



**DAFI**  
25 years



# The Other One Per Cent

- Refugee Students in Higher Education

DAFI Annual Report 2017



**UNHCR**  
The UN Refugee Agency



with the support of



Federal Foreign Office



Albert Einstein  
German Academic Refugee Initiative (DAFI)

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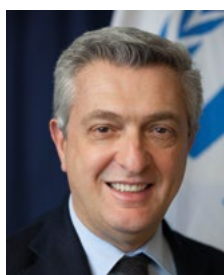
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## Foreword by Filippo Grandi, United Nations High Commissioner for Refugees

Refugee students must overcome enormous barriers to get to university, with just 1% of refugee youth achieving this goal, compared to 36% of young people globally. For those who do make it, higher education offers a path back to normality and to rebuilding a future for young people whose lives have been cruelly disrupted by war, violence, and persecution. Refugee students are curious and passionate about their studies, and we can anticipate that many will play a role in rebuilding their countries, when circumstances allow them to return home. Expanding access to education, including higher education, is a priority for UNHCR as we work to strengthen the resilience and self-reliance of refugees, and to help them build better lives.

For 25 years, UNHCR has worked in close partnership with the German Government to offer the pioneering Albert Einstein Deutsche Akademische Flüchtlingsinitiative (DAFI) scholarship programme, a flagship initiative of inclusion that helps overcome the challenges that refugees face in accessing higher education. On the occasion of the 25<sup>th</sup> anniversary of the DAFI programme, we celebrate the successes of the students who persisted against all odds to achieve their educational goals. UNHCR takes the opportunity to extend its sincere gratitude to the German Government for their unwavering commitment and generous support for the past quarter of a century, as well as to new partners who have joined the programme in recent years. Thanks to this commitment, thousands of refugees have been able to go to university, becoming leaders of change in their communities. With each individual story of success, the world can see the true potential of refugees, and understand the important contributions that these inspiring young people have to offer.

Education plays an important role in peaceful and sustainable development at a time where 68.5 million people are forcibly displaced. The strong partnerships and commitment demonstrated in the DAFI programme are essential for creating positive change and opportunities for empowerment through education for refugees around the world.



A handwritten signature in blue ink that reads "Filippo Grandi". The signature is written in a cursive, slightly slanted style.

Filippo Grandi,  
UN High Commissioner  
for Refugees

## Foreword by Heiko Maas, Federal Minister of Foreign Affairs, Germany

When Albert Einstein was forced to leave Nazi Germany in 1933, he was 54 years old and the world's most famous physicist. The scientific community in Princeton welcomed him with open arms, enabling him to continue his groundbreaking work. But what if he had been 30 years younger?

Access to higher education remains an unattainable dream for most young refugees. Not only have they lost their homes, they also risk losing the opportunity to develop their potential, to build their own future. We cannot let this happen!

This is precisely why the Albert Einstein German Academic Refugee Initiative (DAFI) scholarship programme was set up 25 years ago. Since 1992, when UNHCR and the German Government joined forces to provide young refugees with the opportunity to complete higher education in their countries of asylum, over 14,000 students have been able to realise their potential thanks to DAFI.

People like Hawo Jehow Siyad, who fled from Somalia to Kenya as a child and completed primary and secondary education in Dadaab, Garissa County. In 2012, she came top of the class in the county. She was awarded a place on the DAFI scholarship programme in 2013 and started her degree in economics and statistics at the University of Nairobi the same year. Hawo now works in neighbouring Somalia. After graduating, she voluntarily returned to her homeland to look for an opportunity to serve her country and rebuild her motherland, as she puts it. Hawo first started working at the Ministry of Transport and Aviation, before getting a job on a World Bank-funded project that supports the Government, where she now works as a Database Officer.

Just like Hawo, DAFI scholars become agents of change and beacons of hope within their communities. Many of them also use their newly acquired skills to help rebuild their countries of origin.

The German Government takes pride in playing a part in these success stories. We admire the strength of DAFI scholars who, after experiencing such trauma and being ripped from their homes, do not lose hope but work to rebuild their own and their country's future. Their accomplishments prove that DAFI truly is an investment in their future, as well as in that of generations to come.



A handwritten signature in blue ink that reads "Heiko Maas". The signature is written in a cursive, slanted style.

Heiko Maas,  
Foreign Minister  
of Germany

# EXECUTIVE SUMMARY

“ Access to education is a fundamental human right. It is essential to the acquisition of knowledge and to the full development of the human personality, as the Universal Declaration of Human Rights states. More than that, education makes us more resilient and independent individuals.

Filippo Grandi, UN High Commissioner for Refugees.

2017 was a milestone year for the Albert Einstein Academic Refugee Initiative (the DAFI programme)<sup>1</sup>, marking 25 years of providing higher education scholarships to refugees. UNHCR celebrated this achievement with partners, current and former scholars in the 50 countries that host DAFI students. Since the programme began in 1992, over 14,000 young refugee women and men have received accredited undergraduate degrees in various disciplines across the arts and sciences in universities and colleges in their country of asylum. This helped them to develop leadership skills, benefit from greater protection and to increase self-reliance for themselves and their families. In addition, students participating in the DAFI programme have become leaders and peace-builders in their communities. The case studies highlighted in this report show only a small fraction of the talents and achievements of DAFI graduates and the wider impact they have had on their communities.

In 2016, 193 countries adopted the [New York Declaration for Refugees and Migrants](#) and its annex the [Comprehensive Refugee Response Framework](#) (CRRF). Signatory States confirmed their commitment to share responsibility for finding sustainable solutions to forced displacement and affirmed their solidarity with those who are forced to flee. They also reinforced their 2015 commitment to Sustainable Development Goal 4 (SDG4) on equitable and inclusive access to quality education and lifelong learning for all, and explicitly recognized that the educational needs of refugees must be upheld as a right. The CRRF and the Programme of Action of the [Global Compact on Refugees](#) affirm that participation in higher education can generate positive change in conflict and crisis situations. Higher education gives young refugee men and women an opportunity to acquire knowledge and build skills that will allow them to contribute to society. The CRRF states that higher education is integral to refugee empowerment because it fosters inclusion and promotes skills that are essential for recovery and rebuilding after conflict. In addition, the academic and social benefits of education help young people in exile to be resilient. The DAFI programme embodies these principles and promotes the inclusion of refugees in national education systems in their country of asylum. By providing higher education scholarships and facilitating pathways to livelihood opportunities, the DAFI programme improves protection, helps to achieve long-term solutions for refugees and the communities that host them, and advances the vision and goals of the CRRF and the Global Compact on Refugees.

The DAFI programme has almost tripled in size in the last three years. The number of students doubled from 2,321 students in 2015 to 4,652 students in 2016, and rose again to 6,723 students in 2017. This rapid growth was partly due to the Syrian crisis. In 2017, Syria was the largest country of origin of DAFI students (2,528), the majority of whom are studying in the Middle East and North Africa (MENA) region. The programme also expanded significantly in Sub-Saharan Africa, which hosted 41% of DAFI students in 2017. The crisis in South Sudan caused a major influx into surrounding countries, particularly Uganda, which hosts the majority of South Sudanese refugees. The DAFI programme responded by increasing scholarships for South Sudanese refugees, enabling UNHCR Uganda to provide the fifth highest number

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<sup>1</sup> Albert Einstein Deutsche Akademische Flüchtlingsinitiative



of scholarships (438) in 2017. The other top four countries in terms of numbers of DAFI scholarships were Turkey (818), Ethiopia (729), Jordan (721) and Pakistan (490).<sup>2</sup>

In 2017, the DAFI programme awarded new scholarships to 2,582 successful applicants selected from among 12,570 applicants. In the same year, it expanded geographically to include 13 new programme countries. The growth of the DAFI programme has been made possible by generous increases in funding from the German Government and greater support from private partners, including the Saïd, Asfari and Hands Up Foundations. The DAFI programme's success is equally due to the many global, regional and national actors that collaborate closely with UNHCR, including Ministries of Education, education institutions, and non-governmental organisations. Additionally, UNHCR works with other scholarship providers, sharing good practices and ensuring that higher education scholarship initiatives for refugees take account of protection considerations.

In addition to scholarship provision, access to higher education has expanded through innovative connected learning opportunities that help refugee students overcome barriers to higher education by participating in accredited blended learning programmes. UNHCR and the University of Geneva co-lead the [Connected Learning in Crisis Consortium \(CLCC\)](#), a network of 16 universities, non-governmental organisations, and blended learning providers that offers flexible learning opportunities to displaced learners in a variety of fragile contexts by combining online and face-to-face instruction. In 2017, over 7,000 refugee students participated in short courses, diploma and degree courses associated with connected learning programmes. In March 2017, UNHCR and UNESCO brought together 750 experts from 60 countries and over 500 organisations to discuss 'Education in Emergencies and Crises' during the Mobile Learning Week in Paris. Five refugees, one DAFI scholar, three studying through connected learning programmes and one teacher participated in the event by sharing their experiences, leading to the initiation of several new programmes on refugee education.

The success of the DAFI programme and its students is inspiring. However, the scale of displacement means that much remains to be done. In 2017, 68.5 million people were forcibly displaced, of whom 19.9 million were refugees with 52% being children below 18 years.<sup>3</sup> In 2017, UNHCR released its annual education report, *Left Behind: Refugee Education in Crisis*, highlighting major gaps in refugee access at all levels of education.<sup>4</sup> At secondary level, only 23% of refugee adolescents are enrolled in school. At tertiary level, the figures are even bleaker: only 1% of young adult refugees are enrolled in higher education, compared to 36% of young adults globally. Additionally, as the report *Her Turn: It's time to make refugee girls' education a priority* points out, refugee women and girls are particularly at risk of being denied educational opportunities.<sup>5</sup> The report calls on the international community to improve their access to education.

Against this backdrop, the DAFI programme has continued to motivate young refugee men and women to complete their upper secondary education and to overcome barriers to pursuing higher education. Crucially, it has also served as a model for other scholarship providers and new partners interested in supporting higher education for refugees. The DAFI programme has helped showcase the success that can be achieved through sustained investment in higher education for refugees. On the 25<sup>th</sup> anniversary of the DAFI programme, UNHCR and its partners reaffirm their determination to expand access to higher education for young refugee women and men, at a time when it is needed more than ever.

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<sup>2</sup> In 2016, the top five countries were Turkey (825), Ethiopia (512), Islamic Republic of Iran (428), Lebanon (358), and Egypt (293) (UNHCR: [DAFI 2016 Annual Report](#) (2017))

<sup>3</sup> UNHCR: [Global Trends – Forced Displacement in 2017](#) (2018)

<sup>4</sup> UNHCR: [Left Behind: Refugee Education in Crisis](#) (2017)

<sup>5</sup> UNHCR: [Her Turn: It's time to make refugee girls' education a priority](#) (2018)

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# DAFI PROGRAMME AT A GLANCE

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## LAUNCH

The DAFI programme was launched in 1992 by UNHCR and the German Government. It has supported over 14,000 young refugees to date and is being implemented in 50 countries, the vast majority of which are in the Global South.

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## VISION

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

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## STRATEGIC OBJECTIVES

- 1. Promote the self-reliance of sponsored students** by giving young refugees access to undergraduate studies and opportunities for employment, entrepreneurship, and postgraduate studies or other pathways to a livelihood and durable solutions.
- 2. Empower young men and women equally.** Enable all refugee students to contribute their knowledge, skills and leadership to their communities, and facilitate peaceful coexistence, social cohesion and development in host communities during displacement.
- 3. Strengthen the protective impact of education** by encouraging lifelong learning for refugees.
- 4. Foster future role models,** specifically for women. Demonstrate to refugee children and youth the positive impact of education on individuals, communities and societies, and strengthen community-based protection.
- 5. Contribute to post-conflict peacebuilding and reconstruction** in the event that refugees return to their home countries.
- 6. Promote social, economic and gender equality.**

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## APPROACH

UNHCR awards undergraduate scholarships to refugees who meet the DAFI programme selection criteria. UNHCR and partner organisations support the students through monitoring, preparatory courses, language classes, and

psychosocial support. The programme helps students to transition from education to economic integration by providing skills training, internships and mentoring, and organising volunteering and networking opportunities. The activities vary from country to country.

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## INCLUSION

The key aim of the DAFI programme is to secure refugee students' inclusion in certified national education systems, preferably public higher education institutions. This enables refugees to study alongside peers from their host country and gain diplomas that are recognized in their country of asylum.

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## SCHOLARSHIPS

Scholarships ensure that sponsored refugees can study in safe and appropriate conditions, allowing them to focus on their studies, build networks and gain the skills necessary to secure a livelihood. DAFI scholarships cover a wide range of costs, including tuition fees, study materials, food, transport, and accommodation. Scholarship costs vary from country to country.

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## SELECTION CRITERIA

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

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## PROGRAMME MANAGEMENT

UNHCR Headquarters' Education Section; UNHCR country offices.

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## PROGRAMME IMPLEMENTATION

UNHCR country offices, directly or with partner organisations.



# PROGRAMME HIGHLIGHTS IN 2017

## **2,582 new scholarships were awarded by the DAFI programme**

Through the DAFI scholarship programme, UNHCR assisted 6,723 young refugees to study in 720 higher education institutions in 50 countries. This was the highest number of scholars in one year since the DAFI programme started in 1992. Altogether, 2,582 new scholarships were added in 2017. Between 2015 and 2017, the programme has tripled the number of scholarships it offers. Syrian nationals were the largest group of DAFI scholars (38%), followed by Afghans (14%), Somalis (10%), South Sudanese (7%), Sudanese (6%), and refugees from the Democratic Republic of Congo (6%). In total, students with 39 nationalities were enrolled in the DAFI programme in 2017.

## **Donor support doubled the programme budget**

The DAFI programme budget increased to USD 19 million in 2017, funded predominantly by the German Government (USD 17.5 million). The Saïd Foundation, the Asfari Foundation, the Hands Up Foundation and other private donors contributed USD 1.5 million.

## **Programme coverage grew to meet the rising demand for higher education**

In 2017, UNHCR and its partners implemented the DAFI programme in 50 countries. This is the highest number of countries since the programme's inception. 13 new countries joined in 2017, including Bangladesh, Eritrea, Syria and Morocco and nine countries in West Africa.

12,570 applications were received by UNHCR and its partners for 2,582 new scholarships. Scholarships were provided to 21% of applicants, highlighting the need to continue to scale up higher education opportunities for young adult refugees.

## **In coordination with its partners, the DAFI programme responded flexibly to large refugee movements and emergency influxes**

Out of 2,582 new scholarships allocated globally, 791 were awarded to Syrian refugees. Syrian nationals remain the largest population of forcibly displaced persons worldwide. Increased funding allowed for a rise in the number of scholarships available in the Middle East and North Africa (MENA) region. An additional 1,273 new scholarships were awarded to refugees from Sub-Saharan Africa, where large refugee movements also took place, including from South Sudan, which has become the largest and most complex emergency in Africa.

## **DAFI programme continued to work towards gender parity**

Young women accounted for 41% of all DAFI scholars, which reflects the additional obstacles young refugee women must overcome to qualify for and obtain higher education. Positive steps were made towards gender parity among DAFI scholars in some countries, including Yemen and Zambia, both of which achieved parity. In other countries, such as Burundi and Kenya, female enrolment remains low. UNHCR and its partners work with communities and other stakeholders to close gender gaps in the DAFI programme by applying a community-based approach that is sensitive to age, gender and diversity.

## **Innovative connected learning solutions were promoted**

UNHCR promotes innovative connected learning solutions that allow refugee students to overcome barriers to education. With the University of Geneva, UNHCR co-chairs the Connected Learning in Crisis Consortium, a global network that brings flexible blended learning programmes to refugees in their home environments. Over 7,000 students participated in higher education through connected learning provided by the network by 2017.



The DAFI Family of Jordan, cutting the 25<sup>th</sup> anniversary cake. ©UNHCR / M. Hawari

# 25<sup>TH</sup> ANNIVERSARY CELEBRATIONS



## CELEBRATIONS AROUND THE WORLD

In 2017, the DAFI programme celebrated its 25<sup>th</sup> anniversary in 29 countries around the world. Since 1992 the DAFI scholarship programme has assisted more than 14,000 refugee students to pursue their educational aspirations. To celebrate this achievement, DAFI students and graduates, with UNHCR and partner staff, organised a variety of inspired events, including a festival (Niger), discussion forum (Ecuador), job fair (Cameroon), photo exhibition (Ethiopia), traditional dance workshop (India), sports events (Senegal), student speeches (Mauritania), special graduation ceremonies (Egypt), musical performances (Yemen), plays and dance (Lebanon). Everywhere the events served to promote and publicise higher education for refugees.

- DAFI students in Yemen used photography to explore the importance of education. Yemen has one of DAFI's oldest programmes, having hosted DAFI students since the programme began in 1992. DAFI's 25<sup>th</sup> anniversary was therefore a proud moment. The festivities began with a photo competition which was open to students from both the refugee and host communities. Photographers were asked to 'transport the viewer to a specific place of relevance to the refugee and show the impact of education on refugees' lives'. The idea was to encourage students to experience and explore the power of photojournalism to convey strong messages for change. INTERSOS (UNHCR's partner) also held a special graduation event with UNHCR for DAFI graduates. Over 200 people were invited, including universities, the government officials, the Somali Embassy, partner organisations, and refugee communities.





Arish, a 22-year-old Syrian refugee, shares her experience of the DAFI scholarship programme with other students at the University of Nouakchott, Mauritania, on the occasion of DAFI's 25<sup>th</sup> anniversary. ©UNHCR / Helena Pes

A 25<sup>th</sup> anniversary football match took place in Dakar, Senegal. A team of DAFI students (in orange tricots) played against a team of German Embassy and UNHCR staff (in yellow tricots). Members of both teams are seen holding the trophy. Pictured: Jossy, President of the DAFI Club in Senegal (right) and a UNHCR colleague (left). ©UNHCR / Monika Rohmer

- In Chad, DAFI's 25<sup>th</sup> anniversary events inspired a call to action. UNHCR in Chad used the anniversary events as a platform for advocacy, encouraging students to become change-makers. UNHCR hosted a celebration attended by delegates from the German Embassy, partners, current and former DAFI students. UNHCR Chad took the opportunity to promote refugee education with higher education officials and successfully negotiated and signed six new memoranda of understanding with private higher education institutions. They promise specific improvements for refugee students, including better access and lower fees. At the event, DAFI scholar Amina talked about her work in a health centre near her camp. Her powerful words inspired the students present, who launched a volunteering campaign to serve their local community. In the days that followed, several went to SOS Children's Village to clean the premises and coordinate donations to disadvantaged children.
- The Ethiopia programme organised a photo exhibition titled Windows of Hope: bringing colour to refugees' lives in Ethiopia. The photographs (some of which are included in this report) explored how education makes life colourful for people whose lives are 'black and white' because they have been pushed from their homes by conflict and persecution. The photos were accompanied by the stories, thoughts and dreams of young refugees now living in Ethiopia.



o #TheOtherOnePercent exhibition, UNESCO, Paris, March 2017. ©UNHCR / Antoine Tardy

## **#TheOtherOnePercent photo exhibition**

To survey a quarter of a century of higher education for refugees, UNHCR's Education Section commissioned a photo exhibition titled **#TheOtherOnePercent**. Photographer Antoine Tardy captured powerful portraits and stories of DAFI students in Kenya, Jordan, Rwanda and Senegal.

The aim of the exhibition was to tell refugees' stories, beyond the news reports, clichés and prejudices often held about refugees. The word 'refugee' can conceal the diversity of a group of people with a rich mixture of backgrounds, experiences, ambitions and futures. Tardy's pictures reveal the individuality of the refugee experience, highlighting the humanity of those he met: Bushra, Mariam, Jean, Mohammed, Clarisse, Innocent, Chagodi – to name just a few of the 77 students and graduates he interviewed.

As each student told his or her unique story, what emerged was a unifying thread of determination, courage and self-belief. Individual resilience led these students to invest in themselves, and the future of their communities, through their education.

During 2017, the exhibition was shown in Paris, Geneva, Amman, and Islamabad, and will continue to tour in 2018. As it travels widely from place to place, and its images are reproduced in social media, the exhibition is challenging perceptions of refugee students and making people more aware of the barriers refugees face to access education.





A small, vertical text panel with several lines of text, likely providing information about the photograph or the exhibit.







*“All my brothers and sisters have higher education. My dad always told us that as long as we did not have a bachelor’s degree he did not want to hear about marriage. To my sisters and I, he told us that only by having a job could we support our family.”*

Fatimata, 41, is a DAFI alumna in Senegal. She arrived in Senegal in 1989, after ethnic conflict in Mauritania forced her family to flee when she was 13. Fatimata missed several years of school but was able to get back on track and earned a DAFI scholarship in 1994. **“There were 14 nationalities in my class. I got on well with everyone. I eased the tensions, I played the role of mediator.”** After receiving her degree, Fatimata has had several jobs in agricultural technology and sustainable development. She is a single parent who is able to support her three children, aged six, eight and nine. ©UNHCR / Antoine Tardy

# TIMELINE OF UNHCR HIGHER EDUCATION ACTIVITIES AROUND THE WORLD IN 2017

## JANUARY

- 25<sup>th</sup> anniversary celebrations for DAFI begin around the world.
- 4,141 DAFI students continue their education from the previous year.

## MARCH

- Mobile Learning Week is co-hosted with UNESCO in Paris, France.
- #theotheronepercent photo exhibition is launched in Paris.
- With UNHCR's active participation, an expert meeting is held by GIZ on the 'Role of Higher Education, Science and New Alliances in the Context of the 2030 Agenda' in Berlin.
- UNESCO and UNHCR hold a regional conference in Sharm El Sheikh, Egypt, on higher education in crisis situations.
- UNHCR convenes a higher education meeting for the MENA region, in Sharm El Sheikh.
- UNHCR HQ Education Section conducts a mission to Egypt.

## MAY

- UNHCR HQ Education Section undertakes a mission to Iraq.
- UNHCR, League of Arab States and the Arab League Educational, Cultural and Scientific Organisation (ALECSO) hold a conference on refugee education in Tunis.
- UNHCR's active participation in Rhodes Trust workshop in Oxford, United Kingdom, on education for Syrian refugees.

## JUNE

- #theotheronepercent photo exhibition opens in Geneva, Switzerland.
- UNHCR and the University of Geneva hold a summer school on higher education in emergencies.

## JULY

- 547 students are graduating from their higher education institutions in 2017 and 3,594 students are continuing their next year's study.
- West Africa workshop for DAFI focal points is held in Dakar, Senegal.
- UNHCR HQ Education Section conducts a mission to Senegal.

## SEPTEMBER

- 2,582 new students are awarded DAFI scholarships and are accepted into university.
- UNHCR HQ Education Section conducts a mission to Lebanon. UNHCR's active participation in the Conference on higher education and refugees in the Mediterranean Region in Beirut, Lebanon.

## OCTOBER

- UNHCR HQ Education Section conducts a mission to Rwanda.
- CRRF consultations take place in Geneva with active participation of the Global Youth Advisory Council.

## DECEMBER

- 'No one left behind': the High Commissioner's dialogue on protection challenges takes place in Geneva. This includes a round-table on education, supported by the Global Youth Advisory Council discussing the motivational factor of higher education opportunities to complete secondary education.
- With UNHCR's active participation, SPARK holds IGNITE conference 'Rebuilding Futures – Empowering youth and entrepreneurs in fragile states' in the Netherlands.



# 1. OPERATIONAL CONTEXT

## 1.1 THE GLOBAL DISPLACEMENT SITUATION

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At the end of 2017, a record 68.5 million people were forcibly displaced, including 19.9 million refugees under UNHCR's mandate. More than half of the refugees were women and children. Developing regions hosted 85% of the world's refugees under UNHCR's mandate; 68% resided in just 5 countries (Syrian Arab Republic, Afghanistan, South Sudan, Myanmar, and Somalia).<sup>6</sup> New displacements occurred in countries such as the Central African Republic, the Democratic Republic of Congo, Iraq, Myanmar, South Sudan, and Syria. UNHCR and States responded to a range of new, recurring and deepening displacement crises. In the Democratic Republic of the Congo, Libya and Myanmar, UNHCR activated emergency funding mechanisms, relief item delivery and personnel.<sup>7</sup>

Despite the rise in displacement, the majority of countries in conflict zones kept their borders open and continued to receive refugees. These countries provided protection and assistance to those in desperate need and clearly demonstrated their commitment to international protection standards and humanitarian values. They did so despite sudden additional burdens on their infrastructure and services, and inconsistent international support.<sup>8</sup> At the same time, the challenges of global refugee protection have given momentum to the New York Declaration for Refugees and Migrants, the CRRF, and the Global Compact on Refugees and Programme of Action, which is under development. These commitments set out a new and comprehensive response model in support of host communities and host governments, while promoting refugee resilience and self-reliance, creating opportunities for refugees and fostering their inclusion through host community support.

## 1.2 GLOBAL REFUGEE EDUCATION: THE POLICY ENVIRONMENT

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The adoption of the 2030 [Agenda for Sustainable Development](#) by UN Member States in 2015, brought new opportunities for refugee education. Sustainable Development Goal (SDG) 4, one of the 17 goals to be achieved by 2030, promotes inclusive, quality and equitable education and lifelong learning, with specific reference to vulnerable groups. Key SDG documents such as the Incheon Declaration and the Education 2030 Framework for Action take a crisis-sensitive approach and commit specifically to education for children and youth in conflict-affected areas, including refugees and internally displaced persons. In 2016 Member States re-acknowledged their shared responsibility to provide education for refugees when they approved the historic New York Declaration for Refugees and Migrants and its annex, the CRRF. The declaration states explicitly that higher education is a 'powerful driver for change' and that university scholarships expand education and self-reliance opportunities for refugees. Many countries have begun to put this conviction into action. For example, education is at the centre of the CRRF roll-out plan in Uganda, and a broad partnership is being developed to address gaps in access and student retention to ensure that local institutions can support refugee and host community children and youth sustainably.

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<sup>6</sup> UNHCR: [Global Trends – Forced Displacement in 2017](#) (2018)

<sup>7</sup> UNHCR: [Global Report 2017](#) (2018)

<sup>8</sup> In 2017, UNHCR's overall funding gap amounted to 43% of its budget (UNHCR: [Global Report 2017](#) (2018)).



“ Young refugees and women should have the opportunity to take part in decision-making.



Safia, 25, an Afghan refugee born in Pakistan, member of the Global Youth Advisory Council speaks during the High Commissioner's Dialogue in Geneva. ©UNHCR / Jean-Marc Ferré

**In line with the CRRF and UNHCR's Global [Strategic Directions for 2017-2021](#), UNHCR supports the inclusion of refugees in national education systems at all levels.** In the past, parallel structures were often set up to provide education for refugees. Although this gave refugee students a space to learn, there was often insufficient emphasis on quality and measurement of learning, and programmes were largely uncertified. Thus, refugee students did not obtain accreditation to enable them to continue their studies or find work. Additionally, host communities did not benefit from the investments made in refugee education. By including refugees in national education systems, all learners can benefit from improved infrastructure, equipment and teacher support, while refugees can obtain nationally recognized qualifications.

**States have held global and regional consultations to accelerate inclusion.** In the December 2017 [Djibouti Declaration on Regional Refugee Education](#), Member States to the Intergovernmental Authority on Development (IGAD)<sup>9</sup> agreed to 'take collective responsibility to ensure that every refugee, returnee and member of host communities has access to quality education in a safe learning environment within our respective communities without discrimination' (Article 15). In line with SDG4's promotion of lifelong learning, the Djibouti Declaration made specific reference to higher education. During the Pan-African High-Level Conference on Education ([PACE](#)), convened by UNESCO and the Government of Kenya in April 2018, States evaluated their plans, policies and systems, including management and monitoring mechanisms for SDG4, and agreed key recommendations for developing Africa's human and social capital. UNHCR was actively involved in advocacy for refugee inclusion during that conference, resulting in a commitment in the ensuing [Nairobi Declaration and Call for Action](#) stating: 'We commit...to making our educational systems more responsive, flexible and resilient to include refugees and internally displaced people'. The Nairobi Declaration includes the following Ministerial statement and specific action points: 'We recognize that the transformation of Africa requires strengthened efforts to move towards knowledge-based societies through the advancement of higher education and research in Africa with special focus on relevance and equitable access, strengthening of research, and teaching and learning of science, technology, engineering and mathematics'.

<sup>9</sup> Djibouti, Ethiopia, Eritrea, Kenya, Somalia, the Sudan, South Sudan and Uganda are members of IGAD as of 2017.

**Strong partnerships are integral to the CRRF's approach.** A key partnership, with a Memorandum of Understanding signed in 2016, between UNHCR and the [Global Partnership for Education](#) (GPE) involves working closely together to support the inclusion of refugees in national multi-year education plans. In addition to sitting on the GPE Board of Directors and its Strategy and Impact Committee, UNHCR participates in sector planning activities with Ministries of Education at country level. In 2017, 20 UNHCR country programmes were supported with training and guidance to broaden partnerships to better participate in national education sector planning.<sup>10</sup>

**Important advocacy events in 2017 put refugee education at the forefront of policy discussions.** In many cases, advocacy has been strongly supported by young refugees themselves. At the [69th meeting of the UNHCR Standing Committee](#), held in Geneva in June 2017, education was one of the key programmes under review. A side event focused on higher education and forced displacement. The discussion included government representatives from Germany, Japan, and Turkey region as well as other education stakeholders. It was led by a DAFI student from Kenya who considered the impact of higher education and proposed specific recommendations for overcoming obstacles that refugees encounter to accessing education.

As part of a series of [thematic discussions for the Global Compact on Refugees](#), UNHCR convened a meeting in Geneva in October 2017, with a side event on education at which Member States, Education Ministers, and refugee students shared good practices and highlighted the importance and benefits of, and pathways to, meaningful inclusion. The 10<sup>th</sup> Annual [High Commissioner's Dialogue on Protection Challenges](#), which took place in December 2017 in Geneva, took stock of progress made and lessons learned during preparations for the Global Compact on Refugees. UNHCR hosted a side event on refugee education and SDG4 to highlight the dramatic challenges that refugee children and young adults face. Two DAFI graduates who are also members of the [Global Youth Advisory Council](#) underlined the influence of higher education opportunities on retention rates in secondary schools, especially for girls.

## 1.3 PROMOTING HIGHER EDUCATION FOR REFUGEES

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**Progress was made towards SGD4's commitment to lifelong learning.** In March 2017, UNESCO and UNHCR convened a regional conference on refugee education in Sharm El Sheikh, hosted by the Minister of Higher Education of Egypt. It was the first regional technical conference at ministerial level to focus on the link between higher education and forced displacement and the barriers that forcibly displaced students face. The [Sharm El Sheikh Statement on Higher Education in Crisis Situations in the Arab States](#) proposes approaches to improve access to higher education for those affected by crises, and addresses known obstacles to access, including legal and policy frameworks, admission procedures, and problems associated with educational accreditation and certification. In May, the Arab League Educational Cultural and Scientific Organisation (ALECSO) convened a [High-level regional meeting on refugee education in the Arab Region](#) in Tunis, together with UNHCR and the League of Arab States. Fifteen Member States and over 15 regional and international organisations attended. The event aimed to increase political momentum and engineer policy changes that will enhance refugee access to education and create a framework for action with the aim of guaranteeing the right to education for refugees in the region.

**UNHCR contributed its refugee protection expertise and promoted good practices at key refugee education events.** In September, the General Directorate for Education, Youth, Sport and Culture of the EU Commission organised a [Conference on Refugees and Higher Education in the Mediterranean region](#) in association with the [German Academic Exchange Service](#) (DAAD) and its HOPES Consortium partners<sup>11</sup> the [British Council](#), [CampusFrance](#), and [Nuffic](#), the Dutch organisation for internationalisation in education. The event brought together representatives from ministries, higher education institutions, other experts and students to share experiences on widening refugee access to higher education, especially for Syrians, and enhance joint activities and cooperation. A Syrian DAFI scholar shared her experiences at the opening panel event, and the DAFI programme was presented as a good practice model for refugee scholarships. In May 2017, the [Rhodes Trust](#) organised a workshop on postgraduate education for Syrian students. Convened in association with the Middle East Centre at St. Antony's College, Oxford, it discussed good practices for higher education refugee

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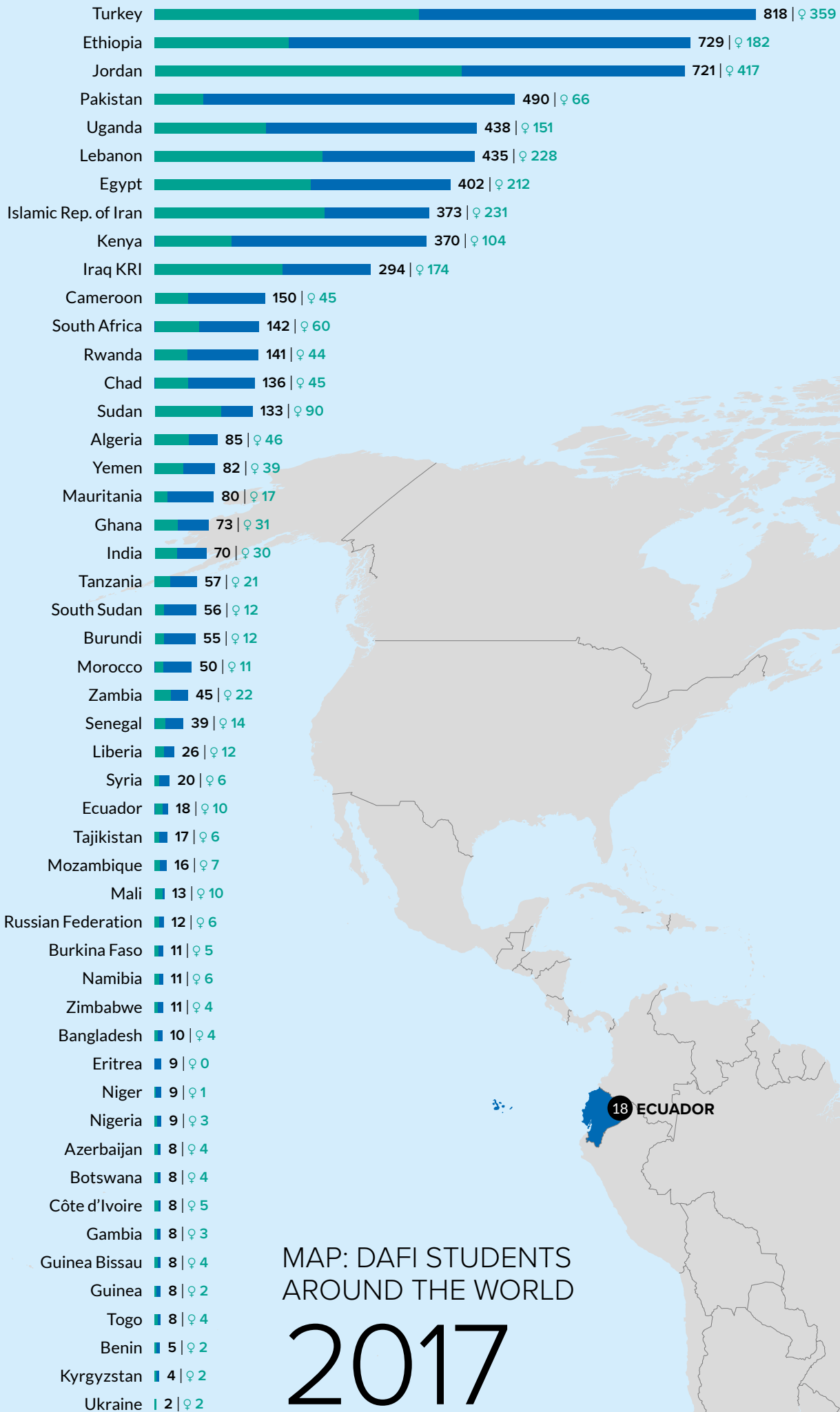
<sup>10</sup> The countries are: Afghanistan, Bangladesh, Burundi, Cameroon, the Central African Republic, Chad, Djibouti, Ethiopia, Liberia, Mauritania, Myanmar, Niger, Pakistan, Republic of the Congo, Senegal, Somalia, South Sudan, Sudan, Uganda and Zambia.

<sup>11</sup> HOPES: Higher and Further Education Opportunities and Perspectives for Syrians



Simon, a South Sudanese former DAFI student living in Uganda, speaks in Geneva as a representative of UNHCR's Global Youth Advisory Council. ©UNHCR / Jean-Marc Ferré

scholarship programmes. UNHCR shared lessons it has learned from implementing the DAFI programme and offered technical advice on protection considerations that foundations, university bodies, non-governmental organisations (NGOs) and government agencies should take into account when helping Syrian students to enter or re-enter higher education. UNHCR made a similar contribution to the [SPARK IGNITE conference](#) 'Rebuilding Futures - Empowering youth and entrepreneurs in fragile states' in Amsterdam in December 2017, attended by 300 entrepreneurs, investors, higher education experts, government officials, NGOs and international organisations. The event enabled UNHCR to foster relationships with partners interested in supporting refugee higher education graduates to find employment. Finally, an expert meeting on the [Role of Higher Education, Science and New Alliances in the Context of the 2030 Agenda](#), organised in March 2017 by the German Federal Ministry for Economic Cooperation and Development ([BMZ](#)), strengthened understanding of the connections between education and employment as well as the relationships between humanitarian and development actors who assist refugees to obtain higher education.



MAP: DAFI STUDENTS  
AROUND THE WORLD  
2017



# 2. DAFI PROGRAMME: FACTS AND FIGURES

## 2.1 GLOBAL OVERVIEW

In 2017, the number of students studying with a DAFI scholarship rose to 6,723, a 45% increase from the previous year, when there were 4,652 students. Thirteen new countries were added to the programme in 2017 so that the programme is now implemented in 50 countries as the map below shows. Table 1 shows the main developments of the programme between 2015 and 2017.



**Table 1. Global overview of developments 2015–2017**

2015

2016

**2,321** students

**4,652** students

**42%** female

**44%** female

   
**364** graduated | **678** newly admitted

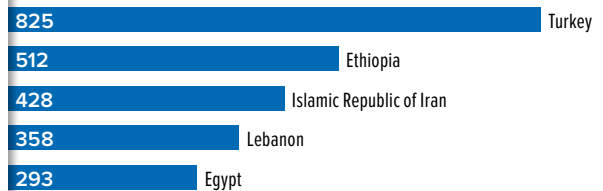
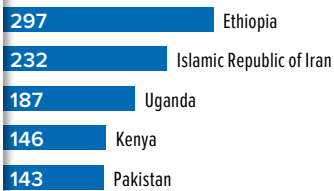
   
**449** graduated | **2,718** newly admitted

**40** countries of study

**37** countries of study

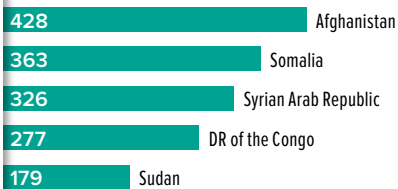
**Top five countries of study**

**Top five countries of study**



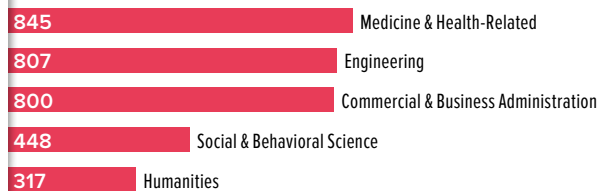
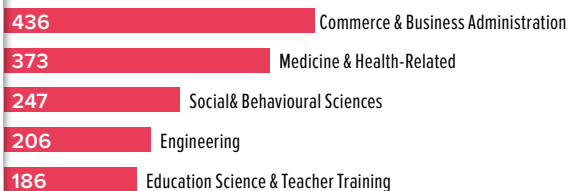
**Top five countries of origin**

**Top five countries of origin**



**Top five field of studies**

**Top five field of studies**





2017

6,723 students

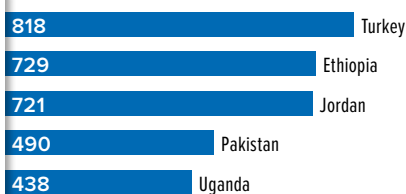
41% female



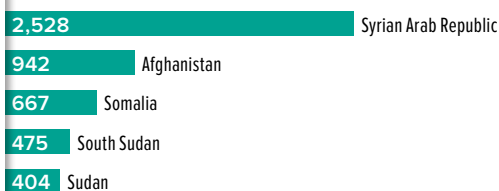
547 graduated | 2,582 newly admitted

50 countries of study

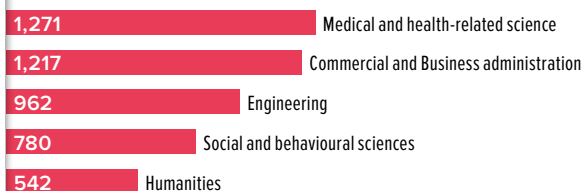
### Top five countries of study



### Top five countries of origin



### Top five field of studies



## 2.2 GLOBAL DEMAND FOR HIGHER EDUCATION SCHOLARSHIPS

The DAFI programme awards scholarships on the basis of carefully designed selection criteria.<sup>12</sup> Eligible students are identified through a widely advertised call for applications. In 2017, 12,570 applications were received for 2,582 new DAFI scholarships. Around 36% of applicants were shortlisted. Shortlisted applicants were interviewed by a multi-partner selection panel. In 2017, 60% of those interviewed were offered a DAFI scholarship. Overall, 21% of all applicants were accepted into the DAFI programme, highlighting the unmet demand for higher education scholarships for refugees. Fewer applications were submitted in 2017 than 2016, when 16,000 were received. The decline was due to the fact that some major DAFI countries, such as Turkey, did not launch a call for applications in 2017. In Turkey, the focus in 2017 was on programme consolidation following a large intake in 2016 and funds were used to sustain support to already enrolled students.

At country level, the acceptance rate varies widely. The process in some countries is more competitive than others, depending on the size of the cohort of eligible applicants.

- Six countries had acceptance rates of 10% or lower. Those most competitive countries in terms of acceptance rate<sup>13</sup> were South Sudan (5%), Tanzania (6%), South Africa (6%), Azerbaijan (8%), Chad (8%) and Rwanda (10%).
- In three countries, the acceptance rate was above 80%, largely due to fewer eligible applicants. These countries were Mauritania (97%), Bangladesh (91%), and Algeria (80%).

Several factors explain the variation. They include the number of secondary school graduates in the country, the number of other scholarship providers, the number of DAFI scholarships available, and the degree to which there is competition to enter higher education. Factors specific to the refugee population can also influence the number of refugee students who apply to join the DAFI programme,

<sup>12</sup> Please see "The DAFI programme at a glance" section for more information on the selection criteria.

<sup>13</sup> The acceptance rate is calculated by dividing the number of new scholarship places available by the total number of applications.

including changes in the size of the refugee population and security concerns that can interfere with an effective call for applications.

- In **South Sudan**, the DAFI programme was launched in 2016 where 350 students submitted applications for just 14 scholarships. In 2017 UNHCR increased the number of new scholarships to 34, despite a challenging humanitarian and security context that has disrupted national university systems and created challenges for DAFI programme implementation and the potential for further programme growth.
- In **Rwanda**, the demand for scholarships increased sharply in 2017, following a rise in the refugee population.<sup>14</sup> The number of applicants doubled (from 263 in 2016 to 525 in 2017), while the number of new scholarships remained stable (at about 50), resulting in a drop in the acceptance rate. In addition, many more students graduated from secondary school in Rwanda, partly due to scaled-up education programmes supported by UNHCR and its partners. The DAFI programme, and other higher education options such as Kepler,<sup>15</sup> are motivating students to complete secondary school.
- In **Mauritania**, the majority of refugees are Malian nationals in the M'Berra refugee camp, where one secondary school serves a population of over 50,000 people. As a result, very few Malian refugees complete secondary school to a standard that equips them for higher education. The DAFI programme seeks to put forward all of the few candidates that meet academic requirements in spite of their difficult learning environment. It awarded 60 new scholarships in Mauritania in 2017. In contexts where very few young people are eligible for higher education, UNHCR and its partners try to identify and support students in upper secondary school who show potential, to strengthen their chance of qualifying for a DAFI scholarship.

**Despite increasing global demand for scholarships, the number of scholarship providers only diversified in a few regions.** For example the HOPES consortium and [SPARK](#) offer a substantial number of scholarships to refugee students in Turkey and in countries in the MENA region (see Chapter 5.4 for further details on HOPES). However, in Sub-Saharan Africa and Asia the DAFI programme often remains the only route to higher education that is available to economically disadvantaged refugees. The responsibility to educate refugees is a shared one, and UNHCR continues to ask the international community to increase its support for refugee scholarships in all regions. UNHCR provides technical advice to scholarship providers on what steps higher education programmes should take to avoid or reduce protection risks. UNHCR's [scholarship web portal](#) contains more information on this aspect of its work.

## 2.3 DAFI PROGRAMME EXPANSION IN 2017

In 2017, the DAFI programme added 13 new country programmes, bringing the total up to 50. The new countries were: Bangladesh, Benin, Burkina Faso, Côte d'Ivoire, Eritrea (re-opened after a one year closure), Gambia, Guinea Bissau, Guinea, Mali, Morocco, Niger, Syria (re-opened after a seven year hiatus), and Togo.

### West Africa expansion

UNHCR's Regional Representation in West Africa facilitated the roll-out of the DAFI programme in nine West African countries (Benin, Burkina Faso, Côte d'Ivoire, Gambia, Guinea Bissau, Guinea, Mali, Niger and Togo). Refugees in these countries had previously been able to apply for a DAFI scholarship but had to travel to Senegal to study. Only in Ghana, Liberia, Nigeria and Senegal refugees could obtain DAFI scholarships and study in their country of asylum.

<sup>14</sup> The population in Rwanda of concern to UNHCR rose from 74,276 in 2015 to 173,419 in 2017, largely due to the arrival of many refugees from Burundi.

<sup>15</sup> [Kepler](#) is a member of the Connected Learning in Crisis Consortium.

**The advantages of decentralization were already visible in 2017.** Interested applicants were able to apply in their country of asylum without having to consider leaving their family and community. They could research possible fields of study and higher education institutions more easily, discuss choices with their friends, and in most cases continue their studies in the country in which they had completed their secondary education. Since the application and selection process also took place in the country of asylum, UNHCR and project partners could interview short-listed candidates locally and obtain information on their socioeconomic situation. Making DAFI scholarships available in these countries has also helped UNHCR to publicize and promote higher education for refugees with national partners and within the refugee community. The number of new scholarships available for the entire region increased from just 11 in 2016 (of 734 for Sub-Saharan Africa as a whole) to 125 (of 1,120) in 2017.

**UNHCR's Regional Representation assists countries to manage the DAFI programme.** UNHCR's Headquarters Tertiary Education Team and UNHCR's Regional Representation facilitated a 3-day workshop in July 2017 in Dakar, Senegal. It was attended by 26 UNHCR colleagues and project partners who manage and implement the DAFI programme in Benin, Burkina Faso, Côte d'Ivoire, Gambia, Ghana, Guinea Bissau, Liberia, Mali, Niger, Senegal and Togo. In addition, UNHCR Morocco participated because it launched the DAFI programme in 2017. The workshop aimed to improve participants' technical and advocacy capacity, student support and monitoring, and communications between countries, the Regional Representation and the Headquarters Team. It also discussed how to initiate and strengthen partnerships with higher education institutions, government, and the private sector.

## **Syria**

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**In 2017, the DAFI programme restarted in five Governorates in Syria,** after a seven year hiatus. The programme assists refugees registered with UNHCR (most of whom fled from Iraq to Syria before the start of the Syrian crisis) and operates in a context that remains highly challenging. Over 13.5 million Syrian nationals are in need of protection and humanitarian assistance, including 6.1 million internally displaced people. In addition, Syria hosts around 19,000 refugees and close to 18,000 asylum seekers, a number of whom have been displaced multiple times. UNHCR has imperfect access to these refugees due to security concerns, and refugees in Syria also lack full legal integration in the absence of comprehensive national laws and policies. UNHCR has worked with the Ministry of Higher Education and Syrian universities to facilitate refugee enrolment in local universities. Twenty students received a DAFI scholarship in 2017.<sup>16</sup>

## **Bangladesh**

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Starting in August 2017, 671,000 refugees fled from Myanmar's Rakhine State into Bangladesh in less than six months. The new arrivals joined more than 200,000 refugees from Myanmar already in the country, mainly in the district of Cox's Bazar. Refugee children and youth living in registered refugee camps in Cox's Bazar are not entitled to sit for national education exams. NGOs provide non-formal education in refugee settlements. In 2017, UNHCR piloted the DAFI pilot programme for 10 registered refugee students.

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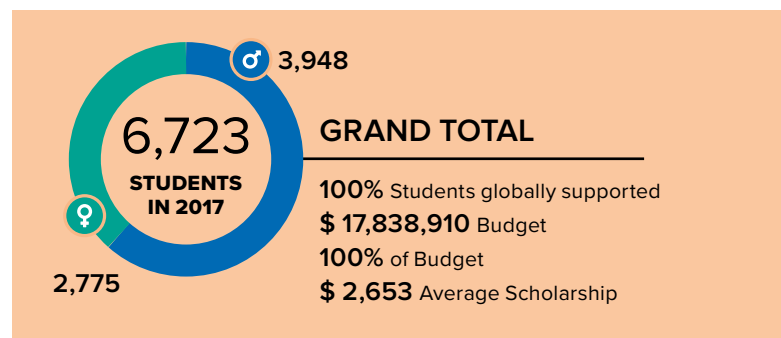
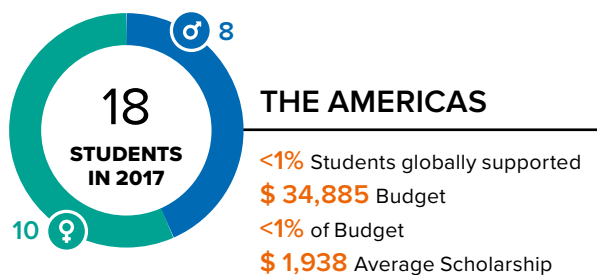
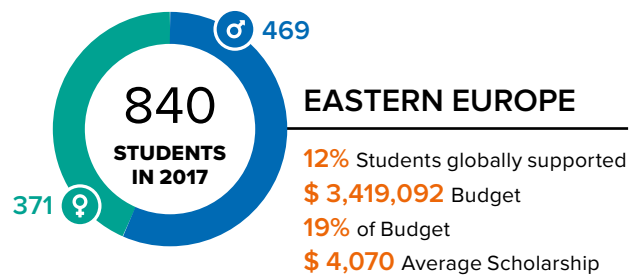
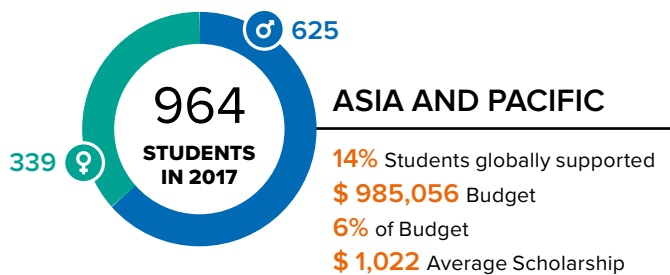
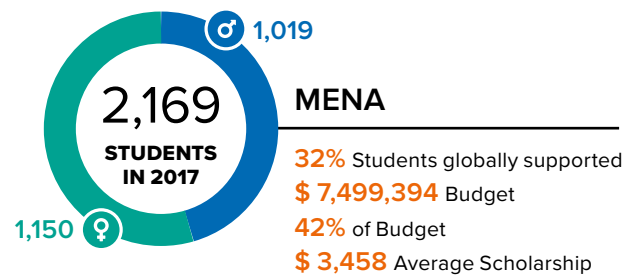
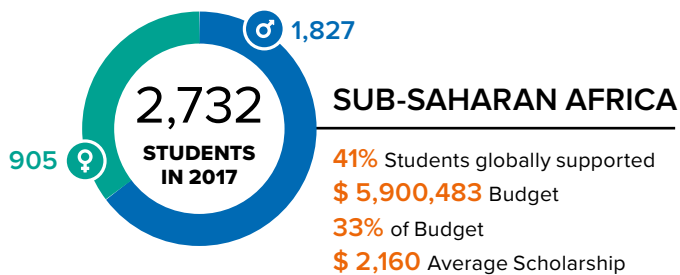
<sup>16</sup> The re-opened DAFI scholarship programme in Syria is funded by a private partner.



## 3. REGIONAL DYNAMICS

The following chapters review the five regions in which the DAFI programme operated in 2017. It is supplemented by detailed country factsheets at the end of the report (see Chapter 9). In 2017, Sub-Saharan Africa countries (30 countries out of 50) continued to host the majority of DAFI-supported students (41%). The MENA region (nine countries) hosted 32% of DAFI scholarships; Asia and the Pacific (six countries) hosted 14%; and Eastern Europe (four countries) hosted 12%. Eastern Europe includes Turkey, which awarded the largest number of scholarships for the second consecutive year. In the Americas, only Ecuador had a DAFI programme in 2017.

Table 2. Regional breakdown







Nobel Peace Prize winner Malala Yousafzai meets with a group of DAFI scholarship recipients at a cafe in Erbil, Iraq.  
©UNHCR/Cengiz Yar

**The cost of each scholarship determines the number of scholarships UNHCR can offer.** Scholarship costs are affected by subsistence allowances, including those for food and transport, registration and tuition fees, student support activities and other programme costs. Globally, the average annual cost of a scholarship stood at USD 2,653 in 2017, with wide variation in the cost between countries. For example, Ethiopia had the lowest average cost of scholarship (USD 685) and Botswana the highest (USD 6,584). What particularly stands out is that scholarship costs highly depend on the higher education policies of the country in question and the student tuition fees imposed by local education institutions. Many governments regard refugee students as foreign students and charge international fees; others permit refugees to study on the same terms as nationals. In some countries, such as Botswana, high fees applied to both local students and refugees.

**UNHCR advocates for lower tuition fees to maximize the number of scholarships available.** In 31 of the 50 DAFI countries, refugees had access to higher education under the same conditions as national students. Where countries impose higher fees on refugee students, UNHCR seeks to negotiate with higher education institutions and Ministries of Education to reduce the fees. This has been done successfully for DAFI students in 11 countries, and two more countries (Chad and Eritrea) have reduced the fees for all refugee students. Iraq's Ministry of Higher Education reached an agreement with UNHCR in 2017 under which DAFI students taking 5-year courses, including medicine, are offered one year of free tuition. The DAFI programme provides scholarships only for four years of study and this agreement allows students to enrol in courses longer than four years.

As Table 2 illustrates, the cost of scholarships varied between regions. The cost was highest in Eastern Europe, followed by the MENA region. Costs were lowest in the Asia and Pacific region. Though Sub-Saharan Africa hosted the largest number of scholars, its 30 participating countries received the second largest budget share, after the MENA region with only nine programme countries.

The country factsheets in Chapter 9 indicate the policies that apply to refugee higher education in each country. They also depict the overall learning environment, including access to secondary education and the quality of education offered, and the partnerships that UNHCR and partners have with Ministries of Education and higher education institutions.

### 3.1 SUB-SAHARAN AFRICA

Sub-Saharan Africa continued to have the highest number of DAFI students. In 2017, the region hosted 2,732 DAFI scholars, 41% of the total. The number of scholarships increased by 43% compared to 2016. The three largest country programmes were: Ethiopia (729 students), Uganda (438), and Kenya (370). The largest countries of origin of the students were: Somalia (667 students), South Sudan (475), and Sudan (404). Pressure to support displaced South Sudanese youth increased during the year; 2.46 million refugees from South Sudan are now hosted in the region, the majority in Uganda.<sup>17</sup>

Female students represented one third of the total. This was lower than the global average (41%). Across Sub-Saharan Africa, only 29% of applicants were women. This explains why only 32% of the new scholarships available went to women, despite the programme’s commitment to gender equity. The region’s low application rate is attributed to specific economic, social, and cultural factors that impede women from completing secondary school and subsequently pursuing higher education. For more information on barriers to gender equity in education, see Chapter 4.3.

Table 3. The DAFI programme in Sub-Saharan Africa (2017)<sup>18</sup>

Ethiopia	729	♀ 182	Budget 499,096	avg. 685
Uganda	438	♀ 151	Budget 818,471	avg. 1,869
Kenya	370	♀ 104	Budget 1,041,740	avg. 2,816
Cameroon	150	♀ 45	Budget 329,966	avg. 2,200
South Africa	142	♀ 60	Budget 614,736	avg. 4,329
Rwanda	141	♀ 44	Budget 288,746	avg. 2,048
Chad	136	♀ 45	Budget 382,174	avg. 2,810
Sudan	133	♀ 90	Budget 194,132	avg. 1,460
Ghana	73	♀ 31	Budget 252,120	avg. 3,454
Tanzania	57	♀ 21	Budget 246,447	avg. 4,324
South Sudan	56	♀ 12	Budget 256,110	avg. 4,573
Burundi	55	♀ 12	Budget 132,909	avg. 2,417
Zambia	45	♀ 22	Budget 152,671	avg. 3,393
Senegal	39	♀ 14	Budget 152,649	avg. 3,914
Liberia	26	♀ 12	Budget 83,540	avg. 3,213
Mozambique	16	♀ 7	Budget 53,807	avg. 3,363
Mali	13	♀ 10	Budget 63,633	avg. 4,895
Burkina Faso	11	♀ 5	Budget 40,580	avg. 3,689
Namibia	11	♀ 6	Budget 20,616	avg. 1,874
Zimbabwe	11	♀ 4	Budget 54,420	avg. 4,947
Eritrea	9	♀ 0	Budget 13,487	avg. 1,499
Niger	9	♀ 1	Budget 42,653	avg. 4,739
Nigeria	9	♀ 3	Budget 7,410	avg. 823
Botswana	8	♀ 4	Budget 52,383	avg. 6,548
Côte D'Ivoire	8	♀ 5	Budget 22,066	avg. 2,758
Gambia	8	♀ 3	Budget 12,680	avg. 1,585
Guinea Bissau	8	♀ 4	Budget 13,313	avg. 1,664
Guinea Conakry	8	♀ 2	Budget 22,890	avg. 2,861
Togo	8	♀ 4	Budget 14,264	avg. 1,783
Benin	5	♀ 2	Budget 20,775	avg. 4,155
<b>Grand Total</b>	<b>2,732</b>	<b>♀ 905</b>	<b>Budget 5,900,483</b>	<b>avg. 2,160</b>

<sup>17</sup> UNHCR: [South Sudan Situation, Regional Overview](#) (2018)

<sup>18</sup> cost in USD



**Despite obstacles to female enrolment, some countries have made significant progress.** In Zambia, for instance, the proportion of female DAFI scholars has risen from one third in 2012 to 49% in 2017. Several countries have made a concerted effort to encourage and assist female applicants. In Liberia, promising female students were offered preparatory coaching for university entrance exams. In Uganda, DAFI students ran outreach sessions for female students in local secondary schools. In Ghana, DAFI scholars and alumni set up a fund to pay the tuition fees of girls in senior high school. For more information on efforts to improve gender equity, see the country factsheets in Chapter 9.

**The cost of scholarships in Sub-Saharan Africa varies widely.** Globally, the most expensive and least expensive DAFI scholarships were both in Sub-Saharan Africa. Botswana remained the country programme with the most costly scholarships (USD 6,548), because its higher education institutions face complex resource constraints and levy high tuition fees on those who attend higher education – impacting local and refugee students equally. Ethiopia remained globally the country programme with the lowest scholarship costs (USD 685 per student), in part because the Government of Ethiopia continues to subsidize the tuition fees of refugee students. In South Africa, accommodation and transport were expensive and consumed a significant proportion of scholarship funding. Twelve new agreements were signed with higher education institutions or Ministries of Education in the Sub-Saharan African region in 2017. The UNHCR office in Chad negotiated six of these, signed during the 25<sup>th</sup> anniversary event by private universities and institutes. The universities agreed to halve tuition fees and treat refugee students and their Chadian peers equally.





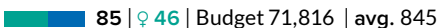


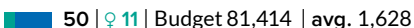
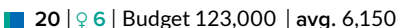
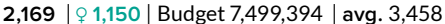
## 3.2 MIDDLE EAST AND NORTH AFRICA (MENA)

**The largest group of DAFI students in the MENA region were Syrian refugees** (1,715 students), followed by students from Iraq (95) and Western Sahara (85). In terms of country programmes, Jordan had the highest number of DAFI students in 2017 (721); followed by Lebanon (435), Egypt (402) and Iraq (294). Algeria had the lowest average scholarship cost per student in the region (USD 845). A new programme for 20 students was launched in Syria in 2017, funded by a private partner. The programme had the highest average cost per scholarship in the MENA region (6,150 USD) due to high tuition fees. For more information on the reopened Syria programme, see Chapter 2.3.

**53% of DAFI students were women, above the global average.** In 2017, 44% of applicants in the MENA region were women. Some programmes reported commendably high female enrolment rates, including Iraq (59%), Jordan (58%), Algeria (54%), Egypt (53%), and Lebanon (52%). Yemen has made particular progress: 48% of the DAFI scholars in 2017 were women, compared to 37% in 2012.

**Certain countries struggled to meet gender parity.** Syria (30%), Morocco (22%), and Mauritania (21%) awarded DAFI scholarships to a particularly low numbers of women. In Morocco, refugee girls have very poor access to education; only 11% complete secondary school. To encourage as many girls as possible to continue their education, UNHCR in Morocco and its project partner Foundation Orient Occident held workshops for prospective female applicants and interviewed talented female students who chose not to apply. This was done to understand how girls and their parents can be better motivated and supported to considering higher education as an option and apply for a DAFI scholarship.

**Table 4. The DAFI programme in the Middle East and North Africa (2017)**

Jordan		721   ♀ 417   Budget 3,557,811   avg. 4,935
Lebanon		435   ♀ 228   Budget 1,213,653   avg. 2,790
Egypt		402   ♀ 212   Budget 649,800   avg. 1,616
Iraq KRI		294   ♀ 174   Budget 1,357,635   avg. 4,618
Algeria		85   ♀ 46   Budget 71,816   avg. 845
Yemen		82   ♀ 39   Budget 294,588   avg. 3,593
Mauritania		80   ♀ 17   Budget 149,676   avg. 1,871
Morocco		50   ♀ 11   Budget 81,414   avg. 1,628
Syria		20   ♀ 6   Budget 123,000   avg. 6,150
<b>Grand Total</b>		<b>2,169   ♀ 1,150   Budget 7,499,394   avg. 3,458</b>

### 3.3 ASIA AND THE PACIFIC

96% of DAFI students supported in the Asia and the Pacific region were Afghan refugees. The three largest DAFI country programmes in Asia were Pakistan (490 students), Islamic Republic of Iran (373), and India (70).

35% of DAFI students in the region were female. This was lower than the global average (41%). Pakistan, for example, where female enrolment in higher education is generally low<sup>19</sup>, had the lowest female DAFI programme enrolment in the region (13%). The other five DAFI programme countries in the region had female enrolment rates of 35% or higher. The low enrolment is also a consequence of a low number of female applicants. Only 13% of applications in the Asia-Pacific region were from young refugee women.

The cost of scholarships in the Asia and Pacific region was lower than the global average. In 2017, the most expensive scholarships were in Tajikistan (USD 1,952), primarily because refugee students are required to pay international fees on top of the already high fees for national students. Scholarships costs are lowest in Pakistan (USD 851) because refugee students pay no additional fees.

Table 5. The DAFI Programme in Asia and the Pacific (2017)

Pakistan	490	♀ 66	Budget 417,074	avg. 851
Islamic Republic of Iran	373	♀ 231	Budget 460,657	avg. 1,235
India	70	♀ 30	Budget 60,618	avg. 866
Tajikistan	17	♀ 6	Budget 33,179	avg. 1,952
Bangladesh	10	♀ 4	Budget 10,109	avg. 1,011
Kyrgyzstan	4	♀ 2	Budget 3,418	avg. 855
<b>Grand Total</b>	<b>964</b>	<b>♀ 339</b>	<b>Budget 985,056</b>	<b>avg. 1,022</b>

### 3.4 EASTERN EUROPE

UNHCR Turkey managed the largest DAFI programme globally (818 students). The Government of Turkey supported this large programme through the Presidency for Turks Abroad and Related Communities (YTB), its national scholarship institution. Most of the students were Syrian (813 students). In the Eastern European region, DAFI average annual scholarship costs were highest in Turkey (USD 4,135), largely because of high living costs. While Syrian refugees studied under the same conditions as national students, non-Syrian refugee students paid tuition fees applicable to foreigners.

44% of scholarship holders are women, above the global average. In 2017, women received half the new scholarships awarded.

Table 6. The DAFI programme in Eastern Europe (2017)

Turkey	818	♀ 359	Budget 3,382,738	avg. 4,135
Russian Federation	12	♀ 6	Budget 15,800	avg. 1,317
Azerbaijan	8	♀ 4	Budget 18,274	avg. 2,284
Ukraine	2	♀ 2	Budget 2,280	avg. 1,140
<b>Grand Total</b>	<b>840</b>	<b>♀ 371</b>	<b>Budget 3,419,092</b>	<b>avg. 4,070</b>

<sup>19</sup> World Bank: Female enrolment in tertiary education data (2018)



When Natalia fled her home country, Colombia, and arrived in Ecuador with her family, it was her dream to pursue her higher education. Having completed secondary school in her home country, she undertook several administrative steps to recognize her school leaving exams but still struggled to enrol in university due to financial difficulties. Then, the family received support from HIAS, UNHCR’s partner in Ecuador, and through HIAS Natalia’s father learned about the DAFI programme. Natalia applied and was selected as a scholar in 2008. Because she loves writing, she chose to study social communication. Natalia now works as a community manager at a global advertising agency with an office in Ecuador. She remains part of the DAFI family, and participated in the annual scholars’ meeting in 2016. Natalia is a graduate of the DAFI scholarship programme in Ecuador ©UNHCR Ecuador

### 3.5 THE AMERICAS

Ecuador had the only DAFI programme in the Americas<sup>20</sup>. All 18 of the students supported in 2017 were of Colombian origin; 56% were women. The average cost of scholarships (USD 1,938) was below the global average. For more information on the Ecuador DAFI programme, please see the country factsheet in Chapter 9.

**Table 7. The DAFI programme in the Americas (2017)**


Ecuador		18   ♀ 10   Budget 34,885   avg. 1,938
<b>Grand Total</b>		<b>18   ♀ 10   Budget 34,885   avg. 1,938</b>

<sup>20</sup> In the beginning of 2017, numbers of refugees in the Americas had been comparably low. Noting that throughout the year and in 2018 the numbers have risen, mainly due to the Venezuela emergency situation, needs will have to be reassessed. The DAFI programme in Panama was closed in 2015 due to lack of demand.









**Student Story:**

# John in Ethiopia

John, a DAFI scholar from Sudan, is studying applied chemistry in Ethiopia.

John Yasir, aged 20, has made many sacrifices to obtain his education. Separated from his family when he was only 14, he headed to Ethiopia looking for safety and a chance to finish his studies. Today he is studying applied chemistry at Assosa University.

Staring out over again in Ethiopia's Sherkole Camp, he remembers his home town in Blue Nile State, Sudan. "I remember the river back home, where we used to go fishing and swimming. I miss that so much. The time with my friends. I haven't seen my friends again."

John always obtained first or second place among his classmates in school. But this achievement involved many sacrifices. "I was living with my uncle so that I could go to school. He was a teacher. My mother lived in another place", he said.

In 2011, bombings and attacks increased. "You could see buildings destroyed and smoke in the air. I was so afraid. I had just started grade nine, but I did not feel safe anymore."

John started out for Ethiopia, where he knew his cousin would be waiting for him. "Along the way, I found my school friend; we stayed together the whole way. It took us two nights to cross the border, sleeping in the bush. I found a car at the border, which took some of us over."

Taking only his clothes and his seventh-grade certificate, John arrived at Ethiopia's Sherkole Camp. "Leaving school in Sudan without knowing whether I would find a new school was very stressful. I was already in grade nine, and thankfully the certificate I brought with me allowed me to join the local secondary school here." One thing still haunted him: Where was his mother? Later that year, when more people started crossing into Ethiopia, John was at the ARRA refugee management compound looking for familiar faces. And there she was. "I saw her. It was a complete surprise, I never thought I would see her again. I was very happy!"

Five years went by. John continued to be the best student in his class, graduated from secondary school and passed the test to enter university. In 2016 he was awarded a DAFI scholarship. "When I heard I had a scholarship, I felt happy because it isn't every day you get a chance like this, not even in Sudan. You need a lot of money to study at university. And I will be the first graduate in my family. I am studying applied chemistry, working with elements and mixing compounds to produce things. It reminds me of cooking with my mother, mixing elements; that's why I chose this programme. I wanted to study public health or engineering. Life has given me a third option. I have a positive attitude and no regrets."

John is set to graduate in 2019, after which he aims to give back to his community. "I want to open a small school to teach chemistry and applied sciences. Many students fear chemistry, so I want to help them pass. Even if it means teaching under the shade of a tree, or in one of the schools here, I just want to teach."

With a new life alongside his mother, John is optimistic and tackles all challenges head on. "My mother did not graduate from school. But she always encouraged me to study. That's why she sent me to my uncle in Sudan. Even now, she spends every penny she can get to feed me, before I go to school. She collects firewood to sell. I go to school just for her."



# 4. STUDENT PERFORMANCE AND SUPPORT

## 4.1 RESULTS AND ACADEMIC SUPPORT

DAFI students excel at university, despite the educational challenges they have faced. In 2017, 3,181 students advanced to the next academic year after passing their university exams and 547 graduated (see Diagram 1 for an overview). The DAFI programme is an academic scholarship with a competitive admission process, but it takes account of differences in educational opportunities in each country and challenges that refugee students have faced. Refugee students frequently lack proficiency in local languages, have missed years of schooling in their countries of origin or asylum, are unfamiliar with the curriculum in their host country, must integrate in a new school system, and cope with poor schooling in both camps and urban settings. Despite these obstacles, DAFI scholars continue to excel at university.

DAFI success rates were high in 2017. The retention rate was 95% and 29 DAFI programme countries recorded no dropouts. 3% of students voluntarily left the programme for various reasons: resettlement or repatriation (23%); medical or family reasons (11%); unidentified reasons (65%). 2% were discontinued from the programme due to repeated academic failure or because they had been barred from the university for misconduct. Less than 1% of DAFI students (93) in 2017 were obliged to repeat an academic year. To minimize the risk of dropout, applicants for DAFI programmes are required to not have an active resettlement case at the time of application. Some scholars or their families nevertheless pursued resettlement options after starting their scholarship, and dropped out when their application was successful. Diagram 2 shows the main causes of voluntary dropout.

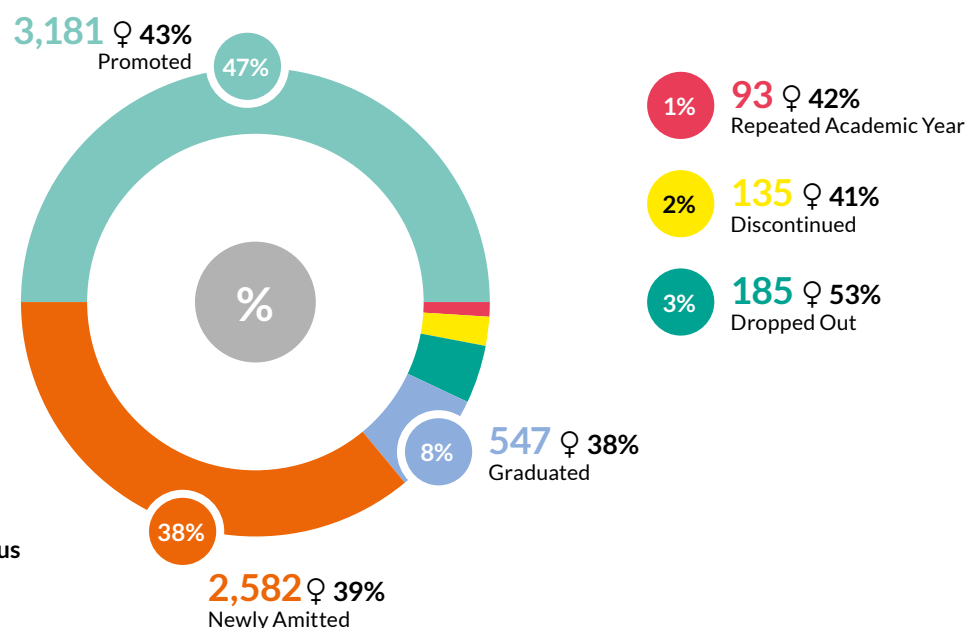


Diagram 1. Academic Status of DAFI students in 2017

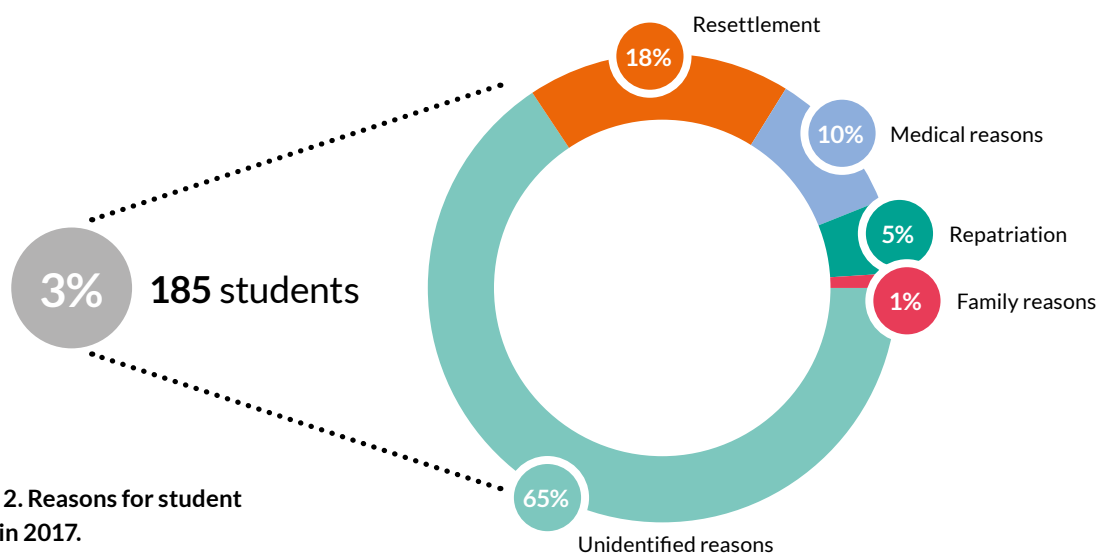




Fatimetou, a Malian refugee and DAFI scholar, receives a scholarship award at the 25<sup>th</sup> DAFI anniversary celebrations in Mauritania. ©UNHCR.

**To prevent failures, dropouts and repeated years of study, the DAFI programme offers tailored support and skills training to students.** Firstly, the programme covers students' health insurance and health costs and where possible assists those with health problems to continue their studies. Secondly, the support includes bridging courses<sup>21</sup>, supplementary language courses, computer skills classes and regular individual counselling by UNHCR, its partner and the university. In 2017, over 400 students were enrolled in complementary language courses and almost 300 students attended computer training classes organised by UNHCR and partners.

**In 2017, UNHCR and partner staff made over 800 visits to the higher education institutions that host DAFI scholars.** These visits enable the programme to meet students and professors and identify and support students who are struggling. DAFI students are encouraged to contact UNHCR or partner staff if they have concerns or difficulties. Many programmes provide regular outreach via phone and text message groups such as WhatsApp. Support is usually stepped up during the university orientation period at the beginning of the scholarship and during examinations, when students are more likely to require it. The case study from Lebanon (Box 1) illustrates some of the ways in which students are supported.



**Diagram 2. Reasons for student dropout in 2017.**

<sup>21</sup> A bridging course is a short-term, targeted preparation course that supports students' success taking various forms such as language acquisition and/or other existing differences between home and host education curricula and systems for entry into a different type of certified education.





*“With the scholarship, I acquired key knowledge and skills. Thanks to DAFI, I was empowered and got the chance to empower others. I was transformed. I received all the tools I need to play my part.”*

Cairo, 30, is a successful DAFI alumnus (2008-2012). Cairo grew up in conflict and experienced multiple displacements during his childhood, first fleeing fighting in the Democratic Republic of Congo and then fleeing attacks by armed groups on refugee camps in Western Rwanda. Despite this, Cairo managed to complete his education and studied English literature at university through his DAFI scholarship. He now works in Kigali, the Rwandan capital, as an English teacher, where his skills are in high demand because Rwanda has changed the language of school instruction from French to English. In 2013, he was recruited by [IEE Rwanda](#) (Inspire Educate and Empower Rwanda) to train teachers and now contributes directly to the development of Rwanda’s education sector. ©UNHCR / Antoine Tardy

**Box 1** Terre des Hommes (TDH) in Lebanon uses early intervention and targeted student support to prevent dropout


















In Lebanon, language is a barrier for many Syrian refugees in their first year at university. Almost all disciplines are taught in English or French, while most Syrian students studied in Arabic until their displacement. Having to work in a new language lowers their academic performance. In addition, many students have to obtain and renew legal documents to attend university, as well as cope with stress in their personal life because their families and communities are in vulnerable circumstances.

In response, UNHCR Lebanon and its partner TDH offer comprehensive support to DAFI students, covering: (1) educational matters, (2) personal and social matters, and (3) security and residency.

Moderated WhatsApp groups provide a constant helpline to UNHCR and TDH, and a forum through which students can communicate, advise each other and build a community. TDH staff visit university campuses each week to check students’ progress and identify at-risk students who might require extra assistance. Before exam periods, TDH introduces a student counsellor and schedules additional counselling sessions to help students prepare and cope. 25 students attended an initial counselling session in 2017, and many subsequently participated in individual sessions. Three student workshops in the course of the year also gave students an opportunity to share their difficulties and receive support.

After analysing issues that emerge in the WhatsApp groups, workshops, counselling sessions and monitoring visits, TDH can provide tailored support to individuals, which offer solutions to their specific needs. For example, they might refer a student to UNHCR for legal or protection assistance, arrange academic or language training, put a student in touch with a peer network, or provide counselling.

**Table 8. Fields of study of DAFI students in 2017**

Field of study	Female		Male		Total students	
	Nr.	%	Nr.	%	Nr.	% (of total)
 Medical and health-related Sciences	662	52%	609	48%	1,271	19%
 Commercial and business administration	482	40%	735	60%	1,217	18%
 Engineering	252	26%	710	74%	962	14%
 Social and behavioural sciences	295	38%	485	62%	780	12%
 Humanities	331	61%	211	39%	542	8%
 Mathematics and computer science	119	25%	363	75%	482	7%
 Education Science and teacher training	200	48%	216	52%	416	6%
 Natural sciences	160	46%	190	54%	350	5%
 Law	113	44%	144	56%	256	4%
 Mass communication and documentation	48	40%	71	60%	119	2%
 Architecture and town planning	33	38%	55	63%	88	1%
 Agriculture, forestry and fishing	25	31%	56	69%	81	1%
 Fine and applied arts	26	53%	23	47%	49	1%
 Home economics	11	27%	30	73%	41	1%
 Transport and communications	3	9%	29	91%	32	<1%
 Service trades	8	47%	9	53%	17	<1%
 Trade, crafts and industrial programmes	6	35%	11	65%	17	<1%
Other programmes	1	50%	1	50%	2	<1%

## 4.2 FIELDS OF STUDY

During their studies, DAFI students acquire skills that enable them to become self-reliant and contribute to their communities and the local economy. DAFI scholars have diverse interests and aspirations and study a wide range of subjects. The top five fields of study in 2017 were: medical and health-related sciences (19%); commercial and business administration (18%); engineering (14%); social and behavioural sciences (12%); and the humanities (8%). While most university graduates worldwide are women, they remain a minority group among science, technology, engineering and mathematics (STEM) graduates.<sup>22</sup> Interestingly, Table 8 reveals that STEM subjects have been popular with female DAFI scholars: 52% of medical and health-related science students and 46% of natural science students are women.

## 4.3 EQUAL AND INCLUSIVE ACCESS

UNHCR seeks to ensure that all persons of concern access their rights on equal terms and participate fully in decisions that affect their families and communities. This is in accordance with the updated [Policy on Age, Gender, and Diversity](#) (2018) which emphasizes human rights, participatory and community-based approaches. Differences between individuals (actual and perceived)<sup>23</sup> can influence a person's opportunities, capacities, needs and vulnerability. By analysing age, gender and diversity (AGD) dimensions, UNHCR aims to understand the protection risks and capacities of individuals and communities and improve its capacity to prevent discrimination and harm.

The approaches underpinning UNHCR's AGD policy are integrated in the DAFI programme through the DAFI Policy and Guidelines. The DAFI programme's objectives align with

<sup>22</sup> UNESCO: [Global Education Monitoring Report Gender Review](#) (2018)

<sup>23</sup> Differences can include: age, gender, values, attitudes, cultural perspectives, beliefs, ethnic background, nationality, sexual orientation, disability, health, social status, skills and other personal characteristics.





Necelatte (right) and Jean-Claude from Burundi have been friends since they attended the same secondary school for children with visual impairments. Today, UNHCR and the DAFI programme support them to go to university. Necelatte is studying for a BA in journalism, while Jean-Claude is entering his second year in French, English and Education studies. ©UNHCR / Antoine Tardy

principles of equality and full participation and seek to empower young women and men with diverse backgrounds to contribute their knowledge, skills and leadership to their communities. UNHCR is committed to working closely with persons of concern as well as national authorities to ensure safeguards are in place to prevent any programme from inadvertently increasing marginalization, vulnerability, exclusion or stigmatization that put individuals or groups at additional risk.

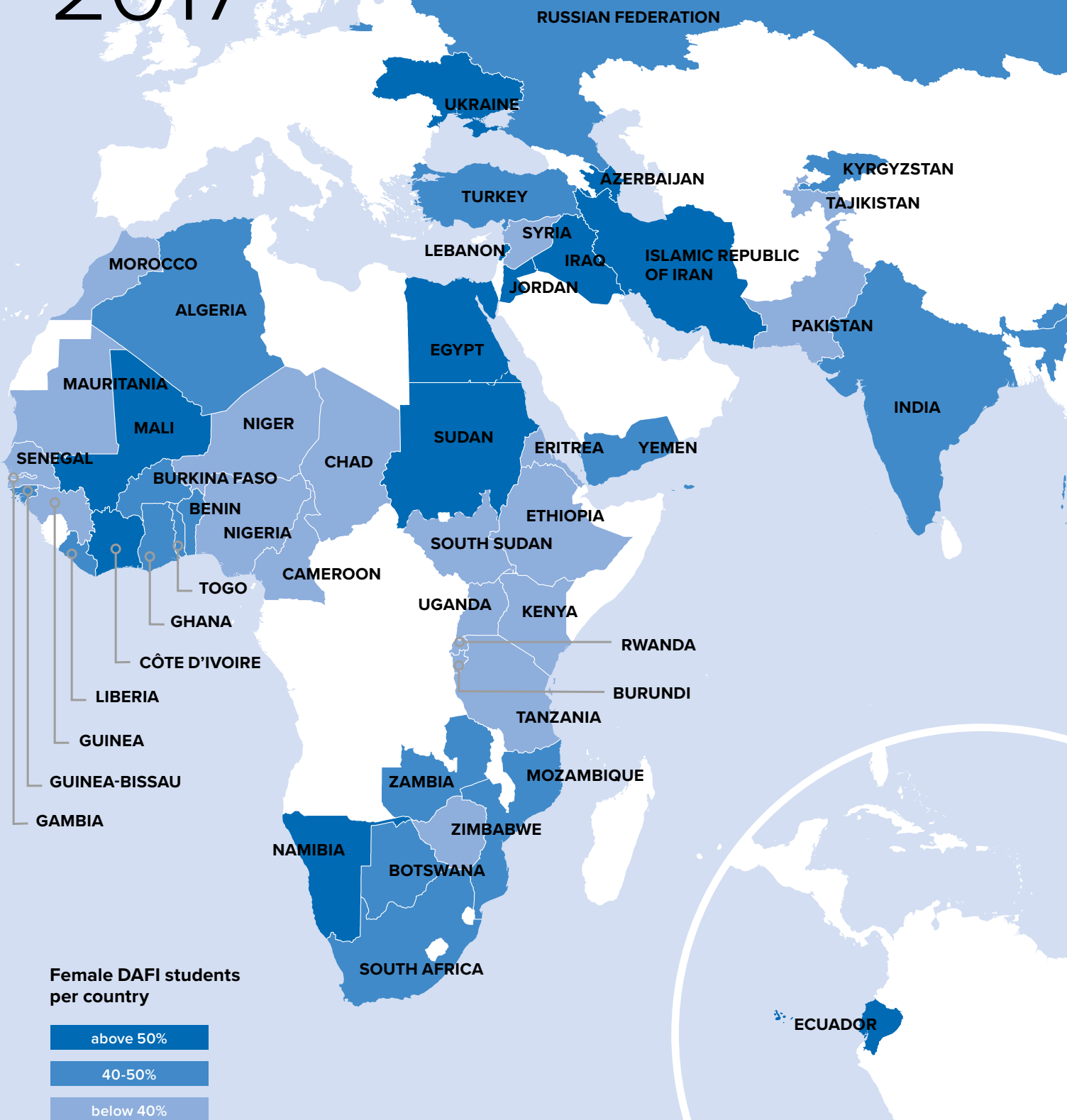
**Globally, 41% of DAFI scholars were young women in 2017.** This represents a slight decline from 2016, when 44% of students were female. Gender participation varied greatly by region, as outlined in Chapter 4 of this report. For the gender breakdown of individual programmes, see the country factsheets in Chapter 9.

**Despite the overall decline, some countries have increased female enrolment.** In Yemen, for example, the proportion of women enrolled in university with a DAFI scholarship rose from 41% to 48%. This progress was made despite two years of conflict that have undermined Yemen's social services, prevented two million children from attending school and damaged more than 16,000 schools.<sup>24</sup> Another example is Zambia, where the rate of female scholarship holders rose from 47% to 49%, up from 40% in 2015, due to targeted outreach to prospective female students by UNHCR Zambia, encouraging them to apply.

**Notwithstanding progress, many women are still unable to fully access education.** In collaboration with communities and other stakeholders, UNHCR and its partners have confirmed that young women do not complete or do not pursue their education for several reasons that affect their eligibility for higher education scholarships.

<sup>24</sup> UNHCR: [Braving bombs and bullets to stay in school in Yemen](#) (2017)

# PROGRESS TOWARDS GENDER EQUITY 2017





“ Education is important for refugees, especially girls, because they have to feel they are equal to men. They need to know that whatever happens, whoever is challenging you, you can be strong and overcome challenges. A woman has to be able to stop depending on men and to contribute to any country. This can be done if you are educated.”

Genet, a 21-year-old Eritrean refugee studying midwifery on a DAFI scholarship in Ethiopia, is a strong advocate of women's education. ©UNHCR / Diana Díaz



- **In many refugee contexts, female school enrolment begins to decline at the end of primary school.** At secondary level, refugee girls are only half as likely to enrol as their male peers.<sup>25</sup> The lower numbers of girls completing school, and becoming eligible for higher education, is reflected in fewer applications from women to the DAFI programme. Only 34% of applications in 2017 were submitted by women.
- **In certain countries, scholarship applications are particularly low.** In Pakistan, fewer than 10% of DAFI scholarship applications in 2017 were from women.<sup>26</sup> In 171 primary and secondary government schools for refugees that UNHCR funded in 2017, only 18% of pupils were female.<sup>27</sup> In response to this, DAFI scholars in Pakistan visited secondary school students in Quetta and Islamabad to specifically encourage refugee girls to apply for higher education opportunities.
- **Social, cultural and economic factors make young women less likely to apply.** Even if a young refugee woman does complete secondary school, a host of social, cultural and economic factors influence her and her family's decision to pursue further education. Education for refugee girls often has a higher opportunity cost for families, in terms of loss of income and domestic duties. Social pressure to marry and have children early can cause refugee girls to drop out of education early. In November 2017, UNHCR Headquarters and UNHCR's Kenya offices, with partners, conducted a participatory assessment of the refugee community in Kenya to understand the barriers to female education and so improve DAFI programming (see Box 2).

<sup>25</sup> UNHCR: [Her Turn: It's time to make refugee girls' education a priority](#) (2018)

<sup>26</sup> 701 male but only 77 female candidates applied for 296 new scholarships advertised in Pakistan. Of the 77 women who applied, only 48 were eligible for the DAFI programme. 38 were awarded a scholarship.

<sup>27</sup> UNHCR: [Mapping of education Facilities and refugee enrolment in main refugee hosting areas and refugee villages in Pakistan](#) (2017)

In November 2017, UNHCR and partners conducted 21 focus group discussions with girls, boys, women and men of different ages, nationalities, ethnicities, and needs in the Kenyan refugee settlements of Dadaab and Kakuma/Kalobeyei. **In Kenyan refugee communities, just four girls are enrolled in secondary school for every ten boys** (UNHCR, 2018a). Despite engaging regularly with secondary schools through career weeks and awareness sessions, the DAFI programme has not succeeded in raising the gender ratio in Kenya above 32% in the last seven years. In 2017, 28% of DAFI students in Kenya were women. The purpose of the assessment was to understand what obstructs gender parity, and to find solutions with the community.

#### Key barriers identified

1. **Domestic responsibilities and care of younger siblings.** All focus groups said this was a major barrier to female school attendance. Domestic tasks take time and are an opportunity cost for the family.
2. **Expectations of early marriage.** This particularly affects girls aged 14 to 17. Expectations about the age of marriage varied in different focus groups, but all expected girls to marry between 14 and 18 years of age. Pressure to marry early has a strong negative impact on school enrolment, and the community said that domestic duties for child brides and the risk of pregnancy were related factors for school dropout.
3. **Early pregnancy.** Pregnancies that result from early marriage, survival sex, rape, or lack of contraception all lead girls to drop out of school. Though a married girl may go to school, she is expected to cease her education once she is a mother.
4. **Survival sex.** Survival sex was reported to be widespread, especially for unaccompanied adolescents and single mothers living in the camp.
5. **Female genital mutilation (FGM).** FGM is illegal in Kenya but focus groups reported that it still occurs in some communities. The physical pain FGM causes can prevent girls from attending school. Some girls no longer attend school afterwards because they are perceived to have reached maturity.
6. **Unsafe schools.** Some schools are unsafe environments for girls. Girls may be verbally and physically abused or schools may tolerate a culture of male dominance. Where abusive conduct is not sanctioned or reported, girls often respond by dropping out of school.
7. **Unsafe travel.** Girls are often deterred from studying because their journey to school is unsafe. In camp settings, for example, girls or their parents may be unwilling to walk home because they fear being harassed or assaulted. Additionally, if schools are far away, girls have less time for household duties and drop out for this reason.
8. **Menstrual hygiene management.** Girls' attendance at school is also affected by irregular or inequitable distribution of sanitary products and lack of access to clean latrines, clean water and washing facilities.
9. **Few female teachers.** 82% of the teachers in Kakuma, Kaboloyei and Dadaab are male. Girls lack female role models to inspire them, as well as female support and counselling.

#### Lessons learned and ways forward

A number of lessons were learned from these community sessions. First, gender-disaggregated and gender-sensitive data should be collected and analysed as a matter of course, to provide an evidence-based foundation for policy. Second, to achieve sustained educational change, it is essential to work closely with the community and with families. A number of specific recommendations emerged. They included: remedial classes; all-female training for teachers; women's conferences; and affirmative action in admissions policies. To achieve these changes, UNHCR will develop coherent strategies for young people in association with partners that specialize in child protection, gender equality, youth, and sexual and gender-based violence. In 2018, UNHCR will also roll out its innovative **Youth Education Programme in Kenya**. The programme will focus on young women and girls. For more information, see Box 3.



Clarisse, 21, is a refugee student participating in a connected learning programme in Kakuma refugee camp. She hopes to obtain a scholarship enabling her to pursue higher education. ©UNHCR / Antoine Tardy

#### Applying an AGD and community-based approach to DAFI programming: promising practices at country level

- In **Ethiopia, Uganda and Botswana**, female DAFI students ran girl-focused education sessions in local schools and in their communities to change perceptions of refugee girls' education. By highlighting the benefits of education and sharing their personal experiences, the students showed girls and their families the value of education and encouraged and inspired girls to pursue their schooling.
  - In **Cameroon**, UNHCR and partners held student consultations after it was observed that female DAFI scholars were outperformed in exams by their male peers. Female students reported that they were exhausted by their domestic tasks, had to share their scholarship money with their families, and in some cases had to balance education and childcare. Through a workshop, female students went on to create an action plan, which included enhanced counselling and peer support, female leadership training, and family sessions. In June 2017, a female leadership workshop brought students together for four days and a dedicated support system for female students was launched. After these initiatives, female students reported that they could concentrate more on their studies.
  - DAFI students in **12 countries**<sup>28</sup> supported the campaign *16 days of activism against sexual and gender-based violence*.<sup>29</sup> UNHCR, partners, and DAFI students held discussions, workshops and campaigns on sexual and gender-based violence (SGBV), discrimination, female activism, and gender equity. In many countries, UNHCR and partners took the opportunity to combine DAFI annual workshops with the 16 days' campaign, making gender discrimination and SGBV the workshop theme. See Boxes 4 and 5 for case studies of the campaign in India and Morocco.
- For more information on how individual countries have advanced gender equity, see the country factsheets in Chapter 9.

<sup>28</sup> Yemen, Uganda, Turkey, Tanzania, Tajikistan, Pakistan, Niger, Morocco, India, Burundi, Burkina Faso, and Guinea.

<sup>29</sup> [16 days of activism against gender-based violence](#) is an annual campaign that starts on 25 November (International Day for the Elimination of Violence against Women) and ends on 10 December (Human Rights Day). In 2017, the global theme was 'Leave No One Behind – Working together to end sexual and gender-based violence'.



### Box 3 UNHCR's youth education programme

In 2017, UNHCR's Education Section launched a youth education programme, which uses innovative, youth-led programmes to improve secondary school enrolment and completion and pathways to vocational training and higher education. The programme includes a focus on girls' education, the transition from secondary school to further education, and life skills. It has been launched in four pilot countries, all of which have DAFI programmes. The youth education programme will complement the DAFI programme by strengthening the transition to further education, supporting female enrolment and empowering youth communities. It includes a strong research component, led by young refugees that will identify better forms of support for secondary school students that UNHCR can disseminate throughout its programmes, including the DAFI programme.

### Box 4 DAFI students address gender stereotypes in India

At the end of 2016, the Indian National Crime Records Bureau reported a 34% increase in crimes against women.<sup>30</sup> The reported crime rate equates to an average of 39 reported crimes against women every hour.<sup>31</sup> Given under-reporting, the actual rate of sexual and gender-based violence (SGBV) is likely to be much higher; and, as a vulnerable group, refugees can be particularly at risk of SGBV. UNHCR has registered 33,800 refugees and asylum seekers in India, the majority of whom are from Afghanistan and Myanmar, with smaller numbers from the Middle East and North Africa. SGBV has been identified as a problem in all refugee communities.

As part of the *16 days* campaign in India, UNHCR's project partner BOSCO (a member of the Don Bosco Global Network) organised a DAFI event to raise awareness of SGBV and gender equality. The event was attended by 57 DAFI students. At the session, the students discussed the results of a short questionnaire (which they had completed beforehand) on their attitudes to gender equality. DAFI scholars in India come from a range of nationalities, religions, and cultural backgrounds. Their diversity was reflected in the survey results and made for an interesting discussion. BOSCO guided the debate by presenting the Sustainable Development Goals, focusing on SDG5 on gender equality and asking the students two questions. Why is gender equality important? And: How do we stop SGBV and gender inequality?

The discussion made the students more aware of their own stereotyping and innate biases. They acknowledged that, even though they were well-educated, they had internalized stereotypes about men and women that needed to be addressed and changed. The debate led students to realize that, by upholding gender equality, they could be a source of change in their societies.

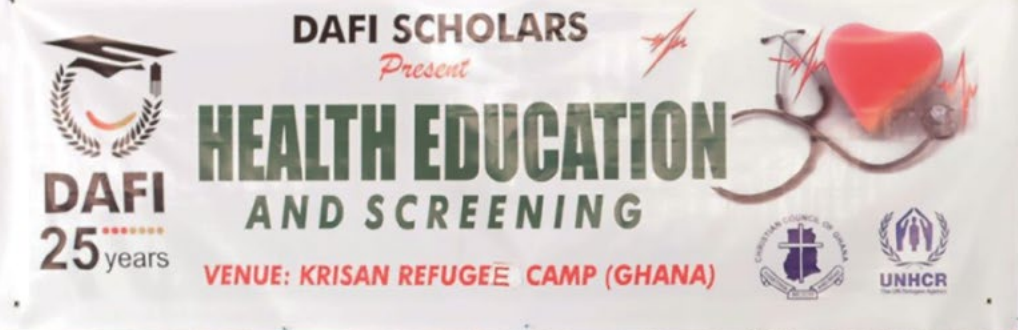
### Box 5 DAFI scholars in Morocco use art to express and discuss the impact of SGBV on their community

As part of the *16 days* campaign against SGBV in 2017, UNHCR and its partner, Fondation Orient Occident, organised awareness sessions in Casablanca, Tangier and Fez. Over 70 women from refugee communities attended, many of whom brought their children. In workshops, the women discussed how SGBV affects the everyday lives of women in the community, both psychologically and physically. The welcoming and safe environment allowed many women to share their personal experiences. All three events were supported by a female DAFI scholar who talked about the DAFI programme and discussed how education can reduce SGBV and empower women. In Casablanca, the session ended with a painting workshop. Participants used paint to capture their experiences and express their emotions.

<sup>30</sup> India National Crime Records Bureau: [Crime in India](#) (2016)

<sup>31</sup> IndiaSpend: [Crime Against Women](#) (2017)





Health screening at Krisan Refugee Camp in Ghana, organised during DAFI's 25th anniversary events by two DAFI scholars; a graduate nurse and a nursing student. 122 refugees were screened and given information on diabetes and hypertension. The DAFI scholars also held counselling sessions with those having serious medical conditions. ©UNHCR

## 4.4 COMMUNITY ENGAGEMENT AND DAFI CLUBS

**Combining higher education with community engagement equips students to be agents of change.** Through their education, students learn to think critically, be politically aware, grow social capital, and raise the resources their communities need to develop and progress. UNHCR encourages students to volunteer and apply their knowledge in their communities. In what is known as 'service learning'<sup>32</sup> DAFI scholars formally volunteer, do self-organised community work, set up community-based protection projects, actively participate in projects run by UNHCR or partners, or work for local NGOs.

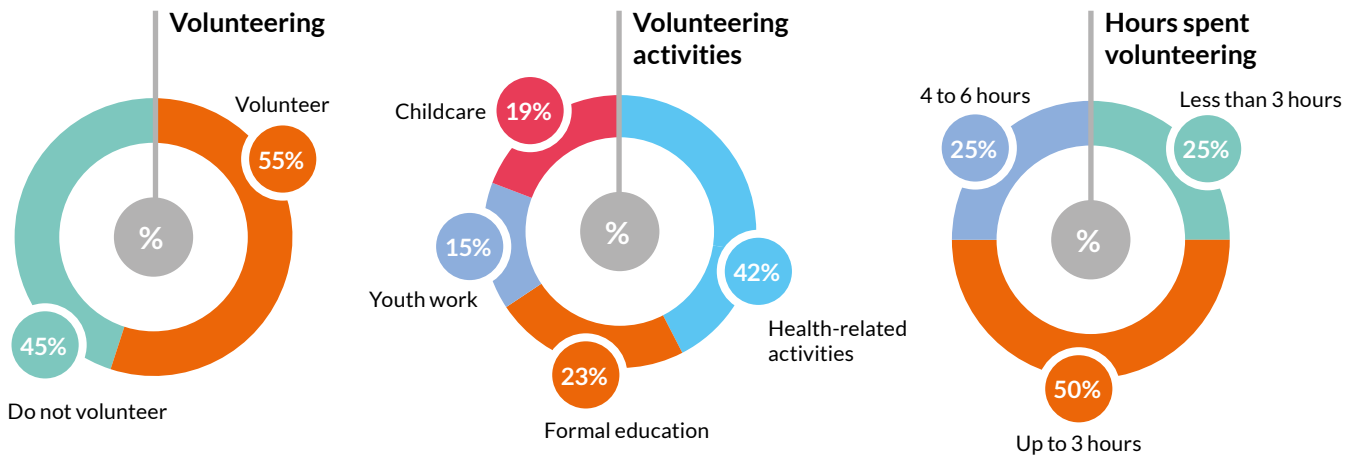
**A multi-country online survey found that 55% of DAFI students and graduates engage in their communities through volunteering.**<sup>33</sup> The survey showed that 682 of the 1,229 DAFI students and alumni who responded actively did community work. The majority of them volunteered in formal education (23%), childcare (19%), youth work (15%) and health-related activities (15%). Whereas some organised their own activities, a large number volunteered for national and international organisations. Those named included Caritas, Care, Handicap International, HIAS, INTERSOS, the International Rescue Committee (IRC), Jesuit Refugee Service (JRS), Red Cross Red Crescent, Save the Children, Terre Des Hommes, UNHCR and UNICEF. Many students also volunteered for activities organised by DAFI clubs or student associations. A smaller number of students were involved in voluntary activities at their universities. Some students said they were motivated to volunteer by their experience as refugees and the challenges they have faced.

**The survey revealed that half the volunteers give up to 3 hours, and a quarter between 4 and 6 hours per week.** Specific volunteering activities included: joining a community organisation's management board, translating, teaching a language,

<sup>32</sup> Service-learning refers to learning that actively involves students in a wide range of experiences, which often benefit others and the community and it allows students to immediately apply learned content in work settings.

<sup>33</sup> The survey was conducted in early 2018 by UNHCR's Tertiary Education Team and disseminated through social media, UNHCR offices and project partners. All DAFI students and alumni were encouraged to participate.

Diagram 3. DAFI students' self-reported volunteering habits

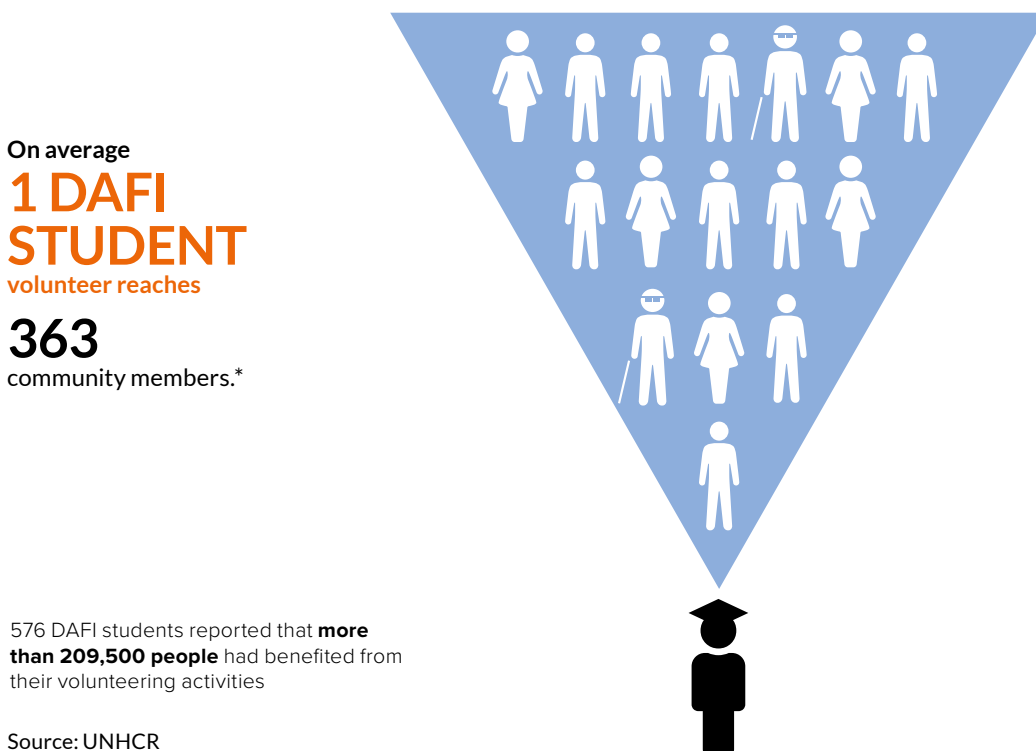


Source: UNHCR

tutoring, organizing recreational activities, providing general counselling to youth and young adults interested to pursue education and providing health screenings. For information on projects and activities in each country, see the country factsheets in Chapter 9.

**Community engagement has a positive influence on DAFI scholars and their communities.** Asked to describe the impact of their volunteering activities, DAFI students reported benefits for their communities and for themselves. For the students, volunteering had many of the positive effects of work experience. It enhanced their skills and employability and increased their confidence and experience. At the same time, the community benefited and DAFI gave their skills to the community but also encouraged the community to use its own capacities for protection outcomes. DAFI students reported that their activities benefited more than 200,000 people, the majority of whom are children and young people. 50% of the activities benefited host communities, while 33% specifically targeted refugee communities. Examples of benefits to the community that were reported include: increased knowledge of family planning and reproductive health among adolescents; increased use of mosquito nets; increased social cohesion; and improved language skills.

Diagram 4. The positive influence of community engagement



\* 576 DAFI students reported that **more than 209,500 people** had benefited from their volunteering activities

Source: UNHCR





New DAFI scholars from Mahama Refugee Camp, who will join the university community in Rwanda's Eastern Province, October 2017. ©UNHCR / Antoine Tardy.

## **DAFI clubs**

**DAFI clubs and associations are an important part of the DAFI programme.** UNHCR country offices and project partners encourage and assist students to set up DAFI clubs. By the end of 2017, DAFI students in 19 of the 50 programme countries had successfully done so. DAFI clubs vary in structure and activities across countries depending on factors such as the number of DAFI students and the number of universities in which students are enrolled. All DAFI clubs have a strong social component strengthening the network between students. They promote, for example, community integration, help new DAFI scholars and other refugee students to settle into university life, and run DAFI club social events or peer-to-peer support schemes. In 2017, DAFI clubs organised 25<sup>th</sup> anniversary celebratory events, community outreach and group volunteering activities. In some countries, such as Senegal and Burundi, DAFI clubs maintained close links with the network of DAFI alumni and included them in events and meetings as mentors. For more information, see Chapter 5 and the country factsheets in Chapter 9.

**DAFI clubs give students a powerful collective voice.** Collectively, the students can engage their higher education institutions, UNHCR and project partners on issues that concern them, and negotiate improvements in their protection or learning environment. Being active in the DAFI club enables students to build their teamwork, organisation and advocacy skills, and make positive changes. In 2018, the DAFI programme will continue to expand the network of DAFI clubs and build good practice, providing inspiration to student groups in the countries where DAFI is present.

### **Promising practices from DAFI clubs in 2017:**

- In **Lebanon**, there was one DAFI club for each student area (Beirut, Tripoli, Akkar, Bekaa, Mount Lebanon, and South Lebanon). Each club was run by a student committee of five elected members. Each member had responsibility for an area important to refugee students: English lessons, university attendance, volunteering and blood donations, social and traditional media, residency and legal permits, etc. UNHCR's partner Terre des Hommes met the DAFI club in each area once a month. At these meetings, the student committee raised concerns that the students had identified. The meetings permitted the partner, the DAFI club members, and the wider cohort of DAFI students to communicate effectively and cooperate to improve the programme.
- In **Kenya**, the DAFI club (known as DAFIKESO) is ambitious in its efforts to bring about social change. In 2017, UNHCR's partner, Windle Charitable Trust, assisted DAFIKESO to create an innovative scholarship fund where DAFI students and graduates raised funds in order to cover the university tuition fees for two previously non-sponsored refugees from Dadaab and Kakuma refugee camps. Designing and implementing this student-to-student fund gave the refugees practical experience and helped to mobilize capacities in their communities, to the benefit of fellow refugee students.



## 5. PROFESSIONAL AVENUES: BUILDING BETTER FUTURES

Low-and middle-income countries host 85% of the world's forcibly displaced people in communities that are themselves dealing with many social, political and economic challenges. Within their host countries, refugees are often marginalized, and weak local markets, unemployment, and insecurity can make it difficult for them to find stable work.

- **National laws may limit access to employment and business opportunities.** Some countries facilitate the economic inclusion of refugees by granting freedom of movement and the right to work, among other rights. However, many countries do not grant these rights and place restrictions on refugees' ability to work. These have a serious impact on their capacity to support themselves and their families. In addition, refugees may live in remote settlements that are located in economically disadvantaged areas.
- **Local authorities, employers and the wider community may be unaware of refugee rights.** As a result, many refugees are paid less than nationals, do not receive all the benefits to which they are entitled, and suffer from other discriminatory practices, often without much possibility of redress.
- **Many refugees do not speak the local language and their educational or professional qualifications are not recognized in many countries.** Relevant attestations may have been destroyed or lost during their journey.
- **The host community can suffer high levels of poverty and unemployment.** When refugees are unable to obtain social services, they are particularly vulnerable to economic shocks.
- **Refugees may lack information on their employment rights and work opportunities.**

Countries that support the CRRF including those that host large refugee populations<sup>34</sup> have undertaken numerous actions to strengthen refugees' socioeconomic rights and improve their economic inclusion. They have promised to give refugees access to national services, develop out-of-camp policies, and include refugees in national and sectoral development plans.

The DAFI programme advances the principles of the CRRF and the Global Compact on Refugees by supporting students to develop their skills and knowledge. This can help refugees to find meaningful and secure employment, start a business, or continue their academic career. In addition, higher education often enables graduates to take on leadership positions in their communities, even in places where the legal framework is less favourable. Interviews with DAFI alumni show that these prospects motivate them to study. Depending on the country context and legal framework, as well as the individual's situation and ambitions, DAFI graduates can (i) join the labour market; (ii) start their own business; (iii) work in the non-governmental sector, sometimes on a voluntary basis; or (iv) apply for further scholarships or use private funds to pursue a postgraduate education. Graduates may pursue these options in their current host country, their country of origin, or a third country.

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<sup>34</sup> By the end of 2017, 13 countries had joined the CRRF: Belize, Costa Rica, Djibouti, Ethiopia, Guatemala, Honduras, Kenya, Mexico, Panama, Somalia, Tanzania, Uganda and Zambia.





*“ Education opens many doors. If you are educated, no matter what you do, you will succeed. Education is the foundation of everything and preserves your dignity. Today I work, I pay my rent, I finance the education of my child, I can give a little something to my parents, I am respected. But I would not have had the job which enables me to do all this if I had not studied. I am very proud that I succeeded in my studies. I know I was very lucky to have received a DAFI scholarship. The scholarship financed my studies and allowed my child and my family to live a stable life.*

*The company where I did my internship integrated me well. I had certain responsibilities and was supervised throughout. One week after I had defended my thesis successfully, the company called me and offered me a job. My work is very exciting and dynamic. We immediately see concrete outcomes. This is very satisfying.”*

Yvonne and her family fled to Senegal from Rwanda when she was 5 years old. In 2009, she obtained a DAFI Scholarship and studied at a school of management. She now works as a Health, Safety and Environment Manager at the company where she has completed her final year internship. ©UNHCR / Antoine Tardy

## 5.1 ALUMNI NETWORKS

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In the past year, UNHCR and its partners have worked more intensively with DAFI graduates to strengthen ties and provide support and guidance via alumni networks. At the end of 2017, 23 of the 50 DAFI countries had an active alumni network, while other countries had less formal types of alumni support. The networks ran a number of activities, including job fairs and targeted employment workshops organised in cooperation with partners. In some cases, UNHCR and its partners were able to connect graduates directly to internship and employment opportunities through the alumni network, by supporting students' job searches and applications.

- In **South Africa**, DAFI alumni can access information on employment opportunities, and share ideas on application strategies and potential business opportunities. Additionally, alumni inspire and support other refugee students to complete their education successfully.
- In **Rwanda**, DAFI alumni actively volunteer through clubs called 'Bright Future Family' and 'Unity Cultural Development'. They coach students through national examinations and volunteer to teach in adult literacy programmes.
- In **Tajikistan**, DAFI alumni and members of their communities consulted UNHCR about the limited employment opportunities in Tajikistan. In response, UNHCR and the Tajik Government issued an information brochure that informs potential employers that refugees in Tajikistan are entitled to seek and obtain employment.

There are multiple ways in which DAFI graduates continue building their career after leaving the university. The three most prominent examples are given below: (a) wage employment and entrepreneurship, (b) community work and (c) post-graduate studies and scholarships.

## 5.2 WAGE EMPLOYMENT AND ENTREPRENEURSHIP

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**The prospect of finding meaningful and well-paid work motivates refugees to complete higher education.** In order that refugees have the skills they need to compete in the labour market, UNHCR and its partners offer DAFI students job search and employability training (if their universities do not already do so). In 2017, **343 DAFI students attended job search and employability training**. In many cases, the training sessions were facilitated by DAFI alumni who acted as trainers and mentors.

**Refugees often show a strong entrepreneurial drive and DAFI graduates are no exception.** Entrepreneurship is increasingly understood to be an effective way for refugees to achieve economic and social integration. Entrepreneurs create innovative ideas that solve problems, fill gaps in the market, and meet local needs, and can therefore benefit local communities in many ways. Even though they face many challenges, refugees' entrepreneurial initiatives create benefits for both refugee and host communities. DAFI students show a clear interest in business and entrepreneurship. Commercial and business administration was the second most popular field across the 50 DAFI programme countries; 18% of DAFI students studied business and commercial administration in 2017. Furthermore, where legal restrictions prevent refugees from taking wage employment, some DAFI graduates have set up on their own businesses. UNHCR and its partners organised **entrepreneur and business skills training for 252 DAFI students** in 2017.

**Internships can open up employment and entrepreneurial opportunities.** The DAFI programme encourages all students to take at least one internship during their scholarship years, and UNHCR and its partners assist students to find placements where possible. In 2017, **over 500 DAFI students completed an internship**. In addition, many students reported securing an internship after graduation, as the first step in their post-study career.

- In **Cameroon**, UNHCR and Plan International prepared students for employment by: (i) sharing internship offers and vacancies with the scholars; (ii) writing internship recommendation letters for scholars; (iii) organizing training workshops on job search techniques; (iv) organizing guided tours to local companies (three in 2017).





At a refugee camp that hosts some 90,000 Sahrawi refugees near the town of Tindouf in south-west Algeria, engineer Tateh Lehbib, a former DAFI graduate, has designed weather-resistant, eco-friendly homes that can stand up to the sandstorms and flooding that damage houses built from traditional adobe clay bricks. ©UNHCR / Russel Fraser

- In **Pakistan**, UNHCR and Inspire Pakistan offered leadership, business communication and entrepreneurship training to 80 DAFI scholars.
- In **Sudan**, UNHCR and the Windle Trust worked with the Goethe Institute to offer six 2015/2016 graduates the opportunity to study German and train to be German language teachers. In 2017, four of the Goethe Institute trainees are still studying, and two have found jobs in the German Embassy and the Goethe Institute in Sudan. This partnership will continue in 2018. The Goethe Institute has offered a further four places to DAFI graduates who wish to train as language teachers.

#### REFUGEE ENTREPRENEURS IN KAKUMA, KENYA

Business administration was the most popular field of study for DAFI scholars in Kenya in 2017. A recent study of Kakuma refugee camp by the World Bank's International Finance Corporation underlined why refugee entrepreneurs are needed.<sup>35</sup> The camp hosts over 160,000 refugees and has a market valued at USD 56 million, with over 2,000 businesses and potential for further growth. 12% of the refugees in Kakuma are self-employed local entrepreneurs. The study found a positive relationship between level of education and employment status. Lack of education and financial literacy were also key barriers to private sector investment in Kakuma. More than 50% of the refugees in Kakuma have no schooling, and only 2% have completed higher education. Almost one third of the refugees surveyed had not heard of the word 'bank' and over 50% had not heard of the word 'profit'.

<sup>35</sup> International Finance Corporation: [Kakuma as a Marketplace: A consumer and market study of a refugee camp and town in northwest Kenya](#) (2018)



## 5.3 COMMUNITY WORK

In many cases, DAFI graduates have found ways to take up meaningful work activities in challenging environments. This is for example the case when their employment is legally restricted or the unemployment rate in the host country is high. By taking up paid community work with NGOs in the social sector, or informally in their communities, they can make use of their skills and capacities and gain work experience.

In **Algeria**, for example, refugees from Western Sahara have been living in camps near Tindouf in southwest Algeria since 1975. The government's encampment policy severely limits refugee self-reliance because the isolated camps offer almost no employment opportunities, making refugees dependant on remittances and international aid. The climate is also very harsh, and access to basic resources such as food, water, health care, housing and education is very limited. DAFI graduates have nevertheless found useful activities. The majority of doctors and health staff serving the refugee camps are DAFI graduates. One former DAFI graduate, Tateh, who attended university in Algeria under a DAFI scholarship before taking a master's degree in Spain, is now using the skills he has learned to build more secure and sustainable shelters for the Sahrawi refugee community (see photo below).<sup>36</sup>

Although **Chad** allows refugees to settle in rural and urban areas, many DAFI graduates have chosen to work in refugee camps as teachers, librarians, nurses and medical trainees. They do so to give back to their community and to gain first work experience. To help DAFI graduates successfully transition to employment, UNHCR in Chad keeps a database of graduates, and monitors their progress through regular phone calls, social networks and e-mail. Graduates who have difficulty finding work or need to get in touch with potential employers are assisted. In addition, UNHCR's partner regularly scans the job market and shares opportunities with graduates.

<sup>36</sup> UNHCR: [Bottled sand builds better homes for Sahrawi refugees](#) (2017)

### Education as a never-ending story: Reem's education after her DAFI scholarship

Reem always planned to go on to higher education and achieve a better future for herself than her parents had. When she first arrived in Jordan from Syria, Reem spent one year looking for an affordable programme, but the high fees for Syrians meant it was impossible for her to enrol in university. Fortunately, she learned about DAFI on the very last day of applications. "I couldn't believe it when I got a phone call informing me I got accepted", Reem said. She could feel herself improving after every one of her classes at university, and was excited to have begun her journey of higher education. "It was a great opportunity to be taught by great professors at the university who spared no effort in answering my questions and providing advice." As an undergraduate, Reem continued to look ahead and was accepted by Sussex University, United Kingdom, to study for a master's degree in gender, violence and conflict. During this next stage in her life, she will continue to defy the discrimination she has faced because of her gender and refugee status and will continue to help other women and men to end discrimination and inequality.

*"I'm genuinely thankful for this opportunity facilitated by the DAFI scholarship. The staff of the Jubilee Centre were amazingly supportive and helpful. Sometimes we do people good but we don't realise how impactful it is. I owe every person involved a sincere acknowledgement to remind them how important what they do is and how life changing it is for people like me."*

Education is a never-ending, lifelong journey, and Reem continues to be empowered to make this journey. ©Reem G. Othman





Mohammad, DAFI scholarship holder for his undergraduate degree, was also awarded with a HOPES scholarship for his master's degree. He graduated in June 2018. He obtained his bachelor's degree in Education and his master's in curriculum design; both from Al al-Bayt University, Jordan. He was engaged in the TIGER project as trainer of facilitators in Zaatari Refugee Camp. Currently, he works as the Center Coordinator for International Relief and Development (IRD) Community Training Center. ©European Union 2017 / Johanna de Tessières

## 5.4 POSTGRADUATE STUDY OPPORTUNITIES

**A number of DAFI graduates aspire to continue on studying for a master's degree.** The majority of refugees need financial assistance for further studies. To help them, UNHCR collaborates with academic institutions and organisations that offer postgraduate scholarship services. In 2016, for example, UNHCR signed a memorandum of understanding with the German Academic Exchange Service (DAAD). DAAD coordinates the EU-funded programme **Higher and Further Education Opportunities and Perspectives for Syrians (HOPES)**, funded by the EU Regional Trust Fund in Response to the Syrian Crisis, and implemented with the British Council, Campus France and Nuffic which offers postgraduate scholarships to Syrian refugees in Jordan, Egypt, Lebanon, Turkey and Iraq and complements the DAFI programme's undergraduate degree scholarships. The memorandum of understanding sets out arrangements for joint education advocacy activities and closely coordinated programme planning, implementation and reporting, including joint calls for scholarship applications and interview processes, and joint research. In 2017, 18 DAFI graduates in Lebanon continued their studies in various majors such as chemistry, psychology, Arabic literature, history, sociology, philosophy and political sciences with the assistance of HOPES scholarships.

**Some DAFI students study for master's degrees in a third country.** Education is one way for refugees to access [complementary pathways](#), enabling them to live safely in a new country and find sustainable and lasting solutions. In 2017, the [European Resettlement Network \(ERN+\)](#) initiated research on the potential for student scholarships and study programmes in European Union Member States in response to the need for increased opportunities for refugees to come to Europe safely. The research looks at examples of such scholarship programmes across the world, including Canada, Japan, and Europe. Results are published on the ERN+ website.

To guide other scholarship providers that offer first country of asylum scholarships or complementary pathways, UNHCR participates in global, regional and national advocacy events, technical conferences, and education working groups. For more information, see Chapter 1. In addition, technical assistance is provided and a website has been developed that contains protection guidance for scholarship providers and prospective refugee applicants. For more information, see <http://help.unhcr.org/scholarships/>.



## 6. INNOVATION FOR HIGHER EDUCATION

Refugee schools are often overcrowded and under-resourced, with students lacking the support they need to integrate fully into the education system in their country of asylum. Digital tools and internet connectivity in the classroom can offer access to accredited and cutting-edge distance learning programmes, global news and debates, digital learning labs, and peer-to-peer support networks.

Connected learning links students to peers, accredited courses, and the wider online community. UNHCR supports connected learning for refugees and makes accredited programmes available in partnership with academic institutions. A combination of on-site and online instruction, local academic support, and collaboration with fellow learners can transcend the constraints imposed by fragile refugee contexts. Refugee students become autonomous learners, able to function in today's digital landscape and to develop the academic skills needed to achieve success in higher education as well as the economic, social and cultural world of tomorrow.

### Connected Learning in Crisis Consortium

The 16-member [Connected Learning in Crisis Consortium](#) (CLCC), chaired by UNHCR and InZone, University of Geneva, brings relevant, accredited academic programmes to students affected by forced displacement. Examples of programmes include: BA degrees from York University, Kepler and Southern New Hampshire University; intensive ICT, English language and credit-stackable courses by Jesuit Worldwide Learning, humanitarian interpreting courses from InZone, University of Geneva; and a Global Freshman Academy from Arizona State University. Overall, over 7,000<sup>37</sup> refugee students in 12 countries<sup>38</sup> were enrolled on connected learning courses during 2017. The consortium also released the first iteration of the '[Quality Guidelines Playbook: Lessons Learned Through Contextualized Practice](#)' which documents good practices and lessons learned from CLCC programmes and is a tool for advocacy and outreach.

These programmes complement the DAFI programme by increasing access to quality tertiary education. In most cases connected learning programmes are more cost effective than scholarships due to the lower overheads and overall reduced cost of blended learning models.

### Mobile Learning Week 2017

To encourage innovation in education in conflict and crisis settings, UNESCO and UNHCR co-organized a Mobile Learning Week in March 2017. Held once a year at UNESCO Headquarters in Paris, France, the event brings global experts together to promote affordable and powerful mobile technology in education. The 2017 theme was 'Education in emergencies and crises'. Over 750 experts and policymakers, representing over 500 organisations in more than 60 countries, discussed how technology can provide innovative, low cost and scalable education solutions in situations of displacement. A highlight of the event was the active participation of five refugee students: a Congolese DAFI scholar studying medicine in Rwanda, three students enrolled in connected learning programmes offered by CLCC partners, and a refugee teacher from South Sudan who in 2018 will pursue his higher education studies in Canada through the World University Service of Canada (WUSC) [Student Refugee Program](#) (SRP). The students helped to shape the event, contributing to panel discussions and delivering keynote speeches on the importance of higher education in their own lives and in their communities.

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<sup>37</sup> The exact number of students was 7,201 students, of whom 5,100 were male and 2,101 female.

<sup>38</sup> Those countries are: Afghanistan, Chad, France, Germany, Iraq, Jordan, Kenya, Lebanon, Malawi, Rwanda, Thailand and Uganda.





- □ Burundi refugee student Ella, who studies in Rwanda, gives the keynote address on the second day of the 2017 Mobile Learning Week at UNESCO in Paris, France. She is studying for a BA in healthcare management at Southern New Hampshire University, supported by Kepler. The Kepler programme is part of the CLCC, which UNHCR supports.
- □ Jonas, a 27-year old Congolese DAFI student studying medicine in Rwanda, opens the *#TheOtherOnePercent* photo exhibition during the 2017 Mobile Learning Week at UNESCO.
- □ Grace (centre) and Jonas attend a demonstration by Digital Promise Global in a UNHCR tent during the 2017 Mobile Learning Week at UNESCO.
- □ Roland, a 28-year old Congolese refugee student and teacher living in Kakuma (Kenya), speaks at a panel discussion on *'Supporting Learners'* during the 2017 Mobile Learning Week at UNESCO.



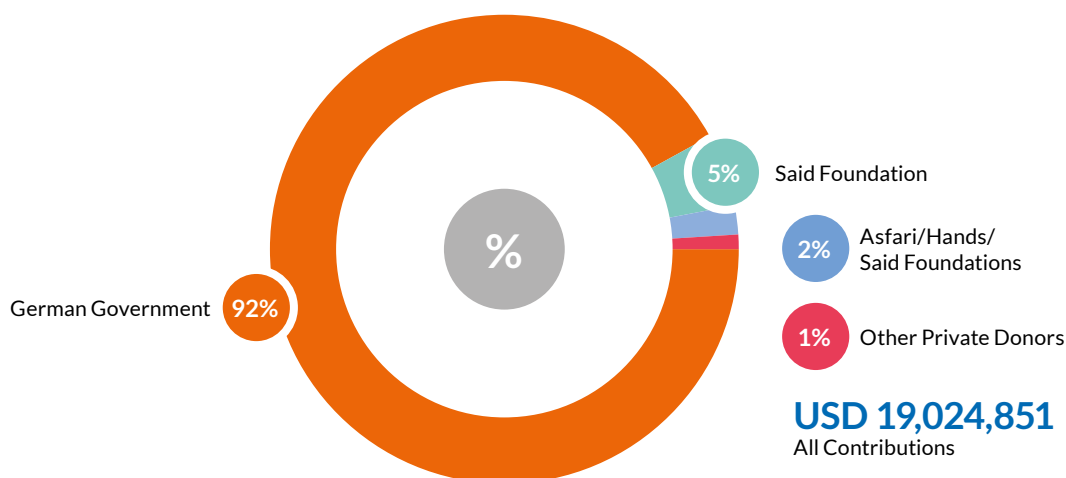
# 7. FUNDING, PROGRAMME MANAGEMENT AND MONITORING

## 7.1 FUNDING

In 2017, the DAFI programme received financial contributions to a total amount of USD 19,024,851 from the German Government and private donors.

- The German Government contributed 92%, the majority of the programme budget, through the Federal Foreign Office (USD 17,520,321). The core partnership with the German Government is central to the programme. Germany has demonstrated its longstanding commitment to the DAFI programme and to educating refugees since 1992, and remains the main donor.
- The Saïd Foundation has supported 214 Syrian refugee students in Lebanon and Jordan since 2014, contributing 5% of the total programme budget (USD 1,001,736) in 2017.
- A tripartite agreement between three foundations, the Asfari Foundation, the Hands Up Foundation and the Saïd Foundation, has supported 125 Syrian students in Lebanon and Jordan since 2016. Their contribution represented 2% of the total programme budget (USD 429,610 of which the Hands Up Foundation provided USD 214,805, the Asfari Foundation USD 107,403, and the Saïd Foundation USD 107,403).
- Other private donors contributed USD 73,185 (see Box 6).

Diagram 5. Financial contributions to the DAFI Programme in 2017



### Federal Foreign Office of Germany

Having set up the DAFI programme in 1992, the Federal Foreign Office is UNHCR's primary partner. The Federal Foreign Office promotes international exchange and offers protection and assistance to Germans abroad. With a network of around 230 missions around the world, it 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 fulfil their potential by achieving positions of leadership in their professional fields or overcoming disadvantages such as disability. It offers opportunities to learn, develop skills, and provide community-based care for their own benefit and the benefit of the wider community.

### Asfari Foundation

Founded by Ayman and Sawsan Asfari, the Asfari Foundation's mission it is to equip and assist young people from Syria, Palestine, Lebanon and the United Kingdom, and the organisations that work with them, to become well-educated, productive and engaged citizens working for the common good of their communities and countries. The foundation helps young people to gain a good education and make a successful transition to a productive, engaged adulthood; encourages the development of strong and resilient civil societies that work for the common good; and supports young people affected by emergencies, particularly 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.

### Other private donors

In 2017, private donors increased their support to the DAFI scholarship programme. Among them were a philanthropist from Korea who donated to the programme to provide scholarships for refugee youth in Syria, and NC Soft, a Korean software company that contributed to scholarships for refugee students in Bangladesh. Moreover, software company SAP USA provided funding for the DAFI programme globally.

## 7.2 MANAGEMENT AND IMPLEMENTATION

The DAFI programme is managed by the UNHCR Headquarters Education Section in Copenhagen, Denmark, and steered by the Tertiary Education Officer and the Tertiary Education Associate, under the management of the Senior Education Advisor. The Tertiary Education Team will expand in 2018 following the growth of UNHCR's higher education programme. In 2018, the UNHCR Education Section will join the Division of Resilience and Solutions (DRS), a new UNHCR division that will implement the Comprehensive Refugee Response Framework and focus on long-term, durable solutions for refugees. The Education Section will collaborate closely with the Livelihoods Unit, which will also transition to DRS. They will consider together how best to support the transition to employment. The results of this cooperation are expected to improve the DAFI programme.





UNHCR Tertiary Education Officer Maren (left) talks with Jackson, a DAFI student in Rwanda, about savings and entrepreneurship at the University of Rwanda campus. ©UNHCR / Antoine Tardy

**Programme implementation and management is governed by the [DAFI Policy and Guidelines](#).** These are in the process of being updated with extensive field consultation and will be published anew in 2018. The DAFI programme's Policy and Guidelines set out the programme's strategic priorities and outline the procedures that country programmes should follow when launching a call for applications, selecting applicants for scholarships, providing student support, and monitoring students during their studies. In order to scale up scholarship programmes in line with the DAFI Policy and Guidelines and to ensure that scholarships are awarded in a fair, transparent, and accountable manner, UNHCR offices and local partners increased staff resources and enhanced collaboration with Ministries of Education, higher education institutions, and education partners in 2017. More information and a comprehensive list of DAFI partners can be found in Chapter 7.

**UNHCR's Education Section is responsible for the overall management and coordination of the programme across the 50 countries that offer DAFI scholarships.** Responsibilities include strategic oversight, policy coordination and targeted technical support for UNHCR country offices. The team manages programming functions, including: (i) planning and annual budget allocation; (ii) allocation of new scholarships across countries and population groups; (iii) financial and operational monitoring; (iv) reporting; (v) technical support to UNHCR country offices; and (vi) advocacy and communications.

**At country level, UNHCR offices designate a DAFI focal person to manage the programme.** The person selected usually reports to education, protection, and/or community-based protection personnel. DAFI focal persons communicate, collaborate, and coordinate with multi-functional teams in UNHCR offices, as well as with other partners such as governments, ministries of education, German embassies, national education stakeholders, higher education institutions, and the refugee and host communities. These partners often support the selection of new DAFI students. UNHCR offices decide whether to implement the DAFI programme directly or with a partner organisation, depending on the number of scholarships and the size of the operation. In 2017, 29 partners helped to implement DAFI programmes (see Table 9). Of these, five were new partners to the programme.

**Table 9. Countries in which the DAFI programme is implemented by a partner organisation (2017)**

	Country	Partner
<b>AFRICA</b>		
1	Benin	Commission Nationale d'Assistance aux Réfugiés - NEW
2	Burundi	Refugee Education Trust International
3	Cameroon	Plan International
4	Chad	Refugee Education Trust
5	Ethiopia	Association of Ethiopians Educated in Germany
6	Ghana	Christian Council of Ghana
7	Kenya	Windle Charitable Trust
8	Liberia	Special Emergency Activity to Restore Children's Hope
9	Mali	Stop Sahel, Association Malien - NEW
10	Senegal	Office Africaine pour le Développement et la Coopération (OFADEC)
11	South Africa	Studietrust
12	South Sudan	Lutheran World Federation - NEW
13	Sudan	Windle Trust International
14	Tanzania	Relief to Development Society
15	Uganda	Windle Trust Uganda
<b>THE AMERICAS</b>		
16	Ecuador	Hebrew Immigrant Aid Society
<b>ASIA</b>		
17	India	Bosco Organization for Social Concern and Operation
18	Pakistan	Inspire Pakistan
19	Tajikistan	Refugees, Children and Vulnerable Citizens
<b>EASTERN EUROPE</b>		
20	Turkey	Presidency for Turks Abroad and Related Communities
<b>MIDDLE EAST</b>		
21	Algeria	Association des Femmes Algériennes pour le Développement
22	Egypt	Catholic Relief Services
23	Iraq	Darya Organization for Development
24	Jordan	Jubilee Centre for Excellence in Education
25	Lebanon	Terre des Homme Italy (TDH)
26	Mauritania	ACTIONS Mauritania
27	Morocco	Fondation Orient-Occident - NEW
28	Syria	Ministry of Higher Education - NEW
29	Yemen	INTERSOS Italy

## 7.3 PROGRAMME MONITORING

The DAFI programme has an extensive monitoring and reporting system. At the country level, students are closely monitored and accompanied by UNHCR or its partners. Regular discussions, visits, and workshops focus not only on students' academic performance but also on their psychosocial well-being. UNHCR and partners regularly visit the academic institutions in which students are enrolled. This close monitoring makes it possible to identify any concerns early on, allowing for time to take remedial action or provide support. All student-related data is maintained and monitored in a database and regularly communicated to Headquarters. All personal data is handled according to UNHCR'S Policy on the [Protection of personal data of persons of concern to UNHCR](#) (2015).

**DAFI country programmes are monitored by the UNHCR Education Section at Headquarters.** Every six months, UNHCR offices report on financial and programmatic progress as well as student performance. UNHCR Headquarters regularly analyses country programme data to ensure that programmes are implemented according to the DAFI Policy and Guidelines and to meet changing needs at country level regarding scholarships and budget. Once a year, UNHCR Headquarters produces the DAFI Annual Report. In coordination with UNHCR's Regional Education personnel and focal persons, the Headquarters Tertiary Education Team makes regular visits to country operations to ensure that the programme is meeting its strategic objectives. Missions also enable DAFI country programmes to share knowledge and identify good practices. In 2017, the Tertiary Education Team made five country visits, complementing the regular monitoring conducted by UNHCR country offices and national project partners, and engaged in other activities to raise awareness and disseminate good practice.

### **1 April – 3 April 2017. Mission to Egypt**

The Egypt mission objective was to monitor the progress of the DAFI programme and identify action points for improvement. The team met Syrian refugee community leaders, DAFI focal points, the partner (Catholic Relief Services), UNHCR Egypt colleagues, and representatives from higher education institutions.

UNHCR Egypt and CRS organised a half-day workshop during the mission. It was attended by 240 students, who presented their recommendations to further strengthen the programme.

Action points from the mission were: to enhance peer-to-peer support; train students in entrepreneurship and for employment; develop local internships and volunteering opportunities; coordinate with other scholarship providers; increase partnerships with universities; and expand access to connected learning opportunities. As a result, closer communication between partners working on livelihoods and the DAFI programme partner CRS was established.

### **2 May – 7 May 2017. Mission to Iraq**

The objective of the mission to Iraq was to review the progress of this newly opened programme (launched in 2016 with an initial cohort of 118 students) and explore opportunities to expand tertiary education programmes, especially connected learning.

The team met UNHCR representatives and personnel, the Ministry of Higher Education, tertiary education partners, university representatives, DAFI and Jesuit Worldwide Learning students, and the refugee community.

The mission concluded that further collaboration with the universities and the Ministry of Higher Education should be pursued, and that the education strategy should be integrated in an overall community-based protection approach, which was achieved by the end of the year. Also, a joint lessons learned paper was drafted with the Ministry of Higher Education on scholarships for refugees.

### **3 July – 7 July 2017. Mission to Senegal**

The Senegal mission delivered a three-day workshop for DAFI focal persons and tertiary education partners from the region. The workshop was followed by a two-day programme monitoring exercise, which clarified the operational and policy environment in which the DAFI programme is being implemented. The mission was organised to focus on strengthening country level capacity following the decentralisation of regional coordination and management of DAFI programmes in the West Africa region in 2016.

The tertiary education mission team met UNHCR staff, the partner (OFADEC), DAFI scholars, Ministry of Education officials, UNICEF, UNESCO and higher education institutions in Dakar.

The mission recommended preparation of a strategic plan for outreach and community awareness, specifically targeting female students, and a roadmap to strengthen student transition to employment. It prepared an action plan to improve monitoring of, and support to, DAFI students. In order to comply with the recommendations, UNHCR established a Regional Tertiary Education Officer position based in Dakar, supporting the West Africa region, to commence in 2018.



## 25 – 29 September 2017. Mission to Lebanon

The primary purpose of the Lebanon mission was to meet DAFI focal persons and UNHCR partner Terre des Hommes to discuss how the Tertiary Education Team in Headquarters and UNHCR at the country level could best support the growing programme. Particular areas of interest were: community engagement and volunteering; student support and monitoring; education outreach; and social cohesion.

The team also used the visit to learn more about complementary pathways through third country scholarships and other scholarship providers working with refugees in the region. In 2018, the portfolio of DAFI partner Terre des Hommes will strengthen engagement in higher education beyond the DAFI programme, including sharing information on scholarship opportunities outside Lebanon with refugees and being more engaged with the Ministry of Higher Education on the policy and advocacy level.

## 2 October – 9 October 2017. Mission to Rwanda

The Rwanda mission's objectives were to see how the DAFI programme has developed in Rwanda and advise on the shift to direct implementation that will take place at the end of UNHCR's partnership with ADRA, the Adventist Development and Relief Agency, after the first half of 2017. The team also explored employment opportunities for graduates, and strengthening UNHCR's partnership with the [Kepler](#) connected learning programme.

The team met UNHCR's Rwanda team, ADRA's senior management, the German Embassy, university presidents, GIZ management, and DAFI and Kepler students. As a direct follow up, UNHCR will support the Kepler preparation programme to increase the pool of eligible applications for DAFI scholarships and other higher education programmes in 2018.

## 7.4 ACCOUNTABILITY TO AFFECTED POPULATIONS

The DAFI Policy and Guidelines emphasize protection principles and incorporate approaches that are underpinned in UNHCR's [Age, Gender and Diversity Policy](#). (See Equal access to education in Chapter 4.3.) The DAFI Policy and Guidelines set out priorities, principles, processes and standards that are applicable to all countries, as well as clear directions on implementing a DAFI scholarship programme. The Policy and Guidelines are available online, allowing all actors, including students, UNHCR country offices, partners, and ministries to consult them.

To ensure that prospective applicants are well informed, a [frequently asked questions](#) page is included on the [DAFI webpage](#), which also provides the UNHCR Education Team's [email address](#). E-mail inquiries are continuously managed by Headquarters, ensuring that queries from refugee students and other persons of concern are answered promptly or directed to the correct point of contact. Correspondence is conducted in French as well as English to facilitate communication with students from francophone countries. On average, 20 e-mail requests are received per week and each is answered within a few days. The [DAFI Facebook page](#) provides another channel of direct communication that is frequently used, mainly by refugees interested in the DAFI programme.

**UNHCR and its partners are responsible for ensuring that application and selection processes are open, fair, and transparent.** This is done by clearly communicating selection criteria, publishing calls for applications in multiple languages where required and setting up a selection committee comprised of representatives of the German embassy, the Ministries of Education, higher education institutions, NGOs and, where applicable, representatives from the refugee community. Applicants who notice any irregularity during the process are encouraged to report it according to guidance given on the UNHCR DAFI website. All complaints are recorded and addressed.



## 8. PROSPECTS FOR 2018

### Increasing support for Afghan refugees

In 2018, UNHCR will strengthen its support to Afghan refugees. Globally, Afghan refugees are the second largest DAFI scholarship group, after Syrian refugees. Extending technical support and guidance to programme countries hosting DAFI students from Afghanistan will be a priority in 2018, just as similar capacity building was prioritized for students from Syria in 2016 and 2017. In the third quarter of 2018, UNHCR will hold a regional workshop on tertiary education focused on providing technical expertise; it will address strengthening the link between secondary and tertiary education, community engagement and transitioning to employment. It will also include guidance for DAFI graduates who choose to voluntarily return and help reconstruct their conflict-affected communities in Afghanistan.

### Launching a scholarship platform

As the number of organisations that provide higher education scholarships to refugees grows, refugee students need assistance to navigate opportunities and understand what they offer. In 2017, UNHCR started work on a scholarship platform ([help.unhcr.org/scholarships](http://help.unhcr.org/scholarships)) which will be launched in 2018. It will be the first global platform cataloging refugee scholarship opportunities that lead to certified undergraduate or graduate degrees and meet UNHCR's protection standards. The platform will provide advice on protection issues that students should consider when they select a scholarship. It will also offer guidance to scholarship providers on how to create a high-quality programme, building on the experience gained from 25 years of implementing the DAFI programme.

### Expanding the Connected Learning in Crisis Consortium (CLCC)

To improve the range of connected learning opportunities available to refugees in higher education, the CLCC plans to expand its reach in 2018. It will add new partners to the mix of universities, NGOs and distance learning providers that the CLCC has already assembled, bringing higher education programmes to new locations and reaching more students with educational opportunities. Furthermore the CLCC will digitalize its Playbook documenting good practices of connected learning programmes that will allow other actors to build on those experiences.



# 9. COUNTRY FACTSHEETS

## 9.1 ACRONYMS

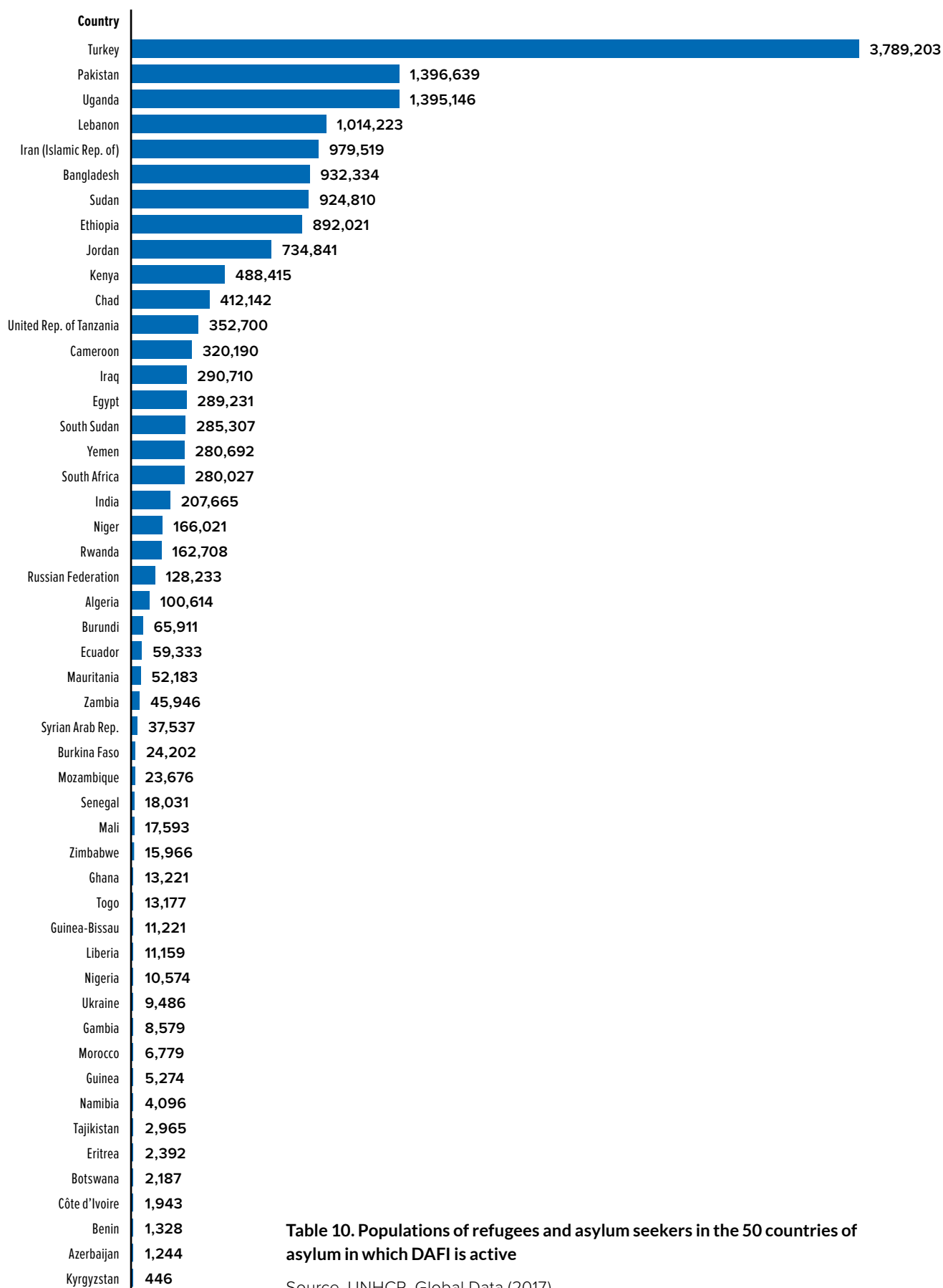
<b>ALECSO</b>	Arab League Educational, Cultural and Scientific Organisation
<b>BMZ</b>	German Federal Ministry for Economic Cooperation and Development
<b>CRRF</b>	Comprehensive Refugee Response Framework
<b>CLCC</b>	Connected Learning In Crisis Consortium
<b>DAAD</b>	German Academic Exchange Service
<b>DAFI</b>	Albert Einstein Academic Refugee Initiative
<b>GPE</b>	Global Partnership for Education
<b>HOPES</b>	Higher and Further Education Opportunities and Perspectives for Syrians
<b>IGAD</b>	Intergovernmental Authority on Development
<b>MENA</b>	Middle East and North Africa
<b>MoE</b>	Ministry of Education
<b>MoHE</b>	Ministry of Higher Education
<b>NGO</b>	Non-Governmental Organisation
<b>PACE</b>	Pan-African High-Level Conference on Education
<b>SGD</b>	Sustainable Development Goal
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation

### Country or territory of origin

<b>AFG</b>	Afghanistan	<b>MLI</b>	Mali
<b>ANG</b>	Angola	<b>MAU</b>	Mauritania
<b>AZE</b>	Azerbaijan	<b>MYA</b>	Myanmar
<b>BDI</b>	Burundi	<b>NAM</b>	Namibia
<b>CAR</b>	Central African Republic	<b>NGR</b>	Niger
<b>CHD</b>	Chad	<b>NIG</b>	Nigeria
<b>COB</b>	Congo, Republic of	<b>GAZ</b>	Palestinian
<b>ICO</b>	Côte d'Ivoire	<b>RUS</b>	Russian Federation
<b>COK</b>	Cook Islands	<b>RWA</b>	Rwanda
<b>COL</b>	Colombia	<b>SLE</b>	Sierra Leone
<b>COD</b>	Democratic Republic of the Congo	<b>SOM</b>	Somalia
<b>ARE</b>	Egypt	<b>SSD</b>	South Sudan
<b>ERT</b>	Eritrea	<b>SUD</b>	Sudan
<b>ETH</b>	Ethiopia	<b>SUR</b>	Suriname
<b>GAM</b>	Gambia	<b>SYR</b>	Syrian Arab Republic
<b>IRN</b>	Islamic Republic of Iran	<b>TOG</b>	Togo
<b>IRQ</b>	Iraq	<b>TUR</b>	Turkey
<b>KEN</b>	Kenya	<b>UGA</b>	Uganda
<b>LBR</b>	Liberia	<b>WSH</b>	Western Sahara
		<b>YEM</b>	Yemen
		<b>ZIM</b>	Zimbabwe



## 9.2 COUNTRY FACTSHEETS



**Table 10. Populations of refugees and asylum seekers in the 50 countries of asylum in which DAFI is active**

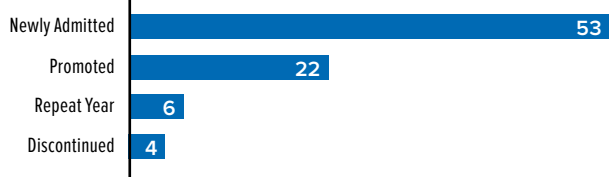
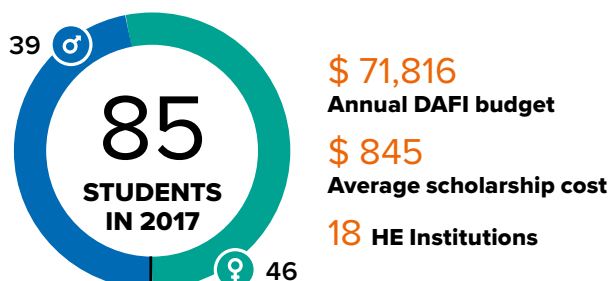
Source: UNHCR, Global Data (2017).

# Algeria

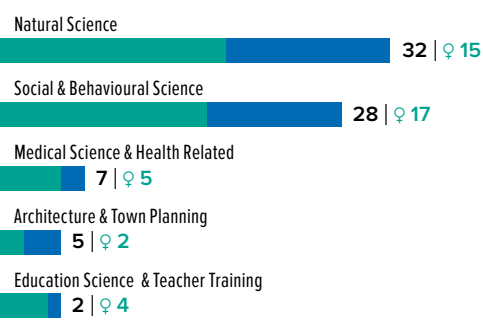
DAFI Programme since 2008



**PARTNER: ASSOCIATION OF ALGERIAN WOMEN FOR DEVELOPMENT (AFAD)**



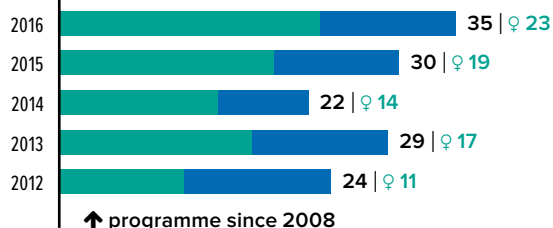
## TOP FIELDS OF STUDY



## COUNTRY OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **33 students attended the annual DAFI workshop.**
- ✓ **WhatsApp groups** for communication between DAFI students and the project partner are set up to enhance student support.
- ✓ **3 monitoring visits** to university campuses and student accommodations were conducted, to meet with the students and teachers.
- ✓ **15 home visits** to camp locations were conducted by UNHCR and the project partner to meet with DAFI students and their families to discuss the progress of their studies.
- ✓ **Peer-to-peer French language sessions** were organised among DAFI students during their holidays, for students experiencing difficulties with the French language.
- ✓ **DAFI students supported the Saharawi student union** to carry out community information sessions on the dangers of skin cancer in all refugee camps.
- ✓ **DAFI graduates ran information and education campaigns** on drug abuse, radicalisation, social cohesion and peacebuilding, and acted as role models.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Algeria hosted 94,258 refugees and 6,356 asylum seekers.
- Refugees are given access to education at all levels by the Algerian Government, at the level of nationals.
- Only 40% of secondary school-aged youth are enrolled in secondary education. One major reason is that there is only one upper secondary school serving the refugee population in five camps.

## Post-Graduation Opportunities

- Refugees do not have access to the formal labour market.
- However, DAFI students can undertake internships. Each DAFI student completes one end-of-study internship as part of their mandatory university course, alongside supporting their local community.
- DAFI graduates have taken on meaningful work in the camps, with almost all the medical staff, including doctors, serving refugees in the camps.
- UNHCR and the project partner have established contacts with potential employers to map job opportunities and support refugee graduates in their application process.

**66** Applications in 2017 | ♀ **31**

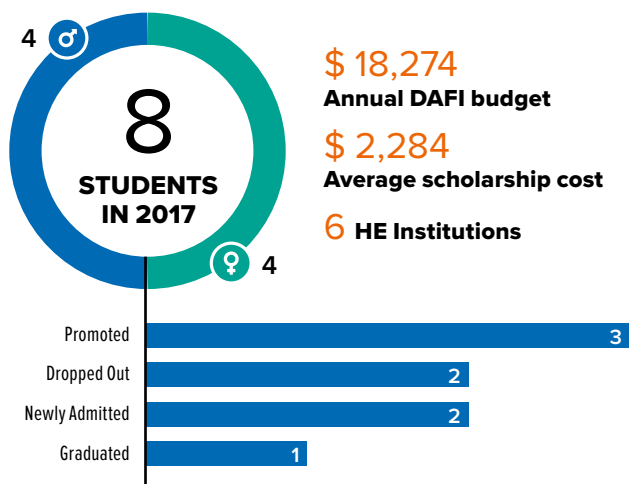
**53** Newly Admitted | ♀ **25**

# Azerbaijan

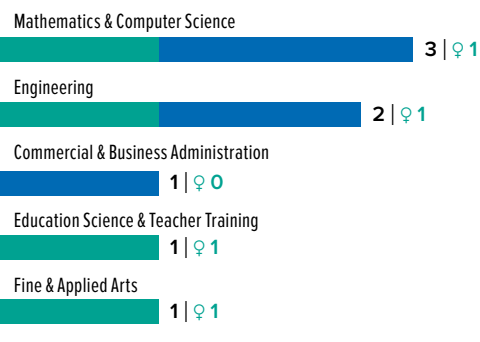
DAFI Programme since 2009



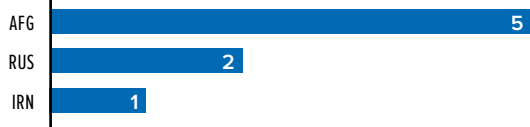
**DIRECT IMPLEMENTATION**



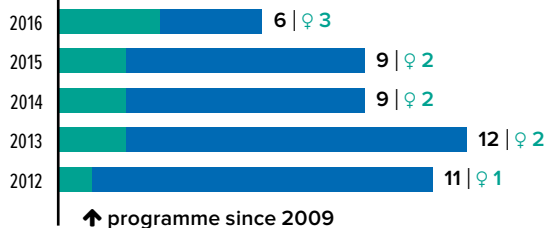
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **UNHCR actively involved the refugee community** in the DAFI application and selection process. Members from the Chechen, Afghan and Iranian community were included in the selection committee, along with former DAFI graduates to increase diversity, transparency and accountability.
- ✓ **A video called “New Home”** shedding light on the lives of refugees in Azerbaijan was co-created by a DAFI student. The video was presented at the 2017 World Refugee Day event.
- ✓ **A DAFI student studying Fine Art represented her school** at various public events by designing exhibition corners, preparing informative materials, and presenting fine art products.
- ✓ **A DAFI graduate volunteers at the UNHCR Refugee Women and Youth Centre** in Baku.
- ✓ **UNHCR conducted quarterly monitoring visits** to university campuses to improve cooperation with universities, monitor student performance and promote their active involvement in university life.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Azerbaijan hosted 1,121 refugees and 123 asylum seekers.
- Refugee children have access to primary and secondary education in national schools. As of 2017, refugee children can access pre-primary education facilities as a result of UNHCR’s advocacy.
- Refugees’ access to higher education is difficult, due to limited availability of free study places at public universities, and substantial tuition fees for both refugees and nationals. Refugees with a foreign secondary school leavers’ certificate have to pay significantly higher international student fees.
- Indirect study costs pose an additional burden for those interested in pursuing higher education, in light of the difficult economic situation faced by many refugee households.

## Post-Graduation Opportunities

- Legislative labour market barriers for government-recognised refugees were removed through a change in national legislation in 2013. However, employment access remains challenging, as employers have to pay additional labour fees for refugees, which often deters hiring. UNHCR continues to work with the government to improve national legislation, including to ensure that other persons of concern currently not recognised by the government as refugees can access the formal labour market under eased conditions.
- DAFI scholars find it relatively easy to transition to gainful employment in the formal sector and are actively supported by UNHCR.
- Out of the total 15 graduates of the programme, four reported to have found employment in Azerbaijan during 2017, while 10 left the country after graduation for opportunities in a third country or in their home country.

25 Applications in 2017 | ♀ 13

2 Newly Admitted | ♀ 2

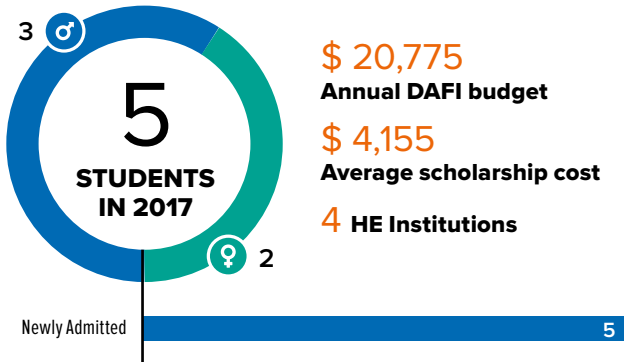


# Benin

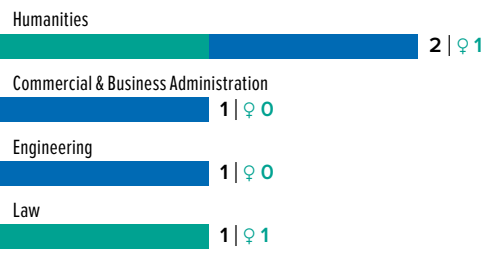
DAFI Programme since 2017



**DIRECT IMPLEMENTATION**



### TOP FIELDS OF STUDY



### COUNTRIES OF ORIGIN



### SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✔ **The DAFI programme in Benin was launched in 2017.**
- ✔ **Active coordination** took place between UNHCR Togo and the public higher education institutions in Benin. The DAFI programme was widely advertised, to encourage participation by as many eligible young people as possible.
- ✔ **40% female students** was achieved by UNHCR in the first cohort, which is seen as a success, since fewer girls than boys graduate from secondary school. Efforts to bring the female percentage up to 50 % will continue in the next years of the programme.
- ✔ **In 2018, student support, networks and volunteering opportunities** will be developed further after prioritising the integration and guidance of all new DAFI-supported students in 2017.
- ✔ **The programme's management is led by UNHCR's Regional Representation for West Africa**, as the national office closed at the end of 2017. Implementation in the country and direct support to students is facilitated by the National Commission for Refugee Assistance.

## Protection and Learning Environment

- Benin ratified the 1951 Refugee Convention, its 1967 Protocol and the 1969 OAU Convention.
- In 2017, Benin hosted 1,061 refugees and 267 asylum seekers.
- In line with international and national legislation, Benin grants refugees and asylum seekers rights to access basic services, including education and other important civil and economic rights, such as right to movement and work. Refugees in Benin can access higher education under the same conditions as local citizens.

## Post-Graduation Opportunities

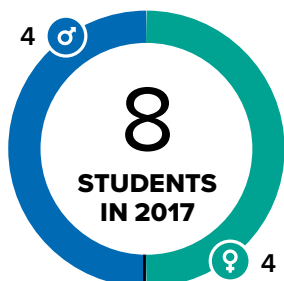
- Refugees have access to the labour market in Benin.
- Ways to help DAFI students to gain work experience via internships and learn about post-graduation employment opportunities will be explored in the coming years.

# Botswana

DAFI Programme since 1994



**DIRECT IMPLEMENTATION**



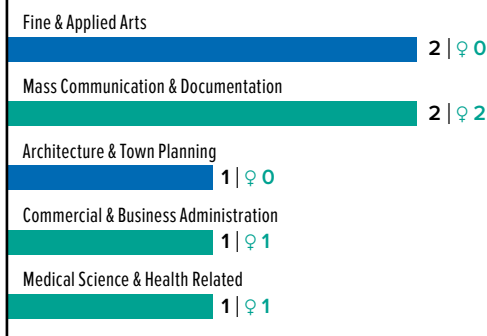
**\$ 52,383**  
Annual DAFI budget

**\$ 6,548**  
Average scholarship cost

**1 HE Institution**



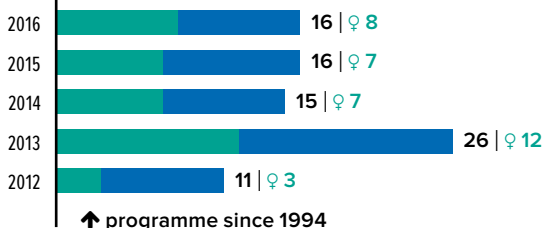
### TOP FIELDS OF STUDY



### COUNTRIES OF ORIGIN



### SCHOLARSHIPS OVER TIME



### 2017 DAFI Programme Highlights

- ✓ **Due to UNHCR phasing out from Botswana**, the DAFI programme is being managed by UNHCR’s Regional Office in South Africa.
- ✓ **It has been agreed that the DAFI programme will be phased out** and no new scholarships will be offered.
- ✓ **During this period, student support and counselling** is provided by field partners, Skillshare International in 2018 and Botswana Red Cross in 2017, in the country. DAFI students have mentored secondary school students and supported recreational activities in the refugee camps.

### Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Botswana hosted 2,119 refugees and 68 asylum seekers.
- The Government of Botswana has ratified key refugee and human rights instruments. However, it made several reservations concerning the 1951 Refugee Convention, including on refugees’ freedom of movement and right to work.
- Free primary and secondary education is being granted for refugees and asylum seekers within the national system.

### Post-Graduation Opportunities

- Botswana restricts refugees’ employment and freedom of movement by enforcing a strict encampment policy, limiting prospects for local integration. To leave the Dukwi camp, refugees must obtain exit permits (or work and residence permits), but only a few permits are granted by the government. This means that they may resort to working in the informal labour market to support themselves and their families.
- Refugees with higher education degrees are eligible to apply for “scarce skill” visas in sectors with high-demand for skilled labour.

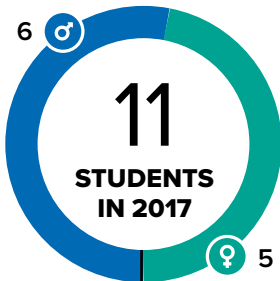
# Burkina Faso

DAFI Programme since 2017



**UNHCR**  
The UN Refugee Agency

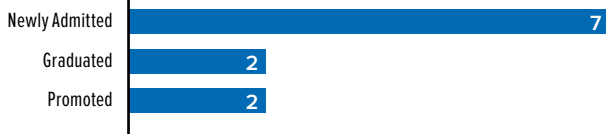
**DIRECT  
IMPLEMENTATION**



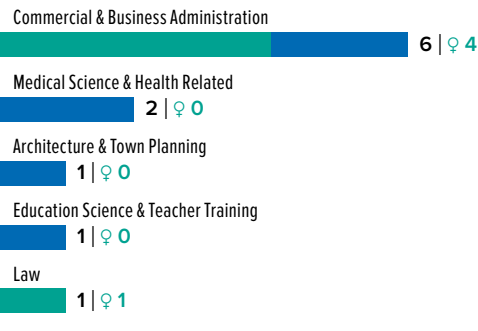
**\$ 40,580**  
Annual DAFI budget

**\$ 3,689**  
Average scholarship cost

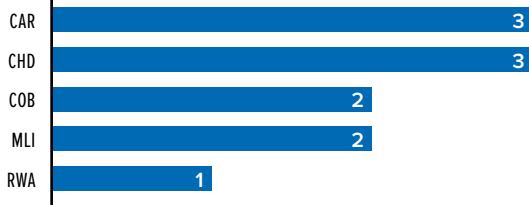
**8** HE Institutions



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✓ **The DAFI Programme was launched in Burkina Faso in 2017.**
- ✓ **33 monitoring visits** to higher education institutions were conducted to improve coordination on higher education, monitor DAFI student performance and ensure their engagement in university life.
- ✓ **UNHCR conducts regular phone-calls** to check in with students and to ensure their academic and social well-being.
- ✓ **DAFI Scholars acted as role models** and raised awareness of the importance of education with students and their parents in the refugee community.
- ✓ **DAFI scholars took part in the 16 Days of Activism Campaign** in 2017.

## Protection and Learning Environment

- In 2017, Burkina Faso hosted 24,155 refugees and 47 asylum seekers.
- Burkina Faso is a state party to the 1951 Refugee Convention and the 1967 Protocol, as well as the 1969 OAU Convention. Its 2008 Refugee Law incorporates most of the provisions. The law provides for the same treatment as nationals with regards to education, access to employment, freedom of movement etc.
- Refugees have access to tertiary education under the same condition as nationals.
- Out of 11 DAFI supported students, only two came from camps or from Mali, even though 99% of refugees in Burkina Faso are Malian, who mostly live in Burkina Faso's arid regions.
- There are very few Malian students enrolled in secondary education. Malian students who were eligible for university were selected for the DAFI Scholarship, and it is hoped that they will motivate others to complete secondary school.

## Post-Graduation Opportunities

- Refugees have the right to work and free movement in Burkina Faso. Challenges remain largely due to the high unemployment rate in Burkina Faso but also because employers are often unaware of refugees' right to work and thus refrain from hiring them.
- **DAFI scholars benefited from recommendation letters** issued by the government partner to facilitate their internship placement.
- **Two students had three-month internships** at a mining company and at a logistics transport service.

17 Applications in 2017 | ♀ 7

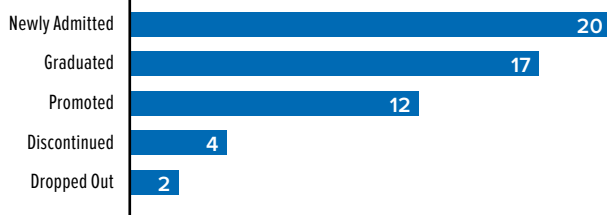
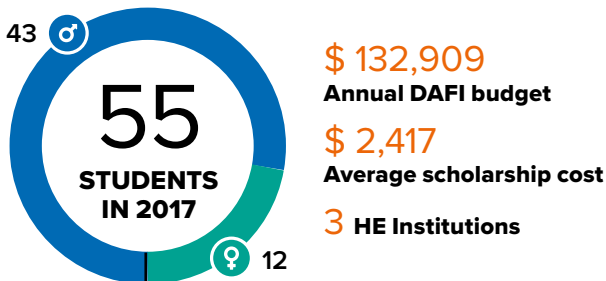
7 Newly Admitted | ♀ 3



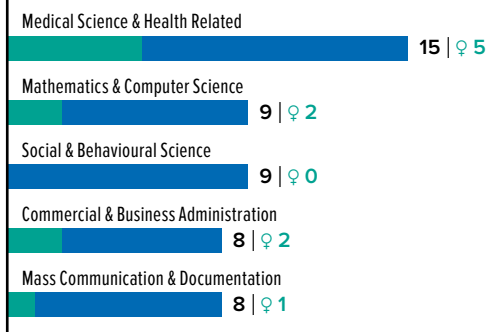
# Burundi

DAFI Programme since 2008

**PARTNER: RET INTERNATIONAL**



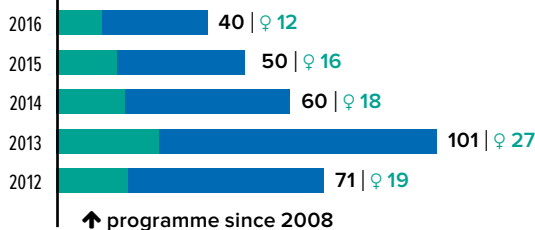
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **2 Burundian returnees were selected** to take part in the DAFI scholarship programme in 2017.
- ✓ **The DAFI Club held elections** for five new committee members to represent the students.
- ✓ **A 3-day workshop on “Managing your business”**, organised by RET with the [Burundi Business Incubator](#), was attended by 9 DAFI students, aiming to improve entrepreneur skills.
- ✓ **11 DAFI students took part in training on research techniques** and how to find internships and employment, which was organised in partnership with [Impact Hub Bujumbura](#).
- ✓ **22 students took part in computer science training**, organised by the French Institute of Burundi.
- ✓ **12 scholars took part in a Youth Globe Forum around Entrepreneurship.**
- ✓ **27 DAFI students took part in the 2017 “16 Days of Activism against Gender based Violence” Campaign.**
- ✓ **3 DAFI students supported the campaign “Mobilisation to defeat school drop-out”**, where they took part in implementing different activities, a radio broadcast, community mobilisation and interactive theatre.
- ✓ **A DAFI student completed a two-month academic internship** with RET.
- ✓ **One graduate from 2012 was trained as a school drop-out community mobilisation trainer.** He then trained field community workers in this area.

## Protection and Learning Environment

- Burundi has ratified the 1951 Refugee Convention and 1967 Protocol, and has an open-door policy for refugees and asylum seekers.
- In 2017, Burundi hosted 62,361 refugees and 3,550 asylum seekers.
- UNHCR declared Burundi a [Level 2 emergency](#) in May 2015 when political conflict caused over 200,000 people to flee to neighbouring countries.
- Refugees are integrated into the national education system and access tertiary education under the same conditions as nationals.
- Despite efforts to increase the number of female DAFI students, including pre-identification of talented female students, the number of female DAFI scholars is low. This is primarily due to fewer young women finishing upper secondary school with adequate grades.

## Post-Graduation Opportunities

- The national legislation grants refugees the right to work in Burundi. 17 DAFI students and one graduate student completed internships in 2017, while two graduates secured employment.
- Six former DAFI graduates worked with RET in the areas of capacity-building and administrative support.
- Six DAFI scholars were certified as Financial Education trainers after a two-day workshop.

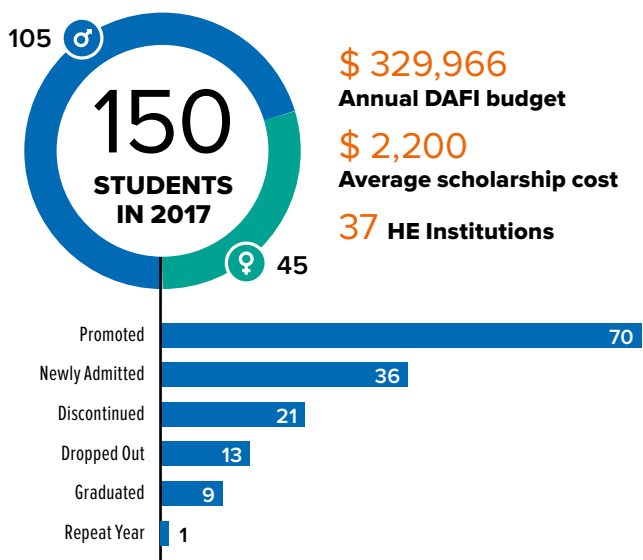
114 Applications in 2017 | ♀ 25

20 Newly Admitted | ♀ 3

# Cameroon

DAFI Programme since 1992

 PARTNER: **PLAN INTERNATIONAL**

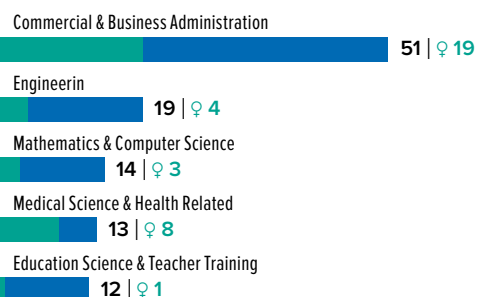


**\$ 329,966**  
Annual DAFI budget

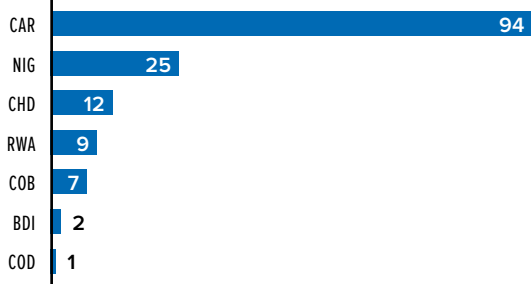
**\$ 2,200**  
Average scholarship cost

**37 HE Institutions**

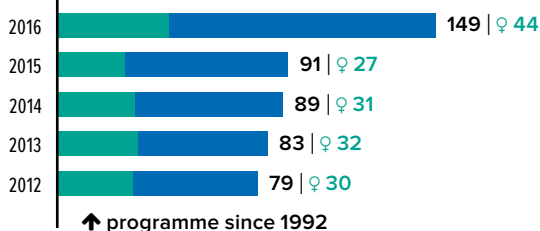
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✔ **An information session** about the DAFI programme to provide guidance to university staff on the housing needs and the situation of DAFI scholars in general was organised by Plan International Cameroon. A representative from the Ministry of Higher Education also attended the session.
- ✔ **A workshop on self-evaluation and creating strong personal development plans** was organised for young refugee women studying with a DAFI scholarship.
- ✔ **A four-day seminar was offered to build leadership capacity** among girls and mothers, encouraging them to take greater initiative and responsibility in their communities. The seminar included a workshop where interventions were planned around the specific problems students were facing. 12 DAFI students and two (employed) DAFI graduates attended the seminar.
- ✔ **The DAFI Club held elections** for its executive board.
- ✔ **Plan International strengthened the DAFI Club**, held special community events to promote education and was able to acquire 91 tablets to support students without laptops with their studies.
- ✔ **13 students completed refresher courses** to catch up with their studies or specifically prepare for academic exams.
- ✔ **16 students took English classes** at a language centre to improve their academic performance.
- ✔ **An orientation workshop** took place, to welcome the new students and provide them with practical support.
- ✔ **Psychosocial counselling** was provided to young women studying with a DAFI scholarship.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Cameroon hosted 314,406 refugees and 5,784 asylum seekers in 2017.
- Refugees largely have the same civil rights as locals under national law, including the right to access education at all levels under the same conditions as nationals.
- Access to higher education is competitive for all students.
- Many refugees struggle to study in French or English, not having studied these languages at secondary school.

## Post-Graduation Opportunities

- Refugees have access to the labour market in Cameroon under the 2005 refugee law. Refugees, however, encounter high rates of unemployment in the country.
- **44 students took part in a three-day workshop on job searching skills** organised by UNHCR and Plan International, coordinated by the National Fund for Employment and attended by entrepreneurs.

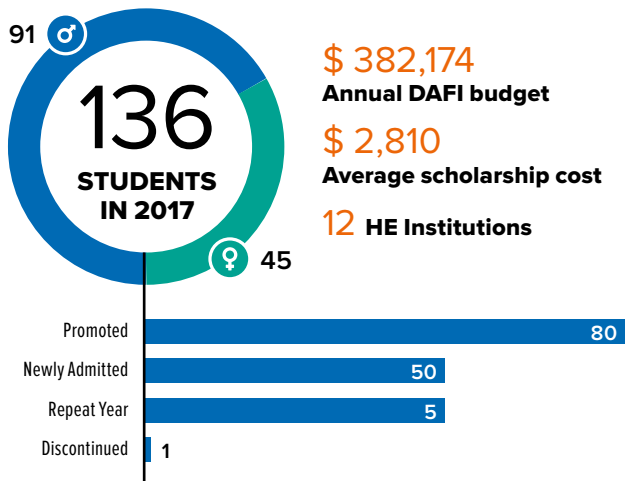
**355** Applications in 2017 | ♀ 89

**36** Newly Admitted | ♀ 12

# Chad

DAFI Programme since 2012

**PARTNER: RET INTERNATIONAL**

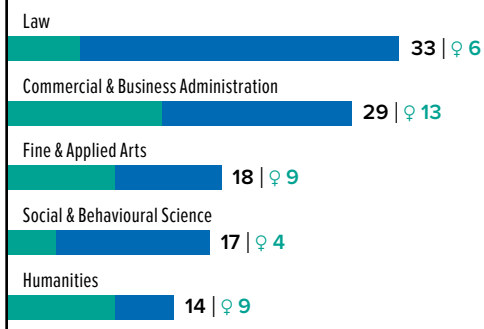


**\$ 382,174**  
Annual DAFI budget

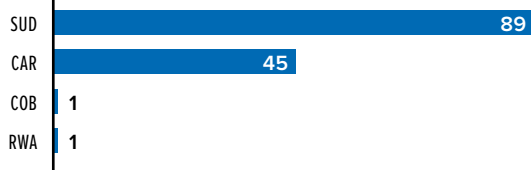
**\$ 2,810**  
Average scholarship cost

**12 HE Institutions**

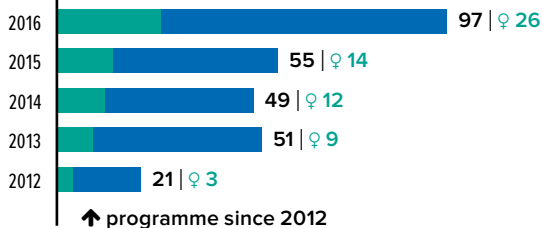
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **Memoranda of Understanding between UNHCR and 11 public and private universities** in Chad have allowed DAFI students as well as other refugee students to access tertiary education under the same conditions as nationals. This enabled 400 non-DAFI refugee students to enrol in a public university using their own financial means.
- ✓ **An active DAFI Club** engages students in community activities and offers peer-to-peer support, including through WhatsApp.
- ✓ **16 visits to university campuses** were conducted by RET International to monitor student progress and offer support where needed.
- ✓ **The 25<sup>th</sup> Anniversary Celebrations** were used as platform for advocacy, with refugee students speaking out about education. Six new Memoranda of Understanding with private universities were signed at the event.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Chad hosted 411,482 refugees and 660 asylum seekers in 2017.
- Chad grants refugees access to education services at all levels.
- Chad has been in socioeconomic recession since 2016. Austerity measures that followed this resulted in an increase in university fees through rising service prices.
- As a result, strikes were held at the end of 2016 and examinations were postponed by 6 months due to university closure. Only those at private universities or other academic institutions were able to graduate in 2017, while public university students will only be able to take their exams in 2018.
- Secondary school enrolments in refugee camps have been rising substantially over recent years, creating increased demand for tertiary education scholarships. For example, at camps in eastern Chad, enrolment in secondary schools increased from 28% in 2015 to 83% in 2016, and to 94% at the end of December 2017. The availability of DAFI scholarships has motivated many students to complete secondary school.

## Post-Graduation Opportunities

- In Chad, refugees have been allowed to settle outside camps in rural and urban areas, and some have been granted land for agricultural production, contributing to the social and economic integration of refugees. While national legislation does not specifically outline refugees' right to work, many DAFI graduates were successful in finding employment in refugee schools, or in health centres serving refugees.
- **17 students successfully completed internships**, providing them with practical work experience in the formal labour market.
- **UNHCR and RET International assist students with their job search** by linking them up with former DAFI scholars to facilitate networking.

**355** Applications in 2017 | ♀ 89

**50** Newly Admitted | ♀ 22

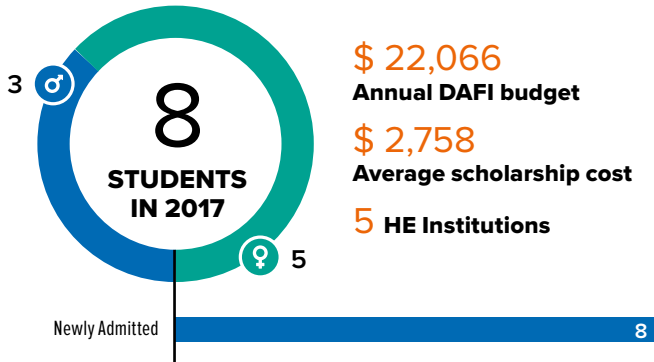


# Côte d'Ivoire

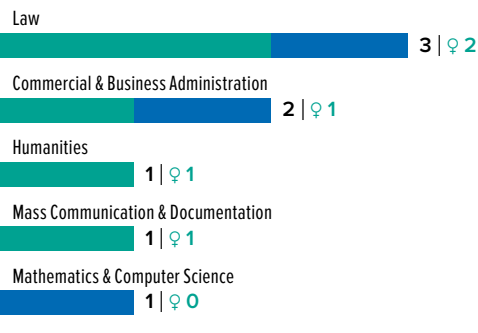
DAFI Programme since 2017



**DIRECT IMPLEMENTATION**



### TOP FIELDS OF STUDY



### COUNTRIES OF ORIGIN



### SCHOLARSHIPS OVER TIME

↑ programme since 2017

### 2017 DAFI Programme Highlights

- ✓ **The DAFI programme was launched in Côte d'Ivoire in 2017** and was welcomed by the refugee community. UNHCR worked closely with the German Embassy and the Ministry of Education to plan and roll out the programme.
- ✓ **Four DAFI students successfully enrolled** in university in late 2017. Four more students enrolled in February 2018.
- ✓ **UNHCR strengthened its collaboration with public universities** and its advocacy to better support future cohorts of DAFI students.
- ✓ **UNHCR has provided guidance and support** to the new DAFI scholars regarding their integration in academic and social life on campus.
- ✓ **UNHCR supported students to set up a DAFI Club** as a social and peer-to-peer support platform.

### Protection and Learning Environment

- Côte d'Ivoire is party to the 1951 Refugee Convention and 1967 Protocol, and to the 1969 Organization of African Unity Convention relating to refugees.
- Côte d'Ivoire hosts 1,564 refugees and 379 asylum seekers.
- Côte d'Ivoire has a long history of welcoming refugees and has kept its borders open to those seeking protection. The Government grants refugees access to national education systems at all levels.
- School enrolment among refugees is lower compared to nationals, due to financial hurdles faced by the refugee communities.
- Refugees can access higher education but are obliged to pay higher fees than national students. Furthermore, they do not qualify for financial support from the state as nationals do.

### Post-Graduation Opportunities

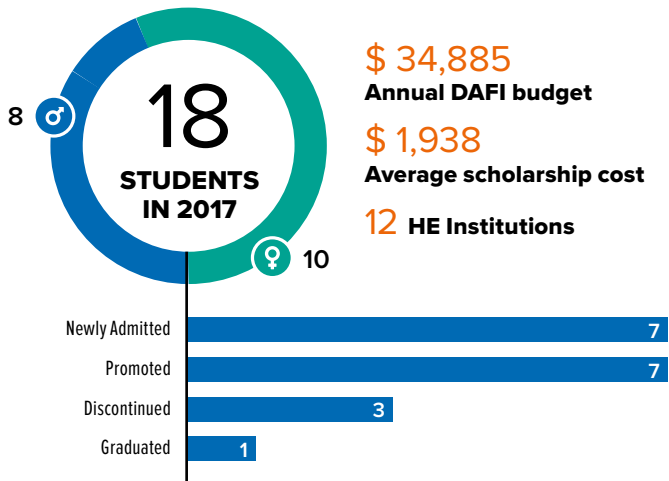
- Refugees have the right to work in Côte d'Ivoire. However, a number of restrictions relating to certain fields of employment and ownership of land and assets persists.

35 Applications in 2017 | ♀ 18

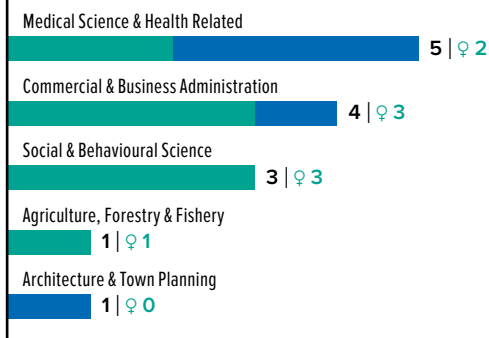
8 Newly Admitted | ♀ 5

# Ecuador

DAFI Programme since 2005



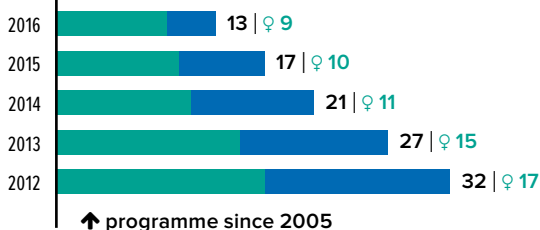
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **UNHCR Ecuador celebrated the 25<sup>th</sup> Anniversary** of DAFI with a forum on “Youth, Refuge and Opportunities for the future”. Panellists from the Ministry of Labour, the local government, universities, employers and former scholars attended together with current DAFI students.
- ✓ **A video** on the importance of contributing to the development of society was created by HIAS along with students. The video, which includes student testimonies on how DAFI has affected their lives, can be watched [here](#).
- ✓ HIAS conducted **monthly visits** to university campuses to follow up on each student and optimally support them with their academic studies.
- ✓ The **majority of students are actively involved in community activities** and act as role models in their communities.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Ecuador hosted 47,416 refugees and 11,917 asylum seekers.
- Refugees in Ecuador have the same rights as Ecuadorian nationals, including the right to work and to access public education at all levels, including tertiary education.
- However, several factors impede refugees’ access to tertiary education, such as a lack of public universities in border regions where a number of refugees live, high costs of private universities and the cost of studying, refugees sometimes not being able to obtain adequate support to prepare for the competitive national university entrance exams and limited access to tertiary education for refugees wishing to pursue a graduate degree.

## Post-Graduation Opportunities

- Refugees have the right to work in Ecuador.
- Since the launch of the DAFI programme in 2005, 27 students successfully graduated from their universities. HIAS remains in contact with 18 graduates, out of which 15 are reported to have been employed in the formal labour market by the end of 2017.
- 3 students undertook internships in 2017 to gain meaningful work experience.
- To help students transition to the labour market, they are provided with job search training.
- One graphic design DAFI student created a sign language dictionary and is now working with an NGO serving the local deaf population alongside his studies.

13 Applications in 2017 | ♀ 8

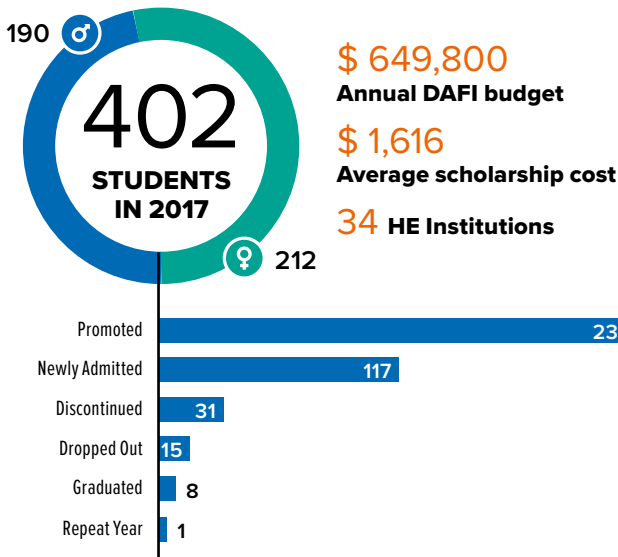
7 Newly Admitted | ♀ 3

# Egypt

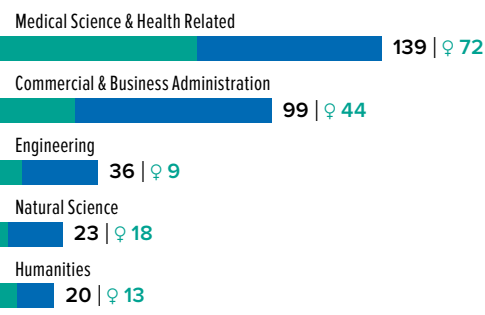
DAFI Programme since 1993



**PARTNER: CATHOLIC RELIEF SERVICES (CRS)**



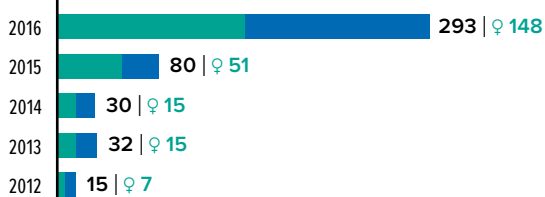
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



↑ programme since 1993

## 2017 DAFI Programme Highlights

- ✓ **386 DAFI scholars were supported through monthly meetings** with CRS. A survey found that almost 92% of DAFI students said that those meetings were very beneficial to them, and almost 90% highlighted the fact that it was useful to share their questions and concerns with UNHCR partner during those meetings.
- ✓ **A two-day computer skills course** was set up for 11 DAFI students who needed computer skills for their courses.
- ✓ **Five DAFI scholars have engaged in community service work**, by teaching English and IT skills.
- ✓ **One student set up a community centre** for refugees teaching computer literacy and soft skills

## Protection and Learning Environment

- Egypt has ratified the 1951 Refugee Convention and 1967 Protocol. The Government of Egypt made reservations on five articles, including access to education and labour market.
- In 2017, Egypt hosted 232,648 refugees and 56,583 asylum seekers.
- Only refugee children from Syria and Sudan have access to public education on an equal basis to Egyptian nationals. Children of other nationalities face particular challenges in accessing the public education system.
- UNHCR provides education grants to refugees and asylum seeker children enrolled in primary and secondary education levels, to support vulnerable families in meeting the associated costs of education.
- Egypt's Ministry of Higher Education statistics for the 2017/2018 academic year show that 22,000 refugee students are currently studying at universities across Egypt. However, refugees of nationalities other than Syrian and Sudanese are treated as foreign students and subject to different student fee schemes, making it difficult for them to access free university education.
- To facilitate access to Higher Education for African refugees, UNHCR signed a Memorandum of Understanding with October 6 University, where enrolled students only pay 50% of the required fee and the university pays the remainder.

## Post-Graduation Opportunities

- Egypt made reservations concerning the 1951 Refugee Convention with regards to Article 24, meaning that refugees do not have full legal access to the labour market.
- Refugees face no restrictions on volunteer work or internships.
- Of the eight scholars who graduated in 2017, two are reported to have found employment, with follow-up ongoing for the remaining graduates. One of the graduates has accepted a fully funded MA opportunity with the American University in Cairo.

**1,066** Applications in 2017 | ♀ **481**

**117** Newly Admitted | ♀ **70**

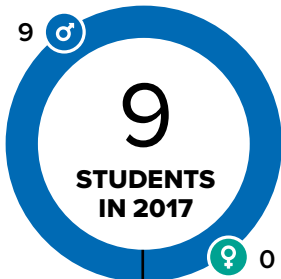


# Eritrea

DAFI Programme since 2017



**DIRECT IMPLEMENTATION**



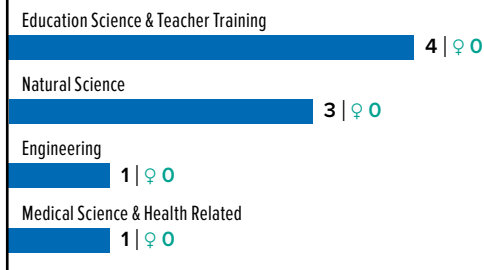
**\$ 13,487**  
Annual DAFI budget

**\$ 1,499**  
Average scholarship cost

**2 HE Institutions**



### TOP FIELDS OF STUDY



### COUNTRIES OF ORIGIN



### SCHOLARSHIPS OVER TIME

↑ programme since 2017

### 2017 DAFI Programme Highlights

- ✓ **UNHCR re-opened the DAFI programme in 2017** and identified and selected seven new students.
- ✓ There are no young women on the programme, the reason being that few young women successfully complete upper secondary education, and those that graduate often do not achieve the required grades to access colleges in Eritrea.
- ✓ **5 students** were actively engaged in volunteering and community activities. These activities are mainly within teaching and interpretation services carried out in the students' spare time.
- ✓ **UNHCR conducted 2 monitoring visits** to higher education institutions.

### Protection and Learning Environment

- Eritrea has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2017, Eritrea hosted 2,392 refugees, the majority of whom are of Somali origin.
- The majority of refugees live in camps.
- A Memorandum of Understanding between UNHCR and Ministry of Education ensures that Somali refugees have access to Government secondary schools.
- Refugee students pay a reduced fee compared with international students, however national students access university for free.
- Refugee students have been reluctant to join tertiary education due to resettlement expectations. Resettlement expectations are also reported to affect students' attendance, and performance and is one of the causes of high levels of school dropout.

### Post-Graduation Opportunities

- Refugees do not have access to the formal labour market in Eritrea.
- Educated refugees can take on skilled work in the refugee camps, including working in teaching, health care and livelihood programmes.

9 Applications in 2017 | ♀ 0

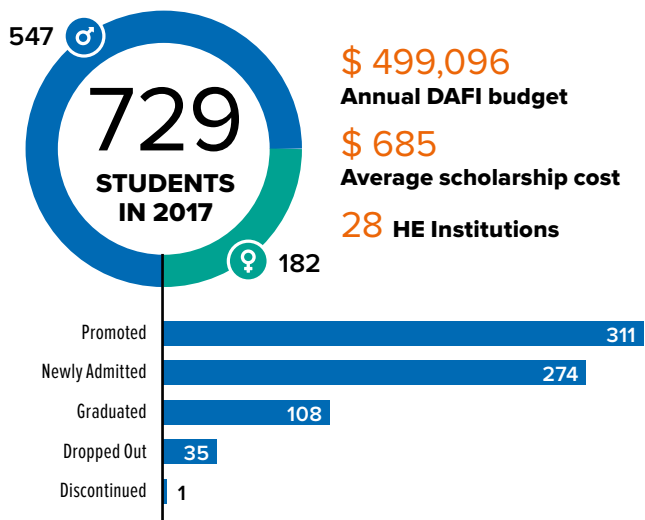
7 Newly Admitted | ♀ 0

# Ethiopia

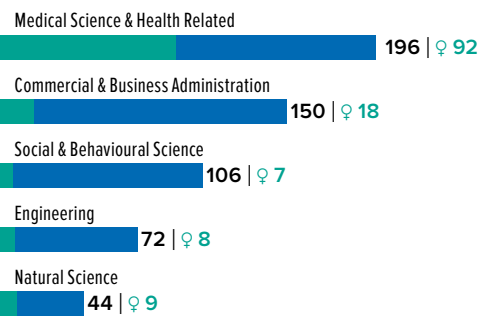
DAFI Programme since 1993



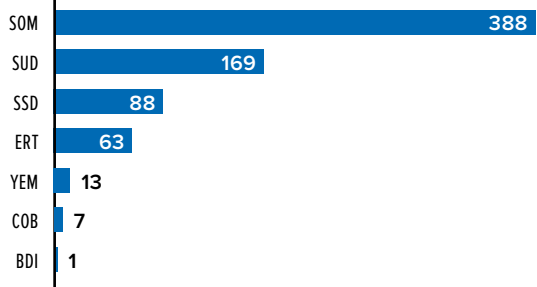
**PARTNER: ASSOCIATION OF ETHIOPIANS EDUCATED IN GERMANY (AEEG)**



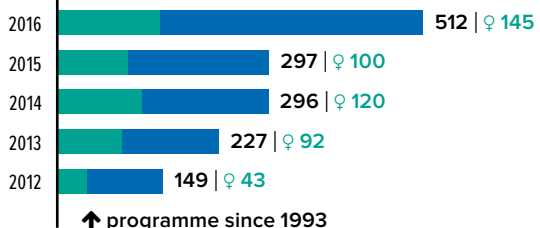
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **Two workshops were conducted to facilitate networking** among higher education stakeholders including academic officials, national government representatives, the German Embassy, refugee parents and NGO partners.
- ✓ **Two students were recognised by the university senate as gold medallists** for excellent academic achievement.
- ✓ **AEEG undertook regular visits to university campuses** to ensure support to DAFI scholars.
- ✓ **The DAFI Club organised several community activities** and served as a platform for exchange. It organised two workshops for 250 individuals to address the specific risks of HIV/AIDS for refugee students.
- ✓ **AEEG has offices across the universities** where scholars can study, network, and receive counselling on various issues by AEEG staff.
- ✓ **DAFI scholars work intensively with refugee girls, their parents, and the school community** to motivate and enable girls to continue their education.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Ethiopia hosted 889,412 refugees and 2,609 asylum seekers.
- The Government of Ethiopia maintains a favourable protection environment, characterised by many years of implementing an open-door policy towards refugees. Although refugees have access to education, this access is often limited, especially at secondary level, due to lack of resources and infrastructure.
- Ethiopia is one of the first five African countries to participate in the [CRRF](#), and in November 2017 it made nine pledges to improve education, livelihoods, documentation, social services, local integration and out-of-camp policy.
- Refugees can access tertiary education under the same conditions as Ethiopian nationals, and the government sponsors refugees, including DAFI scholars, to attend university.
- A limited number of girls graduate from secondary school, meaning few make it to tertiary education. This is further negatively affected by early marriage, domestic workload and SGBV risks.

## Post-Graduation Opportunities

- The majority of refugees in Ethiopia live in camps, as the Government upholds reservations on the 1951 Convention regarding the right to work and freedom of movement. However, through the CRRF the government has committed to expanding policies on alternatives to camps and granting access to work permits for refugees.
- All students access internships through their universities. In 2017, 311 DAFI students successfully completed an internship, gaining valuable work experience.
- Graduating students received research and suit allowances. They also took part in CV writing training and job searching skills, as well as life skills.

**563** Applications in 2017 | ♀ 87

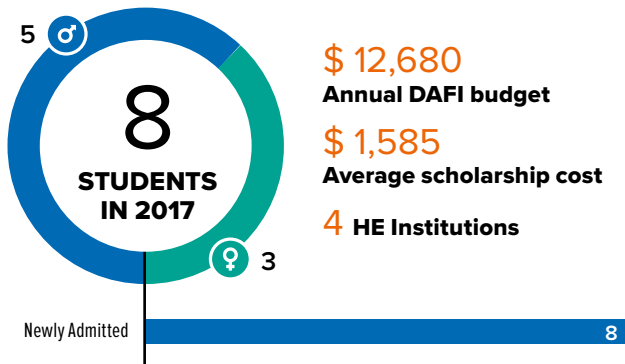
**274** Newly Admitted | ♀ 69

# Gambia

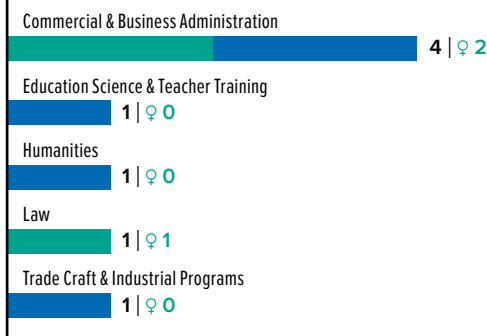
DAFI Programme since 2017



**DIRECT IMPLEMENTATION**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✓ **The DAFI programme was launched in 2017.** The programme needs to be promoted further to increase application numbers and motivate more parents and youth to invest in completing upper secondary education, as completion rates among young refugees remain low.
- ✓ **UNHCR gathered partner organisations,** the [Forum for African Women Educationalists](#) Gambia (FAWEGAM) Chapter, the Ministry of Higher Education, and leaders from the University of The Gambia to plan and implement the DAFI programme.
- ✓ **In 2018, student support, networks and volunteering opportunities will be developed further after prioritising the integration and orientation of all new DAFI-supported students in 2017.**
- ✓ **Implementation and student support is facilitated by the National Commission for Refugee Assistance.**

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Gambia hosted 8,039 refugees and 540 asylum seekers.
- Gambia has a legislative framework for those who seek protection. However, political developments and refugee policy changes have affected the national protection and assistance services that refugees can access. As a result of advocacy efforts, the Government has now granted options for naturalisation or for multi-year residence permit status for all refugees living in the country.
- The Government grants refugees the right to education and has waived school fees in public schools for refugees. However, indirect costs of education are still a significant barrier.
- Refugees face a number of barriers to pursuing higher education. They cannot benefit from government scholarship opportunities for nationals, and international fees are levied on some refugees on an ad hoc basis.

## Post-Graduation Opportunities

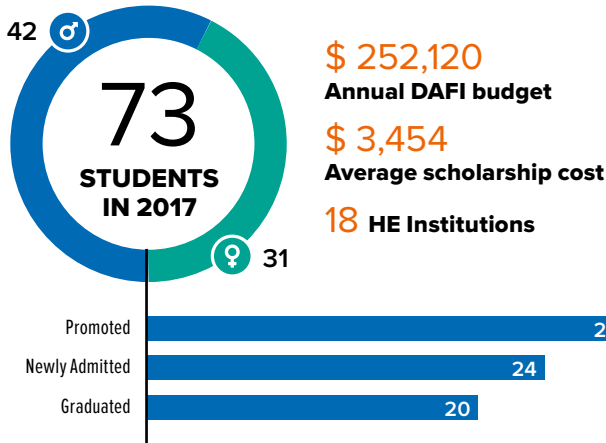
- The national Refugee Act gives refugees the right to work and to access social services, with many self-employed as tailors, small traders or teachers.
- However, refugees have to apply for additional work permits to work in the formal sector. Gambian employers often lack knowledge, information and understanding of refugees' right to work, which deters them from hiring refugees.
- Through participatory assessments, it was found that scholarship opportunities are motivating young persons to continue their education, enabling them to pursue gainful employment and empowering them to contribute meaningfully to their communities.

12 Applications in 2017 | ♀ 5

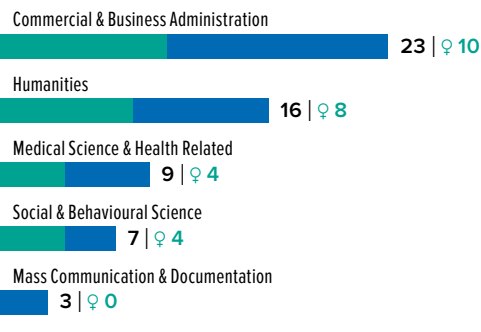
8 Newly Admitted | ♀ 3

# Ghana

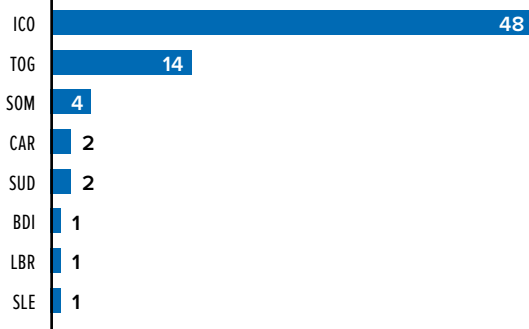
DAFI Programme since 1993



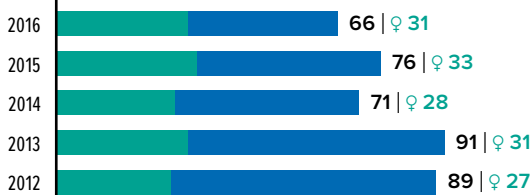
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



↑ programme since 1993

## 2017 DAFI Programme Highlights

- ✔ **UNHCR has produced a documentary** featuring the success stories of DAFI students in Ghana.
- ✔ **The 25<sup>th</sup> DAFI Anniversary** was celebrated through a variety of volunteering activities.
- ✔ **61 DAFI students and graduates attended a seminar** in “Leadership, Democracy and Entrepreneurship” offered by Flowers School of Technology and Management, which is run by a DAFI alumnus.
- ✔ **Monitoring visits were conducted** throughout the year to enhance collaboration with all 16 universities and ensure the well-being and support for DAFI students.
- ✔ **A health screening of 122 refugees** at Krisan Refugee Camp, as well as an education session on the prevention and management of diabetics and hypertension, was conducted by two DAFI scholars studying nursing.
- ✔ **DAFI scholars conducted Career Education and Counselling** at Krisan Refugee Camp with students in junior and senior high schools. These students needed help on how to select subjects for their studies to achieve their individual goals and benefited from the advice of the DAFI scholars.

## Protection and Learning Environment

- Ghana has ratified the 1951 Refugee Convention and its 1967 Protocol and the 1969 OAU Convention
- In 2017, Ghana hosted 12,156 refugees and 1,313 asylum seekers.
- Refugees are able to access public primary and secondary education. Enrolling in upper secondary education remains a challenge for young refugees, as direct and indirect fees are prohibitive. Scholarships are, however, very limited.
- International fees apply for refugees accessing tertiary education, posing a significant barrier to them pursuing their university aspirations. However, UNHCR has been able to negotiate reduced fees for some students, including DAFI scholars.

## Post-Graduation Opportunities

- Refugees have the right to apply for work permits in Ghana. Finding employment is often difficult, since an initial employer commitment is required as a precondition for a work permit.
- 24 unemployed graduates were referred to a job search company in Accra, for training and possible job placement.
- The Ghana Refugee Board negotiated [National Service](#) placements for refugees, as an opportunity to acquire work experience and sometimes creates avenues for employment. Through this initiative, 10 out of 20 students who graduated in 2017 were posted to teach in schools. Some others are teaching assistants at universities, while others serve in the government development cooperation office.

44 Applications in 2017 | ♀ 13

24 Newly Admitted | ♀ 6



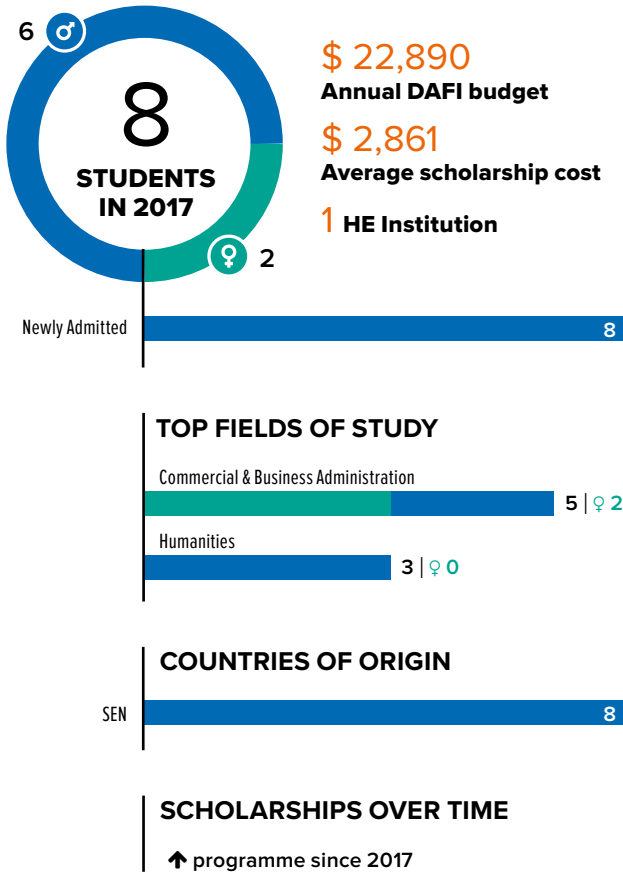
# Guinea

DAFI Programme since 2017



**UNHCR**  
The UN Refugee Agency

**DIRECT  
IMPLEMENTATION**



## 2017 DAFI Programme Highlights

- ✓ **The DAFI Programme was launched in 2017** by awarding 8 scholarships to refugee students.
- ✓ **Advocacy with university directors and rectors** in 2016 and 2017 by UNHCR and the National Commission for the integration and support of refugees (CNISR) for improved access conditions for refugee students. Major improvements were achieved, for example refugee students are exempted from paying tuition fees as foreign nationals.
- ✓ **Three monitoring visits** to university campuses were conducted in the first semester to build the relationship with the universities and ensure that the students were settling into university life.
- ✓ **All eight students were actively engaged in their communities and** acted as role models.
- ✓ **In 2018, student support, networks and volunteering opportunities will be developed** further after prioritising the integration and orientation of all new DAFI supported students in 2017.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Guinea hosted 5,161 refugees and 113 asylum seekers.
- Refugees in Guinea enjoy freedom of movement, access to public education, public health care and access to identity documentation.
- Some refugees find it difficult to find formal employment because the available documentation does not permit them to practice certain trades or perform financial transactions.
- Refugee women experience a heightened risk of exploitation and survival sex. UNHCR recorded instances of children being forced to drop out of school in order to work due to the economic vulnerability of many refugee families.
- UNHCR provides school kits to refugee children to help parents with the costs of purchasing materials, as well as supporting the payment of teachers' allowances, which helps to encourage refugee parents to enrol their children in primary education.

## Post-Graduation Opportunities

- Refugees have access to the labour market in Guinea. Some refugees find it difficult to find formal employment because the available documentation does not permit them to practice certain trades or perform financial transactions.
- UNHCR will look into ways to provide support to the DAFI students that enhances their Post-Graduation Opportunities.

20 Applications in 2017 | ♀ 3

8 Newly Admitted | ♀ 2

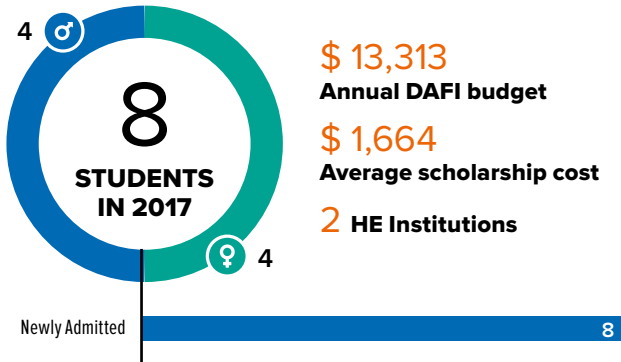
# Guinea-Bissau

DAFI Programme since 2017

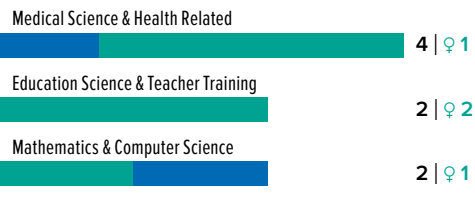


**UNHCR**  
The UN Refugee Agency

**DIRECT  
IMPLEMENTATION**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✓ **The DAFI Programme was launched in 2017**, awarding 8 scholarships to refugee students.
- ✓ A 50% gender balance was achieved with the first cohort of DAFI students.
- ✓ **Bank accounts were opened for DAFI students** through a partnership between the government and a national bank, at the request of UNHCR.
- ✓ **DAFI Club was set up** in order to engage students in various community activities, and act as a platform for peer support.
- ✓ **Community Service focal points** at each higher education institution have monitored and assisted DAFI students in their academic and social integration and well-being and have reported to UNHCR Community Service.
- ✓ **Monthly student meetings** were held to discuss problems and difficulties and to identify appropriate solutions.
- ✓ **UNHCR conducted weekly student residence visits** to support individual scholars.
- ✓ **UNHCR met every two months with the higher education institutions** to enhance collaboration on refugee-related issues.
- ✓ The newly enrolled DAFI students reported positive social interaction with the national students.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Guinea-Bissau hosted 11,204 refugees and 17 asylum seekers.
- The majority of the refugee population in Guinea-Bissau have been in Guinea-Bissau for over 15 years.
- Refugees enjoy freedom of movement and are encouraged by the Government to integrate in the local communities, with free access to public services and the labour market.
- The cost of attending university is often too high for both refugees and local students.
- Some DAFI students struggle with the language of instruction, Portuguese, and so UNHCR is investigating partnerships to provide language courses for DAFI students in 2018.
- Implementation in the country and direct support to the students is facilitated by the National Commission for Refugee Assistance.

## Post-Graduation Opportunities

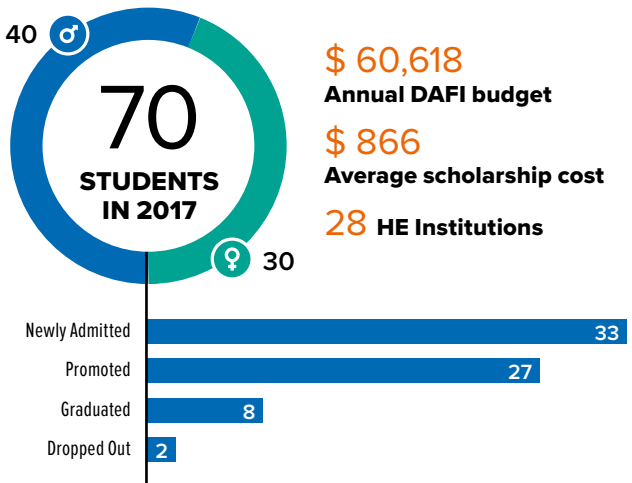
- Refugees have the right to freedom of movement and to work in Guinea-Bissau, which encourages local integration.
- UNHCR will look into ways to provide support to DAFI students that enhances their Post-Graduation Opportunities.

**35** Applications in 2017 | ♀ 10

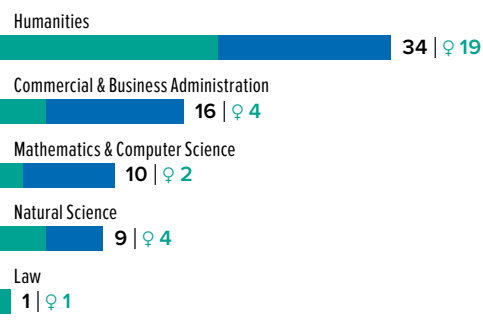
**8** Newly Admitted | ♀ 4

# India

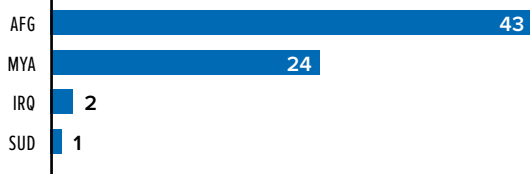
DAFI Programme since 2002



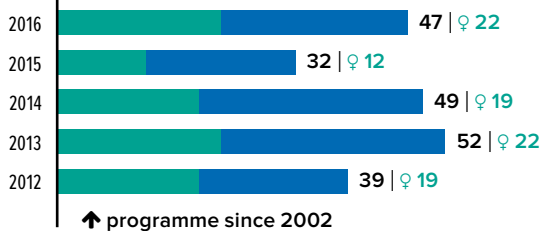
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **An Educational Tour** was held for DAFI students, engaging them in team-building activities.
- ✓ **The 25<sup>th</sup> Anniversary Celebrations** at the annual workshop featured student stories, musical performances and a traditional dance by the Afghan youth club.
- ✓ **Courses run at BOSCO centres**, including English and Hindi Language, Basic Computer skills and Life Skills classes, were open to DAFI students.
- ✓ **An Education Campaign** was run where students and their parents were briefed about the DAFI programme, and the importance of enrolling in school.
- ✓ **Monthly interactive sessions** were held with DAFI scholars on topics of self-awareness, anger management, sharing life experiences, interpersonal skills, personal development, emotional intelligence and gender equality.
- ✓ **HIV/AIDS awareness campaigns** were attended by DAFI students, including youth club activities on SGBV prevention and the “16 Days of Activism Against Gender Based Violence” campaign.

## Protection and Learning Environment

- India has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2017, India hosted 197,146 hosted and 10,519 asylum seekers.
- India’s overall protection environment is conducive for the majority of refugees, while the national protection framework remains informal, with India not being a party to the 1951 Refugee Convention.
- India continues to provide refugees with access to its public services, including education. Following policy changes in 2017, UNHCR successfully lobbied the Indian authorities to accept refugee children and youth into school, even without the necessary documents.
- Lack of adequate schooling support and language skills hinder many refugee children’s success in their education.
- Refugees’ admission to universities is not well standardised across the country, with some managing to enrol under the same conditions as nationals, while others are charged higher fees applicable to foreign students.
- Admission to universities is highly competitive, and often involves an entrance test. Only around 5% of refugees/asylum seekers are estimated to gain a university education.

## Post-Graduation Opportunities

- Refugees cannot access the formal labour market without work permits. Most refugees face challenges in obtaining work in the private sector and also face financial exclusion, primarily due to documentation barriers.
- Eight of the current DAFI students were able to secure employment by end of 2017.

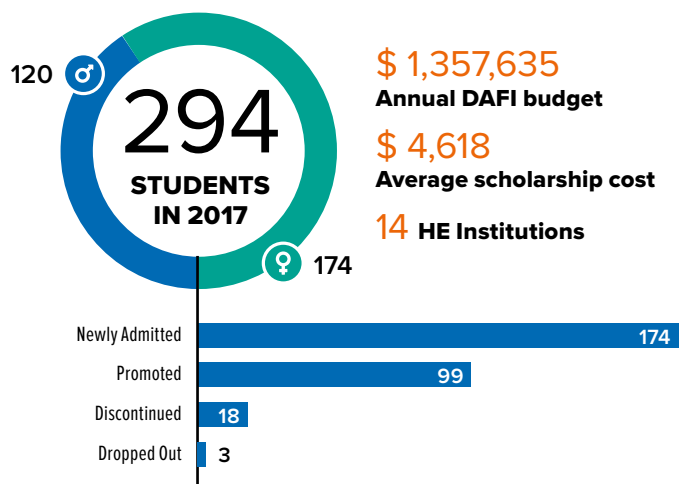
43 Applications in 2017 | ♀ 17

33 Newly Admitted | ♀ 13

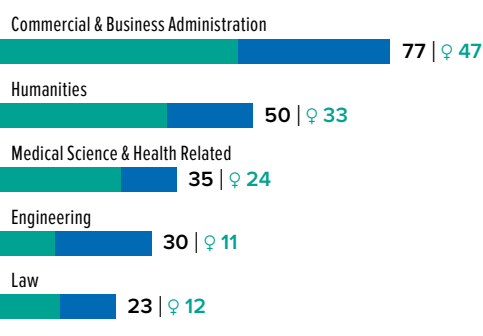
# Iraq KRI

DAFI Programme since 2016

**PARTNER: DARYA ORGANISATION FOR DEVELOPMENT**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **Several of the scholars finished in the top 10 of their class.**
- ✓ **UNHCR signed a Memorandum of Understanding** with the Ministry of Higher Education offering one year of tuition fee-free study for DAFI students taking five-year courses, including medicine.
- ✓ **Two telephone helplines** for DAFI scholars were operational for counselling and for questions or concerns with regards to higher education. The scholars are also connected via messaging groups.
- ✓ **Four workshops** were held, attended by 116 scholars to explain the DAFI programme and provide a forum for students discuss their experiences and share any difficulties.
- ✓ **16 scholars attended training courses** by the French NGO [ACTED](#) and UNHCR on building volunteer capacity and supporting activities in refugee camps.
- ✓ **A youth project** focusing on youth leadership and innovation involved seven DAFI scholars.

## Protection and Learning Environment

- Iraq has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2017, Iraq hosted 277,672 refugees and 13,038 asylum seekers. The majority are of Syrian origin. Almost all Syrian refugees live in the Kurdish Region of Iraq (KR-I), with the Kurdish Regional Government granting free access to education at primary and secondary levels.
- Refugees access tertiary education on the same basis as international students and pay international fees even if they have completed secondary education in Iraq.
- The Ministry of Higher Education created greater flexibility for refugee students by accepting copies of Syrian high school certificates as proof of secondary school completion and allowing them to provide their original certificates by the end of their studies. The Ministry also put in place a counselling system to support the academic success of DAFI students across all universities.
- Language barriers are a challenge for young refugees enrolling in KR-I universities, as the languages of instruction are English and Kurdish.
- The education system in the KR-I has been dramatically affected by the economic downturn, mostly due to a lack of regular payments of salaries to teachers and professors. In addition, limited places at universities have made it harder for refugees to secure places.

## Post-Graduation Opportunities

- Refugees have access to the labour market and enjoy freedom of movement in KR-I provided they hold valid KR-I residency permits.
- As the DAFI Programme started in 2016, there have not yet been any graduates. Graduation opportunities, and how best to prepare students for post-graduation opportunities, are therefore still being explored.

1,200 Applications in 2017 | ♀ 250

174 Newly Admitted | ♀ 101



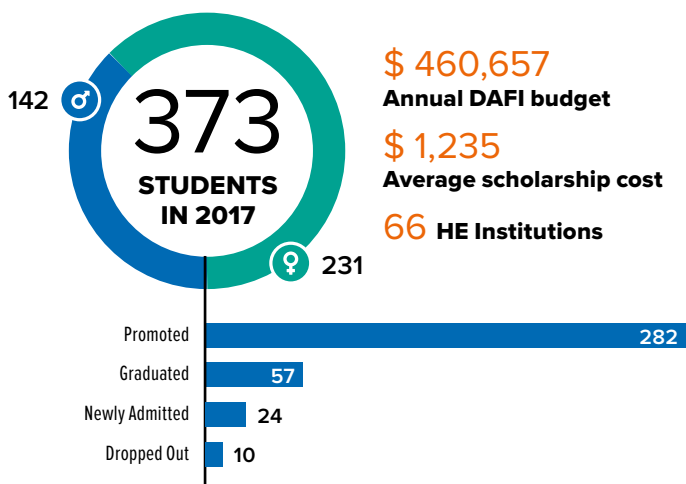
# Islamic Republic of Iran

DAFI Programme since 1995



**UNHCR**  
The UN Refugee Agency

**DIRECT  
IMPLEMENTATION**

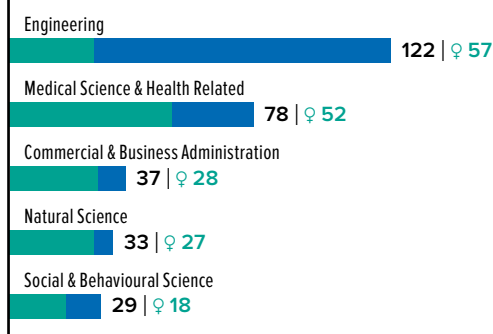


**\$ 460,657**  
Annual DAFI budget

**\$ 1,235**  
Average scholarship cost

**66 HE Institutions**

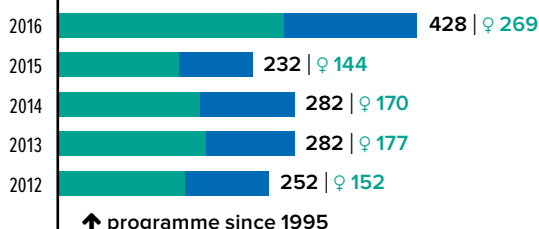
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **All 24 refugees accepted as DAFI scholars in 2017 were taken from the 2016 waiting list**, with no new call for applications launched in 2017.
- ✓ **The annual DAFI workshop** was planned and designed jointly with all scholars, taking into account their challenges and needs, skills and capacities in 2017, and will take place in early 2018.
- ✓ **Awareness-raising programmes** on health insurance and labour rights and livelihood opportunities are facilitated by UNHCR through the network of DAFI students and graduates

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Iran hosted 979,435 refugees and 84 asylum seekers.
- UNHCR launched the '[UNHCR Regional Plan: Building Resilience and Solutions for Afghan Refugees in South-West Asia](#)' in June 2016. Throughout 2017, UNHCR implemented the interventions of the plan, benefiting refugees in the areas of education, among others, to ensure refugee access to public services, with a particular emphasis on youth and community empowerment.
- Refugees are able to continue their education at tertiary level despite prevailing legal constraints enforced by the government and by socioeconomic problems.
- Refugees have access to higher education under the same conditions as nationals if they pass a national university entrance exam, otherwise they are subject to international fees with additional high costs levied on fields such as medicine and dentistry.
- UNHCR has been advocating for the Government of Iran to provide better protection for students, who upon university enrolment lose their refugee identity card.
- Some students from fields such as midwifery and nursing are employed in private medical institutions as they are not allowed at public ones.

## Post-Graduation Opportunities

- Registered refugees that have valid "Amayesh" (registration) cards are able to access basic services and work permits for authorised jobs in Iran.
- UNHCR has been advocating for internship opportunities for refugees but has so far been unable to create a plan that is endorsed by the government.
- Many DAFI graduates, in particular young women, try to continue their education rather than returning to Afghanistan. UNHCR advocates with education partners for the provision of scholarships targeting those intending to complete a post graduate degree.

0 Applications in 2017 | ♀ 0

**24** Newly Admitted | ♀ 10

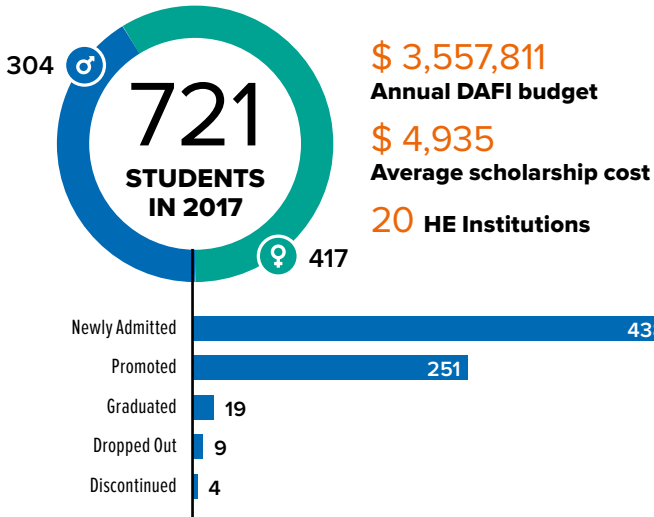
Number of Applications: All 24 accepted as DAFI scholars in 2017 were taken from the 2016 waiting list

# Jordan

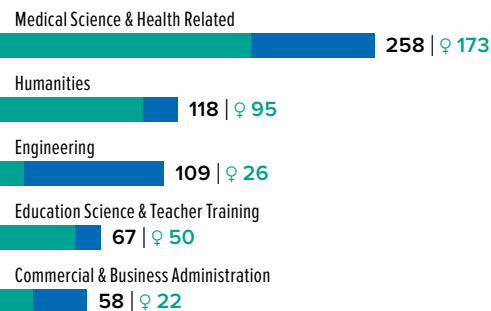
DAFI Programme since 2008



**PARTNER: JUBILEE CENTRE FOR EXCELLENCE IN EDUCATION**



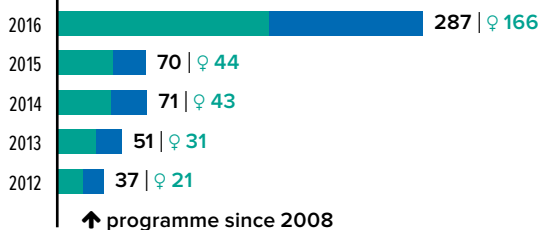
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✔ Applications for DAFI scholarships were submitted online for the first time.
- ✔ 24 meetings and field visits were conducted to engage with students and university administrators to facilitate the enrolment of DAFI students and resolve academic problems.
- ✔ 29 students benefited from counselling sessions.
- ✔ DAFI students met with a delegation representing Canadian Universities to share their stories.
- ✔ 210 laptops were given to DAFI students to facilitate learning and assignment preparation.
- ✔ UNHCR created an outreach video together with the students on how to apply for DAFI.
- ✔ 25<sup>th</sup> anniversary celebrations were held, with an entire week of activities.
- ✔ 15 students attended the “Regional Conference on Excellence” of the King Hussein Foundation in Amman.
- ✔ 327 students (46%) took part in DAFI club activities, including visits to historical sites, English conversation workshops, museum and culture trips, and robotics and crafts workshops.
- ✔ 418 students benefited from training courses such as “Positive thinking and leadership”, “Social Intelligence”, and “Adolescent and Youth Programming”.
- ✔ 615 students (85%) completed voluntary work with NGOs at 23 locations in the area of child protection, medical support, sports groups, clothes banks and educational support.
- ✔ 25 students organised a Kids Football League for 320 children at Za’atari camp in cooperation with UEFA.

## Protection and Learning Environment

- Jordan has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2017, Jordan hosted 691,023 refugees and 43,818 asylum seekers.
- Jordan’s Education Ministry works towards accommodating refugees’ educational needs, including free public school enrolment for Syrian children and the creation of additional classroom spaces.
- UNHCR and the Government of Jordan have a Memorandum of Understanding, and the MoHE has extended its support to improve access conditions for higher education.

## Post-Graduation Opportunities

- Refugees do not have the right to work in Jordan outside the industries of construction, agriculture, manufacturing and hospitality. As a consequence, DAFI graduates often continue their voluntary work at NGOs, for which they receive monthly allowances for transport and communication.
- Three graduates received master’s scholarships: one at the German Jordanian University through DAAD, one to study in the UK at the University of Sussex, and another in Turkey on a Turkish scholarship programme studying Private Law.

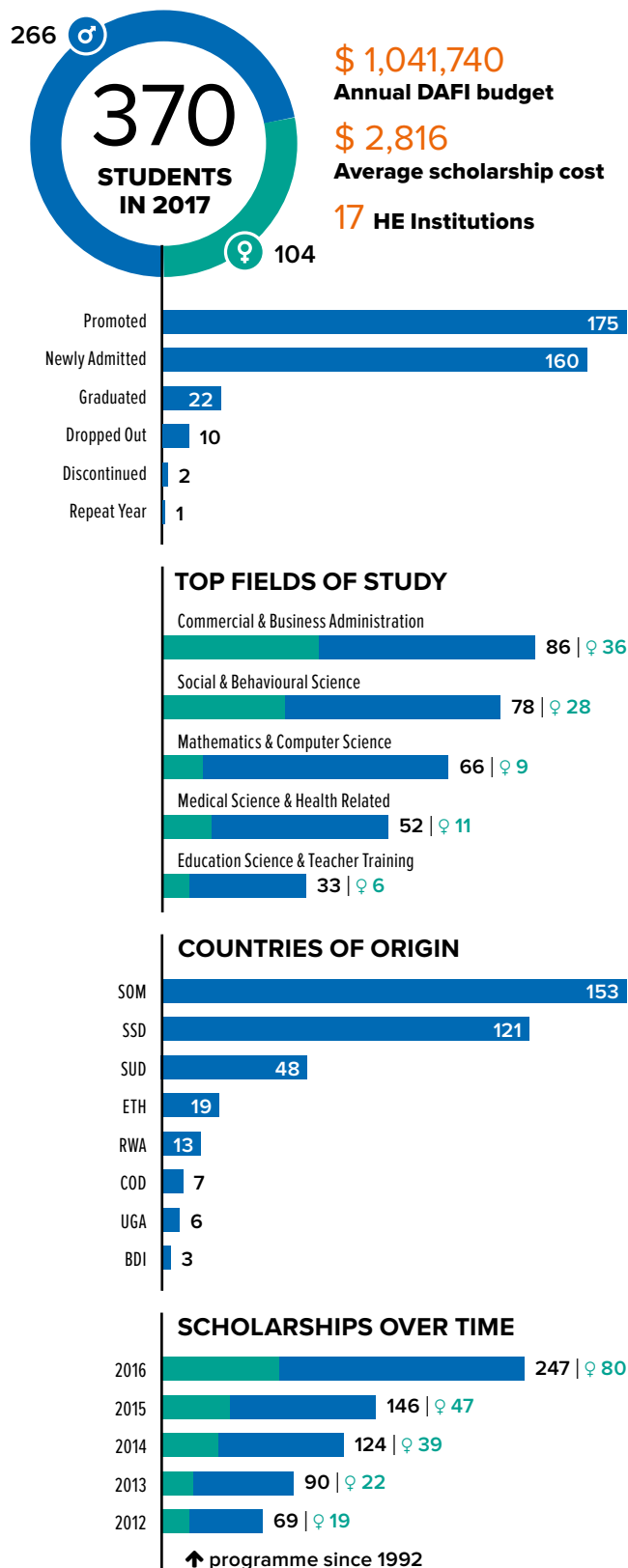
**1,677** Applications in 2017 | ♀ 897

**438** Newly Admitted | ♀ 253

# Kenya

DAFI Programme since 1992

**PARTNER: WINDLE INTERNATIONAL KENYA**



## 2017 DAFI Programme Highlights

- ✓ **UNHCR Kenya signed a Memorandum of Understanding** with 'Moi' University to enhance collaboration on higher education for refugees. By 2017 UNHCR in Kenya had signed for Memoranda of Understanding with Kenyan Universities.
- ✓ **Career workshops** for secondary school students and graduates in refugee camps were organised to encourage DAFI applications.
- ✓ **17 monitoring missions** were undertaken by UNHCR and WIK to strengthen collaboration with Kenyatta [Masinde Muliro University of Science and Technology](#), and forge new collaborations to support refugee students with Kenya Medical Training College and Moi Universities.
- ✓ **WIK attended two DAFI Club** (called DAFIESKO) meetings and maintained regular contact with DAFI Club student leaders.
- ✓ **The 25<sup>th</sup> Anniversary** of the DAFI programme was celebrated at the DAFI annual workshop.
- ✓ **DAFIESKO raised funds** to support two young refugees from Dadaab and Kakuma refugee camps, paying their tuition fees.
- ✓ **58 students volunteered** in their communities on a regular basis.
- ✓ **34 students undertook academic research projects.**

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Kenya hosted 431,901 refugees and 56,514 asylum seekers.
- Kenya grants refugees access to the national education system at all levels. At the university level funding does not match enrolment growth, translating into a heavier tuition fees for all students, and significant access issues for marginalised students, including refugees.
- Strikes at all public universities caused significant disruption to students' learning in 2017.
- Country-wide social unrest following the August 2017 elections required Windle International Kenya (WIK) to take extra measures to monitor DAFI students and disseminate information on peace and safety. Secondary school career weeks planned in one of the camps had to be cancelled due to security concerns.

## Post-Graduation Opportunities

- A strict encampment policy is enforced in Kenya, meaning refugees have few legal rights outside the camp environment, including access to work or land. This results in very limited livelihood opportunities.
- Where possible, work permit acquisition for DAFI alumni was coordinated by WIK.
- 27 students undertook "work attachments" with local organisations and business during their studies, giving them a unique opportunity to gain work experience.

**627** Applications in 2017 | ♀ 30

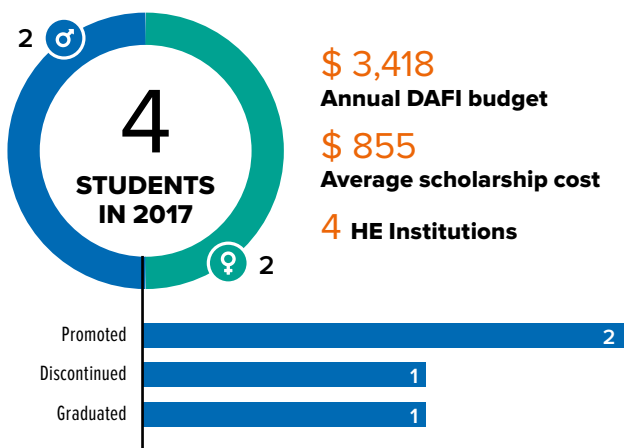
**160** Newly Admitted | ♀ 39

# Kyrgyzstan

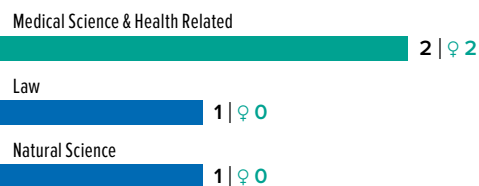
DAFI Programme since 1997



**DIRECT  
IMPLEMENTATION**



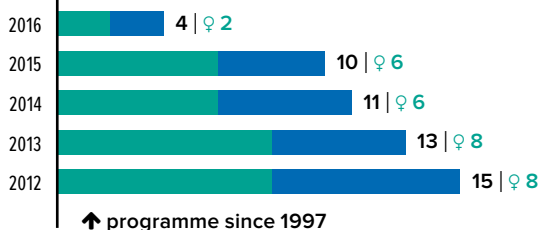
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **Good academic performance** was shown by the two DAFI students promoted to the next academic year, who have successfully passed all of their exams.
- ✓ **UNHCR conducted quarterly visits** to university campuses to monitor students and meet with university staff.
- ✓ **UNHCR provides assistance to students** in navigating university administrative procedures, ensuring good academic performance and other issues.
- ✓ **Good social integration** between the DAFI refugees and the local university students was reported.
- ✓ **Although the DAFI programme did not take in new scholars in 2017, the programme is looking for academic talent** in the cohort of refugees at secondary school, who will graduate in 2018.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Kyrgyzstan hosted 341 refugees and 105 asylum seekers.
- Education for refugees in Kyrgyzstan is mainstreamed in the national system. Parents are facing obstacles to supporting their children because of the high cost of school materials.
- Refugees have access to public and private higher education institutions; however, charging international fees is at the universities' discretion.
- The DAFI programme is the only programme that provides targeted support to refugees in obtaining tertiary education in Kyrgyzstan and the only opportunity for vulnerable refugees to access higher education.

## Post-Graduation Opportunities

- Refugees recognised by the Government of Kyrgyzstan have access to the formal labour market, while other persons of concern covered by UNHCR's mandate continue to face restrictions.
- UNHCR focuses on advocacy and government capacity-building, as well as supporting employment opportunities for those refugees permitted to work.
- Almost all universities have career centres, which organise career workshops, fairs, provide counselling and offer internships.
- Two DAFI scholars completed their internships in 2017.
- There was one graduate in 2017 who enrolled in postgraduate studies.

○ Applications in 2017 | ♀ ○

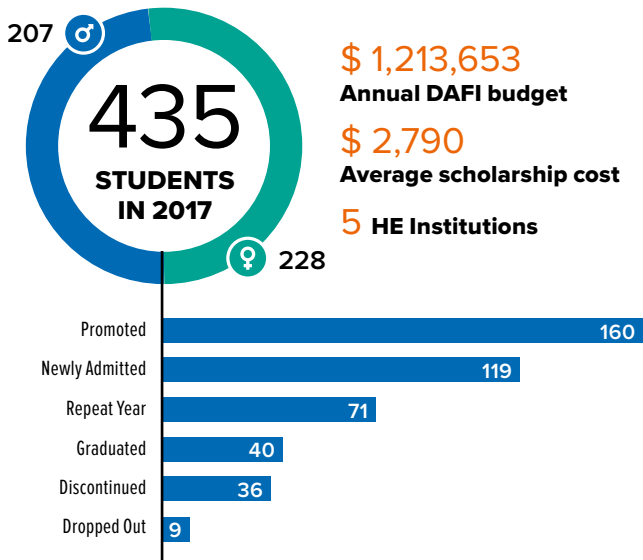
○ Newly Admitted | ♀ ○



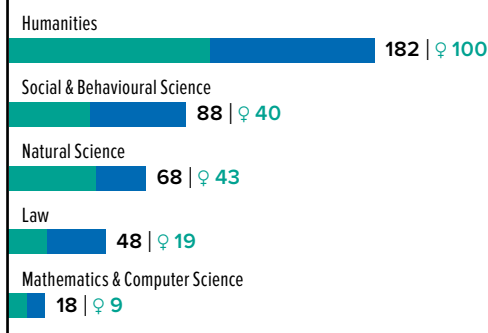
# Lebanon

DAFI Programme since 2014

**PARTNER: TERRES DES HOMME ITALY (TDH)**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **DAFI Student committees** meet with TDH staff on a monthly basis.
- ✓ **Peer-to-peer support** is provided via a moderated WhatsApp group.
- ✓ **Three DAFI Football teams were created;** one team took part in the Taaneyel Olympics tournament.
- ✓ **Communication and CV writing skill classes** were attended by 114 students
- ✓ **English language peer-to-peer support and homework groups** were organised by DAFI students.
- ✓ **Community projects** run by DAFI students reached 790 vulnerable students in primary and lower secondary school.
- ✓ **80% of DAFI students** attended training in “Non-violent Communication and Conflict Resolution” and “Stress Management”.
- ✓ **25<sup>th</sup> Anniversary celebrations** were attended by 250 DAFI students, university professors and donors.
- ✓ **111 students** who were unsuccessful in being selected for the DAFI programme were referred to TVET programmes as an alternative study solution.
- ✓ **Weekly campus visits** were conducted by TDH and UNHCR.
- ✓ **A Student Counsellor** was introduced for at risk students, creating individual work-plans for students, and TDH Italy offered additional counselling to DAFI students during the examinations period.
- ✓ **37% of DAFI students engaged with NGOs or student committees** for volunteering and community work

## Protection and Learning Environment

- Lebanon has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2017, Lebanon hosted 998,890 refugees and 15,333 asylum seekers.
- Lebanon grants Syrian refugees access to the public education system. However, refugees pay international fees at universities, which are approximately three times the cost of fees for local students, making scholarships particularly vital.
- Legal, administrative, financial and language barriers have a large impact on access to education and performance of Syrian students. As a consequence, only 60% of school-aged refugee children are enrolled in formal or non-formal education.
- Expired documentation resulted in restricted movement for refugee students in 2017, affecting some DAFI students’ academic performance and their ability to enrol in university. UNHCR, TDH and other protection partners intervened on a case-by-case approach and resolved all cases.
- Strikes in March 2017 caused delays in obtaining official grade transcripts.

## Post-Graduation Opportunities

- Syrian refugees in Lebanon are only given access to the formal labour market in construction, agriculture and environmental services, and require specific documentation for access.
- 13 out of 40 students who graduated in 2017 are currently pursuing postgraduate education. Two of them were granted a MA Scholarship to study in France.
- UNHCR’s 2018 DAFI strategy will aim to revive the network among DAFI alumni through “round-table discussions” to develop activity proposals, increase awareness on Higher Education, and involvement in workshops and initiatives with DAFI students.

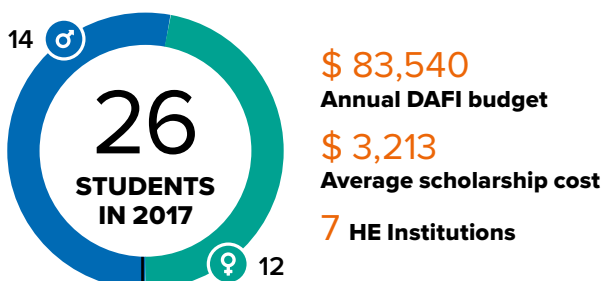
1,034 Applications in 2017 | ♀ 563

119 Newly Admitted | ♀ 67

# Liberia

DAFI Programme since 2013

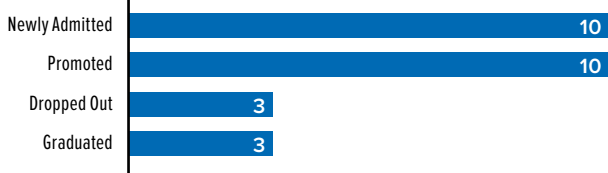
## PARTNER: SPECIAL EMERGENCY ACTIVITY TO RESTORE CHILDREN'S HOPE



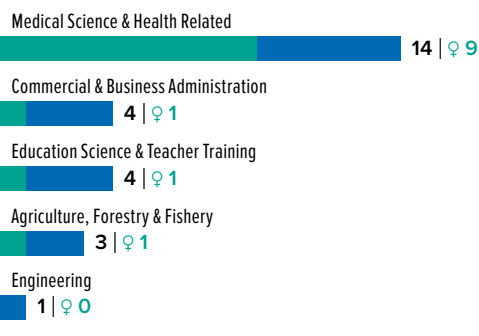
**\$ 83,540**  
Annual DAFI budget

**\$ 3,213**  
Average scholarship cost

**7 HE Institutions**



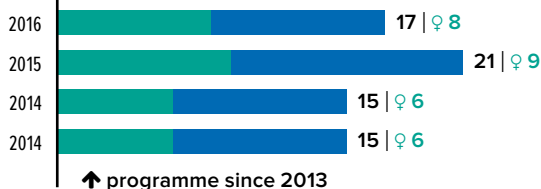
### TOP FIELDS OF STUDY



### COUNTRIES OF ORIGIN



### SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **17 students, primarily young women, were provided with support** in preparation for their university entrance exams.
- ✓ **An equal gender ratio** was achieved in 2017 through targeted efforts to support female students.
- ✓ **Advocacy efforts** and progress towards agreements with universities in order to permanently lower fees for all refugee students continued.
- ✓ **Three orientation sessions** for DAFI students were held to help them integrate well into university life.
- ✓ **Quarterly support visits** to university campuses were conducted to monitor students' progress and enhance collaboration with universities.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Liberia hosted 11,126 refugees and 33 asylum seekers.
- Refugees have been able to access public education systems in Liberia since 2016. However, the education structures at local level continue to lack capacity and require considerable support to effectively assist people of concern to UNHCR as well as Liberian nationals.
- In 2017, large numbers of refugees were voluntarily repatriating. This reduced the number of potential applicants for DAFI scholarships to those opting to stay and potentially integrate locally.
- Competitive university entrance exams, language barriers and financial constraints are significant challenges to refugee students pursuing higher education.
- Refugee students pay international student tuition fees at public universities. UNHCR negotiated for DAFI students to be allowed to pay the same fees as nationals at three out of the four public universities.
- During the national elections period in 2017, refugees had restricted movement and were advised to stay in camps and residencies for security reasons. This meant that many student activities could not take place.

## Post-Graduation Opportunities

- Refugees have access to the formal labour market in Liberia.
- There is an active DAFI Alumni Association that successfully keeps in regular contact with 39 DAFI graduates.
- 87% of contacted graduates reported to be employed by the end of 2017.
- Two DAFI students were assisted in gaining internships in the health sector.

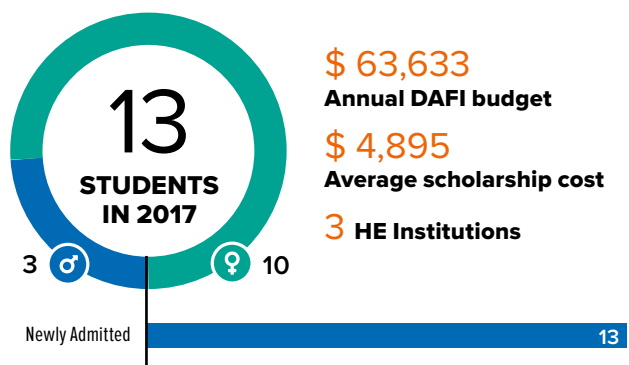
**54** Applications in 2017 | ♀ 16

**10** Newly Admitted | ♀ 4

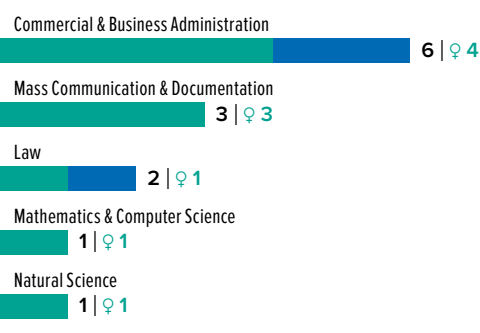
# Mali

DAFI Programme since 2017

**PARTNER: STOP SAHEL**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✓ **Three DAFI graduating students obtained exceptionally high marks** in their exams. One student was nominated as one of the best students at her institute;
- ✓ **The 10 new DAFI students were well integrated** and showed their interest in continuing to work for the community during the 1st trimester;
- ✓ **DAFI students implemented an exchange forum** to encourage other students attending high school to work towards good results;
- ✓ **25<sup>th</sup> anniversary celebrations** were organised in coordination with the German Embassy, the DAFI Club and the Government of Mali;
- ✓ **Weekly monitoring visits** to university campuses were organised to improve collaboration with universities and ensure that students receive optimal support. Home visits were also organised to encourage students to be leaders in their community;
- ✓ **Additional learning support** was provided for students attending science as well as language courses;
- ✓ **Two DAFI students were elected class leaders**, and a DAFI student as vice-chairman of the student committee of their institution;
- ✓ **The DAFI Club organised an awareness session** in primary and secondary schools on refugee communities, reaching 242 students;
- ✓ **A solidarity fund** was implemented by the DAFI Club to finance community activities;
- ✓ **Six students received tablets** from their university to improve their study environment;

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Mali hosted 17,039 refugees and 554 asylum seekers.
- In accordance with Malian law, refugees should be treated as citizens in education, health care and access to the labour market. However, not all institutions are aware of this, and therefore refugees do not always benefit from these services.
- All selected universities have reduced their tuition fees below the national rate to facilitate the enrolment of DAFI students.
- The same universities also granted free access to libraries, computer rooms, tablets and remedial classes, on a case-by-case basis, to DAFI students.

## Post-Graduation Opportunities

- Refugees have access to the labour market in Mali.
- However, Mali's economic environment indicates that DAFI graduates will need additional support in obtaining paid employment. UNHCR is planning interventions to facilitate this.

17 Applications in 2017 | ♀ 8

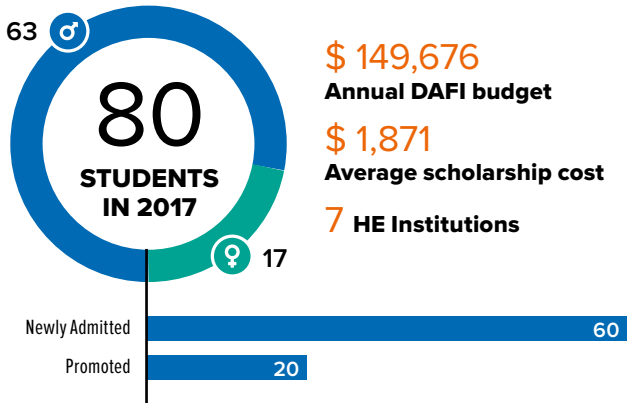
13 Newly Admitted | ♀ 10

# Mauritania

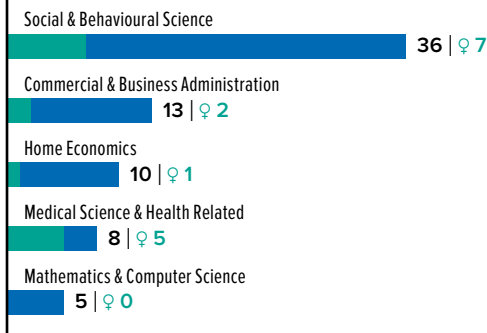
DAFI Programme since 2008



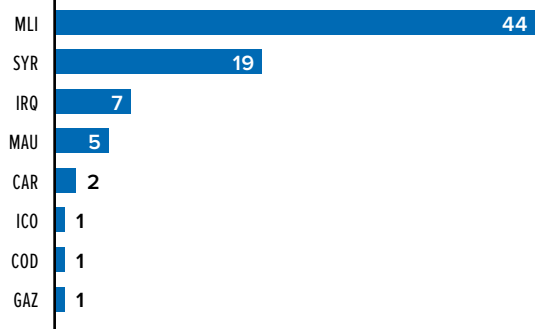
**PARTNER: ONG ACTION**



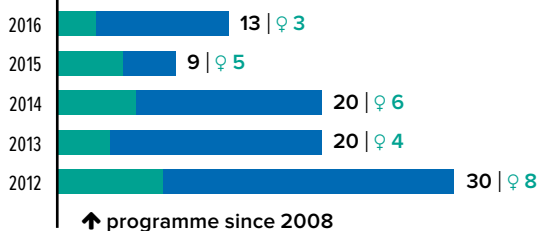
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **13 DAFI students completed their semesters with exceptionally high results.**
- ✓ **25<sup>th</sup> anniversary celebrations** were organised by UNHCR, ONG Action and the German Embassy. The event included a photo-exhibition celebrating student success stories. The students shared their testimonies and were awarded scholarship certificates.
- ✓ **11 students took part in catch-up classes** after they had to start the semester late.
- ✓ **An active DAFI Club** served as a platform for community engagement and peer support.
- ✓ **Daily monitoring visits** to universities during the first month of university, as well as regular visits to refugees' homes and places of study, ensured that DAFI students had adequate living conditions and that all enrolments were successful.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Mauritania hosted 51,427 refugees and 756 asylum seekers.
- Pending the adoption of asylum law in Mauritania, UNHCR supports the authorities in all refugee protection areas, including education.
- Public universities can be accessed free of charge by refugees under the same conditions as nationals, however, medical faculties charge high fees, as do private universities.
- Negotiations are underway between UNHCR and some private universities to reduce fees for DAFI students.
- Refugees in camps study the syllabus from their country of origin, Mali, making it difficult for many to transition to public universities. In addition, due to the extremely poor education provision in the camp setting, most refugees finish secondary school with poor grades, or drop out before completing school.

## Post-Graduation Opportunities

- In Mauritania, refugees do not have access to the formal labour market and cannot open bank accounts.
- Some refugees work informally in the camps.
- ONG Action keeps in regular contact with the DAFI alumni to ensure the continuation of their studies or professional careers. Of the graduates routinely contacted in 2017, 18% are continuing their studies; 47% work in secondary education; 12% work in other education; 17% kept their information private and 6% were uncontactable.

62 Applications in 2017 | ♀ 16

60 Newly Admitted | ♀ 16

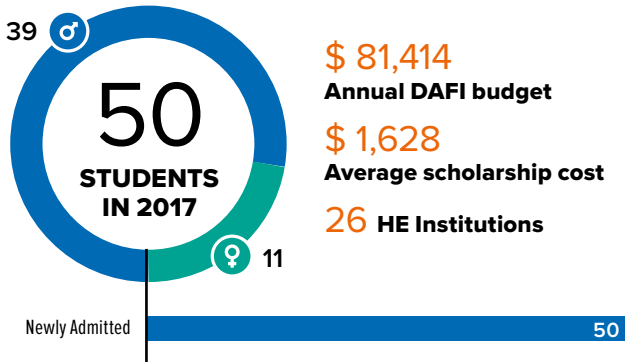


# Morocco

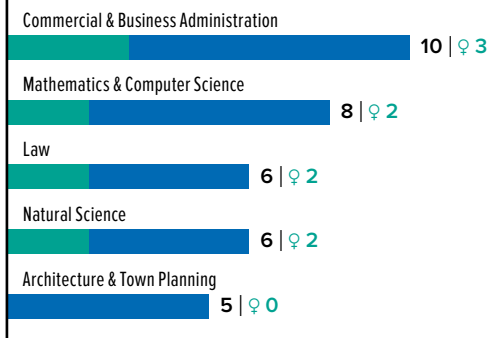
DAFI Programme since 2017



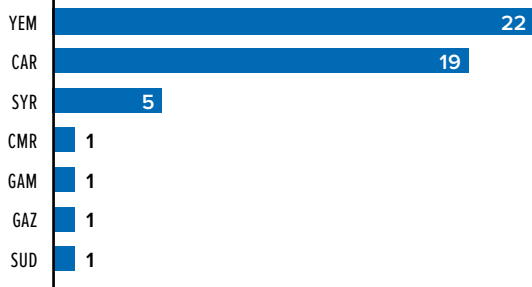
**PARTNER: FOUNDATION ORIENT OCCIDENT**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✓ **The DAFI programme was launched in 2017**, awarding 50 scholarships.
- ✓ **Text messages** were sent to all refugees aged 18-35 to inform them about the DAFI programme.
- ✓ **Five orientation workshops** were held for prospective candidates to assist their applications.
- ✓ **In order to tackle low application numbers among young refugee women**, UNHCR engaged 20 young women with the required qualifications who had chosen not to apply for a DAFI scholarship in order to better understand how women could be motivated and assisted in accessing tertiary education.
- ✓ **12 students took part in the “16 Days of Activism Against Gender Based Violence”**. The event featured art therapy workshops and awareness workshops on different types of gender based violence and support available. DAFI students used the events to present access to higher education as a way of reducing risks of gender based violence to their communities.
- ✓ **The 25<sup>th</sup> Anniversary** of the DAFI programme was celebrated in combination with the 16 Days of Activism campaign.
- ✓ **DAFI Scholars were actively engaged throughout the community** and worked closely with other community volunteers in Morocco.
- ✓ **Collaboration with the French Institute of Language Courses** allows refugees to benefit from French courses at a reduced costs. 79 refugees take part, eight of whom are DAFI students.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Morocco hosted 4,715 refugees and 2,064 asylum seekers.
- National legislation enables refugees to enjoy access to basic services such as education and the labour market. However, barriers in accessing legal status documents make exercising these rights challenging, especially for Syrians.
- There is no specific government policy outlining refugees’ rights to access Higher Education. They are therefore treated as foreign students by the Moroccan Agency for International Cooperation (AMCI), which poses additional barriers.
- Refugee girls’ access to education remains a particular challenge, with only 11% completing secondary school. This makes it challenging to achieve gender parity in the DAFI programme.
- Language barriers are a significant obstacle for many young refugee French and Arabic speakers.

## Post-Graduation Opportunities

- Government-registered refugees have access to the formal labour market.
- Two DAFI scholars completed internships in the private sector, one at an IT company and another at an international transport company.

80 Applications in 2017 | ♀ 16

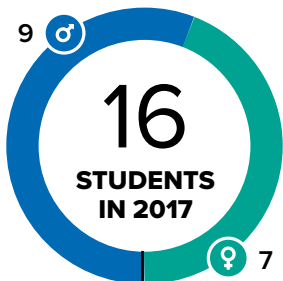
50 Newly Admitted | ♀ 11

# Mozambique

DAFI Programme since 2011



**DIRECT IMPLEMENTATION**



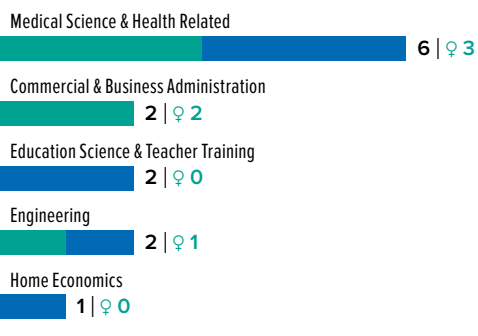
**\$ 53,807**  
Annual DAFI budget

**\$ 3,363**  
Average scholarship cost

**12** HE Institutions



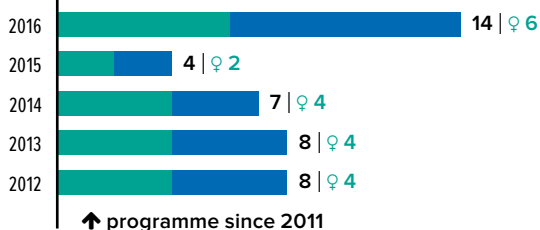
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **The Annual DAFI workshop** brought together almost all DAFI students. At the workshop, the German Ambassador awarded one DAFI scholarship to a Burundian DAFI student who studies computer engineering.
- ✓ **A DAFI alumni with PhD Degree** has been an active volunteer at Marateane refugee camp. She also served as a mentor for the new 2017 DAFI scholars. Read her story [here](#).
- ✓ **Regular DAFI student meetings** were held to support students and set up mentoring systems between students.
- ✓ **A moderated student WhatsApp group** further improves information sharing and peer-to-peer support among DAFI scholars.
- ✓ **Graduates of the programme** also volunteered to be mentors.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Mozambique hosted 4,876 refugees and 18,800 asylum seekers.
- Despite the reservations on the 1951 Refugee Convention, the current practices of the government support local integration through the provision of basic services including education, and de facto freedom of movement and employment.
- Refugees have access to tertiary education under the same conditions as nationals.
- Currently, the Government of Mozambique does not offer higher education scholarships to non-citizens. The DAFI scholarship is an opportunity to bridge this gap and support students through university, providing funding to cover their basic costs.
- However, many refugee students are economically disadvantaged, and financial problems result in high secondary school drop-out rates.
- It has been highlighted that students unable to pursue their studies because of inadequate financial means are at higher risk of SGBV, including survival sex.

## Post-Graduation Opportunities

- Refugees have the right to work in Mozambique.
- DAFI Scholarships equip students to fare well in the labour market.
- A Livelihood Strategy developed by UNHCR in cooperation with other agencies is currently being updated based on new assessment findings.
- DAFI Mozambique works on strengthening the Alumni network with all DAFI graduates.

22 Applications in 2017 | ♀ 12

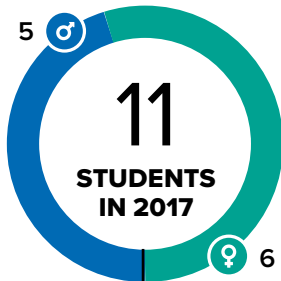
4 Newly Admitted | ♀ 2

# Namibia

DAFI Programme since 2009



**DIRECT IMPLEMENTATION**



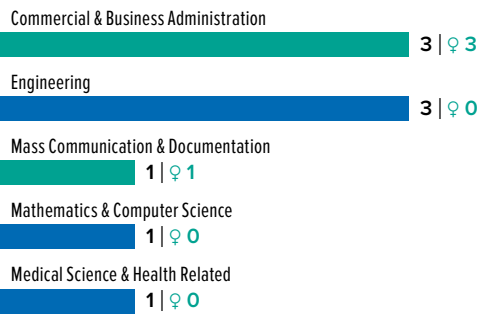
**\$ 20,616**  
Annual DAFI budget

**\$ 1,874**  
Average scholarship cost

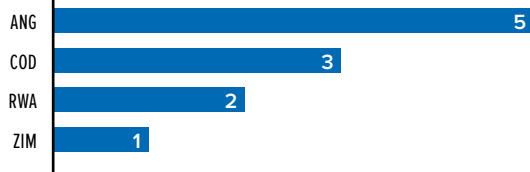
**2** HE Institutions



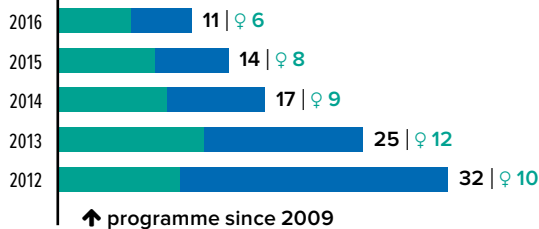
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **UNHCR's main and field offices were closed in 2015**, as a consequence of the decrease in the refugee population in Namibia. The management and implementation of the DAFI programme transferred to the regional office for southern Africa.
- ✓ **The Namibia DAFI Programme is being phased out**, following the phase out of UNHCR. No new scholarships have been awarded since 2015.
- ✓ **Two female DAFI scholars were involved in volunteering**, working regularly with vulnerable children at SOS children village.

## Protection and Learning Environment

- In 2017, Namibia hosted 2,189 refugees and 1,907 asylum seekers.
- Namibia continues to maintain its reservation on the 1951 Convention relating to refugees' freedom of movement, enforcing an encampment policy. In Osire refugee camp, the Government provides free primary and secondary education for refugees and asylum seekers. The school in Osire offers classes up to grade 12. Refugees can access tertiary education under the same conditions as nationals but have to acquire an exit permit to leave the camp.

## Post-Graduation Opportunities

- Namibia has not yet formally adopted a legal framework for local integration, with the exception of a specific policy targeting former Angolan refugees, but work permits have occasionally been granted to skilled refugees who found jobs individually, and the Ministry of Home Affairs has facilitated and guided refugees' navigation through permit documentation.
- Refugees have also been encouraged to access the designated agricultural land near their camp for subsistence farming. Although agriculture is not the only sector where refugees can become active and earn a living, it is one of the few options currently available in Namibia within the settlement boundaries.
- One student from the University of Science and Technology reported that she had secured a placement in a student exchange programme in Germany. She also completed two other internships while she was studying.
- Four DAFI graduates and two current students completed internships in the private and public sectors to gain practical work experience.
- The majority of recently graduated students in Namibia had not found employment by end of 2017, except for one medicine graduate.

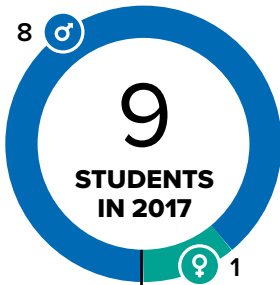
# Niger

DAFI Programme since 2017



**UNHCR**  
The UN Refugee Agency

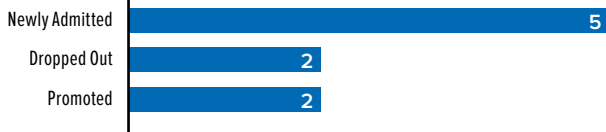
**DIRECT  
IMPLEMENTATION**



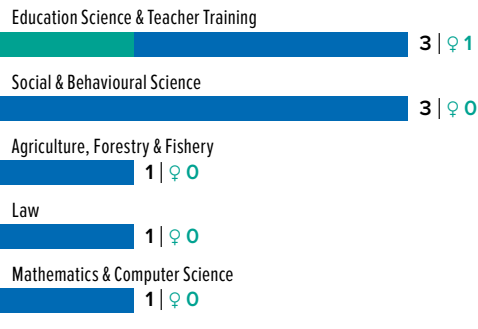
**\$ 42,653**  
Annual DAFI budget

**\$ 4,739**  
Average scholarship cost

**2** HE Institutions



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✔ **670 people attended the 25<sup>th</sup> Anniversary of DAFI** celebrations at the University of Tahoua. Activities included speeches, UNHCR film screenings and a **discussion** on refugee education and human rights moderated by research professors, and a student open house.
- ✔ **11 monitoring visits** to higher education institutions were conducted by UNHCR to monitor student progress and provide additional support as required.
- ✔ **An active DAFI club** welcomes both new students and alumni.
- ✔ **The DAFI Club** organised awareness-raising activities with refugees in the camps, in the Intikane reception area and in urban areas.
- ✔ **16 Days of Activism campaign** in Niger mobilised DAFI students who visited all the Malian refugee camps, as well as the refugee reception zone and the settlements of urban refugees, to talk about girls' and women's education, the risks of SGBV and early marriage, and female leadership.

## Protection and Learning Environment

- In 2017, Niger hosted 165.732 refugees and 289 asylum seekers.
- Niger has ratified the 1951 Refugee Convention, 1967 Protocol and the 1969 OAU Convention.
- National legislation stipulates that refugees should receive the same treatment as Niger nationals in terms of education and other social services, as well as freedom of movement.
- Students and teachers at the University of Tahoua went on strike, and this affected the performance of DAFI students in 2017.
- Two Memoranda of Understanding have been signed between UNHCR and universities to enhance collaboration on higher education.

## Post-Graduation Opportunities

- Refugees have access to formal employment in the private sector, however, they do not have access to public sector employment.
- Regular contact and support by UNHCR is offered to former DAFI graduates to facilitate employment transition.
- A former DAFI student, who interned at the Ministry of Foreign Affairs, has been recruited.
- One DAFI Graduate is undertaking master's studies after winning a local scholarship.

27 Applications in 2017 | ♀ 1

5 Newly Admitted | ♀ 1



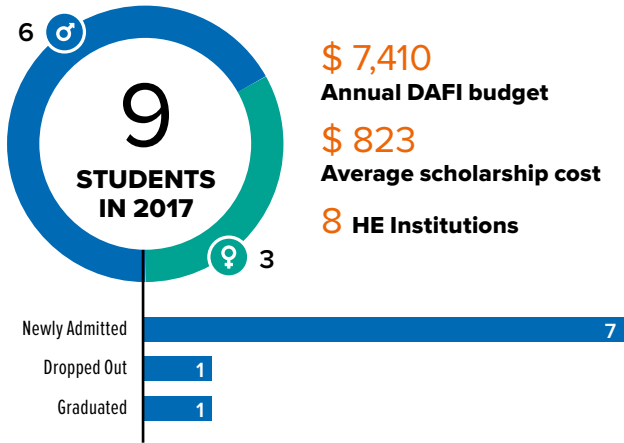
# Nigeria

DAFI Programme since 1992

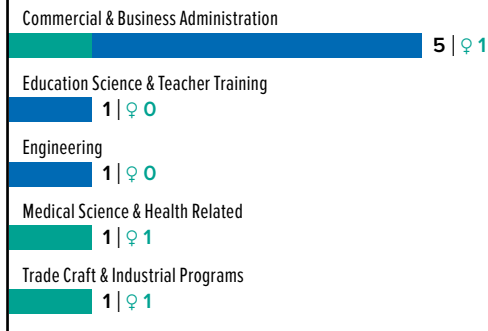


**UNHCR**  
The UN Refugee Agency

**DIRECT IMPLEMENTATION**



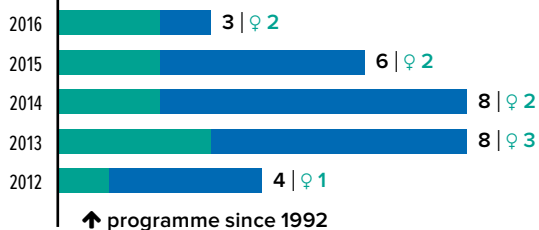
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **DAFI Graduates support their communities** by disseminating DAFI programme information, engaging with youth on educational topics and being part of the DAFI selection committee.
- ✓ **The 25<sup>th</sup> Anniversary of DAFI was celebrated** with the involvement of DAFI students and graduates, and was marked by the printing of t-shirts that were distributed to refugees.
- ✓ **UNHCR and DAFI scholars engaged with secondary school graduates** to share information on how to overcome challenges in securing admission into tertiary institutions and highlighting the benefits of pursuing tertiary education.
- ✓ **Visits to higher education institutions** to verify the progress of the newly enrolled students were conducted, in addition to individual student follow-up.
- ✓ **Phone-calls to all students** to monitor their welfare and progress were made regularly.
- ✓ **Two students were provided with additional financial support** in order to participate in national youth service programmes alongside Nigerian nationals.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Nigeria hosted 1,922 refugees and 8,652 asylum seekers.
- Nigeria has ratified international and regional instruments for refugee protection. Refugee children have entitlement to free and compulsory education until age 15, as well as equal access to higher education institutions, under the same conditions as nationals.
- However, due to the low capacity of the education services and financial constraints, most refugee parents are unable to enrol their children in school.
- UNHCR engaged with refugee youth and graduates from secondary school to learn about educational challenges for youth, which revealed several financial issues. The main problem these youth and their parents experience is due to a lack of awareness on the procedures and benefits of pursuing higher education studies.
- The socioeconomic and security context in northern Nigeria is particularly challenging, with education institutions, children and teachers continuing to be at risk of attack.
- Strikes by non-academic staff at some universities led to delays in students getting their results, and also delayed the 2017/2018 admissions process and student monitoring.

## Post-Graduation Opportunities

- Refugees have the right to work in Nigeria. However, high national unemployment makes entering the labour market challenging. As a result, many forcibly displaced persons rely on humanitarian aid.
- It was observed that the majority of DAFI Graduates have repatriated to their countries of origin, bringing their acquired skillsets to benefit their home countries.

32 Applications in 2017 | ♀ 14

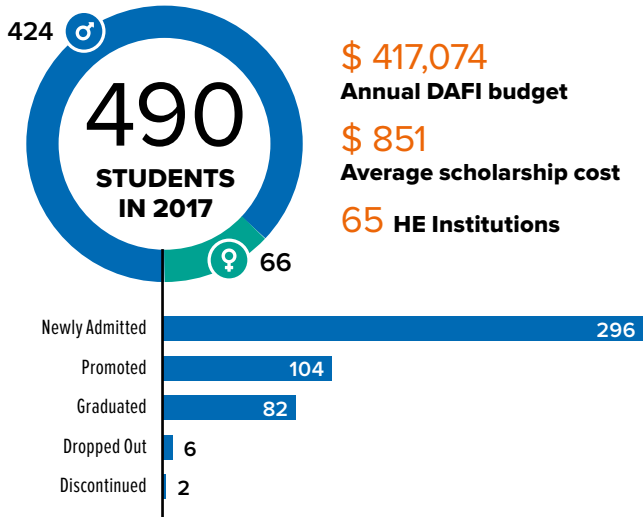
7 Newly Admitted | ♀ 2

# Pakistan

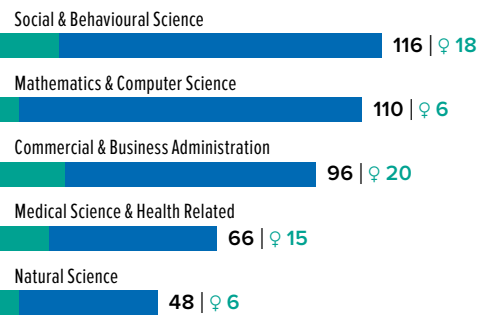
DAFI Programme since 1992



**PARTNER: INSPIRE PAKISTAN**



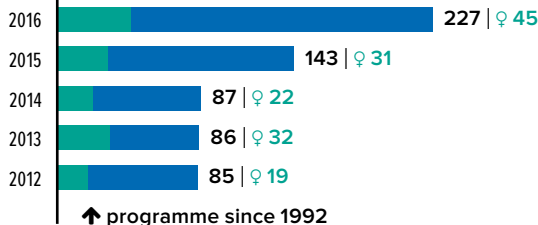
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- DAFI scholars visited secondary school students in Quetta and Islamabad to raise awareness of tertiary education opportunities. Girls were specifically addressed and encouraged to apply.
- Leadership, business communication and entrepreneurship training sessions for 80 DAFI scholars throughout the year were run by UNHCR and Inspire Pakistan.
- 171 DAFI students attended English language classes and computer training.
- A 25<sup>th</sup> Anniversary Celebration was held in Islamabad, attended by the German Ambassador. An inspiring video about DAFI scholars was created and shared at the event: [Pakistan DAFI Video](#)
- Inspire Pakistan conducted a session on refugee rights and refugee law for 80 DAFI scholars. This was in response to the observation that many students were unaware of their rights as refugees in Pakistan.
- A cricket tournament between DAFI students, local NGO staff and Inspire Pakistan was organised as part of UNHCR's "16 Days of Activism Against Gender Based Violence" 2017 campaign.

## Protection and Learning Environment

- Pakistan has not ratified the 1951 Refugee Convention and 1967 Protocol.
- Pakistan hosted 1,393,143 refugees and 3,496 asylum seekers in 2017.
- No consistent framework for the absorption of refugees into the national education system exists, resulting in a number of legal and administrative barriers that hinder refugees' successful enrolment at educational institutions, such as a lack of required documentation from their country of origin.
- Refugees access higher education under the same conditions as nationals and pay the same fees as local students. The government has set a student quota per department that enables refugees to be admitted to these departments.
- Many Afghan refugee students attend private Afghan secondary schools that follow the Afghan learning curriculum. Consequently, they later struggle to integrate into the national system.

## Post-Graduation Opportunities

- As a key element of Pakistan's newly introduced refugee policy framework, a flexible work visa regime for different categories of Afghans, was approved by the Federal Cabinet.
- Most Afghan youth report difficulties in securing jobs in Pakistan. UNHCR and Inspire Pakistan successfully worked on matching 15 DAFI students with available job and internship opportunities.

778 Applications in 2017 | ♀ 77

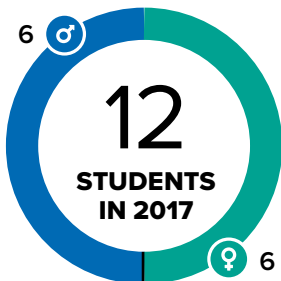
296 Newly Admitted | ♀ 34

# Russian Federation

DAFI Programme since 1994



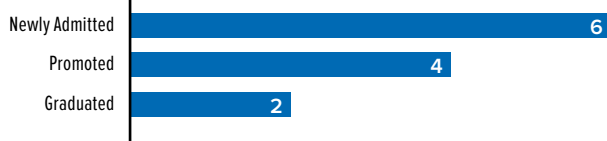
**DIRECT IMPLEMENTATION**



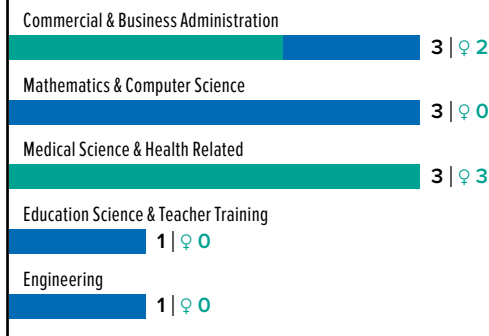
**\$ 15,800**  
Annual DAFI budget

**\$ 1,317**  
Average scholarship cost

**11 HE Institutions**



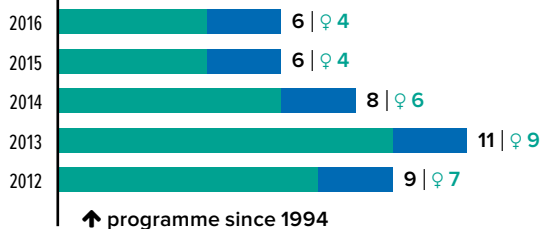
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **Gender parity was achieved among scholars** as a result of continuous efforts by UNHCR Russia.
- ✓ **All DAFI students had good or very good results** and successfully passed the midterm exams in 2017.
- ✓ **A 5-minute video** linked to DAFI's 25<sup>th</sup> Anniversary was produced by UNHCR Russia. It also aims to serve public awareness needs in presenting positive stories of refugees. See the video [here](#).
- ✓ **DAFI's 25<sup>th</sup> Anniversary was celebrated** together with DAFI students, UNHCR and partners.
- ✓ **Two new Memoranda of Understanding** were signed with local universities to enhance collaboration on refugee education.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Russia hosted 126,035 refugees and 2,198 asylum seekers.
- Refugees recognised by the Russian Federation have access to education within the national system, including free higher education (financed by the state and allocated on a highly competitive basis), under the same conditions as nationals.
- Access for asylum seekers and those under the temporary protection scheme from the Russian Government remains problematic, particularly for free tertiary education, as it is not provided for by law. Refugee students have the right to apply for education as foreign students and pay tuition fees which are often higher than for local students.

## Post-Graduation Opportunities

- The Government of Russia recognises refugees have the right to work, with some restrictions on applying for public sector employment.
- All 10 DAFI students successfully completed a month long internship.
- Two DAFI students graduated in 2017. One graduate continued her higher studies in medicine, while the other received career planning advice, completed an internship and has been seeking employment since the end of 2017.
- Nine students graduated between 2011 and 2016 and are currently employed.

18 Applications in 2017 | ♀ 13

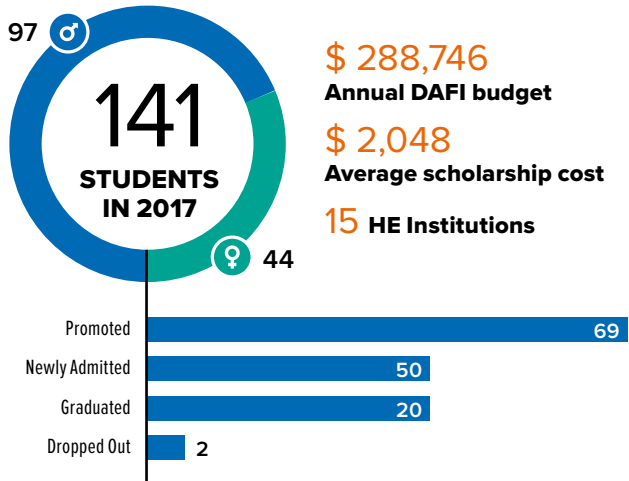
6 Newly Admitted | ♀ 2

# Rwanda

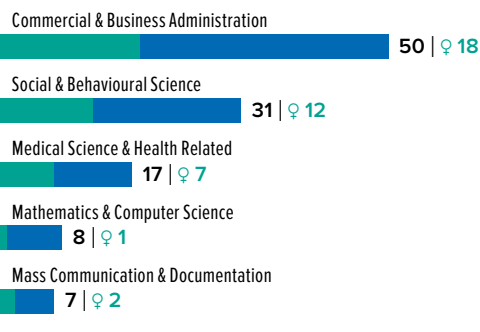
DAFI Programme since 1992



**DIRECT IMPLEMENTATION**



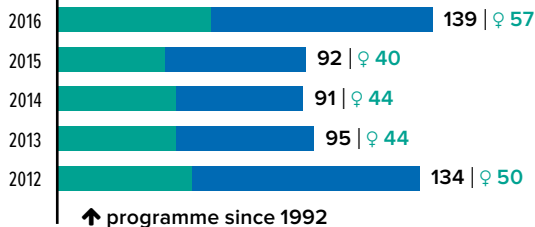
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✔ **DAFI's 25<sup>th</sup> Anniversary** was celebrated at a high-level event attended by diplomats and large. The event was also a successful opportunity for DAFI graduates to network for employment opportunities.
- ✔ **DAFI students played an important role at refugee camps** raising awareness on education. In some camps they formed committees to support the secondary schools.
- ✔ **128 students and alumni attended the annual meeting** to discuss how DAFI scholars could be a catalyst for socioeconomic change in their communities. Ideas included: savings schemes, professional training, career guidance, entrepreneurship, social media outreach, job-hunting and integrated students' clubs with national students. UNHCR Rwanda is exploring how to put the students' ideas into action.
- ✔ **DAFI students and alumni are actively volunteering** through clubs called "Bright Future Family" and "Unity Cultural Development" to coach students through their national examinations. Alumni are also engaged in teaching adult literacy.
- ✔ **DAFI students took part in several national conferences** and events related to the integration of refugee students into the national education system and to gender equality.
- ✔ **Social media and WhatsApp** were used for peer-to-peer mentoring and support.

## Protection and Learning Environment

- In 2017, Rwanda hosted 162,263 refugees and 445 asylum seekers.
- Refugees in Rwanda have full access to national services, including education, health and the labour market. However, in practice, accessibility varies at the district level
- Primary and lower secondary education are free and compulsory, however the number of students at upper secondary level declines. In 2017, 29,198 refugee children were enrolled in primary, 7,144 in lower secondary and 3,618 in upper secondary.
- Refugees access tertiary education under the same conditions as nationals.

## Post-Graduation Opportunities

- Refugees have the right to work and to access the labour market in Rwanda. However, employers lack information on refugees' right to work and be paid equal salaries, posing an ongoing challenge.
- Of 132 DAFI alumni contacted in 2017, two are self-employed, 64 are employed in different market sectors; 38 are on temporary contracts or consultancies, and 28 others are searching for employment.
- One female alumna was officially hired as financial analyst/accountant as a result of networking at the DAFI 25th Anniversary event.
- 24 students undertook internships, following coordination between DAFI and university career departments.

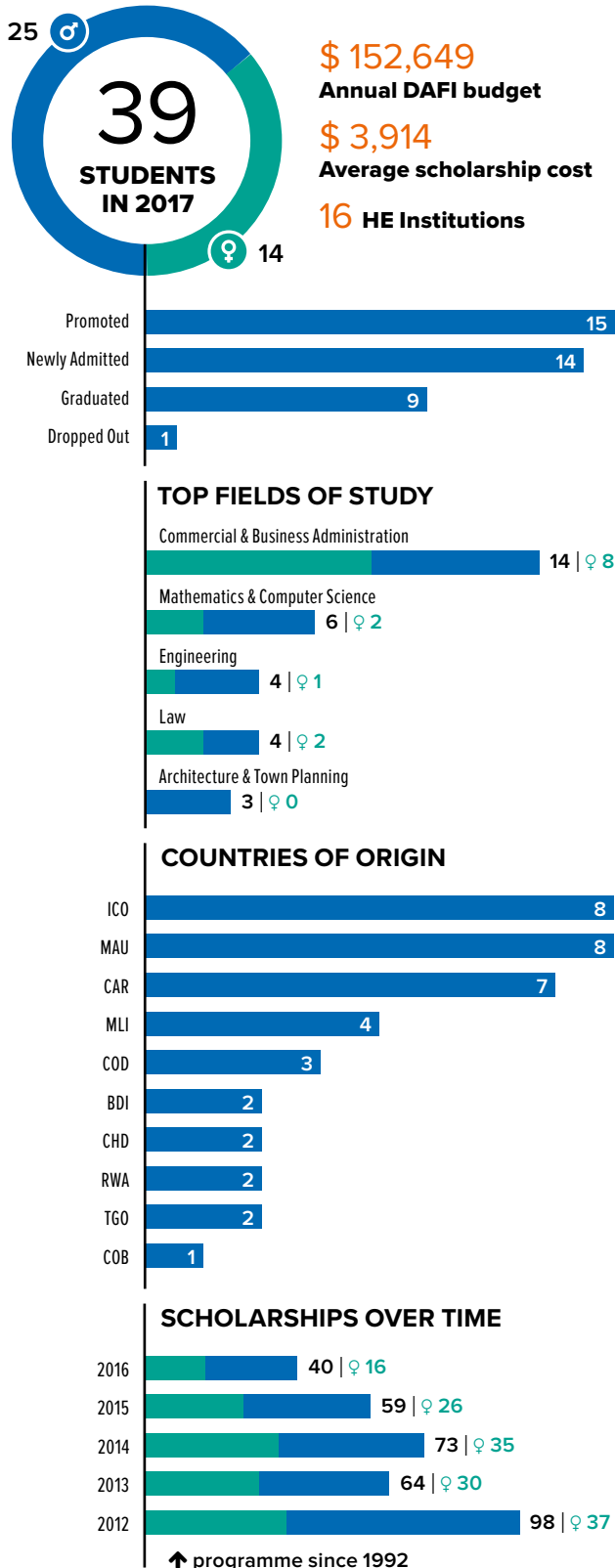
**525** Applications in 2017 | ♀ 181

**50** Newly Admitted | ♀ 14



# Senegal

DAFI Programme since 1992



19 Applications in 2017 | ♀ 8

14 Newly Admitted | ♀ 4

## 2017 DAFI Programme Highlights

- ✓ **A two-day workshop on career planning, orientation and motivation** was attended by 23 DAFI students.
- ✓ **Two DAFI Clubs** in Dakar and St Louis continued to actively engage students in social activities to strengthen the integration of refugee students on campus and in the community as well as strengthening commitment to the DAFI programme.
- ✓ **25<sup>th</sup> Anniversary celebrations** included several activities, often led by students in the DAFI clubs. During one event, the Minister of Higher Education honoured the achievements of DAFI students. Another event was a DAFI student football match, which was chaired by the German Ambassador to Senegal and by a former Senegal Lions coach.
- ✓ **Integration days** were organised, giving new DAFI students the opportunity to learn about the DAFI programme, the DAFI clubs and to get to know their fellow DAFI students.
- ✓ **A training session** was held for DAFI students on how to manage their personal finances and scholarship money, responding to demand from DAFI students.
- ✓ **Campus visits** are conducted three times a year to each institution, after registration, after the first semester and at the end of the year, to track students' progress and offer support if needed.
- ✓ **The Director of the German Rosa Luxemburg Foundation** met with DAFI students in Dakar to discuss the principles of democratic and social engagement and opportunities for young adults to engage actively.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified, and national legislation grants refugees access to national systems, including education, on an equal basis to nationals.
- In 2017, Senegal hosted 14,655 refugees and 3,376 asylum seekers.
- Refugees have access to higher education but are in most cases required to pay international fees at public universities. In some cases, UNHCR has been able to negotiate lower fees for DAFI students. At private universities there is no distinction between foreign and national fees, and so refugees do not pay higher fees.

## Post-Graduation Opportunities

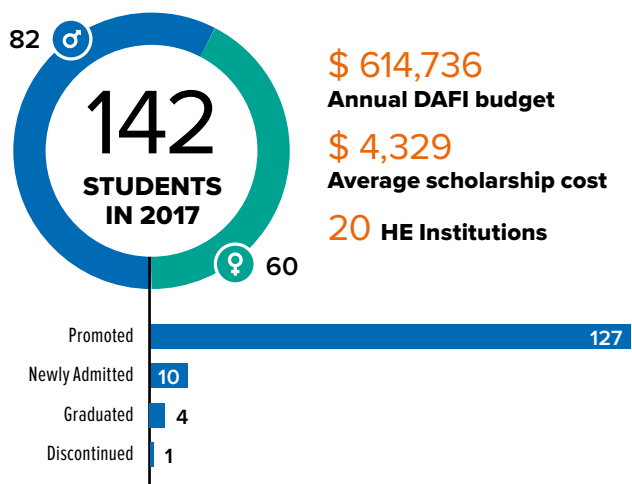
- Refugees have full access to labour markets and freedom of movement. However, finding a job remains very difficult in Senegal as the job market is saturated, with only a few areas offering employment opportunities (such as telecommunications, health and civil engineering).
- A two-day training workshop to help graduates seek employment was attended by 12 graduates and 10 students.
- Partnership agreements with state structures in charge of placements for young graduates are being negotiated.

# South Africa (and Swaziland)

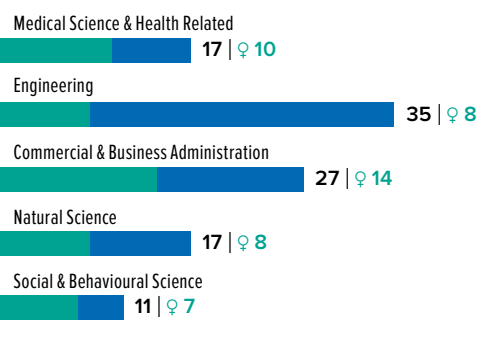
DAFI Programme since 1996



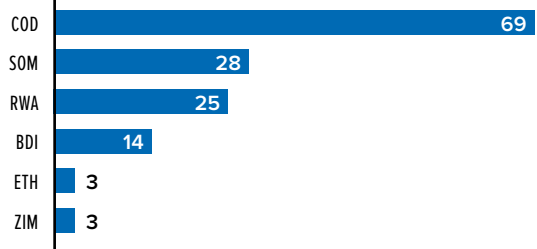
**PARTNER: STUDIETRUST**



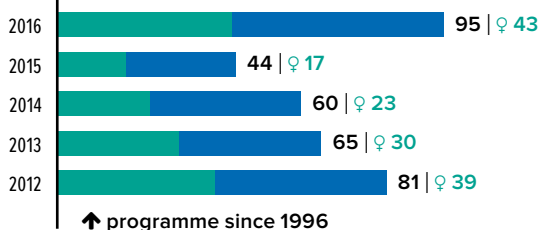
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✔ **Excellent academic performance** was shown by DAFI students in South Africa and Swaziland, with many passing their academic year with distinction.
- ✔ **DAFI 25<sup>th</sup> Anniversary celebrations** took place in Johannesburg and Cape Town, attended by DAFI students and graduates. In Johannesburg, the German Embassy joined the celebration.
- ✔ **UNHCR South Africa extended four scholarships** to refugees living in Swaziland.
- ✔ **45 monitoring visits to education Institutions** ensured that DAFI students are optimally supported, and also strengthened collaboration with institutions.
- ✔ **An early warning mechanism** to prevent university dropouts was set up. Students at risk were counselled in a safe and supportive positive environment.
- ✔ **New DAFI Scholars took part in Orientation Workshops.** In addition, peer mentor programmes were launched, where senior students were encouraged to mentor new students.
- ✔ **63 DAFI students attended a collaborative skills and community-building workshop.**
- ✔ **DAFI scholars were active in offering life skills classes** to learners who are exposed to high-risk lifestyle choices such as substance abuse. They were also engaged in tutoring high school students in low-income communities, motivating them to stay in school. Female DAFI scholars were actively pursuing activities that support female learners.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified. Children who are documented as asylum seekers or refugees are entitled to access the same free basic primary education as South African children, compulsory from grade 1 to 9.
- In 2017, South Africa hosted 88,694 refugees and 191,333 asylum seekers.
- For higher education, school fees apply. Furthermore students often struggle to meet education-related costs, in particular for public transport, and hence drop out from university.

## Post-Graduation Opportunities

- Refugees have the right to work in South Africa, however in practice they often face additional restrictions such as lack of information regarding refugee rights and high unemployment rate in the country.
- Eight DAFI students completed 12-month internships in scarce skill sectors, such as Pharmacy, Radiography, Food Technology, and Engineering.
- Three of the 2017 graduates had found work by the end of 2017, while another two found internships in public hospitals. 31 graduates said they plan to register for postgraduate studies in 2018.
- The DAFI Alumni network offers a support system for graduates and this enables them to inspire other refugee students who are currently studying, but also provides an important platform to share ideas around where and how to seek employment.

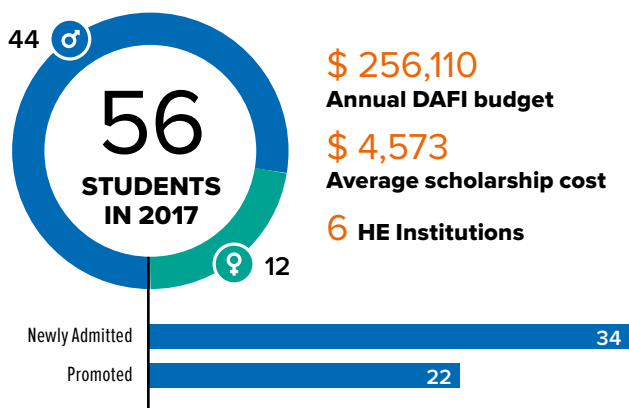
**173** Applications in 2017 | ♀ **76**

**10** Newly Admitted | ♀ **4**

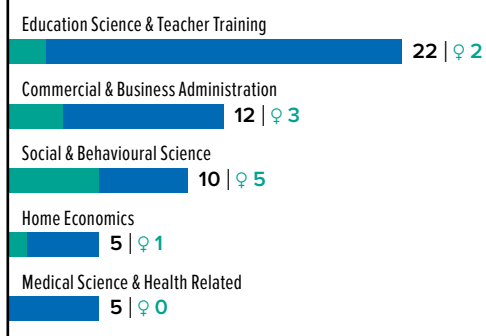
# South Sudan

DAFI Programme since 2016

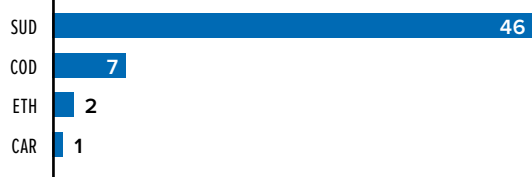
**PARTNER: LUTHERAN WORLD FOUNDATION**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **25<sup>th</sup> Anniversary Celebrations**, organised by UNHCR jointly with DAFI scholars, hosted the Princess of Jordan Sara Zeid and the German Ambassador.
- ✓ **UNHCR in South Sudan made concerted efforts to motivate more young women** to pursue higher education. However, with a high drop-out rate in girls at secondary school, achieving gender parity of DAFI scholars remains challenging.
- ✓ **The DAFI Club** brought together all scholars for joint community activities. DAFI students served as youth ambassadors.
- ✓ **Senior DAFI students set up a mentorship scheme** to support new DAFI scholars.
- ✓ **A joint group-text** was created to organise general updates including security, academic activities, and any urgent matters.
- ✓ **Monthly group sessions and individual counselling sessions** provided additional support.
- ✓ **Two DAFI students volunteered** in an educational project to motivate young students to pursue education.

## Protection and Learning Environment

- South Sudan has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2017, South Sudan hosted 283,409 refugees and 1,898 asylum seekers.
- The humanitarian context in South Sudan remains complex and challenging. The security situation in Maban county, which hosts the largest number of refugees in South Sudan, experienced a significant downturn with inter-community violent conflict soaring, causing loss of life and multiple displacements among refugees.
- Inherent challenges to student enrolment include insufficient resources made available to effectively integrate refugees with their host communities and national education systems, and a shortage of school supplies, learning supplies and trained teachers.
- The protracted conflict in South Sudan results in most public universities not being functional. Prospective students need to increasingly rely on private institutions. The government has stated that refugees should be paying the same fees for tertiary education as nationals, however, refugees are sometimes required to pay in USD rather than Sudanese pounds, which is a tremendous barrier.
- Despite this difficult environment, refugee students in South Sudan are still motivated to study, as is shown by the DAFI Programme receiving a high number of applications in 2017.

## Post-Graduation Opportunities

- Refugees are treated as foreign nationals by South Sudan labour law and are required to obtain work permits for formal employment.
- All DAFI students receive support from their universities to access internships.
- There are no graduates yet, as the DAFI programme was only launched in 2016.

**644** Applications in 2017 | ♀ 22

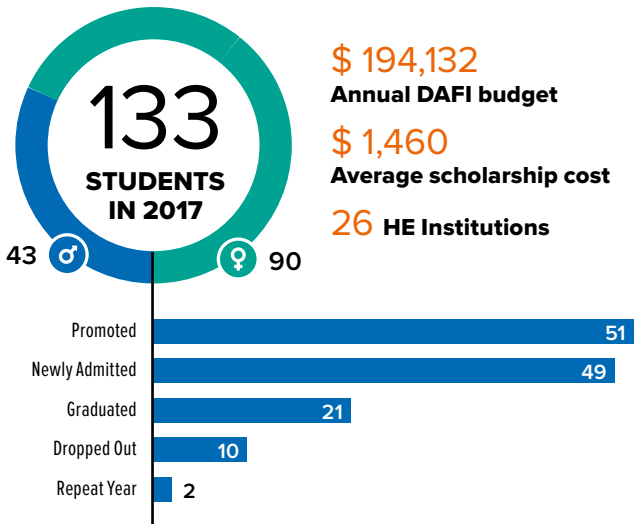
**34** Newly Admitted | ♀ 9

# Sudan

DAFI Programme since 1993



**PARTNER: WINDLE TRUST INTERNATIONAL, SUDAN (WTI)**

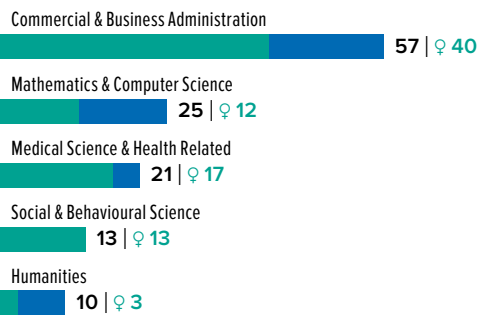


**\$ 194,132**  
Annual DAFI budget

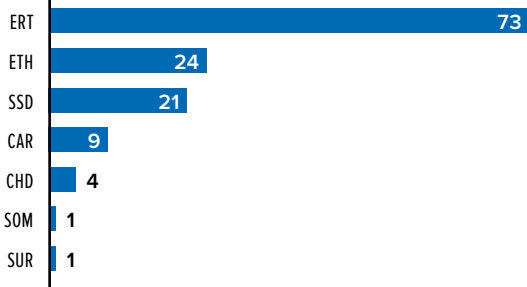
**\$ 1,460**  
Average scholarship cost

**26 HE Institutions**

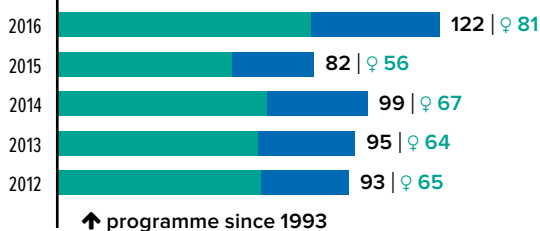
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



**96** Applications in 2017 | ♀ 38

**49** Newly Admitted | ♀ 32

## 2017 DAFI Programme Highlights

- ✓ **The annual DAFI workshop** was attended by 60 students and included a visit to the German Cultural Institute.
- ✓ **A Student Survey** conducted by UNHCR and Windle Trust showed the great personal significance of DAFI to the students and their families, building a sense of belonging and solidarity with other refugee students, promoting peacebuilding initiatives, developing opportunity for future employment and moving the mixed migration agenda forward.
- ✓ **Through the DAFI Club** students contributed financially to community support activities.
- ✓ **25 students took part in a leadership training** offered by UNHCR and WTI.
- ✓ **Many students were active as volunteers** during their semester break.
- ✓ **An orientation workshop for new DAFI scholars** focused on building understanding of their rights as refugees and supporting scholars in their academic life.
- ✓ **English language and computer training courses** were offered to DAFI scholars to build skills.
- ✓ **Monthly campus visits** allowed early intervention and timely provision of assistance to struggling students.

## Protection and Learning Environment

- Sudan ratified the 1951 Refugee Convention and its 1967 Protocol, as well as the 1969 OAU Convention. The Government of Sudan has an “open door” policy for asylum seekers, allowing refugees to access to national public education systems.
- In 2017, Sudan hosted 906,599 refugees and 18,211 asylum seekers.
- Sudan is source, transit and destination country for asylum seekers and refugees. Numbers of new arrivals, particularly from South Sudan, increased significantly in 2017.
- Restrictions on movement for camp-based refugees in Sudan make mobilising camp-based students for tertiary education opportunities is a key priority for UNHCR and Windle Trust.
- Through UNHCR negotiations, refugees pay the same tuition fees at universities as nationals. UNHCR was also able to negotiate lower tuition fees for DAFI students enrolled at some universities. One agreement specifically benefits female students.
- DAFI students reported challenges with: documentation; rising living costs, high tuition fees, restriction of movement, harassment by police and security, and restrictions on their rights to official employment.

## Post-Graduation Opportunities

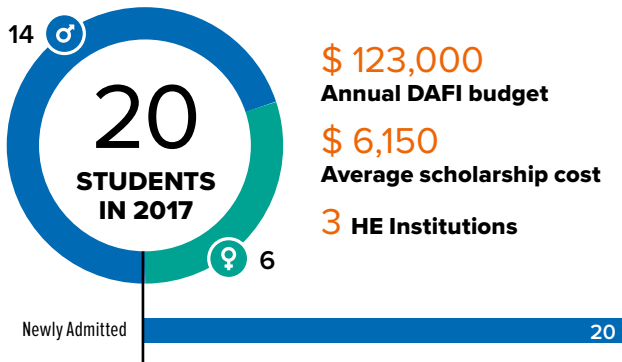
- Refugee graduates can access the labour market in Sudan, but cannot access public sector employment. Discrimination by employers and economic decline in Sudan negatively affect the refugee population.
- Two students completed internships, along with 10% of DAFI alumni, while 25% of alumni reported to have found a stable employment by the end of 2017.
- The German Cultural Institute is training six DAFI graduates to become German language teachers.



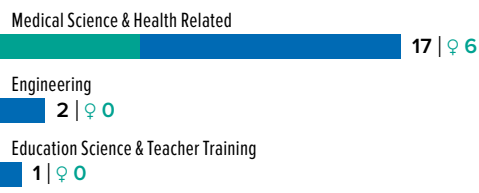
# Syria

DAFI Programme since 2017

**PARTNER: MINISTRY OF HIGHER EDUCATION**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✓ **The DAFI scholarship programme re-started in 2017**, after being suspended for 7 years, with a new cohort of 20 students being selected.
- ✓ **Thus far, the scholars' studies are progressing well.** UNHCR is closely monitoring students' safety, potential protection risks and overall academic situation.
- ✓ **UNHCR maintains close contact with the Ministry of Higher Education** to strengthen collaboration on higher education issues.
- ✓ **Planning started in 2017 for student meetings** for all DAFI students, with two per academic year starting as of 2018.
- ✓ **Students can contact UNHCR through hotlines** and by visiting the offices for individual counselling.

## Protection and Learning Environment

- Syria has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2017, Syria hosted 19,429 refugees and 18,108 asylum seekers, the majority of whom are from Iraq.
- The security situation in Syria continued to be volatile and rapidly evolving, with new areas becoming embroiled in violence while others experienced a cessation of hostilities. Many refugees experienced multiple displacements, disproportionately affecting women, children and those with specific needs.
- Syria currently lacks a comprehensive national legal framework for asylum policy. Refugees and asylum seekers are granted access to primary and secondary education in governmental schools but are not entitled to work, making them particularly vulnerable in the current crisis situation. Due to this situation, school enrolment rates have deteriorated while drop outs have increased.
- Refugees are allowed to enrol in public higher education institutions if they pay international student fees, which are unaffordable for most families.

## Post-Graduation Opportunities

- Refugees currently do not have access to formal employment opportunities in Syria.
- As the cohort progresses through their university careers, UNHCR will explore options for facilitating work experience through internships, volunteering, and post-graduation support.

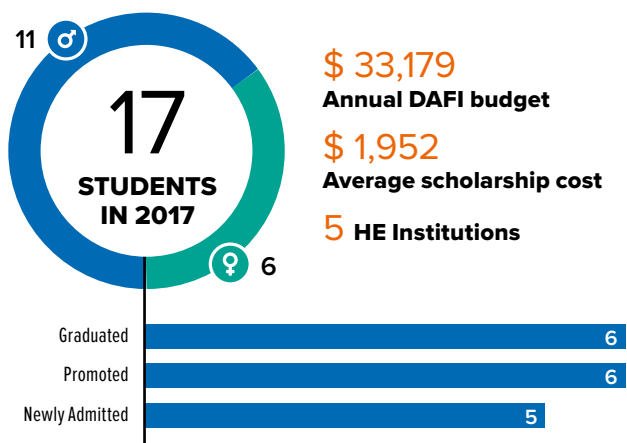
70 Applications in 2017 | ♀ 33

20 Newly Admitted | ♀ 6

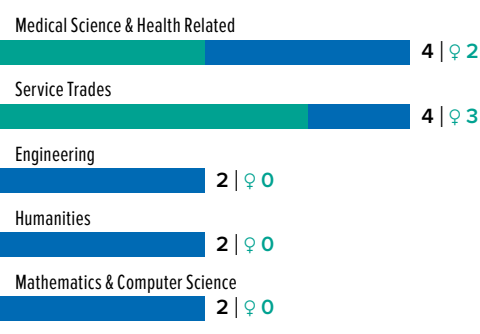
# Tajikistan

DAFI Programme since 1999

**PARTNER: REFUGEE CHILDREN & VULNERABLE CITIZENS (RCVC)**



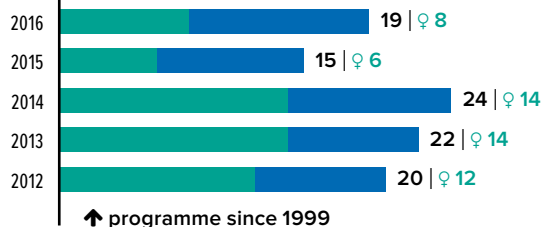
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ Three **DAFI Annual Workshops** were conducted for all scholars.
- ✓ **DAFI's 25<sup>th</sup> Anniversary** was celebrated and attended by all scholars.
- ✓ **Extensive links with secondary schools** were fostered by UNHCR, RCVC and the scholars. DAFI students took an active volunteering role, teaching refugee children English and Dari in their spare time up to three times a week and supporting catch-up classes.
- ✓ **A debate club** was actively engaged in by 10 DAFI scholars together with local youth on a biweekly basis, with the youth choosing themes of their particular interest.
- ✓ **Refugees and local citizens access a variety of services** in the RCVC Community Centre.
- ✓ **DAFI students benefited from free computer and web design classes**, as well as language courses offered by RCVC. Four students undertook languages courses.
- ✓ **The '16 Days of Activism Against Gender Based Violence'** campaign 2017 was organised by DAFI students and UNHCR for the refugee community.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Tajikistan hosted 2,525 refugees and 440 asylum seekers.
- Developmental challenges facing Tajikistan, combined with limited resources and facilities, have made it difficult for the government to meet the education needs of the refugee community.
- While the refugee population currently enjoys adequate access to primary and secondary education, accessing university is a particular challenge for most individuals.
- Refugees are treated as foreigners at Tajik universities, and are obliged to pay international fees, which are higher than the already high fees levied on Tajik nationals. This means many refugees are unable to attend university due to lack of financial means.
- A number of key meetings with government officials, UN agencies and development partners took place throughout 2017 to promote improved higher education opportunities for refugees.

## Post-Graduation Opportunities

- Tajikistan has ratified the 1951 Convention, and its National Refugee Law is largely aligned with international standards, granting refugees the right to access the labour market.
- However, limited employment opportunities within Tajikistan overall remains one of the biggest challenges faced by the refugee community. In 2017, UNHCR together with the Tajik Government, developed an information brochure for potential employers to raise awareness about refugees' legal right to employment.
- Despite those challenges, by the end of 2017, four DAFI scholars had successfully secured employment in the private sector following their graduation.

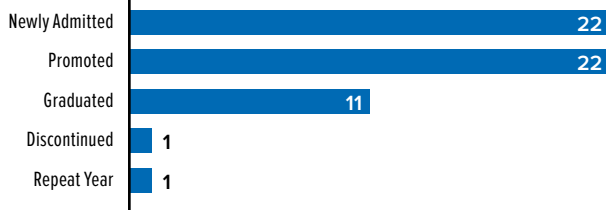
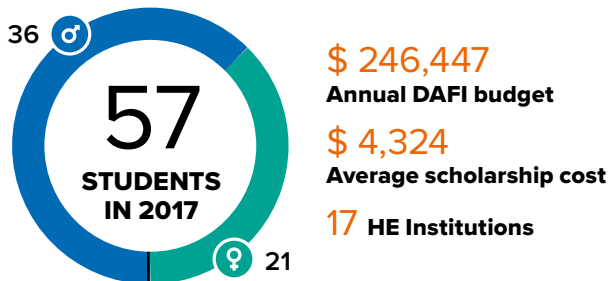
**28** Applications in 2017 | ♀ 13

**5** Newly Admitted | ♀ 2

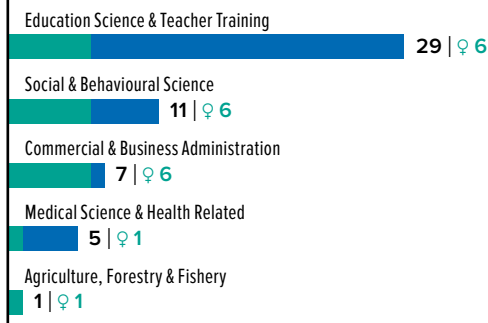
# Tanzania

DAFI Programme since 1994

**PARTNER: RELIEF TO DEVELOPMENT SOCIETY (REDESO)**



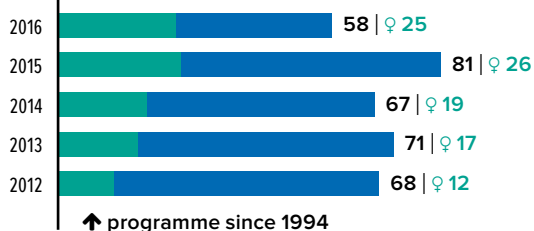
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **22 students took part in the Annual DAFI Workshop** in Dodoma.
- ✓ **Nine DAFI students were enrolled in courses** aimed at improving their computer skills, research skills or language learning.
- ✓ **All students engaged in community and volunteering** activities during their long vacation period, and the majority of them returned to their respective refugee camps and volunteered for NGOs.
- ✓ **The students took part in a series of community activities** such as talent displays.
- ✓ **16 Days of Activism** Against Gender Based Violence 2017 campaign, conducted by UNHCR Tanzania, with participation by DAFI scholars.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Tanzania hosted 308,528 refugees and 44,172 asylum seekers.
- Advocating the inclusion of refugee children and youth in the national education system remained a key priority for UNHCR in 2017, with additional support given to the certificate equalisation process to remove barriers to education, particularly also to higher education.
- Refugees access tertiary education under the same conditions as nationals and pay the same tuition fee as Tanzanian nationals.
- However, many face linguistic and financial constraints and difficulties with their certificate equalisation.

## Post-Graduation Opportunities

- Tanzania grants refugees the right to work. However, access to gainful economic activities remains hindered by national legislation that emphasizes encampment, since most employment and business opportunities are in urban areas.
- REDESO maintained close contact with DAFI scholars and informed them regularly about employment opportunities in and outside the refugee camps.
- In close collaboration with UNHCR, REDESO followed up on the process of having work permits issued for graduates.
- A workshop to provide DAFI graduates with enhanced life skills and entrepreneurship skills was held, including advice on job application and customer care skills. The workshop was part of general efforts to prepare graduates for coping with life after graduation.
- One DAFI graduate of 2017 was able to secure employment as a language instructor at an urban Refugee Community Centre, while another graduate obtained a one-year postgraduate internship position as a medical doctor.

**388** Applications in 2017 | ♀ 9

**22** Newly Admitted | ♀ 4

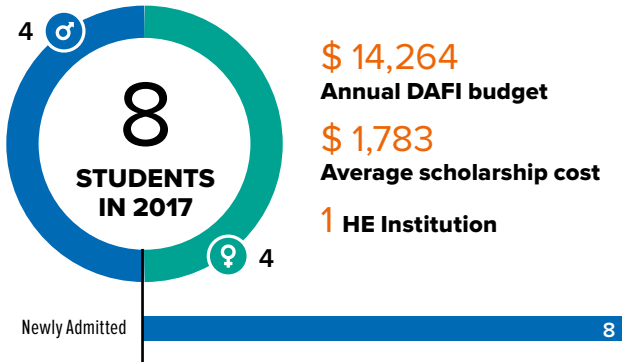
# Togo

DAFI Programme since 2017

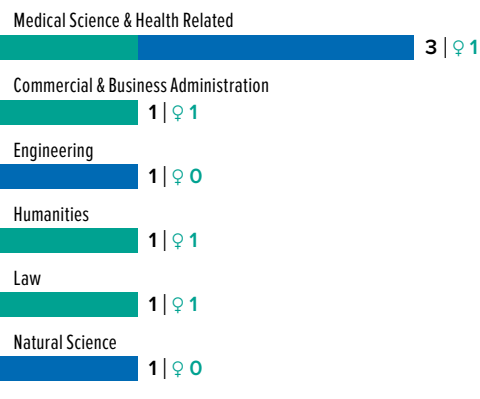


**UNHCR**  
The UN Refugee Agency

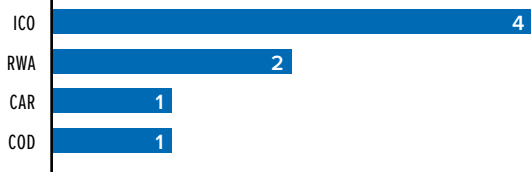
**DIRECT  
IMPLEMENTATION**



## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME

↑ programme since 2017

## 2017 DAFI Programme Highlights

- ✔ **UNHCR launched the DAFI programme in Togo** in late 2017 with a cohort of eight students. A 50% gender balance was achieved.
- ✔ **4 visits to university campuses** were conducted to ensure students were settling in well to university life.
- ✔ **As the students were only enrolled at the end of 2017, there have not been any DAFI events as yet.** However, UNHCR is planning events for 2018.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Togo hosted 12,426 refugees and 751 asylum seekers, the majority of whom originate from Ghana and Côte d'Ivoire.
- The right to education has been guaranteed for refugee students in general, and particularly for those in primary school. Primary school is both free and accessible to refugees.
- Refugee students can access tertiary education under the same conditions as nationals.

## Post-Graduation Opportunities

- Refugees in Togo registered by the government enjoy their fundamental rights such as freedom of movement, access to employment and access to financial institutions.
- The National Employment Agency (ANP) and UNHCR have worked in partnership, promoting access to higher education for refugees and offering internship opportunities for DAFI scholars.
- UNHCR Togo will facilitate the process to set up an Alumni network, including refugees who previously studied in Senegal and came back to Togo after their studies.

24 Applications in 2017 | ♀ 9

8 Newly Admitted | ♀ 4

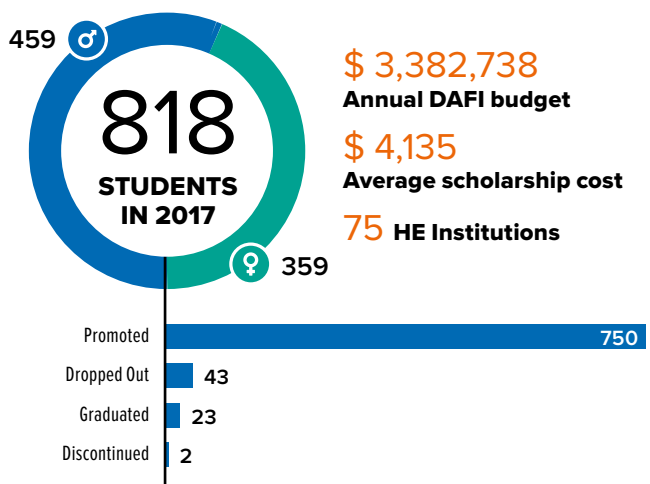


# Turkey

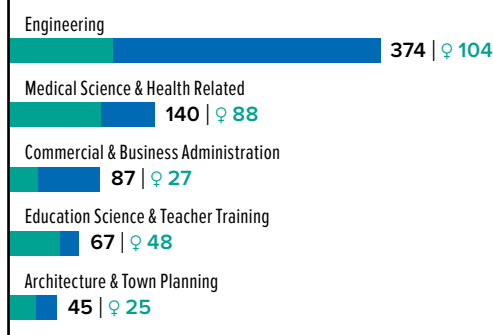
DAFI Programme since 2014



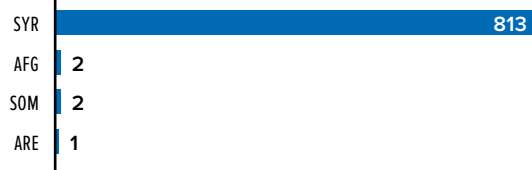
**PARTNER: PRESIDENCY FOR TURKS ABROAD AND RELATED COMMUNITIES (YTB)**



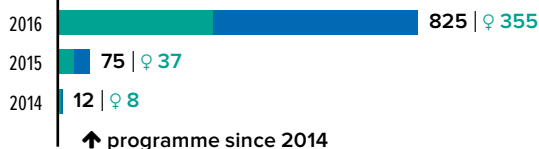
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **The DAFI programme continues to be implemented** in partnership with the Presidency for Turks Abroad and Related Communities (YTB).
- ✓ **Following a rapid expansion** in the previous year, 2017 was a period of programme stabilisation, with no new admissions.
- ✓ **During the final DAFI workshop**, the 2017 DAFI graduates were invited to receive certificates of acknowledgement from the UNHCR Representative and YTB Vice-President in a celebratory ceremony.
- ✓ **UNHCR and YTB implement a higher education preparation programme** that enables high school graduates to meet the language proficiency requirements for entry to Turkish universities.
- ✓ **Five regional workshops** were held for all DAFI scholars, including sessions on the DAFI programme in general, international and temporary protection, academic support services, emotional and psychological well-being for students, volunteering and community service requirements and ways to improve Turkish language proficiency.
- ✓ **DAFI Scholars took part in UNHCR's Refugee Outreach Volunteers programme** and Youth Networks.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Turkey remained the largest host country of refugees in the world, with 3,480,348 refugees and 308,855 asylum seekers, the majority of whom are Syrian. The Government of Turkey continues to lead the refugee response.
- Higher education enrolment is facilitated by a waiver of academic tuition fees for Syrian students enrolled in full-time degree programmes at state universities, granted by the Turkish Government.
- UNHCR Turkey undertook steps to scale up higher education support to refugee students from countries other than Syria who pay the same tuition fees as international students, making studying prohibitively expensive for many.
- Refugees of other nationalities pay the same fees as international students.
- According to the Council of Higher Education, 20,265 Syrians were enrolled in higher education institutions and programmes in Turkey in 2017, almost double the number from 2016.

## Post-Graduation Opportunities

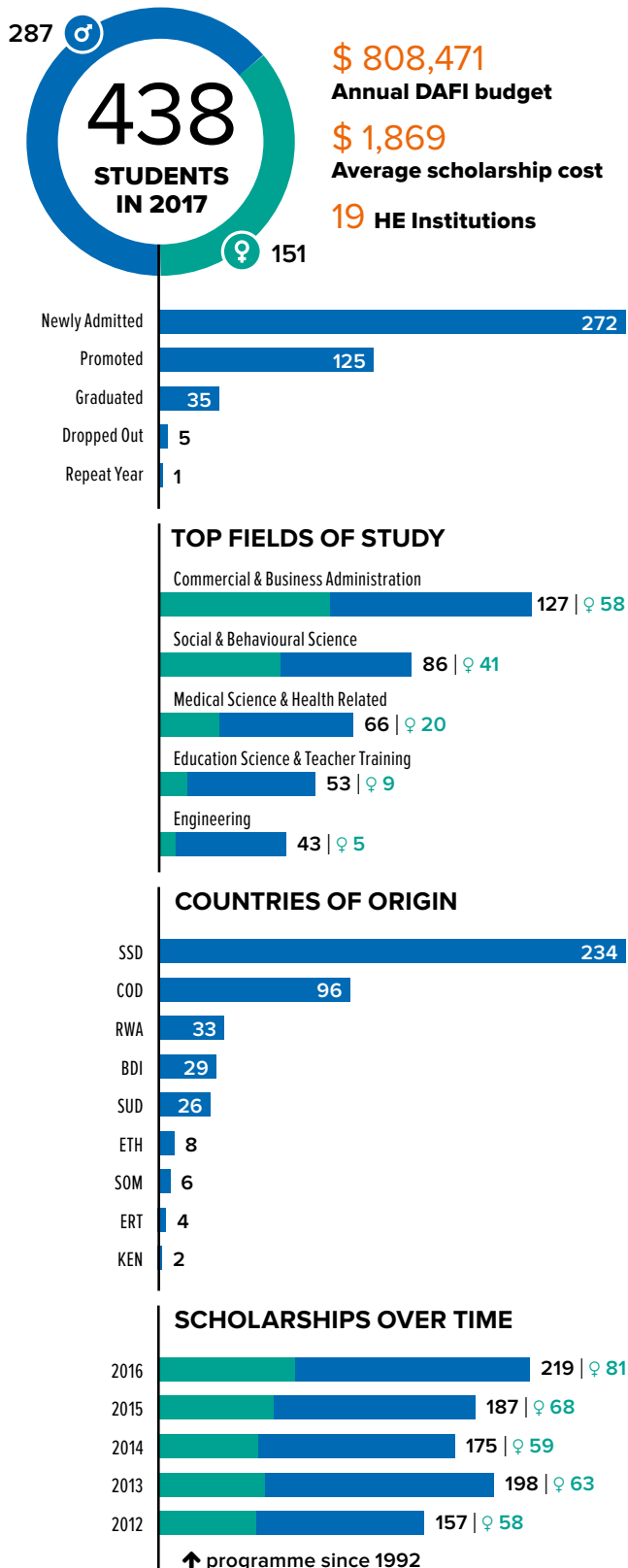
- Turkey grants Syrians the right to work, if they have obtained work permits, or permission to set up their own businesses.
- Two DAFI students from Somalia and Egypt who found employment after completing their studies made short presentations on their experiences at the DAFI student workshops.
- A journalism student from Somalia obtained a prestigious internship in radio with the Turkish national broadcaster, and has been invited for a second internship in 2018.

○ Applications in 2017 | ♀ ○

○ Newly Admitted | ♀ ○

# Uganda

DAFI Programme since 1992



## 2017 DAFI Programme Highlights

- ✔ **A Memorandum of Understanding** between UNHCR's partner Windle International Uganda and two Ugandan public Universities was developed, to improve cooperation on higher education matters.
- ✔ **An orientation workshop** was held for all new DAFI students with guidance on academic life,
- ✔ **DAFI Student Leaders** were elected at different universities to provide additional support.
- ✔ **One DAFI scholar who had started a craft making business in parallel to his studies was recognised as a Refugee Youth Model** during the 2017 World Refugee Day commemoration.
- ✔ **One female DAFI scholar was nominated as refugee woman of the Year 2017** due to her community work and leadership.
- ✔ **The DAFI clubs provide services to their communities**, including support for secondary school students, literacy classes for women, medical and legal information and advocacy.
- ✔ **Free English language courses** were held for 29 DAFI scholars.
- ✔ **27 DAFI scholars attended computer skills and other complementary learning classes.**

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Uganda hosted 1,350,504 refugees and 44,642 asylum seekers. It is Africa's largest refugee host country and one of the top five worldwide.
- Uganda has one of the most favourable refugee protection environments in the world, providing refugees with freedom of movement, the right to work, and access to social services including primary and secondary through a generous asylum policy.
- In Uganda, a broad partnership including the national government and development actors is under development to address key gaps in education access, quality and student retention.
- At higher education institutions, refugee students pay the same fees as Ugandan nationals.

## Post-Graduation Opportunities

- Although refugees have the right to work in Uganda, a high national unemployment rate makes it difficult to find stable employment.
- An active Alumni Network is in place, and 85 DAFI alumni took part in a DAFI Alumni meeting.
- 33 DAFI students and graduates scholars attended a job search and employability workshop
- 16 students took part in a Business skill training.
- 84 students undertook 10-week internships in 2017, and another 21 students secured internship placements to start in 2018.
- Out of 53 students that graduated in 2017, 31 were recorded to have found employment by end of year.

**1,649** Applications in 2017 | ♀ 601

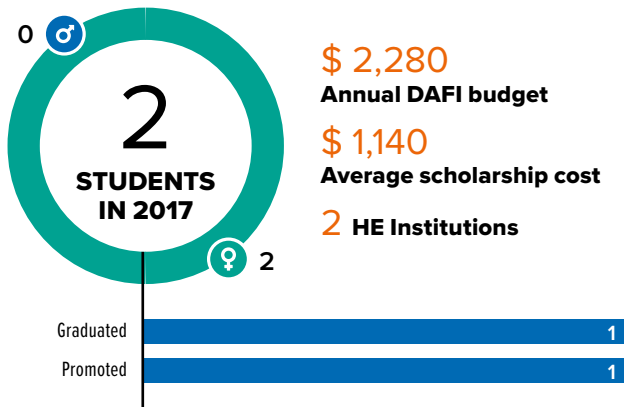
**272** Newly Admitted | ♀ 89

# Ukraine

DAFI Programme since 2010



**DIRECT IMPLEMENTATION**



**\$ 2,280**  
Annual DAFI budget

**\$ 1,140**  
Average scholarship cost

**2 HE Institutions**

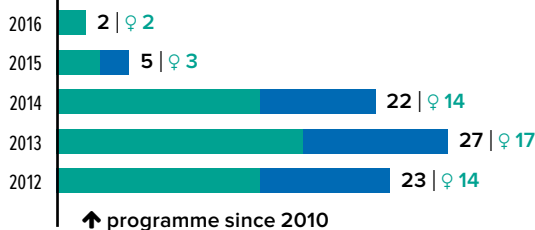
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **DAFI students had the opportunity to attend computer classes** and use computer equipment to do research and draft their assignments.
- ✓ **A diverse group of refugees** who would not have otherwise had access to education were reached by the DAFI Programme, including: single-headed households, female-headed households, student single mothers, families with many children and girls from communities where education for women is discouraged.
- ✓ **DAFI students were actively engaged in their universities' social platforms.**
- ✓ **DAFI scholars gave back to the refugee community** by taking part in different conferences and awareness-raising activities that promote education.
- ✓ **Regular follow-up meetings** conducted by social workers and education specialists from UNHCR partners follow the academic successes and attendance of the scholars and monitor their well-being.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Ukraine hosted 3,257 refugees and 6,229 asylum seekers, the majority of whom originated from Afghanistan and Syria.
- UNHCR continues to work with the Government of Ukraine to bring the national asylum system into line with international standards, with several important legislative initiatives relating to the asylum system having been recently adopted.
- Refugees have the same rights to tertiary education as Ukrainian citizens, yet scholarships are scarce and there is competition for places at university.
- After lengthy advocacy by UNHCR, in 2014 the Ministry of Education specified in its yearly Rules for Admission to Universities that refugees can obtain state-funded coverage of their tuition fees if they qualify academically.
- Due to a deterioration in the country's economic situation as a result of political and military crises, families are struggling with the indirect costs of education.

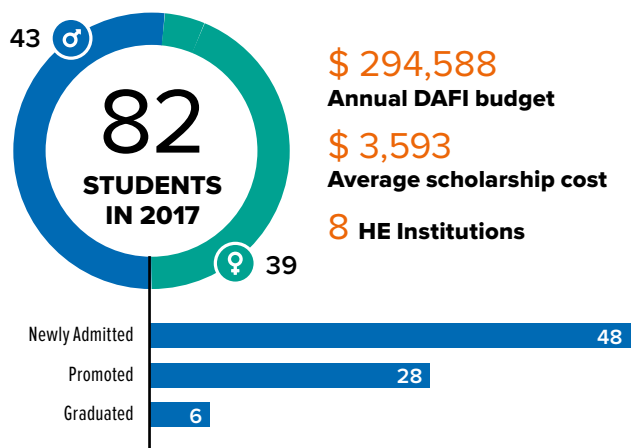
## Post-Graduation Opportunities

- Registered refugees have access to the labour market in Ukraine.
- Mentoring on job seeking is provided by education specialists and employment specialists of UNHCR partners to DAFI Graduates.
- Graduates are supported by State Employment Centres, including job market guidance and job search training.

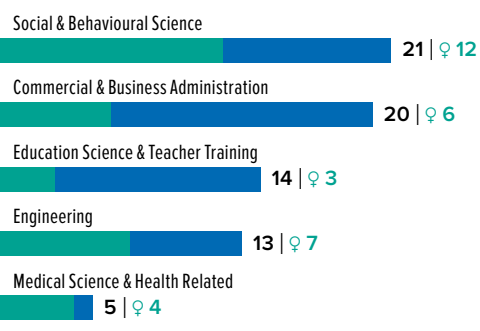
# Yemen

DAFI Programme since 1993

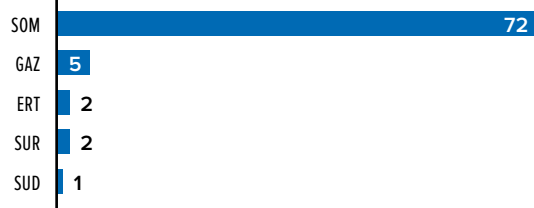
 PARTNER: **INTERSOS ITALY**



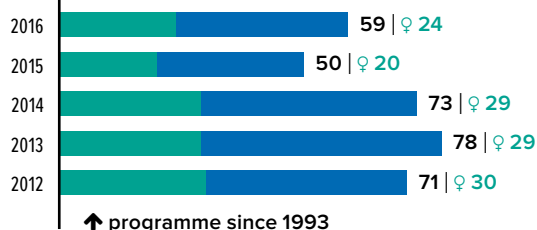
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✔ **Despite the challenging operational environment**, INTERSOS was able to widely launch the call for application for DAFI scholarships.
- ✔ **The DAFI programme opened the application process** to those already enrolled on a degree programme after an assessment found refugee students without scholarship support are increasingly unable to continue their studies due to the deteriorating economic and security environment in Yemen. Four young academics were selected.
- ✔ **The website <http://dafi-yemen.org>** continued to increase awareness of the DAFI programme, as well as offering current scholars learning and engagement opportunities.
- ✔ **52 DAFI students regularly volunteered** their time in their communities and raised awareness about the importance of education.
- ✔ **A DAFI Student Union** was set up in 2017 through an election process.
- ✔ **The Student Union coordinated volunteer activities**, including implementation of cultural, scientific, sport and entertainment activities together with the refugee community and host community.
- ✔ **Complementary language classes** for 17 students were organised by UNHCR and INTERSOS.
- ✔ **8 students were enrolled in intensive computer learning courses.**

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- The humanitarian crisis in Yemen reached unprecedented levels during 2017, and more than 75% of the population are in need of humanitarian or protection assistance.
- Yemen additionally hosted 270,919 refugees and 9,773 asylum seekers in 2017, the majority originating from Somalia, followed by Ethiopia, Eritrea, Iraq and Syria.
- Yemen is the only country in the Arabian Peninsula to have signed the 1951 Refugee Convention and 1967 Protocol. However, UNHCR's persons of concern experience serious challenges in accessing their rights.
- Despite the challenging environment UNHCR works with the Ministry of Education for the mainstreaming of education services for forcibly displaced persons into existing national systems.

## Post-Graduation Opportunities

- Yemen does not formally place restrictions on refugees and asylum seekers' access to the labour market. However, unemployment is widespread and has risen during the recent crises, especially in low skill sectors.
- Six students were able to access internships, including placements at Language Institutes and at the Somali Embassy.
- Three graduates were successful in securing employment with NGOs as social workers following their graduation.

**218** Applications in 2017 | ♀ 95

**48** Newly Admitted | ♀ 24

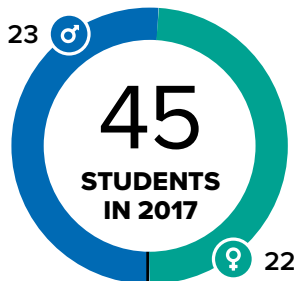


# Zambia

DAFI Programme since 1993



**DIRECT IMPLEMENTATION**



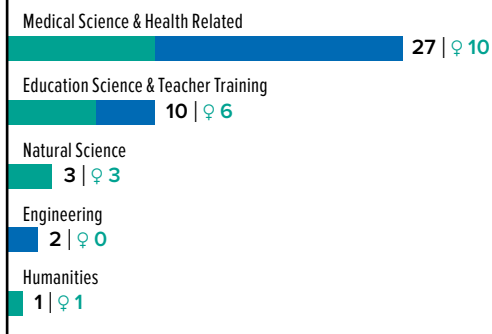
**\$ 152,671**  
Annual DAFI budget

**\$ 3,393**  
Average scholarship cost

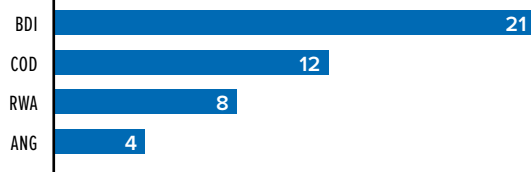
**10** HE Institutions



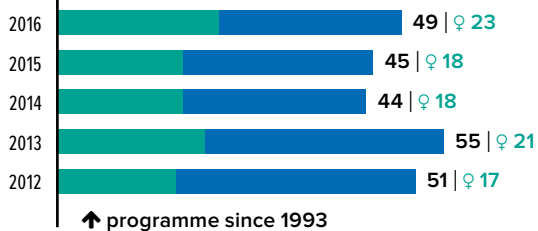
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✓ **A strong relationship** between UNHCR and the academic institutions eased access to university for DAFI scholars in areas such as accessing affordable campus housing.
- ✓ **A forum advising the UN country team and Government of Zambia** on youth inclusion was attended by 23 young people, including DAFI scholars.
- ✓ **34 DAFI scholars attended a five-day workshop** focused on problem solving and opportunity development conducted by a local youth organisation.
- ✓ **A DAFI Alumni network** was introduced as a part of the DAFI Club.
- ✓ **Two DAFI students volunteered to teach** children with special education needs at a community school.
- ✓ **One student volunteered to conduct home-based physiotherapy** as a part of a school initiative.
- ✓ **Quarterly monitoring visits to university campuses**, and additional meetings with students and universities were conducted, when needed.

## Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, Zambia hosted 41,269 refugees and 4,677 asylum seekers.
- Zambia has a long history of providing land, security and access to public primary health and education services to refugees.
- The Government of Zambia committed to develop a refugee policy and regulations that may introduce flexibility in the country's encampment policy and provide better livelihood opportunities for refugees.
- Zambia has adopted a two-tier education system at secondary school level that emphasizes the development of vocational skills alongside knowledge in general subjects.
- Refugees are able to gain entry to university upon obtaining a study permit. They then pay the same fees as nationals.
- Refugees are not eligible for any scholarship opportunities. The high cost of tertiary education remains a serious challenge.
- Restrictions imposed by the encampment policy continue to make it hard for many young refugees to access information on tertiary education.

## Post-Graduation Opportunities

- Refugees in Zambia contribute positively to the local economy by engaging in a range of economic activities, ranging from farming, small-to-medium businesses and various forms of employment.
- However, Zambia's reservations on the 1951 Convention relating to the right to work and freedom of movement mean that refugees experience restrictions on their economic inclusion.
- 13 students completed internships. For many, the internship was secured by the school as part of their examinations.
- One DAFI graduate was employed as a teacher at one of Zambia's highly reputable private schools.

52 Applications in 2017 | ♀ 24

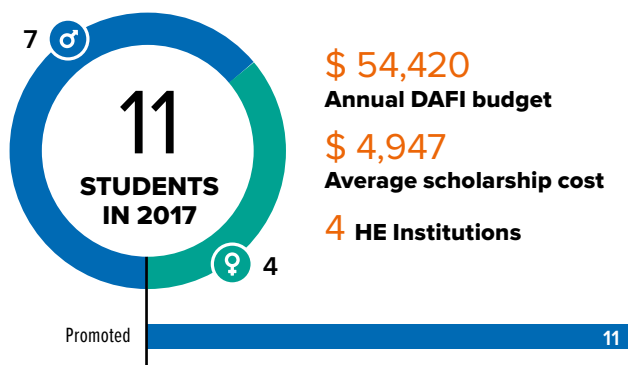
7 Newly Admitted | ♀ 6

# Zimbabwe

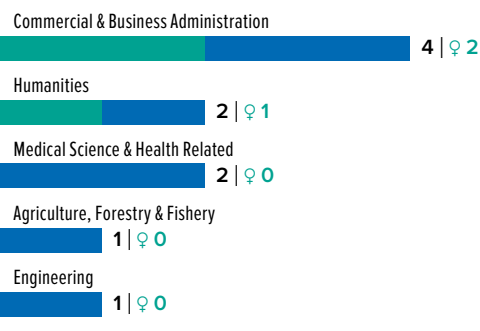
DAFI Programme since 1992



**DIRECT IMPLEMENTATION**



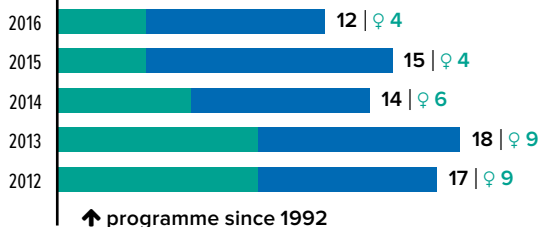
## TOP FIELDS OF STUDY



## COUNTRIES OF ORIGIN



## SCHOLARSHIPS OVER TIME



## 2017 DAFI Programme Highlights

- ✔ **DAFI students receive additional support** from UNHCR partners and academic institutions to thrive academically through dedicated counselling sessions provided on a quarterly basis.
- ✔ **UNHCR organised weekly discussions with students** to discuss the challenges they face and provide guidance and assistance.
- ✔ **Intensive English language courses** are available for students from francophone countries to improve their language skills.
- ✔ **Basic computer literacy courses** are offered to students who need to improve their skills for their study at university.
- ✔ **DAFI Students are involved in societies and clubs** at their universities and engage in community service.
- ✔ **DAFI students are role models** for fellow refugee students at secondary schools, especially young girls, and regularly give motivational speeches and other support to their communities to highlight the importance of education.

## Protection and Learning Environment

- In 2017, Zimbabwe hosted 7,572 refugees and 8,394 asylum seekers, with the majority originating from the Democratic Republic of Congo and Mozambique.
- Zimbabwe has reservations on the right to movement, therefore the majority of the population lives in a rural camp setting.
- Refugees have access to the national education system, with UNHCR covering refugee children's school fees from early childhood through to primary school and secondary education through its partners.
- Refugees can enrol in higher education institutions under the same conditions as nationals, provided they can produce their refugee status certificates and residence permits.
- The difficult economic situation Zimbabwe faces has made persons of concern particularly vulnerable, and hinders those wanting to pursue higher education.

## Post-Graduation Opportunities

- Zimbabwe signed the 1951 Convention with reservations on the right to work and freedom of movement, applying an encampment policy. This compels refugees to work in the informal sector, many under hazardous conditions.
- Nonetheless, refugees with the resources to run private businesses are authorised to do so, and those who are qualified in professions with limited human resources, such as health services, may be permitted to work. In this regard, the DAFI programme supports young persons to bridge the transition to formal labour.
- Zimbabwe maintains a DAFI Alumni network and graduates are provided with guidance on available academic career or employment opportunities.
- Internship search is supported by most of the Universities attended by students, as well as by UNHCR partners where possible.

10 Applications in 2017 | ♀ 3

0 Newly Admitted | ♀ 0



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