities.

Achievements

- In Senegal, three DAFI alumni obtained an internship.

Student support

- Regular meetings and follow up with students are conducted in all countries.
- The partners provided a range of different workshops and meetings with and for, the DAFI students. In Senegal, a two day workshop was organised together with the DAFI Club and OFADEC, the implementing partner, to train students on CV writing, skills for job interviews and entrepreneurial skills. A UNHCR intern offered weekly English classes to the French speaking students.
- In Niger workshops on refugee rights and laws concerning protection of stateless persons was organised.
- Company visits and additional qualifying courses were organised for DAFI students in Mali.

40 students

17 female | 11 graduated | 11 newly admitted

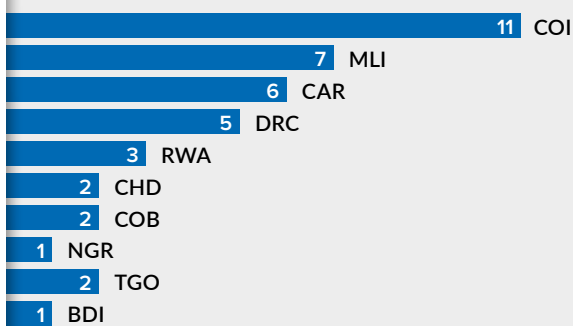
USD 169,412 budget

18 Higher Education Institutions

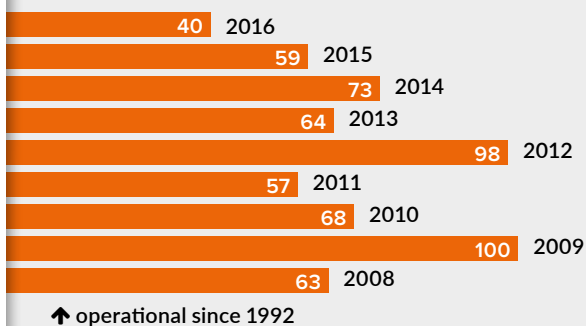
Partner

OFADEC (Office Africain pour le Développement et la Coopération)

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	11	6	17
Law	3	2	5
Mathematics & Computer Science	2	3	5
Architecture & Town Planning	0	3	3
Agriculture, Forestry & Fishery	0	2	2
Engineering	0	2	2
Transport & Communication	0	2	2
Education & Teacher Training	0	1	1
Medical Science & Health Related	0	1	1
Natural Science	1	0	1
Social & Behavioral Science	0	1	1
Grand Total	17	23	40

South Africa

Protection Environment

- South Africa has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, South Africa hosted 91,043 refugees and 218,299 asylum seekers.
- Unemployment rates of 40% make it difficult for refugee graduates to access employment or internship opportunities in South Africa.
- The South African Black Economic Empowerment policy does not include refugees which limits their access to tertiary education funding opportunities.

Operational highlights

- In 2016, 240 applications from 15 nationalities were received for 63 new DAFI scholarships.
- Due to student protests against tuition fees exams were delayed. Some universities suspended the academic programme for some time or used online teaching.

Achievements

- A total of 16 DAFI students were elected to register for postgraduate studies in various institutions of the country.
- Five students obtained an internship.
- A female DAFI student who completed her studies in 2016 has been placed in a chartered accounting training that will enable her to register as a chartered accountant.

Student support

- The South African alumni division of the DAFI programme offered a support system for all DAFI students in 2016.
- For the first time, orientation workshops were conducted, including a peer mentor programme.
- A collaborative skills and community building workshop was conducted where DAFI students could interact with other beneficiaries of StudieTrust.

95 students



43 female



8 graduated



0 newly admitted

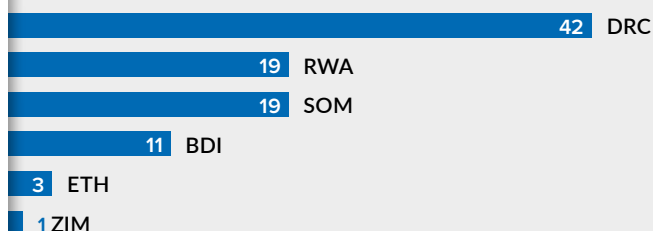
USD 451,269 budget

19 Higher Education Institutions

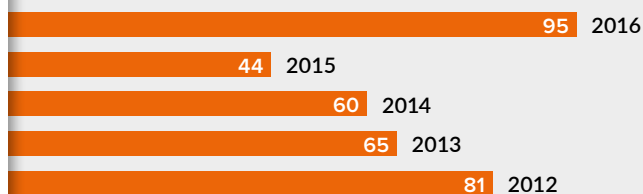
Partner

StudieTrust

Country of Origin



Number of Students



↑ operational since 1996

Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	15	11	26
Engineering	5	16	21
Medical Science & Health Related	8	6	14
Natural Science	2	6	8
Law	3	3	6
Social & Behavioral Science	4	2	6
Fine & Applied Arts	2	2	4
Mass Communication & Documentation	1	3	4
Home Economics (Domestic Science)	2	0	2
Transport & Communication	1	1	2
Mathematics & Computer Science	0	1	1
Trade Craft & Industrial Programs	0	1	1
Grand Total	43	52	95

South Sudan

Protection Environment

- South Sudan has not ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, South Sudan hosted 262,560 refugees and 1792 asylum seekers.
- In July 2016, armed conflict erupted again in Juba. This affected the timely start of refugee students at their respective universities.

Operational highlights

- The DAFI programme was initiated in South Sudan in 2016.
- There were 350 applications out of which 23 were female for 14 DAFI scholarships.

Achievements

- DAFI students developed linkages with secondary schools in Juba. Some scholars provided career mentorship to the secondary school students.
- Through one of UNHCR's partners, the students could access an online library and were instructed how to use the platform.

Student support

- Due to the insecurity in Juba, DAFI students received a security training upon arrival.
- Monthly meetings with the DAFI students and the school administration were held.

14 students

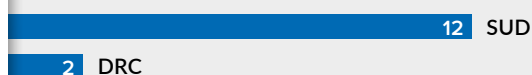


3 female | 0 graduated | 14 newly admitted

USD 18,500 budget

1 Higher Education Institutions

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Education & Teacher Training	2	6	8
Social & Behavioral Science	1	5	6
Grand Total	3	11	14

Sudan

Protection Environment

- Sudan has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, Sudan hosted 421,466 refugees and 16,052 asylum seekers.
- In September 2016 UNHCR signed a Memorandum of Understanding with the Sudan Government, Commissioner of Refugees (COR) clarifying the status of new arrivals from South Sudan as refugees.

Operational highlights

- In 2016, 161 applications from refugees from 4 countries were received for 40 new scholarships.
- UNHCR successfully sustained the agreements with Ahfad University for Women to decrease fees for DAFI students and successfully reached an agreement with Kassala University to do the same.
- Six students (9%) dropped out of the programme with the majority (4) doing so due to resettlement or travel to another country. Non-formal resettlement and human trafficking is discussed with students to highlight the risks as this has started to impact the programme.
- Contact is maintained with graduates to track their job achievements.

Achievements

- In 2016, 17 DAFI students successfully graduated. One scholar works as a teacher and three are undergoing an internship to become teachers afterwards.
- The majority of the scholars (67%) in Sudan are female.
- Two out of the three students who completed an internship in Al Fanar Psychological Rehabilitation Centre were employed by the centre afterwards.

Student support

- During a two day workshop, scholars discussed refugee rights and access to employment including restriction of movement with the Sudan Government Commissioner of Refugees (COR) and labour office representatives.
- By developing a constitution and nominating a leading committee, the scholars initiated a Sudanese DAFI club.
- An agreement is being discussed with Sudan Autism Organisation to offer two or three training places for DAFI graduates in psychology and health related studies in 2017/18.
- An agreement was signed with the Goethe Institute to offer six graduates places to learn German and train as future German language teachers.

122 students



81 female | 27 graduated | 40 newly admitted

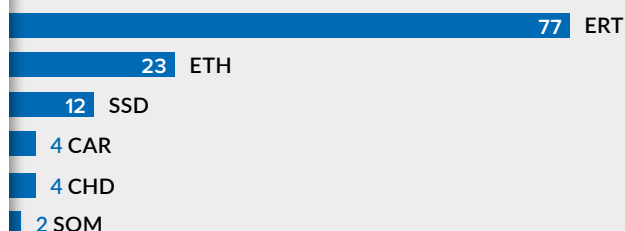
USD 273,747 budget

21 Higher Education Institutions

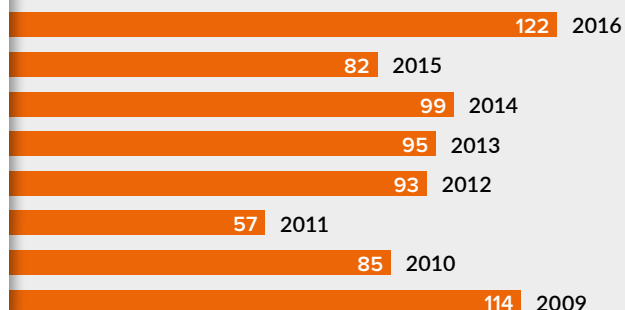
Partner

Windle Trust International

Country of Origin



Number of Students



↑ operational since 1993

Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	23	15	38
Mathematics & Computer Science	21	15	36
Medical Science & Health Related	20	4	24
Social & Behavioral Science	12	0	12
Humanities	2	4	6
Other Programs	2	1	3
Education & Teacher Training	1	0	1
Engineering	0	1	1
Natural Science	0	1	1
Grand Total	81	41	122

Tajikistan

Protection Environment

- Tajikistan has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Tajikistan hosted 17,002 refugees and 431 asylum seekers from Pakistan, Iran and Afghanistan in 2016.
- Development challenges combined with limited resources and facilities have made it difficult for the government to meet the health and education needs of the refugee community.
- Refugee students have to pay tuition fees for higher education that are higher than those for nationals. This is a serious barrier for refugees.

Operational highlights

- The DAFI programme in Tajikistan has developed extensive links with secondary schools and other educational programmes. DAFI students teach refugee children and local citizens English and provide catch-up classes.
- Within a Refugee Children and Vulnerable Citizens (RCVC) centre DAFI students can spend their free time, access free internet or take computer, web design and English classes.

Achievements

- One of the graduates from Tajik State University works in a private company as a clerical administrator. Another started working in a private construction company after graduating.
- DAFI students contributed to the World Refugee Day, they offered English classes and organised events for the refugee community under the 16 Days of Activism against Gender Based Violence in Dushanbe.
- DAFI students have helped to establish various youth clubs in Dushanbe.
- DAFI students organised educational and social events in collaboration with various international organisations such as the Committee of Youth Sports and Tourism and “American Corner Help”.

Student support

- DAFI students are given the opportunity to learn how to become effective catalysts for the improvement of society through the DAFI club. They regularly meet and exchange thoughts and experience working together on solutions to problems they are facing and organizing activities that are beneficial for both the refugee and local community.

19 students



8 female | 2 graduated | 5 newly admitted

USD 33,239 budget

7 Higher Education Institutions

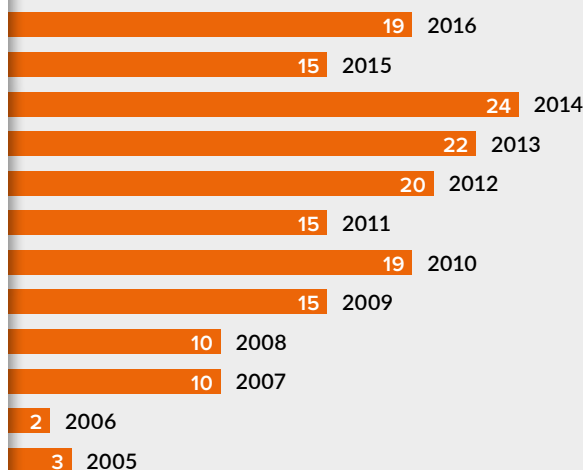
Partner

Refugees, Children & Vulnerable Citizens

Country of Origin

19 AFG

Number of Students



↑ operational since 1999

Course of Study

Course of Study	F	M	Total
Law	1	5	6
Medical Science & Health Related	4	0	4
Engineering	0	2	2
Mathematics & Computer Science	0	2	2
Architecture & Town Planning	0	1	1
Commercial & Business Administration	0	1	1
Education & Teacher Training	1	0	1
Other Programs	1	0	1
Trade Craft & Industrial Programs	1	0	1
Grand Total	8	11	19

Tanzania

Protection Environment

- Tanzania has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Tanzania hosted 281,498 refugees and .539 asylum seekers in 2016.
- The Government of Tanzania implemented a naturalization process by which Burundians who arrived in Tanzania in 1972 were provided with naturalization certificates.
- Refugees have the right to education and pay the same tuition fees as nationals.
- Reports indicate that young, educated Burundians may be particularly at risk, as they may be suspected of being members of the opposition.

Operational highlights

- The National Examinations Council of Tanzania (NECTA) has agreed to design and administer an appropriate examination for Burundian students which will result in an accredited certificate. These certificates will enable students to apply to Tanzanian universities.
- DAFI students access accommodation at the main campus in students' hostels due to security.

Achievements

- DAFI students did not face difficulties in academic performance and social integration in 2016.
- 21 DAFI students graduated in 2016. Several of them became teachers at primary and secondary schools. In total, 25 graduates are employed.

Student support

- Special events took place such as annual meetings with students in their respective universities and colleges; training and seminars on life skills; conducting research proposals and entrepreneurship.
- DAFI students received monitoring and support through individual or group meetings organised with staff members from UNHCR, Ministry of Home Affairs, and Relief to Development Society (REDESO).

58 students



25 female | 21 graduated | 10 newly admitted

USD 184,661 budget

25 Higher Education Institutions

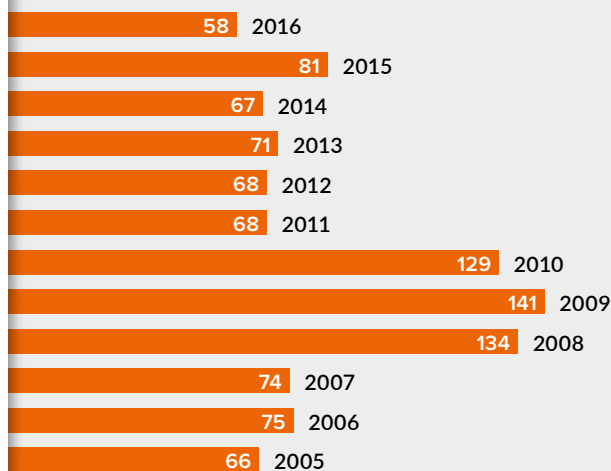
Partner

Relief to Development Society (REDESO)

Country of Origin



Number of Students



↑ operational since 1994

Course of Study

Course of Study	F	M	Total
Education & Teacher Training	7	21	28
Other Programs	7	4	11
Commercial & Business Administration	5	1	6
Social & Behavioral Science	3	3	6
Medical Science & Health Related	2	3	5
Agriculture, Forestry & Fishery	1	0	1
Law	0	1	1
Grand Total	25	33	58

Turkey

Protection Environment

- Turkey has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Turkey hosted 2,869,421 refugees and 245,955 asylum seekers in 2016.
- Since January 2016, Syrians are allowed to receive work permits and are guaranteed a minimum wage.
- The Ministry of National Education (MoNE) published a roadmap for the education of Syrians which places greater emphasis on the integration of Syrian children in the national education system.
- Higher education enrolment is facilitated by the waiver of academic tuition fees for individual Syrian students enrolled in full-time degree programmes offered by State universities.
- Shortly after the failed coup attempt on July 15, 2016, 15 universities were closed and students were integrated into other institutions.

Operational highlights

- In 2016, 6593 refugees applied for 750 scholarships.
- A Memorandum of Understanding (MoU) was signed with the HOPES project to cooperate at regional and country level to increase efficiency in the attribution of scholarships.
- UNHCR established a technical working group to ensure harmonisation and coordination between scholarship providers.

Student support

- A first DAFI workshop was held in February 2016 with 60 students participating.
- Additional language support is provided by UNHCR to enable students to meet the language proficiency requirements for university entrance.

825 students



355 female



2 graduated



745 newly admitted

USD 1,557,227 budget

76 Higher Education Institutions

Partner

Presidency for Turks Abroad and Related Communities – Yurtdışı Türkler ve Akraba Topluluklar Başkanlığı (YTB)

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Engineering	105	276	381
Medical Science & Health Related	84	59	143
Education & Teacher Training	59	19	78
Commercial & Business Administration	31	42	73
Architecture & Town Planning	22	17	39
Social & Behavioral Science	17	18	35
Humanities	17	17	34
Mathematics & Computer Science	14	17	31
Trade Craft & Industrial Programs	4	1	5
Natural Science	1	2	3
Agriculture, Forestry & Fishery	0	2	2
Mass Communication & Documentation	1	0	1
Grand Total	355	470	825

Uganda

Protection Environment

- Uganda has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2016, Uganda hosted 940,835 refugees and 41,880 asylum seekers.
- The Office of the Prime Minister (OPM) issued travel permits to allow students to leave the settlements. The OPM also issued identification documents to students which facilitate the payment of the same university fees as Ugandans.

Operational highlights

- In 2016, 825 applications for 88 new scholarships were received.
- The majority of the students were placed in private universities. There were two reasons for this: (a) the enrolment period at public universities had closed early and (b) only three Ugandan universities accept secondary school certificates from the Democratic Republic of Congo (DRC), one of them being the private Bugema University.
- Strikes at Makerere University led to the closure of the University for two months affecting 22 DAFI students.

Achievements

- One student who took a year off by the end of 2015 for medical reasons, recovered and resumed his studies in the academic year 2016/17.
- The DAFI students advocated for education through motivational speeches in the settlements and motivated two refugee teachers to enrol at Ndejje University for distance learning courses.
- Members of the three Ugandan DAFI clubs visited refugee settlements and advocated for education in primary and secondary schools. They especially motivated girls and distributed learning materials to the most needy students as well as balls donated by the German Embassy.

Student support

- 10 students benefitted from extra English classes at Bugema University.
- 124 students participated in the annual seminar where a range of topics, such as Refugee Rights and Refugee Act, CV writing and interview skills were discussed.
- An orientation seminar for 88 new students was organised on taking charge of your professional and personal future.

219 students



81 female



37 graduated



88 newly admitted

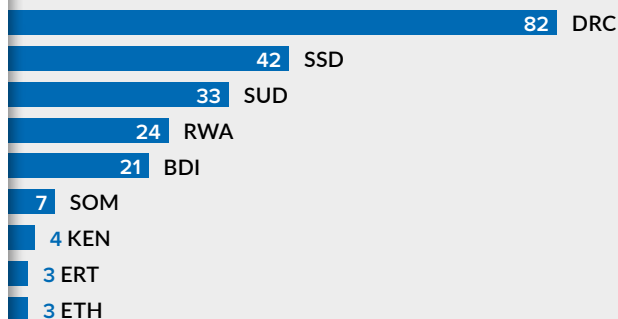
USD 359,332 budget

15 Higher Education Institutions

Partner

Windle Trust Uganda

Country of Origin



Number of Students



↑ operational since 1992

Course of Study

Course of Study	F	M	Total
Social & Behavioral Science	26	26	52
Commercial & Business Administration	25	22	47
Medical Science & Health Related	11	23	34
Engineering	3	22	25
Education & Teacher Training	5	16	21
Mathematics & Computer Science	3	15	18
Mass Communication & Documentation	4	3	7
Agriculture, Forestry & Fishery	0	5	5
Home Economics (Domestic Science)	2	1	3
Architecture & Town Planning	1	1	2
Other Programs	0	2	2
Trade Craft & Industrial Programs	1	1	2
Law	0	1	1
Grand Total	81	138	219

Ukraine

Protection Environment

- Ukraine has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Ukraine hosted 3302 refugees and 6573 asylum seekers in 2016.
- Possibilities for recognized refugees to obtain a free-of-charge education in the higher educational institutions of Ukraine shrank steadily as the economic situation deteriorated.
- Access to higher education in Ukraine remains expensive. Refugees have the same rights to tertiary education as Ukrainian citizens, yet the scholarships are scarce and placement at the university is competitive.

Operational highlights

- One of the DAFI students has succeeded in securing government-sponsored tuition-free enrolment to the university based on her academic excellence.
- DAFI students are well integrated in the student-life and participate in all events together with Ukrainian nationals and international students.

Achievements

- The students maintained academic results above average.
- A female student has successfully completed an internship with an education establishment for children with special needs.

Student support

- DAFI programme graduates receive job counselling from UNHCR employment specialists. They are also provided support by State Employment Centres, which includes orientation on the labour market and search of employment opportunities.
- Telephone inquiries to universities and regular visits and discussions are held to monitor the performance and well-being of the students.

2 students



2 female



0 graduated



0 newly admitted

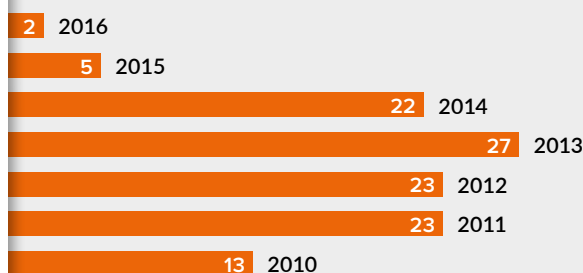
USD 4,120 budget

2 Higher Education Institutions

Country of Origin



Number of Students



Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	2	0	2
Grand Total	2	0	2

Yemen

Protection Environment

- Yemen has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Yemen hosted 269,783 refugees and 9097 asylum seekers in 2016 with the majority coming from Somalia, followed by Ethiopia, Eritrea, Iraq and Syria.
- Yemen descended into widespread armed conflict, political instability, social-economic and financial crisis. This has pushed the country into a severe but seemingly globally forgotten humanitarian crisis.

Operational highlights

- UNHCR's partner INTERSOS maintains a good relationship with partner universities. Partner universities enrolled DAFI students under the same conditions as national students. Two universities (Dar Al-Salam University and Lebanese International University) gave an additional discount for DAFI students in 2016.
- INTERSOS announced in February 2016 a website development internship. In June 2016, the DAFI website was launched and can be accessed here: <http://dafi-yemen.org/>

Achievements

- Several DAFI students were ranked top of the class within their universities in 2016.
- In March 2016, DAFI students in Aden participated in the DAFI Students Union (DSU) elections to select their representative for the academic year 2016/2017.
- Two out of six graduates found employment with Save the Children and as social worker with Al-Basateen School.
- DAFI students in Sana'a and Aden celebrated the International Volunteer Day through different activities.
- DAFI Students Union contributed to the 16 Days of Activism Campaign with a seminar about violence and its effects on the community.

Student support

- DAFI graduates were provided with different courses in English, computer skills, and writing proposals to qualify them for the labour market.

59 students



24 female



12 graduated



17 newly admitted

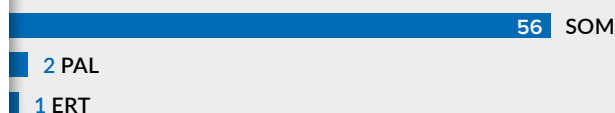
USD 178,970 budget

6 Higher Education Institutions

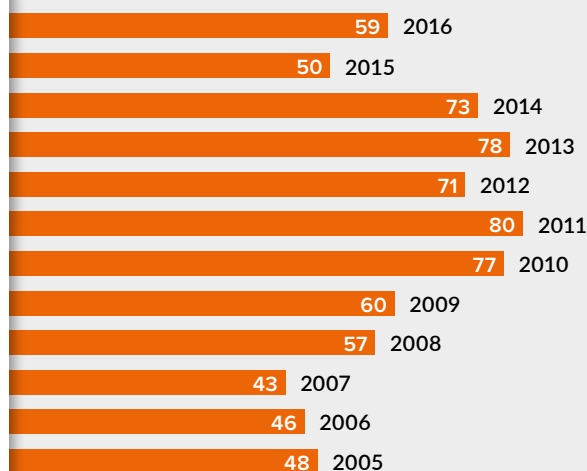
Partner

INTERSOS Italy

Country of Origin



Number of Students



↑ operational since 1993

Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	9	17	26
Social & Behavioral Science	5	6	11
Engineering	3	2	5
Mass Communication & Documentation	1	4	5
Mathematics & Computer Science	2	3	5
Education & Teacher Training	0	2	2
Law	1	1	2
Medical Science & Health Related	2	0	2
Architecture & Town Planning	1	0	1
Grand Total	24	35	59

Zambia

Protection Environment

- Zambia has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Zambia hosted 29,350 refugees and 3319 asylum seekers in 2016.
- Refugees are allowed to work in Zambia upon obtaining a work permit, but face discrimination in the job market. In 2016, an increasing number of violent incidents against refugees was reported.
- Zambia's national policy on education, 'Educating Our Future', highlights the importance of enhancing access to higher education as a means to contribute to high level skills and knowledge necessary for the social and economic development of the country.
- Although refugees have access to tertiary education under the same conditions as nationals once they obtain a study permit, they are not eligible for a government bursary or any student loan facility.

Operational highlights

- As a result of violent uprisings after the 2016 elections, some of the Zambian universities closed, disturbing the academic calendar. Among them was the University of Zambia, where the majority of DAFI students are enrolled.

Achievements

- Four DAFI students participated in a youth dialogue meeting with the UN Youth Special Envoy.

Student support

- In December 2016, ongoing students and graduates formed a DAFI club to connect and organise activities within their communities.

49 students



23 female



8 graduated

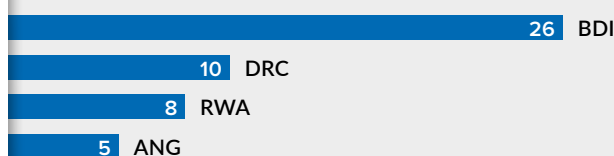


17 newly admitted

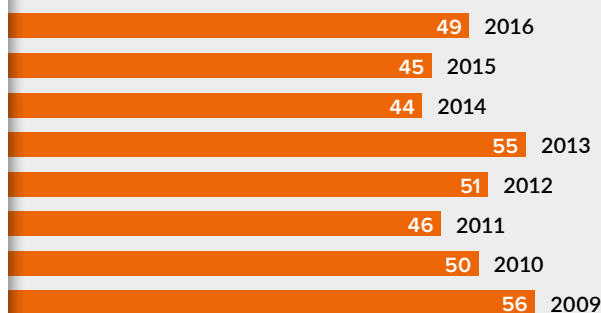
USD 185,676 budget

9 Higher Education Institutions

Country of Origin



Number of Students



↑ operational since 1993

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	11	17	28
Education & Teacher Training	9	6	15
Engineering	0	1	1
Humanities	0	1	1
Mathematics & Computer Science	1	0	1
Natural Science	1	0	1
Other Programs	0	1	1
Social & Behavioral Science	1	0	1
Grand Total	23	26	49

Zimbabwe

Protection Environment

- Zimbabwe has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Zimbabwe hosted 7426 refugees and 952 asylum seekers, mainly from the Great Lakes region and the Horn of Africa.
- The Zimbabwean government has an encampment policy which requires that persons of concern reside at Tongogara Refugee Camp in Chipinge District.
- The socio-economic situation in Zimbabwe is unstable and there are limited job opportunities for refugees and asylum seekers. As such, the primary durable solution available in Zimbabwe is resettlement.

Operational highlights

- In 2016, 10 applications were received for 5 available scholarships.
- Due to sensitisation campaigns the number of female students enrolled in the DAFI programme has steadily increased to 45%.

Achievements

- DAFI students and graduates held motivational talks in their communities as well as at primary and secondary schools in Tongogara Refugee Camp.

Student support

- Students are supported at the beginning of the year through an orientation programme with Protection and Programme staff. At the end of each semester students are also invited to debriefing sessions.

12 students

♀ 4 female | 🎓 1 graduated | ➔ 5 newly admitted

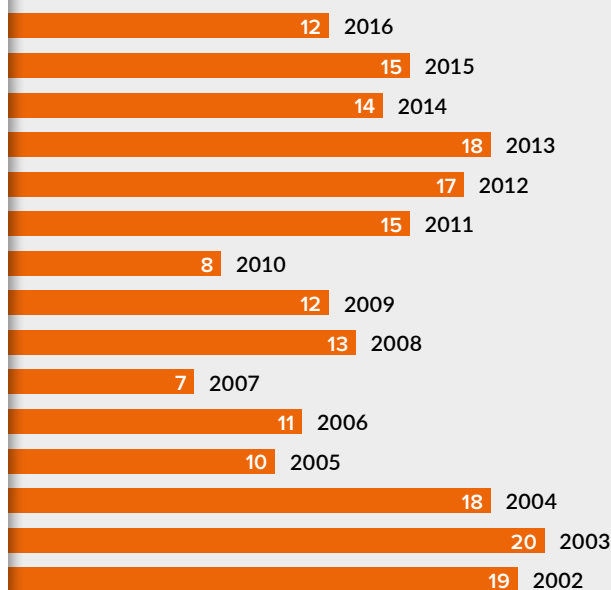
USD 31,986 budget

5 Higher Education Institutions

Country of Origin



Number of Students



↑ operational since 1992

Course of Study

Course of Study	F	M	Total
Commercial & Business Administration	2	2	4
Engineering	0	2	2
Humanities	1	1	2
Medical Science & Health Related	0	2	2
Agriculture, Forestry & Fishery	0	1	1
Social & Behavioral Science	1	0	1
Grand Total	4	8	12



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