



DAFI
ANNUAL
REPORT
2018



UNHCR
The UN Refugee Agency

REFUGEE STUDENT VOICES

REFUGEE STUDENTS
IN HIGHER EDUCATION

“Albert Einstein was a refugee and he is one of history’s greatest physicists. Okay, we are refugees. We have many problems, but we have to face them. We cannot give up. We have to be brave. That is the only way we can achieve our dreams.”

Fatima, a 21 year-old DAFI graduate and Syrian refugee, studying astrophysics in Lebanon. See page 31.



with the support of



Federal Foreign Office



Albert Einstein
German Academic Refugee Initiative (DAFI)

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Foreword

by Foni Joyce, Co-chair UNHCR Global Youth Advisory Council and DAFI Graduate

I am Foni Joyce, co-chair and youth delegate for the [UNHCR Global Youth Advisory Council](#). In 2015, I graduated with a Bachelor's in Mass Communication at Jomo Kenyatta University of Agriculture and Technology in Nairobi, Kenya with a DAFI scholarship. Today, I serve as part of a consultative group for UNHCR on protection and development issues for young displaced people and their communities, bringing a youth perspective and recommendations on a broad range of issues at the local, national and global level.

Having experienced displacement, I lived and studied in a host community where basic services, such as education, were widely overstretched. Regardless of this, my parents pushed me to get a good education, and to contribute to the community wherever I could. As a young girl, I would attend community meetings on behalf of my father and developed an appreciation for cultural diversity and a passion that would lead me to pursuing a degree in mass communication with a focus on public relations – not for the corporate world, but for refugees, internally displaced, host communities and other vulnerable people in the community.

Having a DAFI scholarship helped me to realize my full potential. It not only enabled me to look forward to a better future but gave me the opportunity to take an active role in supporting my family. It has also led me to start thinking of ways to create employment, rather than just becoming a job seeker.

As a DAFI scholar I was privileged to take part in the DAFI Kenya student organisation (DAFIKESO) where I improved my leadership and interpersonal skills by supporting other students, taking part in career guidance and mentorship and acting as chairperson. This year, DAFIKESO members are supporting the wider community by contributing part of their scholarship allowances to sponsor other college students in Kenya who are in need. **As an alumna, I am proud to still be a part of the DAFI family because I have seen first-hand how education can transform societies.**

I am currently using my degree to change the perception of refugees not only among other stakeholders but also among refugees themselves. **I believe refugee communities and refugee students have so much more they can offer.**

From my personal experiences and work with refugee youth, I have the following recommendations to DAFI scholars and to UNHCR:

DAFI scholars:

1. Use all the opportunities available to improve yourself, because once you have knowledge, no one can take it away.
2. Contribute to the education and learning opportunities of children and youth by transferring your skills, knowledge and awareness to others. Ensure you are using what you have to help others.
3. Build inter-community and inter-cultural relationships, and address negative norms related to gender age and diversity.

UNHCR:

1. Facilitate more leadership opportunities for refugee youth through employment and volunteering opportunities, representation on decision making bodies, and as spokespersons, youth ambassadors, or advocates at local, national, regional or global events.
2. Strengthen the participation of youth in the implementation of solutions, including through their inclusion in planning and programming, in development and peacebuilding.
3. Consider age, gender and diversity when providing education for refugees, IDPs and the host community to ensure everyone can access education. Education is not a privilege, but a door that can open up opportunities for the most vulnerable in the society.

We all have the potential to become peace breakers or peace keepers. In exploring our potential through education, we create an opportunity to appreciate diversity, cultural differences and promote understanding. Education fosters understanding, and we cannot separate it from building peace.

The voices of many students are still not being heard loud enough. Education is a basic right for everyone one whether a refugee, internally displaced, stateless or a member of the host community. No one should be denied this right. I have committed to sharing my experiences, technical expertise and skills to supporting education for refugees. **What can you bring to the table?**



A handwritten signature in blue ink, appearing to read 'Foni Joyce', with a stylized flourish above it.

*Foni Joyce, Co-chair
UNHCR Global Youth
Advisory Council and
DAFI graduate*

EXECUTIVE SUMMARY

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

Global Compact on Refugees, 2018. §68.

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

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

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

In 2018, 6,866 DAFI scholars, 41% of whom were women, were supported across 768 institutions. Committed to supporting national education institutions to the extent possible, the DAFI programme prioritizes enrolment in public universities, which represent 73% of DAFI student enrolments. DAFI scholars study in fields ranging from computer science to public health, from agri-business to business administration.

After three years of growth in response to large scale refugee movements, 2018 was a time for internal consolidation of the DAFI programme. UNHCR focused on strengthening guidance to DAFI country programmes and partners, harmonizing management tools and deepening the overall strategic approach linking DAFI scholarships to long term self-reliance and sustainable futures for refugee students.

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

Strengthening links between the DAFI programme and sustainable livelihoods was also a priority in 2018. DAFI country programmes expanded activities supporting students to develop entrepreneurship skills, participate in networking events, learn about their right-to-work, gain personalised career guidance and secure access to Technical and Vocational Education and Training (TVET) programmes. To strengthen these efforts, UNHCR held its first annual multi-partner, multi-country workshop on Education and Livelihoods. This year the focus responded to the persistent demand for higher education among Afghan refugees, bringing together 50 colleagues and partners from seven countries hosting Afghan refugees, as well as from Afghanistan. The workshop explored promising practices and provided a platform for cross-country exchange on how to enhance tertiary education and economic inclusion. Highlighted in the Global Compact on Refugees as central to achieving inclusive development for refugee and host communities, successful transition from higher education to sustainable livelihoods will remain a priority for UNHCR in years to come.

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

While significant progress has been made in expanding higher education opportunities for refugees, much remains to be done. In 2018, 10,195 refugees applied for DAFI scholarships, of whom only 1,134 new students were granted scholarships due to resource limitations. In line with the Sustainable Development Goals (SDG), UNHCR aims to expand access to higher education for young refugee women and men by 2030. Realising this goal will require the sustained commitment and cooperation of host governments, higher education institutions, international agencies, donors, civil society, development partners, private sector, and host and refugee communities. UNHCR is grateful for the German Government's unwavering commitment to the DAFI programme for the past 26 years, to the Saïd and Asfari Foundations for their dedicated support, and to other partners who have contributed additional scholarships, in-kind services, inclusive policies, advocacy efforts, fee waivers and efforts to improve access and quality in higher education.

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

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DAFI

Programme at a Glance

LAUNCH

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

VISION

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

STRATEGIC OBJECTIVES

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

APPROACH

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

INCLUSION

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

SCHOLARSHIPS

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

SELECTION CRITERIA

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

PROGRAMME MANAGEMENT

UNHCR Education Section; UNHCR country offices.

PROGRAMME IMPLEMENTATION

UNHCR country offices, directly or with partner organizations.

DAFI PROGRAMME HIGHLIGHTS IN 2018

1,134 new scholarships were added to the DAFI Programme

UNHCR supported 6,866 young refugees to study in 768 higher education institutions through DAFI scholarship programmes. This is the highest annual number of scholarships since its inception in 1992. Following three years of rapid programme growth, in 2018 the DAFI programme focused on strengthening and aligning country programmes to ensure continued high-quality scholarship provision and student support across all country contexts.

Programme coverage continued to respond to new and protracted refugee situations

In 2018, UNHCR and its partners implemented the DAFI programme in 51 countries. The regional distribution of scholarships reflects global displacement trends and growing demand for higher education from refugees around the world. In 2018, Syrian refugee students represented the largest cohort (36%), followed by refugee students from Afghanistan (14%), South Sudan (12%), Somalia (10%), Democratic Republic of Congo (5%) and Sudan (4%). Altogether, the 2018 DAFI cohort represented 39 nationalities. Demand for higher education for refugees remains high. In 2018 alone, UNHCR received 10,195 applications for only 1,134 new scholarship places. This represents the immense need to step up international support for refugee higher education.

Continued work towards achieving gender parity across DAFI programmes

In 2018, young women represented 41% of all DAFI scholars, reflecting the relatively higher challenges faced by women in accessing and qualifying for higher education. Challenges include lower prioritisation of education for girls and women at all levels, competing demands of household work and childcare, and risk of sexual and gender based violence travelling to and while at school. At the country level, DAFI programmes worked hard to increase female enrolment with 19 DAFI countries improving their ratio of female enrolment compared to 2017. UNHCR and its partners work with communities, education providers and other stakeholders to close the gender gap in the DAFI programme, applying an age, gender and diversity approach to its programmes.

Innovative connected education solutions were promoted

UNHCR promotes innovative connected learning solutions that allow refugee students to overcome barriers to education. UNHCR co-chairs the Connected Learning in Crisis Consortium (CLCC), a network of global actors that bring blended online and face-to-face learning programmes to refugees. Through a growing network of partners, over 7,500 refugee students have benefited from connected education programmes. Connected education can serve as a pathway to sustainable livelihoods, as well as opening doors to further educational opportunities. In 2018, country programmes built important synergies between connected education programmes and the DAFI scholarship programme, enabling more students to qualify for and advance through higher education.

Dedicated donor support ensured stable education for DAFI scholars

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

TIMELINE OF UNHCR HIGHER EDUCATION ACTIVITIES AROUND THE WORLD IN 2018

JANUARY

→ 5,732 DAFI students continue their education from the previous year.

- UNHCR Education Section co-hosts the 1st bi-annual CLCC meeting of 2018 in Amman, Jordan. Following the conference, UNHCR Education Section conducts a monitoring mission in Jordan.

MARCH

- UNHCR Education Section participates in Mobile Learning Week in Paris, France.

MAY

- UNHCR participates in the Re:publica conference in Berlin, Germany.
- UNHCR participates in Inhere – Higher Education Supporting Refugees in Europe conference in Paris, France.

JUNE

- UNHCR co-hosts the 2nd bi-annual CLCC meeting in Geneva, Switzerland.

AUGUST

- UNHCR Education Section mission to Ethiopia.

SEPTEMBER

→ 1,134 new students are awarded DAFI scholarships and are accepted to university.

- UNHCR Education Section conducts a mission to Malawi.
- Jointly with the University of Geneva, UNHCR holds a summer school on higher education in emergencies and crises in Nairobi, Kenya.

OCTOBER

- UNHCR hosts the 1st Connected Learning round table in Beirut, Lebanon.
- UNHCR Education Section mission to Lebanon.
- UNHCR Education Section and Livelihoods Unit conduct a joint workshop in Baku, Azerbaijan for colleagues and partners from eight countries connected with the Afghanistan situation.

NOVEMBER

- With UNHCR's active participation, an expert workshop on higher education and research for sustainable development is held in Bonn, Germany.
- UNHCR participates in the Mobiles for Education Alliance Symposium in Washington D.C., USA.
- UNHCR hosts the 1st preparatory workshop on the Global Academic Network established by the Global Compact on Refugees (GCR).
- UNHCR Education Section and UNHCR America's Bureau conduct a joint mission to Colombia.

DECEMBER

- UNHCR Education Section mission to Zambia and Malawi.
- UNHCR hosts 2nd Connected Learning round table in Jordan.
- 787 students graduated from their higher education institutions in 2018 and 4,540 students will continue their studies next year.

1. OPERATIONAL CONTEXT

1.1 THE GLOBAL DISPLACEMENT SITUATION

In 2018, 37,000 people were displaced every day. By the end of 2018, there were 70.8 million refugees, asylum seekers and internally displaced people worldwide. Among them, 20.4 million refugees were under UNHCR's mandate. The global refugee population grew as a result of new emergencies, such as the Venezuela situation, as well as increases in the numbers of people from Syria Arab Republic, South Sudan and the Democratic Republic of the Congo claiming asylum. One third of refugees are hosted in the world's least developed countries. 50% are under the age of 18.¹

Displacement has a direct impact on equitable access to quality education and the protection and resilience that it brings. At the primary school level, where children acquire their foundation for lifelong learning, only 63% of refugee children have access to school. Access drops sharply at the secondary level to just 24%. Higher education is integral to building refugee self-reliance, fostering inclusion in host societies, and developing the skills necessary to contribute to recovery and rebuilding after conflict. **Yet, at the end of 2018, only 3% of young refugees have access to higher education.**²

1.2 GLOBAL REFUGEE EDUCATION: THE POLICY ENVIRONMENT

Despite the rise in displacement, many countries kept their borders open and continued to receive and support refugees. These countries provided protection and assistance to those in desperate need, and demonstrated their commitment to international legal frameworks, protection standards and humanitarian principles.

Sustainable Development Goal 4 (SDG4), adopted by UN Member States in 2015 as one of the 17 Sustainable Development Goals to be achieved by 2030, promotes inclusive, quality and equitable education for all learners. SDG4 addresses access to tertiary education and explicitly includes education for people in conflict, crisis and displacement. The [Education 2030 Framework for Action](#) highlights education as key to advancing each of the SDGs, and calls for the inclusion of education in all SDG strategies.³

The Global Compact on Refugees (GCR) was affirmed by 181 UN Member States in December 2018. The GCR serves as a blueprint to guide and strengthen the international refugee response and provides the framework to translate Member State commitments into concrete actions. In line with UNHCR's [Strategic Directions for 2017 – 2021](#), the Compact promotes inclusion of refugees in national systems, including national education systems. The GCR is grounded in the [New York Declaration for Refugees and Migrants](#) and its annex, the [Comprehensive Refugee Response Framework](#) (CRRF). The Declaration recognizes tertiary education as fundamental for refugee self-reliance in host and home countries alike, and its role as a “catalyst for the recovery and rebuilding of post-conflict countries.” Together these instruments underscore the need for access to education and economic inclusion in host countries and the potential long term benefits of higher education for refugees.

Consultations at regional and global levels have helped raise awareness on the importance of higher education for refugees. In May 2018, UNHCR joined 75 partners representing the European Commission, ministries of foreign affairs, universities, researchers, civil society and refugee communities to engage in dialogue on the issue of refugee inclusion in tertiary education in Europe at the [InHERE – Higher Education Supporting Refugees in Europe](#) conference in Paris. In November, the [Mobiles for Education Alliance](#) hosted the 8th Annual Education Alliance Symposium in Washington DC, where participants shared ideas and launched new partnerships to advance mobile technology in the education sphere. The event highlighted the pivotal role that teachers and community educators play in using mobile technology for teaching and learning, and the importance of technology in supporting professional development, networking, and instruction in traditional and non-traditional educational settings.

Innovative and digital higher education initiatives help to address the unmet needs of refugee students worldwide and have the potential to be scaled to respond to the growing number of displaced persons. In 2018, UNHCR co-hosted two bi-annual meetings of the [Connected Learning in Crisis Consortium](#) (CLCC), as well as two Connected Learning round tables. CLCC members adhere to shared quality guidelines and jointly advocate for refugee higher education on the global level.

Engaging academic stakeholders from around the globe, UNHCR is working towards the establishment of a Global Academic Network as set out in the GCR. The first preparatory workshop was held in November 2018.

1.3 DAFI AND THE GLOBAL COMPACT ON REFUGEES

[The Global Compact on Refugees](#) (GCR) captures the political will and intent of the international community to strengthen support for refugees and host countries. Within the GCR is the commitment to invest in improving the quality and inclusivity of national education systems, allowing refugee and host community children and youth to pursue sustainable futures together. Children and youth are at the centre of the GCR agenda and are integral to achieving the Sustainable Development Goals. 50% of the world's refugee population are under the age of 18, and the average length of displacement frequently spans the education continuum. The objectives of the GCR and the international community depend on creating the conditions for millions of young people to access education and achieve their full potential.

To reverse low rates of refugee and host community students enrolment and retention in post-primary education, the international community needs to make strategic and targeted investments to ensure young people can enrol and stay in school, even in host countries with limited resources. Coordinated efforts can address the wide range of legal, administrative and social barriers to education for refugees. The GCR provides the framework for this new way of working, focusing international cooperation on four key objectives: (i) ease pressure on host countries; (ii) enhance refugee self-reliance; (iii) expand access to third-country solutions; and (iv) support conditions in countries of origin for return in safety and dignity.

The DAFI programme delivers on the objectives of the GCR. UNHCR's Refugee Education 2030 strategy is also aligned to the GCR, promoting responsibility sharing and supporting the inclusion of refugees in national education systems. The GCR affirms that *“in line with national education laws, policies and planning, and in support of host countries, States and relevant stakeholders will contribute resources and expertise to expand and enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education.”* Through its strategic and comprehensive approach, the DAFI programme speaks to each GCR objective. DAFI scholarships provide financial support for qualified refugee students to access higher education, injecting funds into national institutions to support quality teaching and learning. The opportunity to earn an undergraduate degree or qualification paves the way for young women and men to transition to employment following graduation, along with the chance to earn a living and reduce dependency on humanitarian aid. In several countries where conditions support voluntary repatriation, the DAFI programme is accessible to returnees as well, acknowledging their potential to contribute to peaceful development and reconstruction in their countries of origin.

The GCR underscores the need for *“measures to strengthen the agency of women and girls, to promote women's economic empowerment and to support access by women and girls to education (including secondary and tertiary education).”* The DAFI programme maintains a strong commitment to achieving gender parity among scholarship recipients. For more information see Chapter 4.

Looking to the future, in December 2019, UNHCR and UN Member States will convene the first [Global Refugee Forum](#), a platform for exchange of good practices and pledges advancing the goals of the GCR. Education will be at the forefront of policy discussions as a means to facilitate self-reliance and sustainable futures for refugees.



STUDENT VOICE: THE POWER OF PUBLIC POLICY, BY RAWAN

“ I want to become a politician.

When I was in Syria, my dream was to become a doctor, but when we migrated, nothing was in our hands. **I chose to study public policy because public policy shapes the state, it shapes the community, it shapes the law – it is at the heart of everything.** As refugees, we want to know why there are refugees in the world. What happened in Syria? Why was there war? War is a political event. We want to solve this problem, and in the 21st century all problems relate to public policy. At the root of the economic and social problems we see, there is a problem in policy.

If the international community or heads of state collaborated together, there could be an end to refugees. We could end the suffering.

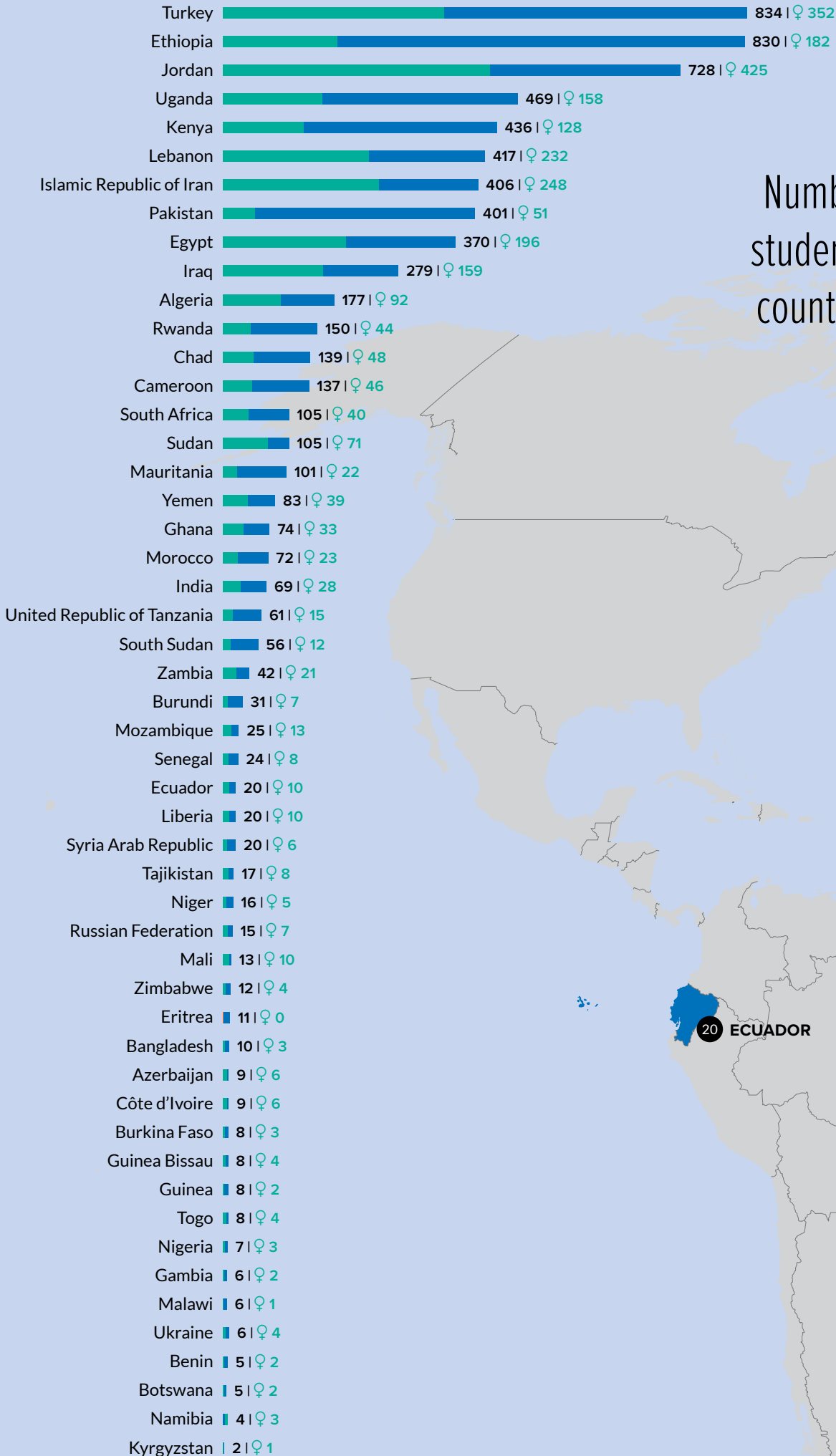
When I worked as coordinator for UNICEF, I was managing four out of eleven youth centres in Kurdistan, reporting, running workshops and planning activities. Our project focused on social cohesion. In Kurdistan, we have many ethnic groups – refugees from different countries, internally displaced, and different ethnicities and religions. Our projects brought people together. Any community that is divided can become a site for conflict or genocide. So here, where the community is diverse and several groups are being marginalized, such as the Christians and the Yazidi, we focus on peacebuilding. I have learnt how different religions and ethnicities are being denied their rights. I am also doing research at the Genocide Centre at the University of Duhok, with women who have been victims of ISIS. These women are broken. I listen to them and give them the chance to tell the world their story.

This work is important for me, because when I go back to Syria I can try and understand the genocides that have occurred there – it is so important to understand what has happened. Maybe I could open a centre myself, studying what has taken place and to who. In my education I have learnt about genocides throughout history and all over the world, such as the holocaust; I am applying what I have learnt.

In the DAFI programme, we are built not just for ourselves, but to rebuild. Educated people are needed to build a healthy, peaceful state. When Syria is safe again, Syria will need every economist, every teacher, every politician.”

Rawan, a 25-year-old Syrian DAFI scholar studying Public Policy in the Kurdistan Region of Iraq, shares her opinion on why policy is at the heart of peacebuilding in her host community and to the rebuilding of Syria. She has worked with UNICEF, the Genocide Centre at the University of Duhok, and the International Organization of Migration (IOM). She is also a passionate advocate for female education and an activist against child and early marriage.

Number of DAFI students in each country of study



2. DAFI PROGRAMME: FACTS AND FIGURES

2.1 GLOBAL OVERVIEW

In 2018, the number of students studying on a DAFI scholarship increased to 6,866, representing a 2% increase from the previous year. The gender ratio remained unchanged from the previous year, with 41% of enrolled scholars being women. Table 1 provides an overview of the main programme developments from 2016 to 2018.



Table 1: Global overview of developments 2016-2018

2016

4,652 students

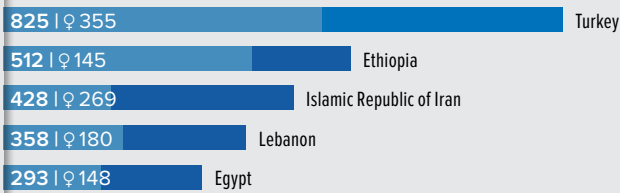
44% female



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

37 countries of study

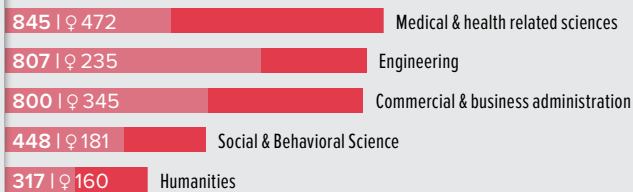
Top five countries of study



Top five countries of origin



Top five field of studies



2017

6,723 students

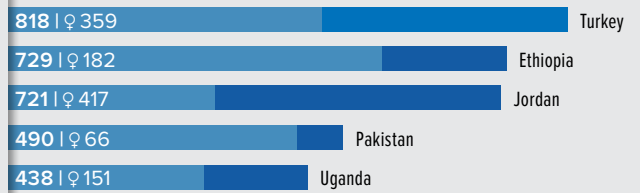
41% female



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

50 countries of study

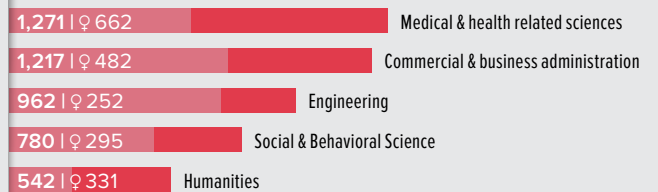
Top five countries of study



Top five countries of origin



Top five field of studies



2018

6,866 students

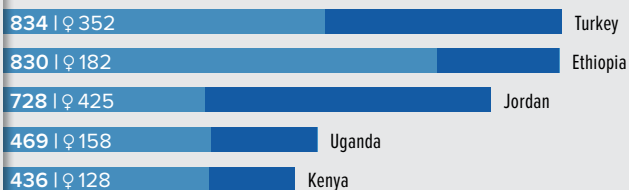
41% female



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

51 countries of study

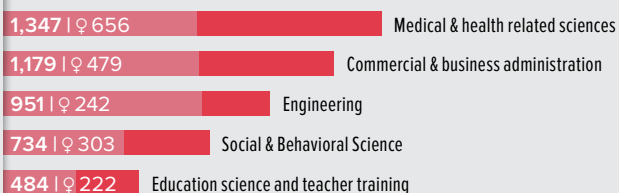
Top five countries of study



Top five countries of origin



Top five field of studies



A new DAFI programme opened in Malawi in 2018. The number of people who have fled to Malawi has risen from almost 17,000 in 2013 to more than 37,000 in 2018. New asylum-seekers, particularly from the Democratic Republic of the Congo, are arriving each month, as well as Mozambican asylum-seekers in the south of the country. UNHCR has been assisting Malawi in refugee settlement and supports refugee self-reliance programming.

The inaugural DAFI programme in Malawi welcomed six new DAFI scholars who were already enrolled in university but required additional financial support in to be able to complete their studies. The programme is expected to expand in 2019 with a full call for applications and selection process.

In 2018, there were 10,195 applications received for 1,134 new DAFI scholarships, representing an acceptance rate of 11%. Forty per cent of global applications were from women. After three years of rapid programme expansion fewer new scholarship places were offered in 2018 compared to previous years. Only 28 of 25 countries offering new scholarship places. As a result, the global acceptance rate was lower than in 2017, where there were 12,750 applications for 2,582 new scholarship places (an acceptance rate of 20%). Additional resources and partnerships are needed to ensure that DAFI scholarships continue to be a higher education option for more young refugees.



Hassan, 31 years old from Syria Arab Republic, is a DAFI graduate and now a master's student in psychology on a HOPES scholarship. See section 5.5 for more information on the UNHCR partnership with HOPES. © UNHCR/Antoine Tardy

A photograph of a room, likely a bedroom or a living area. In the foreground, there is a large, patterned rug with intricate designs in shades of green and brown. To the left, a portion of a red and white patterned sofa or bed is visible. In the background, there is a wooden wardrobe or cabinet with a light-colored shirt hanging on it. The lighting is somewhat dim, creating a warm and intimate atmosphere.

STUDENT VOICE:

A TASTE OF FREEDOM FROM FINANCIAL BURDEN, BY HASSAN

“ I came to Lebanon on my own in 2010 and stayed with my uncle and my cousins. My siblings came over a few years later, but our parents are still in Syria.

Ever since I graduated from high school, I've always wanted to study psychology. To me, it is a very interesting academic field. It gives you opportunities and tools to learn about yourself and how to interact with others. **One of my cousins was studying history at the Lebanese University in the Faculty of Letters and Human Sciences, so I decided to register in Psychology.**

The first three years, I was working 12 hours a day, 7 days a week in a clothing shop in order to pay for the tuition fees and support myself. I barely attended any of the classes; I was only taking the exams, which I would have to take time off work to attend. It was extremely difficult; I was miserable. I was focused on not missing or failing exams, even though I could not attend the classes or study. I was determined to graduate.

I received the DAFI scholarship for the fourth year of my bachelor's studies. I was so relieved. I could finally quit my job and focus on my studies. I also took up many volunteering activities, providing psychosocial support to children and helping out street kids. I really enjoy working with children. Whatever you give them, they give it back to you. Practical experience is how you really learn; theories are mostly just words on paper until you can actually put them into practice.

I was so active that year and grew so much personally and professionally, so much so that I felt a void afterwards. My wish is to go back to Syria one day, to open a psychosocial clinic. But for now, it is not safe there. However, I won't get the chance to work in my field here in Lebanon. My best chance is to travel abroad to find some qualified work.

After graduating, I had to go back to working in another shop until I eventually received **the HOPES scholarship and could start my Masters. I still have one more course to take next semester and to complete a 600-hour traineeship in a hospital, which I've already started. My research paper will be based on cases I will come across there. I hope to graduate next year.**

I also still help my brother in his clothing shop. Financially, it is difficult and last year was a tough one – I dislocated my shoulder from a fall and had to get surgery. My brothers supported me a lot, so I wasn't alone. **As I often say: don't lose your motivation or be frustrated. Keep going!**”



Ahmad, 31, fled to Lebanon with his wife and two children after losing his leg in a bomb attack in Damascus, Syria. He is now a DAFI scholar, studying Archeology in Lebanon. He explains: "I was finally receiving a second chance, I was drowning before and DAFI saved me. It is like my life jacket. It got me back on my feet again". © UNHCR/Antoine Tardy

2.2 DAFI PROGRAMME CONSOLIDATION IN 2018

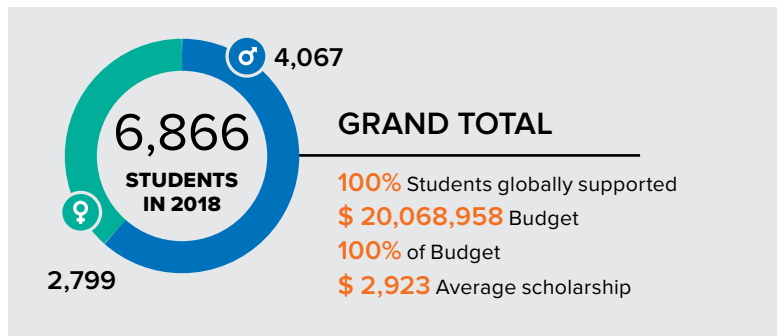
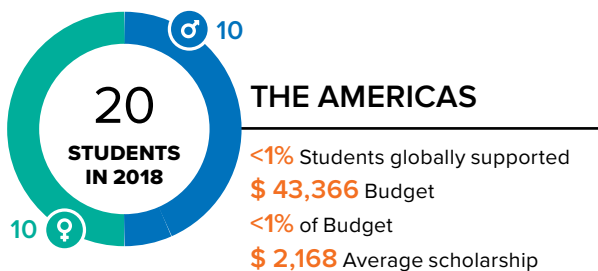
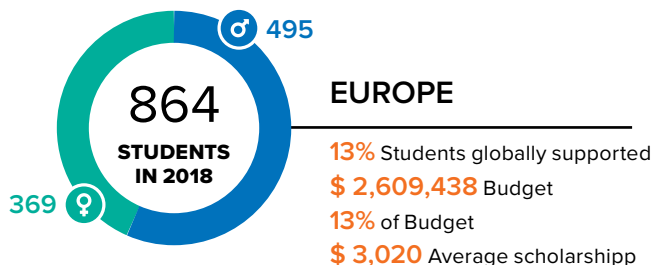
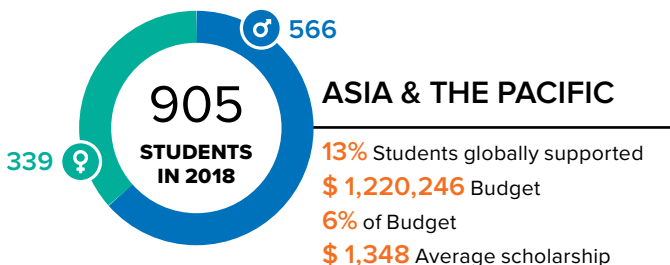
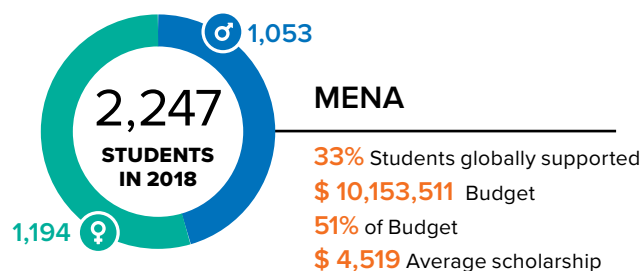
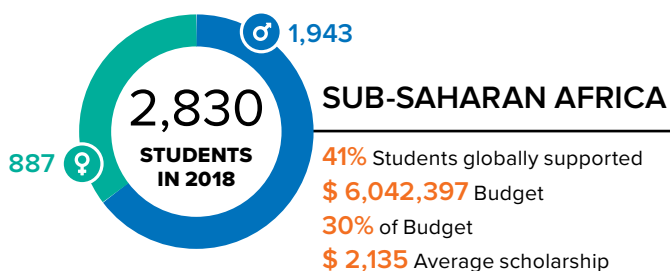
Sustained donor commitment has allowed the DAFI programme to expand significantly from 2,321 students in 2015 to 6,866 in 2018. Tripling the number of scholarship places created new opportunity for refugee students, and also highlighted the need to strengthen programme management and implementation structures at the global and country level. As such, activities in 2018 focused on improving and harmonising DAFI country programmes to ensure every scholar receives high quality support and that resources are used to maximum effect.

Overseen by the Education Section at UNHCR headquarters in Copenhagen, UNHCR country offices and partners adapt the DAFI programme's systems and components to the country's specific needs. This allows a high degree of flexibility and responsiveness while maintaining global oversight and technical support from headquarters. In 2018, the programme's core guidance document, the DAFI Policy and Guidelines, was revised to reflect changes in approach, incorporate good practices and re-emphasize key areas of focus. While the core objectives remain consistent, additional guidance on student monitoring, engagement with national government and higher education institutions, volunteering, skills development, transition to employment, internships and individual student development is provided. The Policy and Guidelines are located on the DAFI Programme Portal for UNHCR and partner staff and which also contains 15 standardized tools and templates, as well as instructional videos. To support uptake of the revised Policy and Guidelines, tools and templates, headquarters organized several training and information sessions, with refresher sessions to be held periodically. The consolidation process has positioned the DAFI programme to absorb additional donor commitments and expand scholarship opportunities for more refugees, whilst ensuring every student has full support throughout their studies.

The DAFI programme's global reach creates significant opportunity for cross-country learning and sharing of promising practices in country programmes from Azerbaijan to Zambia. In 2018, UNHCR convened a joint regional education and economic inclusion workshop with eight Afghan refugee hosting countries. This workshop will be held annually, underscoring UNHCR's commitment to strengthening education-to-employment transitions. More on the workshop can be found on page 48.

3. REGIONAL DYNAMICS

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



3.1 SUB-SAHARAN AFRICA

In mid-2018, sub-Saharan Africa was home to 6.4 million refugees. Refugees from South Sudan constituted the largest increase in new displacement with the South Sudanese refugee population having risen four-fold in the past four years. Ongoing conflict prevented safe return to South Sudan. Uganda, Sudan, Ethiopia and Kenya continued to host the majority of South Sudanese refugees. In addition, unresolved conflict in the Democratic Republic of the Congo and continued displacement of Somali refugees placed pressure on the resources of hosting countries in sub-Saharan Africa.⁴

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

Female students represented 31% of total DAFI scholars in the region, lower than the global rate (41%). This reflects the overall low number of applications received from women in sub-Saharan Africa. Across the region, only 21% of applications were from women, but women were awarded 29% of new scholarships. Economic, social, and cultural factors create additional barriers to girls' ability to complete secondary school and make the transition to higher education. The effect of these barriers are considered in the DAFI selection process. For example, in Uganda, the second largest programme in the region, only 23% of the 1,286 applications were from women. However, after careful review of shortlisted candidates, 34 of the 75 available scholarships were awarded to young women. For more information on the actions taken to ensure equal and inclusive access to the DAFI programme, see section 4.3.

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

Table 2: Sub-Saharan Africa DAFI Programmes

| | ♀ | ♂ | Σ | | Budget [USD] | Average Cost |
|-----------------------------|-----|-------|-------|--|--------------|--------------|
| Ethiopia | 182 | 648 | 830 | | 455,562 | 549 |
| Uganda | 158 | 311 | 469 | | 793,039 | 1,691 |
| Kenya | 128 | 308 | 436 | | 1,296,348 | 2,973 |
| Rwanda | 44 | 106 | 150 | | 320,502 | 2,137 |
| Chad | 48 | 91 | 139 | | 477,471 | 3,435 |
| Cameroon | 46 | 91 | 137 | | 349,124 | 2,548 |
| South Africa | 40 | 65 | 105 | | 715,549 | 6,815 |
| Sudan | 71 | 34 | 105 | | 99,512 | 948 |
| Ghana | 33 | 41 | 74 | | 334,719 | 4,523 |
| United Republic of Tanzania | 15 | 46 | 61 | | 199,293 | 3,267 |
| South Sudan | 12 | 44 | 56 | | 205,355 | 3,667 |
| Zambia | 21 | 21 | 42 | | 159,794 | 3,805 |
| Burundi | 7 | 24 | 31 | | 85,587 | 2,761 |
| Mozambique | 13 | 12 | 25 | | 89,299 | 3,572 |
| Senegal | 8 | 16 | 24 | | 43,251 | 1,802 |
| Liberia | 10 | 10 | 20 | | 52,580 | 2,629 |
| Niger | 5 | 11 | 16 | | 65,198 | 4,075 |
| Mali | 10 | 3 | 13 | | 76,068 | 5,851 |
| Zimbabwe | 4 | 8 | 12 | | 41,464 | 3,455 |
| Eritrea | 0 | 11 | 11 | | 13,950 | 1,268 |
| Côte d'Ivoire | 6 | 3 | 9 | | 37,507 | 4,167 |
| Burkina Faso | 3 | 5 | 8 | | 15,933 | 1,992 |
| Guinea Bissau | 4 | 4 | 8 | | 22,437 | 2,805 |
| Guinea | 2 | 6 | 8 | | 25,000 | 3,125 |
| Togo | 4 | 4 | 8 | | 11,255 | 1,407 |
| Nigeria | 3 | 4 | 7 | | 5,983 | 855 |
| Gambia | 2 | 4 | 6 | | 12,778 | 2,130 |
| Malawi | 1 | 5 | 6 | | 14,015 | 2,336 |
| Benin* | 2 | 3 | 5 | | – | – |
| Botswana | 2 | 3 | 5 | | 19,607 | 3,921 |
| Namibia | 3 | 1 | 4 | | 4,217 | 1,054 |
| Grand Total | 887 | 1,943 | 2,830 | | 6,042,397 | 2,135 |

* Budget from previous year used

3.2 MIDDLE EAST AND NORTH AFRICA (MENA)

In 2018, the MENA region hosted 2.7 million refugees, the majority of whom are Syrian refugees, as well as refugees from Iraq, Yemen and Western Sahara.⁵










Syrian students represented the largest cohort of DAFI scholars in the MENA region (1,686 students) followed by students from Western Sahara (164 students) and Iraq (89 students). In 2018, Jordan remained the largest programme in the region with 728 students, followed by Lebanon (417 students) and Egypt (370 students). There was also significant expansion of the DAFI programme in Algeria, with 84 new enrollments of refugees from Western Sahara.

Demand for higher education for refugees in the MENA region remains high. In MENA alone, there were over 5,500 applications for DAFI scholarships, mostly in Jordan and Lebanon. The response from female applicants in the MENA region was strong at 51%. Only 264 new scholarships were available in 2018, resulting in an overall acceptance rate of only 5% in the region.

53% of DAFI students in the MENA region were women, above the DAFI programme global average. Morocco has seen notable improvement towards gender parity. When the DAFI programme launched in Morocco in 2017 young women represented only 22% of scholars, but by 2018 this had risen to 32%. This positive shift is a result of targeted efforts by the project partner, *Foundation Orient-Occident*, to reach out to potential female applicants in secondary schools.

The MENA region has the highest average scholarship cost and represents the largest portion of the DAFI programme's global budget. This is a result of the relatively higher cost of living in many of the countries, as well as higher tuition fees compared to other regions.

Table 3: MENA DAFI Programmes

| | ♀ | ♂ | Σ | | Budget [USD] | Average Cost |
|----------------------|-------|-------|-------|--|--------------|--------------|
| Jordan | 425 | 303 | 728 |  | 5,551,588 | 7,626 |
| Lebanon | 232 | 185 | 417 |  | 1,542,212 | 3,698 |
| Egypt | 196 | 174 | 370 |  | 770,088 | 2,081 |
| Iraq | 159 | 120 | 279 |  | 1,302,636 | 4,669 |
| Algeria | 92 | 85 | 177 |  | 145,595 | 823 |
| Mauritania | 22 | 79 | 101 |  | 271,528 | 2,688 |
| Morocco | 23 | 49 | 72 |  | 224,832 | 3,123 |
| Yemen | 39 | 44 | 83 |  | 345,032 | 4,157 |
| Syria Arab Republic* | 6 | 14 | 20 |  | – | – |
| Grand Total | 1,194 | 1,053 | 2,247 | | 10,153,511 | 4,519 |

* Budget from previous year used







3.3 ASIA AND THE PACIFIC

The Asia and Pacific region hosted 4.2 million refugees in 2018 – 21% of the world’s refugee population. UNHCR’s Mid-Year Trends report⁶ revealed that the Afghan refugee population continued to grow slowly in 2018, such that by mid-2018, 2.7 million Afghans were displaced.

The three largest DAFI programme countries were: the Islamic Republic of Iran (406 students), Pakistan (401 students) and India (69 students) and 96% of DAFI scholars in the region were of Afghan origin. Female students represented 37% of the total number of students in the region. The lowest female enrolment rate was in Pakistan (13%), where a pervasive gap in female enrolment at tertiary education exists across the country.⁷ The remaining five countries had female enrolment rates of 30% or higher and in the three countries where new scholarship places were offered (India, Iran and Tajikistan), female participation was strong with 63% of received applications coming from young women, who went on to earn 59% of the newly available scholarship places.

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

Table 4: Asia and the Pacific DAFI Programmes

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

3.4 EASTERN EUROPE

In 2018, Turkey continued to receive the majority of new Syrian refugee registrations and remained the country hosting the largest number of Syrian refugees in the world.⁸ Correspondingly, UNHCR Turkey manages the largest DAFI programme globally with 834 students. Presidency for Turks Abroad and Related Communities (YTB), the national scholarship programme, and the government of Turkey are instrumental in implementing this large-scale programme.

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

Table 5: Europe DAFI Programmes

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

3.5 THE AMERICAS

Ecuador is home to the only DAFI programme in the Americas. All 20 students supported in 2018 are of Colombian origin. With an average scholarship cost of USD 2,168, Ecuador remained below the global average for per-scholarship cost. For the past eight years, the DAFI programme in Ecuador has achieved 50% or higher female enrolment and did so again in 2018. It is expected that the DAFI programme will expand in the Americas in response to the Venezuela situation.

Table 6: The Americas DAFI Programmes

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



Ala'a, 24, graduated with a bachelor's degree in Educational Sciences from Al-Albait University, thanks to a DAFI scholarship. She is now looking for new opportunities and is pregnant with her second child. Her dream is to one day work as a university professor and to become a role model for the youth in the refugee camp. © UNHCR/Antoine Tardy

4. STUDENT PERFORMANCE & SUPPORT

4.1 RESULTS AND ACADEMIC SUPPORT

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

Tailored support allows DAFI scholars to thrive despite previous educational disadvantages. The DAFI programme is responsive to the past and present education challenges faced by refugee students, addressing weaknesses and strengthening capacities so that each student can achieve success. Many DAFI students have missed years of schooling as a result of displacement, are required to study unfamiliar curricula in a foreign language and sometimes need additional psychosocial support to overcome trauma and ease transition into university life. Depending on students' needs, country programmes offer language lessons, bridging courses, ICT training, academic tutoring and other educational support. Programmes also offer individual counselling to ensure that students are supported to thrive.

Students also help each other to succeed in their studies. Many country programmes have peer-to-peer support groups and homework clubs as part of the DAFI club (see Section 4.4). For example, the DAFI club in Ethiopia has a tutoring programme where scholars with strong academic results help those who are struggling with their grades.

As a result of the comprehensive student support structure, only 2% of DAFI students had to repeat an academic year, and only 3% dropped out of the programme.

Diagram 1: ICT and language support to scholars in 2018

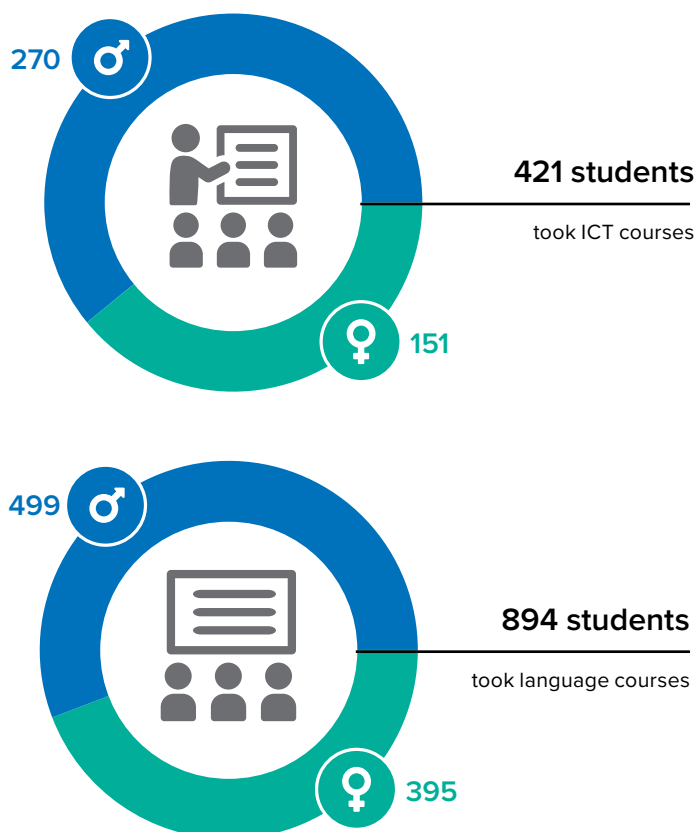


Diagram 2: Academic status of DAFI students in 2018

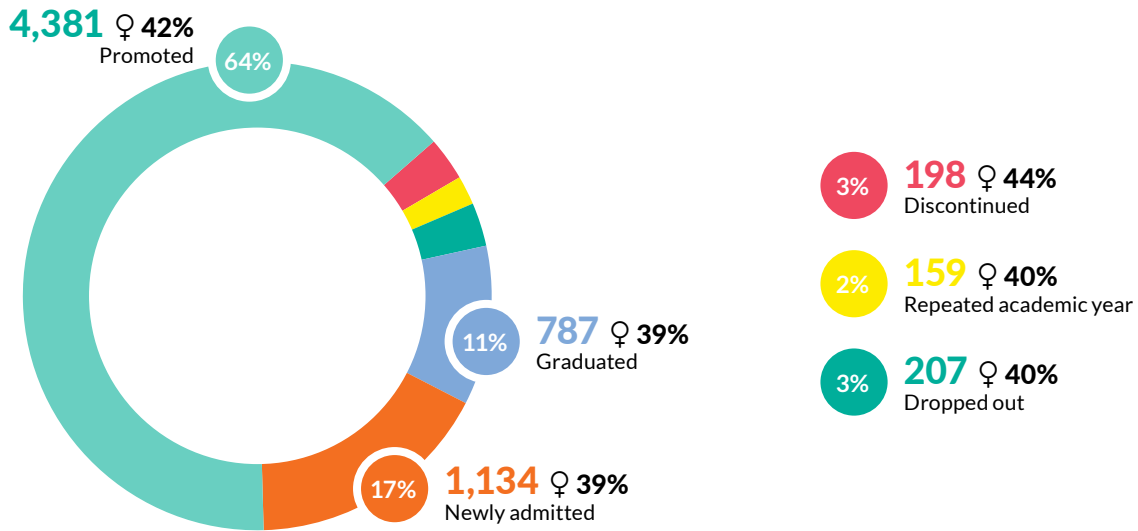
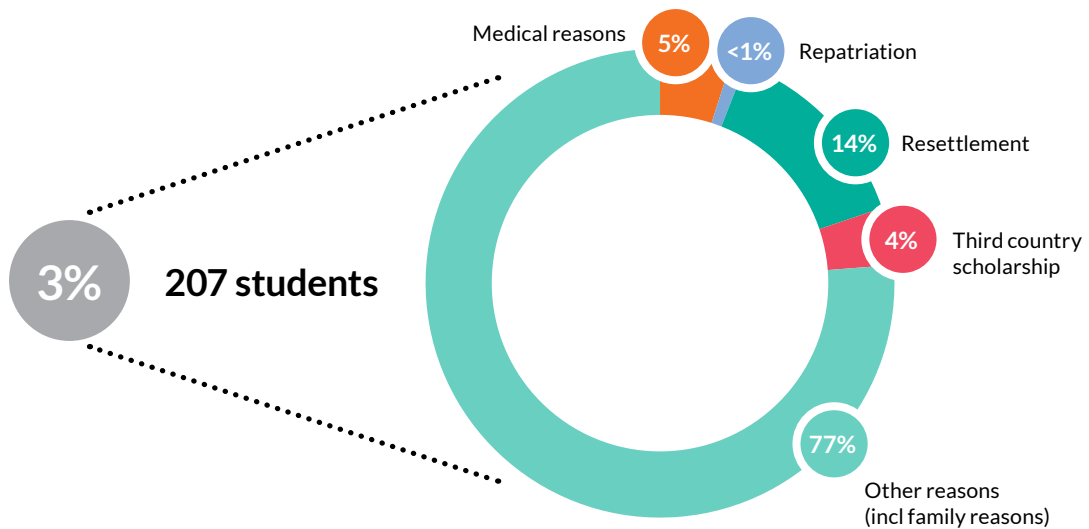


Diagram 3: Reasons for DAFI student drop out in 2018



4.2 FIELDS OF STUDY

DAFI scholars have diverse interests and aspirations. They study a wide range of subjects. In 2018, subjects chosen ranged from computer science to public health, from agri-business to business administration, and from architecture to economics.


















Female scholars are encouraged to choose subjects they are passionate about regardless of gender stereotypes. Female participation in Science, Technology, Engineering and Mathematics (STEM) subjects was strong, with 38% of scholars taking STEM subjects being women. Women represented 49% of medical science and health students and 47% of natural science students. Representation of women in engineering, mathematics and computer science was lower at 25% each. Women who are empowered to study subjects they are passionate about are often seen as role models among their peers by their communities. Ana, a DAFI graduate who studied architecture and town planning in Mozambique, writes:

“ My studies have had a positive impact on my community because I was able to show that it is possible for a woman and for a refugee to take heavier courses. For my family, it was also an inspiration for my brothers. Thank God, I found a job in one of the biggest construction companies in Mozambique. I am the only refugee of the company, and also the only woman in my department. ”

Medical and health sciences continue to be the most popular fields of study, empowering hundreds of DAFI graduates to serve their communities as health professionals in times of critical demand for health services. In 2018, medical science and health-related studies represented almost 20% of scholarships. Many large refugee hosting countries have a shortage of health professionals,⁹ a gap that qualified DAFI graduates can help to fill in countries where refugees are permitted to work. For example, in **Zambia**, where a critical shortage of health professionals exists,¹⁰ DAFI health graduates have been in high demand with many finding employment in health and education sectors shortly after graduating. Medical needs can be particularly high in refugee camp settings, and several DAFI health graduates return to the camps to work in this field. For example, in **Chad**, the 2017 DAFI health studies graduates volunteered alongside the UNHCR health team to respond to the Gore emergency in March and April, where the arrival of 7,000 new refugees from the Central African Republic created a critical health situation.¹¹

Commercial and business administration (17%), engineering (14%) and social and behavioural science (11%) were also popular fields of study in 2018.

Table 7. Fields of study of DAFI students in 2018

| FIELD OF STUDY | Female | | Male | | Total students | |
|--|--------|-----|------|-----|----------------|--------------|
| | # | % | # | % | # | % (of total) |
|  Medical Science & Health Related | 656 | 49% | 691 | 51% | 1,347 | 20% |
|  Commercial & Business Administration | 481 | 41% | 704 | 59% | 1,185 | 17% |
|  Engineering | 242 | 25% | 709 | 75% | 951 | 14% |
|  Social & Behavioural Science | 303 | 41% | 431 | 59% | 734 | 11% |
|  Education Science & Teacher Training | 222 | 46% | 262 | 54% | 484 | 7% |
|  Mathematics & Computer Science | 118 | 25% | 346 | 75% | 464 | 7% |
|  Humanities | 167 | 49% | 175 | 51% | 342 | 5% |
|  Natural Science | 150 | 47% | 171 | 53% | 321 | 5% |
|  Law | 120 | 45% | 145 | 55% | 265 | 4% |
|  Agriculture, Forestry & Fishery | 31 | 27% | 84 | 73% | 115 | 2% |
|  Mass Communication & Documentation | 46 | 51% | 44 | 49% | 90 | 1% |
|  Architecture & Town Planning | 36 | 40% | 53 | 60% | 89 | 1% |
|  Home Economics | 17 | 24% | 53 | 76% | 70 | 1% |
|  Fine & Applied Arts | 10 | 37% | 17 | 63% | 27 | <1% |
|  Transport & Communication | 6 | 29% | 15 | 71% | 21 | <1% |
|  Service Trades | 5 | 50% | 5 | 50% | 10 | <1% |
|  Trade Craft & Industrial Programs | 4 | 50% | 4 | 50% | 8 | <1% |
| Other Programs | 185 | 54% | 158 | 46% | 343 | 5% |



STUDENT VOICE:

CHASING MY ASTROPHYSICS AMBITIONS AGAINST ALL ODDS, BY FATIMA

“ I was in 8th grade when the war started in Syria. One day when I was heading to the basement, a missile struck a green field next to my home and I fell. The next day, I received news that my best friend’s house was struck by a missile and that she had died. Later on, my school was turned into a military base and the closest operating school was half an hour away by foot. **I would run to the school under open fire. I went to school to ask about certain things that I didn’t understand. Within all the chaos, I still sat for my official exams and passed grade 9.**

When the situation worsened in Aleppo in 2012, we moved to Lebanon. I was a month late for school registration, but I made it into 10th grade with no previous background in English nor sciences. In Lebanon, the educational system is completely different from Syria. In Syria, everything is in Arabic, whereas here, it is in English. It was hard to adjust, but I managed. My classmates and even teachers made fun of me for not understanding English. This pushed me to learn through YouTube and eventually, I could understand sciences as well.

After I passed grade 12 in Lebanon, I started searching for higher education scholarships and discovered DAFI. I applied with no hopes of getting accepted but, thankfully, I did. I started my bachelor’s degree in physics at the Lebanese University. Because I missed so much school in Syria, I had no idea about physics or chemistry. **It was a big challenge to catch up.** I used to read reference books and study harder than my peers in order to succeed. Three years later, I finally graduated with good grades.

I am now pursuing my master’s at AUB in Astrophysics. I am very ambitious. **One of my goals is to win the Nobel Prize in physics one day, or to work for NASA! When I was a child, it was my dream to become an astronaut.** I have always been interested in everything related to astrophysics. That is why I chose physics as my major.

DAFI has given me the opportunity to push myself further than I could imagine and overcome all the obstacles that were ahead of me. My journey will not stop here. I will keep on pushing myself to help my community and myself in whichever way I can. **I believe in something: being a refugee does not mean that you cannot have dreams. You need to dream big in order to achieve big. The future is waiting for us.** Eventually we will have to go back to Syria and to rebuild our country. So, we have to face our fears and to navigate through them. Syria really needs us. There are many generations who are waiting for us there. We have to help them, to make the future beautiful for them.

Albert Einstein was a refugee and he is one of history’s greatest physicists. Okay, we are refugees. We have many problems, but we have to face them. We cannot give up. We have to be brave. That is the only way we can achieve our dreams.

My father calls me ‘The Legend!’ which makes me laugh. He always tells me: “You did the impossible”. When we came to Lebanon and I went to high-school here, it seemed impossible to pass the year. My English was horrible, and I did not have any idea of the subjects... But I did it! When AUB accepted me for astrophysics, he cried a lot. He told me: ‘You are about to achieve your dreams; you are about to turn the impossible into reality.’ ”

Fatima is a 21-year-old Syrian DAFI alumna studying a Master’s in Astrophysics at American University of Beirut (AUB). © UNHCR/Antoine Tardy

PROGRESS TOWARD GENDER EQUITY 2018.



4.3 EQUAL AND INCLUSIVE ACCESS

Education is for everyone. UNHCR, through its [Age, Gender and Diversity Policy \(AGD\)](#), 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 through rights-based, participatory approaches. Each individual's intersecting qualities contribute to a unique displacement experience, which influences their opportunities, needs and capabilities. Applying an age, gender and diversity lens allows UNHCR to better respond to the specific needs of individuals and communities, and to prevent further discrimination and harm. UNHCR's AGD approach is reflected in the DAFI Policy and Guidelines, which commits to the equal and full participation of young women and men with diverse backgrounds and abilities in higher education and in their communities (See Box 1, page 38).

Education is most powerful when it is inclusive. Equal opportunities in education can lead to significant gains across refugee communities and host countries. For example, empowering both women and men through education and economic opportunity has been shown to reduce the risks of sexual and gender-based violence, prevent child marriages, improve child health and reduce deaths in childbirth.¹² Education enables women and men alike to make decisions that impact their lives, reflecting their values and commitments. Women who are educated are more likely to find work and are less likely to get married and have children at an early age than less educated women. Research by UNESCO and Education for All (EFA) finds that if all girls in sub-Saharan Africa and South and West Asia received a secondary education, there would be a 64% reduction in child marriage, 59% fewer girls would become pregnant at an early age, and the fertility rate would fall from an average of 6.7 births per woman with no education to 3.9 births per woman with secondary education.¹³

Despite the evidence for inclusive education, girls and women continue to be denied the opportunity to learn. Refugee girls and women face challenges in completing primary and secondary school, and subsequently, transitioning to tertiary education. Across refugee contexts, UNHCR observes female enrolment declining after primary school.¹⁴ Only one in three girls in crisis-affected countries are likely to finish secondary school. For every ten refugee boys enrolled in secondary education, fewer than seven girls are enrolled.¹⁵ Persistent barriers, such as the opportunity cost of sending girls to school, risks of gender-based violence, distance to schools, social and cultural norms, child marriage, early pregnancy and lack of female teachers prevent refugee girls from completing school and becoming eligible for university. This is reflected in the lower rates of female applications to the DAFI program; only 40% of applications received in 2018 were from women.

The DAFI programme is committed to gender equity. In 2018, 41% of DAFI scholars globally were young women for the second year in a row. Gender participation varied greatly by region, as outlined in Chapter 3 of this report; a breakdown by country can be seen in Chapter 8. UNHCR also observes slightly fewer female DAFI students globally participating in extracurricular activities and career-oriented aspects of the DAFI scholarship. Overall, only 36% of DAFI scholars participating in ICT courses and 39% of DAFI students volunteering were women. Further, of the 1,691 students who participated in career skills training, only 33% were women, and only 27% of the 1,227 internships were held by women.

Targeted outreach and selection give young women greater opportunities. Considering the additional barriers to education for female students, DAFI country programmes conduct targeted outreach in secondary schools and in refugee communities to ensure that eligible female students are aware of the DAFI programme and are supported to apply. The DAFI selection criteria recognize that reasons for lower academic performance of female applicants, whether due to cultural restrictions, domestic labour, distance to school or other factors, should be considered in the overall assessment of candidates. In **Mauritania**, where only 22% of DAFI scholars are female, very few Malian refugees graduate from secondary school and only a small percentage of those are young women. In light of this, the DAFI partner ONG Actions and UNHCR contact each refugee girl that is graduating from secondary school to encourage them to consider applying to DAFI.

A whole of community approach is needed to empower women in education. In **Ghana**, DAFI partner, Christian Council of Ghana, together with the Ghana Refugee Board, have been able to achieve a 3% increase in female enrolment by engaging additional stakeholders across the community to identify eligible female students. Total enrolment of young women now stands at 45%. Similarly, in **Algeria**, where the female participation rate is strong at 52%, the DAFI programme has worked closely with the Sahrawi camp leadership and education committee to connect with eligible female applicants. Gender equity in Algeria is supported by DAFI scholars' community outreach, including annual engagement in the 16 Days of Activism against Gender-Based Violence campaign, where DAFI scholars lead workshops on gender equality in schools across five refugee camps. These examples show the importance of engaging the community and DAFI scholars through awareness raising and through the direct engagement of refugee women and girls. Community-based protection mechanisms such as these help to change the perception of girls' education within displaced and host communities, and improve protection throughout the community by reducing inequality and increasing women's agency.

Female role models lead the way in changing education. DAFI scholars and alumni play a pivotal role by participating in DAFI outreach sessions, travelling to camps and schools to share their experiences with younger students. In Uganda, DAFI club members have led several awareness raising campaigns on girls' empowerment through education. One DAFI alumna was nominated as **Uganda's Refugee Woman of the Year** for her contributions in building community support for girls' education. Similarly, in **Burundi**, a female DAFI graduate has been leading information sessions for refugee girls in Bujumbura, contributing to a significant increase in the number of girls applying to the DAFI programme in recent years.

Bridging learning gaps supports those with fewer opportunities. Many refugee learners face disruption to their education due to displacement, making it harder for them to re-enter and stay in education. This risk is disproportionately felt by students who experience restricted opportunities due to their age, gender, diversity or disability. Bridging courses and additional academic support can be instrumental in helping these students remain in education. Some DAFI programmes offer preparatory classes that enable refugee students from all backgrounds to become eligible for DAFI scholarships. In **Rwanda**, UNHCR collaborates with Kepler through the ITEME ('bridge' in Kinyarwanda) programme – a preparation programme designed to support refugee youth to transition from secondary to tertiary education. ITEME offers English language and information communication and technology courses, as well as soft skills and interview techniques to support success in tertiary education and beyond. In total, 102 refugee youth, 51 of whom were women, have participated in the programme since its launch in 2018. 40% of the programme's participants have already successfully enrolled at higher education institutions, including universities and vocational courses.

Pressure to work and support family raise challenges for both men and women. In a few countries, young men and boys are expected to leave school to become breadwinners for the family, which can result in women staying in school longer than men. In **Lebanon**, a higher number of Syrian girls graduate from secondary school and transition to tertiary education than boys. This is in part due to the pressure on young men to work and contribute to the family's income. Due to the high cost of living and other economic pressures in Lebanon, many DAFI students, both female and male, have to contribute to household income and support their families, including their own children, while studying. UNHCR has observed higher academic performance amongst female DAFI scholars than male in Lebanon, with faster acquisition of French and English (the two languages of instruction). With less pressure than young men to contribute to household income, refugee female students have expressed they are better positioned to dedicate more time to their studies, and in focus group discussions refugee girls are often more outspoken in articulating their opinions and experiences. However, refugee women in Lebanon also face significant challenges. Many female students cannot access childcare facilities or child friendly spaces, making attending lectures, DAFI activities, volunteering and study groups challenging for female students who have children.



Refugee girls in Rwanda at one of the workshops of Kepler's ITEMÉ programme, having fun whilst learning communication and leadership skills. © Julia Cumes

Young women must be supported to study even if they are mothers. In many countries, refugee girls are expected to marry and have children early, which makes them at higher risk of dropping out of education if they do not have adequate support. DAFI scholarships are open to pregnant students and parents, and supportive measures are put in place to enable mothers and single parents to continue studying in the DAFI programme (See Box 1, page 38). **Where barriers do prevent student parents from attending university, connected education programmes can offer a solution**, allowing greater flexibility in study arrangements and without the need to travel to attend class.

The risk of being denied education is higher for those with disabilities. The [UN Flagship report on Disability and Development](#) finds that worldwide, persons with disabilities are less likely to attend school and complete primary education and are more likely to be illiterate. Available data from developing countries shows that, on average, one in three children with disabilities is out of school at primary level.¹⁶ While reliable data does not yet exist on rates of access to education for refugees with disabilities, compounding barriers on the basis of disability and refugee experience mean refugees with disabilities face even greater challenges to access education.

Students with different learning requirements must receive appropriate support, so they can participate fully in education. Disability can affect numerous aspects of an individual's life and that of his or her family. Persons with disabilities and different needs may face heightened risk in situations of mobility or flight, and can often face exclusion from humanitarian assistance, education, employment and health care.¹⁷ Inclusion of refugees with disabilities in higher education is central to broader goals of promoting an equal and inclusive society.¹⁸ DAFI scholars with disabilities and different needs are provided with additional support specific to their requirements, so that they can participate, study and thrive alongside their peers, including activities to facilitate inclusion, specialised learning materials and provision of safe and accessible accommodation. In Rwanda, eight DAFI scholars with visual impairments were given modified laptops to assist them in their studies, and in Lebanon, nine scholars with physical disabilities have been provided additional counselling and follow-up by partner organization.



Precious is studying a bachelor's degree through a Connected Learning programme offered by Southern New Hampshire University and Jesuit Worldwide Learning. She is pictured left with two of her children on the way to class in a refugee camp in Malawi. The flexibility of the programme allows her to balance being a mother and getting an education.





STUDENT VOICE:

BUILDING “WOMEN OF SUBSTANCE” THROUGH EDUCATION, BY PRECIOUS

“I fled from my country of origin ten years ago. Life there was very difficult. **For my whole generation, we were living with violence.** Boys were recruited for the armed groups, they were taken from their families, girls and women were raped.

My father and grandfather were killed by armed rebels in front of me. Then they locked the door, poured gasoline on our house and set it on fire. There were flames and smoke everywhere, but we struggled and managed to crawl out of one window. My mother, myself, my son and two nieces survived. We fled immediately. **We took nothing with us. We just left.** We didn't know where to go. At one point, we were just wandering around in the bush villages seeking for help. Some wisemen directed us to a refugee camp in Malawi after hearing our miserable story. We had no choice but to go to the camp, because we didn't have documents to secure our identity. They had all gone when our house was burnt. In the camp we were registered and got a piece of land to make our home.

The life I was living in the camp developed so much trauma in me. I didn't have any free choice, and my mind was not working properly. I didn't have dreams or thoughts about the future.

But one faithful day, a teacher introduced me to the Connected Learning diploma programme. This is how my academic career started. I could study even without papers or credentials. This was my chance. I had to choose between continuing my work or starting to study. It was a difficult choice. But I realised that because I didn't have any papers, if I got fired from my job, that would be it and I would not be able to find a new job. But if I studied, then I would get papers and I would get something that would last forever. **So, I took the challenge of getting a future.**

I found out that I have all this capacity and potential in me. It had been locked within for so long, but now I've unlocked it.

I am a mother of three, and I took my first diploma with Jesuit Worldwide Learning (JWL) when I was seven months pregnant with my third born daughter. I was always inspired by my late mother; she was a very strong woman and called herself “**A Woman of Substance**”. She wrote this on piece of paper and stuck it to the walls and on the door posts in our house. She empowered me. And she was so proud of me. I lost her last year on 6th June 2018.

It was very hard for me to continue my life without my mum and with an 8-month-old baby, but I went on, seeing that I still have a dream to pursue. When I pass by in the camp other women stare at me and shake their heads saying, “I am so courageous with education”. I have my baby tied to my back, my laptop bag tied to my front, and my daughter under one arm. They don't understand my choices. They are spending hours cooking, cleaning, washing. I also do all these things, but faster, so I have time to study and do my homework for class. Some people say that I'm not a good wife because I'm doing all these other things, but I always tell my husband that the education will make me a better woman and a better wife. It will give us a future.”

GENDER INCLUSION

- **Inclusive selection procedures aim to select an equal number of women and men for scholarships.** DAFI selection committees consider the conditions that could contribute to girls' having lower grades, such as cultural restrictions, domestic labour, lack of female teachers or distance to school. Exceptions to the age restriction can be made for students who are mothers.
- **UNHCR, partners and DAFI scholars visit refugee secondary schools to encourage girls to apply.** Female DAFI students and alumni are encouraged to accompany UNHCR and partners on outreach visits to secondary schools throughout the year and during the call for applications, motivating refugee girls to stay in school and to apply for the DAFI programme.
- **Students who are pregnant or are parents receive additional support.** Scholars who are pregnant can be assisted to access psychosocial support, antenatal care, maternity leave and a re-integration plan, allowing them to return to their studies in a suitable way. Monthly student allowances continue throughout maternity leave, and for single parent households, student allowances are adjusted to include children. UNHCR negotiates appropriate arrangements with the higher education institution so pregnant or parent students can balance academic and family commitments and secure suitable accommodation and childcare.

NON-DISCRIMINATION, INCLUSIVENESS AND DIVERSITY

- **UNHCR considers applicants with different protection, socio-economic and support needs.** UNHCR and partners work closely with Community Based Protection colleagues to identify young refugee women and men with different needs and disability status, to ensure they are not restricted in applying to the DAFI scholarship, and are encouraged and supported in doing so.
- **Each student cohort should reflect the diversity of the refugee population.** UNHCR endeavours to balance the distribution of scholarships to reflect the population groups in each programme country including country of origin, religion, ethnicity, urban or rural settlement and displacement history.
- **UNHCR budgets for support activities and materials for students with additional needs,** such as accessible accommodation, specialised learning materials and appropriate transport. Provisions are made to ensure all students, regardless of different needs or disability, are included in all scheduled programmes and DAFI club activities.

Source: UNHCR DAFI Policy and Guidelines, 2019 and UNHCR DAFI Rules and Regulations, 2019

4.4 COMMUNITY ENGAGEMENT AND DAFI CLUBS

Community Engagement

Engagement in the community is one of the most important components of the DAFI programme. Community volunteering fosters integration among refugee and host communities, allows scholars to use their education to benefit the wider community, and creates opportunities for scholars to take on responsibility, develop leadership skills and accumulate experience in preparation for the world of work.

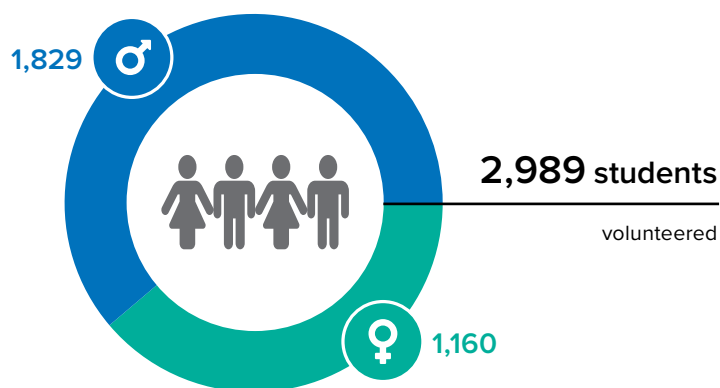
Combining higher education with community engagement equips students to become agents of change. Through their education, students learn critical reflection, gain political awareness, develop social capital and learn how to make the changes that they want to see in their communities. UNHCR encourages DAFI scholars to volunteer and apply their knowledge and skills to problems they see in their communities. **In 2018, 44% of DAFI scholars (2,989) were active volunteers.** Many more were active in their communities by informally serving as role models and sharing their knowledge.

Whereas some DAFI scholars report self-organised volunteering, often through the DAFI club, others contribute to the work of national and international organization. DAFI students have volunteered with 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, UNICEF and UNV, among others.

In **Cameroon**, DAFI students tackled the high failure and dropout rates among refugee students in primary and secondary schools by pairing up with younger refugee students to act as mentors. Through this scheme, DAFI scholars mentored 100 refugee school students, providing guidance and one-on-one classes after school. In Ethiopia, over 80 DAFI students used their DAFI club to volunteer, teaching extra classes for students struggling in high school across five refugee camps. 1,685 high school students attended the classes. In **Kenya**, 58 DAFI students volunteered in Dadaab, Kakuma and Nairobi, lending their skills in schools, hospitals, national government offices, NGOs, and their universities. One outstanding DAFI scholar, Rose Chelia, who serves as a peace education facilitator in Kakuma, **co-founded U-RISE Initiative for Africa.** U-RISE is a community-based organization with a mission to restore the mindset of refugees who feel powerless after displacement. The project has trained 200 participants in Kakuma refugee camp through blended-learning programmes and continues to grow.

Diagram 4: Number of DAFI students volunteering

44% of DAFI scholars volunteered in their communities in 2018.



Bassel, 29, is a DAFI graduate in Lebanon and father of three. He is now studying for a master's degree in Arabic literature with a HOPES scholarship. For more information on the collaboration between DAFI and HOPES see Section 5.5. © UNHCR/Antoine Tardy



DAFI Clubs

DAFI clubs are student-run networks of DAFI scholars. UNHCR country offices and programme partners help students set up the clubs, providing meeting spaces and funds for activities and assisting with coordination. Leadership and organization of the clubs, however, is done by the students, for the students. By the end of 2018, **25 countries had an active DAFI club, up from 19 the previous year.** All DAFI clubs have a strong social component of peer-to-peer support, creating new networks for friendship. This is a huge help to many students who, through displacement, have lost their social networks and face the challenge of integrating to new environments. DAFI clubs also create a space for DAFI scholars to engage collectively in their communities. Bahati, a DAFI scholar studying nursing in Kenya (page 43) explains:

“ Because of the DAFI club (DAFIKESO) in Kenya, DAFI students are a huge network. Even though we are divided by university and region, almost all DAFI students in Kenya know each other because we come together each year in an annual conference. We make friends, help each other out and participate in each others’ projects. When I implemented a volunteering initiative in Kakuma refugee camp in 2017, I had so many DAFI scholars from Kakuma coming to help and volunteer alongside me.

This peer-to-peer student support is so important for new student’s coming to university. There is a network of student supporters on each campus who get notified each time a new student is enrolled. Many of the DAFI scholars in Kenya are from the refugee camps Kakuma and Dadaab, and the transition of moving to the city and starting university is challenging. Many refugees have never been outside of the camp before, and so getting the opportunity to go to university outside of the camp is a big deal. It is a positive but also scary change for them. We, the student support networks, help them adjust to their new setting and university life. ”

DAFI clubs also allow students to create a powerful collective voice. Through their clubs, students have created a space where they can come together and jointly engage their higher education institutions, UNHCR and programme partners on issues that concern them, negotiating improvements in their protection and learning environment. Being active in the DAFI club allows students to build teamwork, organization and advocacy skills and bring about positive change.

In 2018, DAFI clubs hosted a wide range of volunteering activities, social events and advocacy campaigns. For information on each DAFI club’s activities, see the country factsheets in Chapter 8.

PROMISING PRACTICES:

DAFI CLUBS IN JORDAN

In Jordan, there are three active DAFI Clubs – in Amman, Ibrid and Za’atari refugee camp. The clubs organise their own activities, but also come together for large social events, such as sports days and advocacy campaigns. UNHCR partner, Jubilee Centre for Excellence in Education (JCEE), meets frequently with DAFI clubs to collaborate and support club projects.

Collectively, the Jordan DAFI clubs organised over 35 different activities throughout the year. These included team building activities, such as a trip to “Escape Hunt”, where students worked together to solve puzzles and play games, and skills development activities, such as an “Effective Communication Skills” workshop organised by the Za’atari DAFI club. The DAFI clubs also provided a platform for students who were passionate about a cause to mobilise their peers on volunteering and advocacy events. For example, 13 DAFI students came together to organise an “Activity Against Child Labour” to raise awareness on the risks of child labour, especially for orphans, and the importance of education.



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STUDENT VOICE:

SOCIAL RESPONSIBILITY AS A GLOBAL CITIZEN, BY BAHATI

“ My name is Bahati Ernestine Hategekimana. I am a Rwandan refugee who has been living in Kenya for the past 23 years. I study Nursing on a DAFI scholarship and will graduate this year.

I wanted to study Nursing because I grew up in a set-up where everything was a result of war. War was always on my mind and I wanted to have the practical skills to help people who are affected by war. I've also always felt this big need to give back to society. **At university, I came to re-identify myself as a global citizen and the issue of social responsibility became hugely important to me**, acknowledging that yes, even though I am a refugee, I have a place in this world and that there are things I could do to push things forward to make positive change.

I joined several non-profit organization at my university. One of them was the Beyond Sciences Initiative, a student-led NGO, under which I founded my own project in 2016. **This project was especially important to me because it tackled the issue of integration of my peers – refugees – into society, as well as helping each other grow through education.** Every year, I take a group of students from my health sciences university to Kakuma refugee camp for three days. During the visit we go to a secondary school and implement a mentorship programme. The Kenyan national students get to interact with the refugee students and hear their stories, as well as teaching on health issues.

I realised when I came to university that very few of my peers had ever interacted with a refugee – even though we are so many in Kenya. This is because refugees are in remote areas and live in camps. By going to the camp, the Kenyan university students said that their eyes had opened to the world of refugees that are living in Kenya and realising that they are capable of helping – even if it is in small ways, such as a mentoring programme, or helping them understand Kenyan systems.

When I go to the camps, I see so many children and young people who are alone; they do not have their parents or people to support them. Yes, there are schools, but they have no motivation. It makes me so sad, because I know how much they could offer. **I wanted to create an initiative that allowed school students** to look beyond the camp, to explore Kenya, and understand what they have to offer in their own potential.

I truly believe that if refugees have better integration into society in Kenya, they can help boost the nation and contribute to its development. With proper integration, refugees will be less reliant on aid which cannot last forever and will no longer be seen as a burden for host countries. Creating more opportunities for refugees and the host community to interact positively is needed, so that people can learn about each other and see their differences not as bad, but as beautiful.

Lastly, I cannot emphasize enough how important education is towards shaping someone's future. This should be preached, not only to refugees, but also to host communities. **There is a lot of great potential and a lot of great people wasting away in refugee camps, because they have not been given the opportunity to go to school and hone themselves into the greatness they could have grown to be.** I see so many young people who are doing amazing things, but they meet unnecessary roadblocks that are beating them down. Some of them end up giving up, and some of them end up fighting – but they shouldn't have to fight. These people have gone through so much, and they are trying to see the good in the world, and everything around them is just pushing them away and making things harder and harder, telling them to give up. The world loses so much when refugees give up. ”

5. PROFESSIONAL AVENUES: BUILDING BETTER FUTURES

5.1 ECONOMIC INCLUSION FOR REFUGEES

The expansion of protracted refugee situations around the world makes economic inclusion for refugees more important than ever.¹⁹ At the end of 2018, UNHCR estimated 77% of all refugees were in a protracted situation, of whom 5.8 million were in a situation lasting 20 years or more.²⁰ Inability to safely return home means refugees must create sustainable livelihoods in their country of asylum. However, a number of barriers prevent refugees from living independently, supporting their families and contributing to their societies:

- i. **National legislative frameworks that restrict refugees' right to work.** According to the Refugee Livelihoods and Economic Inclusion 2019-2023 Global Strategy Concept Note, **refugees are not permitted to work in roughly 50% of countries of asylum.**²¹ Lack of right to work undermines refugees' ability to provide for themselves and their families, often resulting in a sustained dependency on aid.
- ii. **Lack of related enabling rights.** Even when refugees have the right to work, the absence of other enabling rights (such as freedom of movement, housing, land ownership, education, access to justice and property rights) or lack of access to relevant services (such as financial services, health care, training, certification, social protection, employment and business registration) can hinder refugees from fully enjoying their right to work.
- iii. **Local authorities, employers and the wider community may be unaware of refugee rights.** As a result, refugees are frequently paid less than nationals, do not receive the benefits to which they are entitled, cannot access labour protections and may suffer from other discriminatory practices, often without possibility of redress.
- iv. **Language barriers, lack of relevant skills for the labour market and the inability to prove existing educational or professional qualifications.** Even for refugees who have completed years of education or have professional qualifications, relevant attestations or certifications may have been left behind, destroyed or lost during their journey meaning refugees cannot prove their qualifications. Systems for the recognition of prior or partial learning may be lacking, often resulting in placement at a low grade level or inability to work in an appropriate field.
- v. **High levels of poverty and unemployment in host communities. Least developed countries host one third of the world's forcibly displaced people**²² in communities that are themselves dealing with a range of social, political and economic challenges. High unemployment reduces the likelihood of refugees finding viable work in the host country.
- vi. **Refugees may lack information on their labour rights and work opportunities.** Accessible, accurate information on employment rights and livelihoods options is needed to ensure that refugees are able to connect with and capitalize on opportunities that do exist.

Economic inclusion is at the forefront of UNHCR's strategy to facilitate sustainable solutions for refugees and displaced persons. The Global Compact on Refugees affirms the commitment of the international community to increased responsibility sharing in support of host communities and refugee self-reliance. The roll-out of the Comprehensive Refugee Response Framework (CRRF)²³ in several countries has highlighted important lessons for how to support governments to improve refugees' access to rights and services for economic inclusion, such as by adopting out-of-camp policies and including refugees in national development and sector plans. For more information on UNHCR's approach to economic inclusion, see the [2019-2023 Global Strategy Concept Note on Refugee Livelihoods and Economic Inclusion](#).

HOW THE DAFI SCHOLARSHIP PROGRAMME SUPPORTS ECONOMIC INCLUSION



COMMUNITY ENGAGEMENT

Volunteering in their local communities, DAFI scholars foster social integration and take on responsibility and leadership roles that will help them in the world of work.



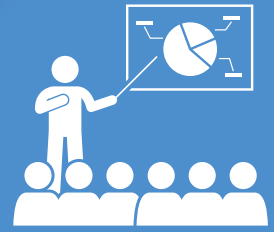
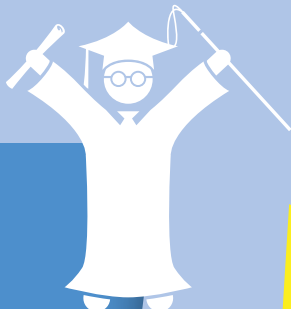
CAREER & SKILLS TRAINING

Career and entrepreneurship workshops, as well as language and ICT trainings provide students with the skills needed to enter the labour market or start their own business.



QUALIFICATIONS

DAFI scholars graduate with qualifications that are recognised in their country of asylum, making them competitive and qualified participants in the labour market.



QUALITY EDUCATION

DAFI scholars receive quality higher education, studying alongside peers in the host community.



TAILORED SUPPORT

DAFI scholars receive advice on their post graduation opportunities based on their skills and legal status as refugees.



INTERNSHIPS

The opportunity to take an internship allows DAFI scholars to gain work experience and explore areas of work in line with their fields of study and personal ambitions.



ALUMNI NETWORK

Alumni networks are valuable sources for peer support, professional connections and information sharing.

Depending on the country of asylum's legal framework around right to work and the graduate's personal ambitions, DAFI graduates are well equipped to either join the labour market, start their own business, work in the non-government sector, work in the community or pursue opportunities for further study.

5.2 ALUMNI NETWORKS

Social networks are a valuable asset when building a career. Many refugees starting over in a new country, must rebuild their social and professional networks. DAFI alumni networks are a resource for refugee students and graduates, providing a way for alumni to share job opportunities, offer peer-peer support and exchange experiences, advice and contacts. DAFI alumni networks also support current scholars, contributing to career-fairs, job skills trainings, workshops and mentoring. All DAFI programme countries endeavour to keep in contact with DAFI graduates, tracking their progress and offering support when needed. **Seventeen DAFI countries had an active DAFI alumni network in 2018**, with other countries having informal networks of alumni support.

- **The DAFI alumni network in Pakistan is used to share job opportunities, both in Pakistan and Afghanistan.** The DAFI alumni group also engages in support activities for Afghan DAFI scholars and accompanied the DAFI partner, Inspire Pakistan, during school visits to speak about their experiences and the opportunity of the DAFI scholarship.
- **In Ghana, alumni around the world are connected through an active online community.** DAFI graduates from Ghana have spread far and wide yet still manage to stay connected. Through their DAFI alumni network, many alumni contribute time, personal funds and other resources to support current DAFI scholars. In 2018, alumni attended and assisted with community engagement sessions, student-run sensitisation campaigns and the DAFI annual workshop.
- **In Liberia, the DAFI alumni network includes DAFI alumni of Liberian origin who have since returned to their home country.** Benefitting from the global reach of the DAFI programme, Liberian DAFI students who studied in Ghana have been welcomed into the DAFI family following their voluntary repatriation. The DAFI alumni network has been instrumental in supporting the returnees to find employment, with 34 of the 39 DAFI alumni in the network in full-time employment. The group organised a career development workshop and other outreach events for current and potential DAFI scholars in 2018.

5.3 WAGE EMPLOYMENT, INTERNSHIPS AND ENTREPRENEURSHIP

The DAFI programme strives to provide all scholars with the skills and information they need to compete in the labour market. In 2018, 1,691 DAFI scholars attended career trainings on job-search methods, CV development, and interview techniques. Many also gained important information on their legal options to work in their country of asylum or abroad. Trainings were facilitated by UNHCR, partner organization, higher education institutions or local employers, frequently assisted by DAFI alumni.

Internships can serve as a stepping stone to employment and entrepreneurship opportunities. DAFI scholars are encouraged to take at least one internship during or following their degree programme. In 2018, DAFI country programmes expanded support for internships by building relationships with local employers, recruitment agencies and university career services to facilitate placements. As a result, **1,227 students completed an internship in 2018, more than a two-fold increase from 2017.**

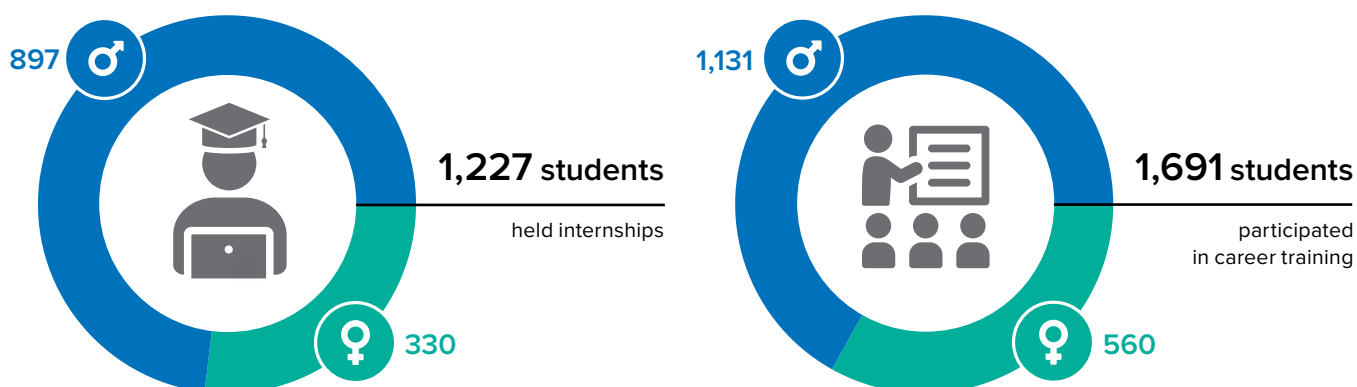
- **In Egypt, the DAFI partner, Catholic Relief Services (CRS), carried out an extensive mapping of available internships.** This was in response to DAFI scholars expressing difficulty finding internships due to lack of personal networks after displacement. Collaborating with local recruiters, CRS organised a six-day career readiness training that covered CV writing, interview techniques, communication, leadership and computer skills for graduates. Twenty-eight scholars successfully obtained internships in 2018, 18 of whom were women.
- **In Morocco, the DAFI club, UNHCR and professional trainers organised employment and entrepreneurship workshops for all students.** A workshop titled “How to succeed in internships and employment” took place with the German Embassy, UNHCR and two professional entrepreneurship and employment advisors from AMAPPE and ANAPEC (local professional recruitment services). A second workshop, hosted by AMAPPE, was also held specifically on research and job searching techniques.

Entrepreneurship is increasingly viewed as an effective approach to overcoming challenges for economic inclusion of refugees. IOM's [Policy Guide on Entrepreneurship for Refugees and Migrants](#) recognizes language, educational and cultural barriers, as well as lack of access to quality training, as major constraints to entrepreneurship. The DAFI programme capitalizes on inclusion in national education institutions as a means to overcome these barriers. Studying alongside host community peers, DAFI scholars develop local knowledge, learn local languages and build networks that can help them succeed as entrepreneurs. **Many DAFI programmes offer entrepreneurship trainings:**

- **In Burundi, scholars attended an entrepreneurship programme called “Start and Improve your Business.”** The programme took a practical approach, guiding 22 students to create their own professional quality business plans, which were reviewed by the expert trainer. In 2019, UNHCR partner RET International intends to support the best business plans through the start-up phase.
- **In Cameroon, 46 DAFI scholars attended a four-day workshop on entrepreneurship.** Two additional sessions on job search techniques were conducted in collaboration with local private companies and recruitment firms.
- **In Ecuador, all DAFI scholars were actively engaged in entrepreneurship programmes conducted by the DAFI partner, HIAS.** As part of their livelihoods work, HIAS offers business-skills training and encourages new entrepreneurs through mentorship, financial management training, technical support and access to grants and loans.

For more information on each country’s employment and entrepreneurship activities, see Chapter 8.

Diagram 5: Number of DAFI students in internships and career training



STUDENT VOICE:

TAKING CONTROL THROUGH ENTREPRENEURSHIP, BY RAMZAN

Ramzan, a Chechen DAFI graduate who studied Engineering, Economics and Governance in Azerbaijan struggled to find employment after graduating due to his refugee status. Even though Ramzan graduated with the highest marks in his class, he had three job offers fall through due to the added administrative requirements needed to hire foreign workers. He later turned to entrepreneurship. Ramzan explains:

“ After finishing my studies, I started looking for a job. I got an internship at a road construction company in Azerbaijan. However, as I didn't have permanent residence and clear employment status, I couldn't apply for a job there. I went to several job interviews after that, but I could never start working due to issues with my documents. There are fees associated with hiring foreign workers, and this makes it hard for employers to choose me.

My wife and I had a son who was born with a heart defect. We depended on other people for help. My son needed postoperative treatment, and **I needed a job to be able to support him.**

I decided to take control of the situation. I studied to become an accounting specialist, I taught myself the entire tax code. Then I borrowed money to start my own business, a service company in customs clearance. I am the director of the company, and today business is going well.

How did my education influence society, one might ask? In addition to starting my company, inspired by the DAFI programme, I have created a group that provides information and assistance to refugee students to help them enrol in university. So far, seven students we reached have enrolled in university. In the future, I would like to help them find work. If the company grows, maybe I will be able to employ them here.

Plans are wonderful when you watch them come true, and when you talk about them, they look like a dream. **But I do not want to dream, I have dreamed my whole life. In two or three years I would like to see that I have made my plans for the future happen.**”

PROMISING PRACTICES:

SUCCESSFUL ENTREPRENEURS IN BURUNDI

Every year, the DAFI Programme in Burundi holds an entrepreneurship workshop called "Start and Improve your Business." The workshop is a hands-on experience, inviting students to conceptualize and write their own business plans, which are then critiqued and challenged by the professional trainer.

DAFI scholar Gratien attended his first entrepreneurship workshop in 2015 while studying computer science as a DAFI scholar. During the workshop, he came up with the idea for a creative media platform. After the workshop, he attended coaching sessions with RET International, the DAFI partner in Burundi, and was encouraged to refine his business plan further. Once Gratien graduated, he went on to launch his business **CubeMedia** – a media platform for new information communication technologies. CubeMedia provides services for design, website creation and hosting, mobile app creation and media coverage via audio-visual production. It also provides training and education on digital design. The business has grown to employ 25 staff members, nine of whom are women. The company has supervised over 300 young people (both Burundians and refugees) in using new communications technologies new communications technologies. Over 600,000 people use its mobile apps.

PROMISING PRACTICES:

UNHCR'S FIRST REGIONAL WORKSHOP ON EDUCATION AND LIVELIHOODS SUPPORTING AFGHAN REFUGEES

In October 2018, UNHCR held its first multi-partner, multi-country workshop on Education and Livelihoods. The workshop was organized in response to the persistent demand for higher education and livelihood support from young Afghan refugees across the countries hosting large Afghan refugee populations.

In 2018, Afghan refugees were the second largest country of origin cohort for DAFI scholarships, with 935 students spread across ten countries.²⁴ Over 50 participants from Afghanistan, Azerbaijan, India, Iran, Kazakhstan, Pakistan, the Russian Federation and Tajikistan attended the four-day workshop focused on cross-country learning, sharing best-practices and joint planning. The Education Section and Livelihoods and Economic Inclusion Unit jointly facilitated the workshop, contributing technical expertise and a global perspective. Refugee students and graduates shared their experiences, providing inspiring and insightful ideas on how to improve education and economic inclusion approaches in their communities.

Workshop topics included youth-led programming, strategic partnerships, market-systems development, career training and internships, transition to employment and volunteering. In addition, the workshop was an opportunity to introduce and provide training on the revised DAFI Policy and Guidelines. The workshop will be held annually in different regions as a way to concretely support joint learning, planning and programming on education and livelihoods.

Tamanna is an Afghan refugee in Pakistan studying dentistry with a DAFI Scholarship. Her father was killed in Afghanistan in 2007 and her younger brother has been missing for the last three years. She has only her mother for support. She works as an assistant to a dental surgeon in Peshwar to gain work experience alongside her dentistry studies. Her dream is to become a dental surgeon herself.
© UNHCR/Qaisar Khan Afridi



PROMISING PRACTICES:

THE DAFI + PROGRAMME IN PARTNERSHIP WITH GIZ

By 2017, more than 1,200 Afghan refugee students had benefitted from the DAFI scholarship programme, creating a pool of talented, highly-skilled graduates prepared to take up work, self-employment and leadership in their communities. However, despite their academic qualifications, DAFI scholars and educated Afghan refugees in Pakistan have struggled to obtain skilled employment that matches their level of education. Many refugees lack documentation of their professional qualifications. Inability to obtain appropriate skilled work lowers motivation of refugee youth to stay in school. Furthermore, Pakistan has struggled to enrol female students, with a participation rate of only 13% women among DAFI scholars – one of the lowest globally.

In 2018, the GIZ Refugee Management Support Programme (RMSP)²⁵ and the DAFI scholarship programme came together to create the DAFI+ programme to address these challenges. DAFI+ aims to connect DAFI alumni and educated Afghan refugee youth to the formal job market through on the job training and professional development, engaging the public, private, non-profit and civil society sectors to increase absorption of refugees in mainstream work. DAFI+ actively promotes education of women and is open to all educated Afghan youth, not only DAFI scholars.

The four pillars of DAFI+:

1. Place DAFI scholars in 3-6 month internships with reputable institutions in their area of education.
2. Develop an integrated student forum where young refugees can support each other.
3. Enable access to market driven and innovative technical and vocational skills courses.
4. Community mobilization to promote education for women.

Launched in September 2018, the programme has already had significant reach and success. 125 DAFI scholars were shortlisted for the initial intake, of whom 70 have already been placed in organization for on the job training facilitated by three frontline recruitment firms. All shortlisted candidates received “learning for earning” skills trainings on ICT, time management, CV writing, interview skills and career planning. 200 educated Afghan refugees who were not DAFI scholars attended courses in digital skills for entrepreneurship and freelance work. Six weeks of training were provided on courses such as digital dress design, digital marketing, advanced photography and editing, data analysis, creative and technical writing, and web design.

To promote girls’ education, seven community outreach sessions were held, which together reached over 1,200 community members. The sessions were held in close collaboration with community leaders, and targeted parents, community members and religious leaders highlighting the importance of girls’ education and the opportunity that the DAFI scholarship can offer to young women in their communities. Two hundred and fifty young refugee women were introduced to the DAFI programme, and interested women were supported to apply.

DAFI+ Programme Outcomes





Farzana, pictured above, speaks as a young refugee leader at World Refugee Day in Islamabad. Farzana and her family were displaced from Afghanistan in the 1990s. One of 12 siblings, her family struggled financially after fleeing. She took up teaching evening classes to support her family and to save up for her own education. In 2016, she was granted a DAFI scholarship – opening up a life changing opportunity. She states, "*DAFI has financially supported me, released my burden and helped me complete my education*". Farzana chose to study pharmacy and earned excellent grades throughout her studies, achieving second position in the pre-medical group exams and winning a bronze medal for her high achievement in her bachelor's degree.

After graduating in 2018, Farzana was selected for the GIZ and DAFI+ programme, which helped her secure on-the-job training as a clinical pharmacist at Islamabad Medicure Hospital. Farzana has taken her own initiative to shape her career, completing internships at Shifa International Hospital, City General Hospital Abbottabad and Focus & Rulz Pharmaceuticals.

Farzana is always finding ways to contribute to her community and society. She has volunteered in blood donation camps at her university and hopes to dedicate her career to improving conditions for women in health and education. Farzana dreams of obtaining a postgraduate degree in clinical pharmacy abroad, so that she can build up her qualifications to work as a hospital pharmacist. She is applying to international scholarships.

© UNHCR/Asif Shahzad



PROMISING PRACTICES:

DAFI GRADUATES VOLUNTEERING WITH UNITED NATIONS VOLUNTEERS (UNV)

In West Africa, the DAFI programme collaborates with the United Nations Volunteers (UNV) agency to place talented DAFI graduates interested in humanitarian and development work into contracted one-year positions. UNV offers innovative volunteer and human resource solutions to all UN agencies with the overall aim of contributing to the realisation of the Sustainable Development Goals. UN Volunteers receive allowances to cover the cost of living during their appointment.

For DAFI graduates, UNV is a chance to engage in meaningful volunteer opportunities and gain valuable work experience. So far, **14 DAFI graduates are employed as UN Volunteers**, five in Senegal and nine in Ghana. Marie, who has recently completed her UNV contract with IOM Ghana, shares her experiences.

STUDENT VOICE:

WORK EXPERIENCE OPENS DOORS, BY MARIE

“ My name is Marie, and I am refugee from Côte D'Ivoire. In my home country, I had been studying French language and literature. I wanted to work in the public sector in administration, and my dream was to perhaps write speeches one day. But when I came to Ghana as a refugee in 2011, my long education in French was no longer useful. **I had to learn English and gain new skills.**

From 2011 to 2013 I lived in a refugee camp in Western Ghana, where I found out about DAFI and successfully applied in 2013. The scholarship allowed me to move from the camp to Accra, Ghana's capital city. I chose to study business administration and project management because I like to be organised, to plan, and to set and reach objectives. I also realised that it is needed everywhere, in every organization. **I wanted to give myself more opportunities.**

But after I graduated, even with my high education qualifications, it was very difficult for me to find a job. Right after graduating, I had to go back to the camp. I couldn't stay in Accra for enough time to really search for jobs. When I had the scholarship, I had money for accommodation, for food, health insurance, everything, but after I completed my studies, I had nothing again.

I sent applications, but I didn't get any calls back because I didn't have work experience, I needed something to make my CV attractive to employers. The only thing I had was volunteer work I had done in the camps. This was the main challenge I was facing.

From 2015 to 2018 I was stuck in the camp again. Even though I had a business degree I was not doing anything other than volunteering. One day, the UNHCR representative came to the camp to do a needs assessment. I took the opportunity to explain to her my situation: **I had skills and a degree, but I was stuck in the camp not doing anything.**

Some months later, I was contacted by UNHCR and told there was an opening of UN Volunteers positions with IOM in Accra. I applied and was accepted. **The UNV appointment added value to my life and to my career.** For one, it was a one-year, real work experience in a respected organization. It was important for my CV, because it let me show my talents to employers. The living allowance also allowed me to finally move out of the camp and cover all my costs of accommodation and living. Compared to what I was used to – having nothing – I was very satisfied.

Now, I am no longer a UNV. My contract ended recently, and **I have been hired as a national staff member by IOM Ghana in the Operations Department.** I work with a migrant data management tool used to capture migrant data to facilitate movement. I enjoy the work a lot. It is interesting and challenging when I need to work under time constraints. My ambition is to become an operations manager one day.

My advice to young refugees is to not be discouraged by the obstacles they may face and to not be afraid to ask for help. **Private organization, governments and international organization need to give refugees the opportunity to get work experience. I had education, but I needed work experience to really enter the labour market in Ghana and achieve self-reliance. Now that I have experience, I am seeing that everything is possible, and I can get to where I want to be.**”



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

5.4 COMMUNITY WORK

Even in countries of asylum where refugees are legally restricted from entering the labour market, many DAFI graduates find ways to take up meaningful work and use their skills. This is also the case where unemployment in the host country is high. In such situations, many DAFI graduates take up paid or voluntary work in the humanitarian sector or informally in their communities and camps, making use of their skills, contributing to society and gaining work experience despite the unfavourable employment environment.

In **United Republic of Tanzania**, access to work is restricted due to encampment policies which prevent most refugees from traveling to or living in urban areas where the majority of jobs can be found. DAFI scholars studying social sciences have secured attachments and internships with NGOs operating in their communities, using these volunteer opportunities as ways to gain professional and practical experience. Many express a desire to continue to work in the development and humanitarian sector after graduating.

In **Eritrea**, refugees do not have access to the formal labour market. Many educated refugees and DAFI scholars, however, fill much-needed roles in the refugee camps, including skilled work as teachers, health care professionals and assisting in livelihood programmes. Due to lack of opportunity for legal work, the challenging protection space and other factors, most DAFI graduates have since left Eritrea on resettlement or to seek opportunities elsewhere.



○ Odai graduated from the University of Jordan with a bachelor's degree in Civil Engineering, thanks to a DAFI scholarship. He now works as a private tutor to make ends meet but is actively looking for a master's opportunity in his field of study, either in Jordan or abroad. So far, he has been unable to find a funded master's place. © UNHCR/Antoine Tardy

5.5 POST GRADUATE SCHOLARSHIPS

A number of DAFI graduates aspire to continue studying for a master's degree but lack financial resources to do so. UNHCR collaborates with several academic institutions and organization that offer postgraduate scholarship services, one of which is the [Higher and Further Education Opportunities and Perspectives for Syrians](#) (HOPES) programme. HOPES is coordinated by the German Academic Exchange Service (DAAD), funded by the EU Regional Trust Fund and implemented with the British Council, Campus France, and Nuffic (The Dutch organisation for internationalisation in education). HOPES offers postgraduate scholarships for Syrian refugees and vulnerable host community youth in Jordan, Egypt, Lebanon, Turkey and Iraq. In 2018, HOPES conducted its third intake of new scholars in Jordan and Lebanon, selecting 141 students for bachelor's and master's degrees. In total, HOPES has provided 620 university scholarships. Since 2016, UNHCR and DAAD have collaborated on joint education advocacy and coordination of the DAFI and HOPES programmes, including joint calls for scholarship applications, interview processes and research. DAFI graduates in the relevant countries are encouraged to apply for HOPES scholarships at the master's level. **Since 2016, 24 DAFI graduates (15 female) have been supported for a master's degree by HOPES.** Khaled, whose story is on the following page, is one such example.

Some DAFI graduates pursue further study in a third country where higher education can serve as a [complementary pathway to protection](#), enabling refugees to live safely in a new country and find sustainable and lasting solutions. UNHCR participates in global, regional and national advocacy events, technical conferences and education working groups to provide guidance on the design and implementation of third country scholarships that take protection considerations into account. UNHCR hosts a website (<http://help.unhcr.org/scholarships/>) that both advises potential scholarship providers and allows prospective refugee applicants to search for third country scholarships.



Khaled, a 27-year-old Syrian refugee student in Jordan, studied Communications Engineering on a DAFI scholarship. After graduating he was then accepted for a DAAD scholarship for a master's degree in Network Engineering at the German Jordanian University (GJU).
© UNHCR/Antoine Tardy



STUDENT VOICE:

BUILDING FUTURES WITH FURTHER EDUCATION SCHOLARSHIPS, BY KHALED

“ After I came to Jordan, I worked for two years with my father and relatives in the construction sector. I did not study at all. My father worked in construction and farming. He didn't go beyond grade 10 in school. In my family, I am the only university graduate. Today, I support and encourage my siblings in their education, especially the younger ones.

I learned about DAFI through Facebook. I applied and was accepted for a BA at Philadelphia University here in Jordan, studying Communications Engineering. I entered in my third year because I received recognition for the first two years of studying I had done back in Syria. Since my grade average was above 95%, some of my fees were waived. This definitely gave me some extra motivation to study hard. I completed my BA at the top of my class. **Following my BA, I applied for the DAAD scholarship programme at the German Jordanian University (GJU) and was accepted. My major was in network engineering. In the future, I hope to have the opportunity to apply for and study a PhD and become a university professor. I am ready to travel anywhere for that.**

Throughout my studies, I have always been very involved in lots of scholarship and volunteering-related activities. I was promoting the DAFI scholarship among the refugee community and volunteered for a clothing bank. I have also been active with the Nour Al-Hussein Foundation – Jubilee Centre for Excellence in Education, UNHCR's partner for DAFI in Jordan. I support their robotics competition, volunteer in their computer labs, and will also start teaching a 100-hour IT course there next week.

Volunteering gives you the chance to be close to people who are in need and to contribute to society. Even in Syria, I was already doing volunteer work as a teacher. **In my opinion, everyone should volunteer in their lives. I've always had this vision that people need to help one another, in a selfless way, even if they don't know each other.** I also think that everyone needs to work hard to achieve their goals and fulfil their dreams.

I would like to thank, from the bottom of my heart, the staff of DAFI, the German government and all scholarship donors. **But there are still many students who do not receive scholarships even though they have great potential. They don't have the opportunities to study like I have had. We need to bring as much support as possible.**”

6. INNOVATION FOR HIGHER EDUCATION

Challenging learning environments call for greater creativity in how education is delivered. Refugee-hosting schools are often overcrowded and under-resourced. Innovative pedagogical practices, digital tools and internet connectivity equip teachers and youth in some of the world's toughest learning environments with quality educational resources and a means to access them. A combination of on-site and online instruction allows students to transcend the constraints imposed by the realities of displacement. This is a vital solution for students who require greater flexibility in their education, such as refugees in isolated locations, or those who need to balance education with work or household obligations. Connected education links students to online communities, where they can engage with global news and debates, connect with international peers and professors, and enrol in courses from institutions all over the world.

6.1 CONNECTED LEARNING IN CRISIS CONSORTIUM (CLCC)

Through the [Connected Learning in Crisis Consortium](#),²⁶ co-led by UNHCR, students have access to accredited, cutting-edge blended-learning. The CLCC brings relevant, flexible higher education programmes to refugee and host community students in both camp and urban settings. To date, over 7,500 refugee students have been engaged in connected education programmes offered by 23 CLCC partners, across 21 countries. The CLCC members implement a range of diverse offerings, including diploma courses, associate and bachelor's degrees, English training and bridging programmes.

Connected education programmes complement the DAFI programme by increasing access to quality tertiary education. In some cases, connected education programmes are a valuable alternative for refugee students who may not be eligible for a DAFI scholarship. In other cases, connected education can be a stepping stone to a DAFI scholarship. In 2018, **five new DAFI scholars were graduates of CLCC programmes**, having taken the opportunity to improve their skills and academic competencies to qualify for university. Qusai, whose story is on the following page, is one such example.

6.2 MOBILE LEARNING WEEK 2018

To support innovation for education, UNHCR participated in UNESCO's Mobile Learning Week in March 2018. Over 750 experts from more than 60 countries attended, representing over 350 organizations, 12 United Nations agencies, and 41 Ministries of Education and Information Communication Technology and Permanent Delegations. This year's focus was "**Skills for a Connected World.**" In the current digital age, not having relevant digital skills can mean being left behind. The week of workshops, forums and debates highlighted that capability to engage with and access technology is often differentiated along socio-economic, race, age, gender and education lines. The events served as a platform to share best practices on how to enhance digital skills and education for marginalised people. In displacement, refugees risk missing out on acquiring digital skills, yet they can also stand to gain the most through mobile and connected education. This is emphasized in the 2018 UNESCO report '[A lifeline to learning: leveraging technology to support education for refugees](#)', which analyses the impact of mobile learning solutions for refugees and suggests ways to close the divides in educational inequality.

UNHCR participated on a panel discussion on utilising digital tools to close the gender divide in education. UNHCR also co-led a workshop together with Google.org and Learning Equality on building digital education standards to allow global stakeholders to coordinate and bring digital resources to emergency and crisis settings. A highlight of Mobile Learning Week 2018 was the two DAFI alumni that attended the event as active members of the forums and discussions.



Qusai, 29 years old, from Syria Arab Republic and a second-year bachelors' student in Management of Information Systems at Zarqa University, Jordan, on a DAFI scholarship. © UNHCR/Antoine Tardy

STUDENT VOICE:

HARNESSING MY CURIOSITY WITH CONNECTED EDUCATION, BY QUSAI

“ I was in my first year at university studying law when we had to leave Syria behind. It was in 2013, and I was 20. I haven't experienced much else than camp life since we left our home.

The first four or five months, here in Jordan, I did not attend any course. **Then I started enrolling in every connected learning programme and short course I could find.** I think I took all the courses they were offering at [InZone](#) and also worked as a facilitator in the programme. They offer great courses. Connected learning is suitable to camp settings because it is more accessible and flexible than traditional learning programmes.

In parallel, I also started volunteering for different organizations, in various fields of work, like water quality monitoring. I worked a lot to improve my English, using the LASER programme. **I have always had the drive to learn something new every day. I am curious by nature. Without learning, your brain becomes like a stone. Learning is what keeps it warm and active. In the camps, I have used every opportunity I had to study and learn.** Truth be told, it has also been a way to occupy my time.

It wasn't until 2017 that I finally received recognition for my studies back in Syria and could apply to study at university through the DAFI scholarship. I am now in my second year of a BA in Management of Information Systems at Zarqa University, Jordan. The field suits me very well. It combines business and technology, both of which I enjoy.

My dream is to create an NGO supporting refugee students who want to apply for scholarships in order to prepare them to apply in the best possible way. I have applied for over 20 scholarships and failed. I don't want others to go through the same painful experience. I also really enjoy educating others.

I don't know what the future holds. Maybe I will go back to Syria, if that is possible. In any case, in two years once I finish my baccalaureate degree, I will apply for master's scholarships. After that, I don't know. As a Syrian refugee, finding qualified work here in Jordan is very difficult. Let's see. ”

7. FUNDING, PROGRAMME MANAGEMENT & MONITORING

7.1 FUNDING AND WORK WITH PARTNERS

The DAFI programme is committed to a coordinated multi-partner approach to capitalise on the diversity of expertise, networks and partnerships necessary to overcome barriers to higher education for refugees. Country programmes strive to continuously expand the network of local, regional and global partners promoting inclusion of refugees in national education systems and creating enabling protection and learning environments. Important partners include German embassies, German cultural centres, universities, technical and vocational schools, Ministries of Education, secondary schools, community groups, teachers, the private sector, non-governmental organization and other UN agencies.

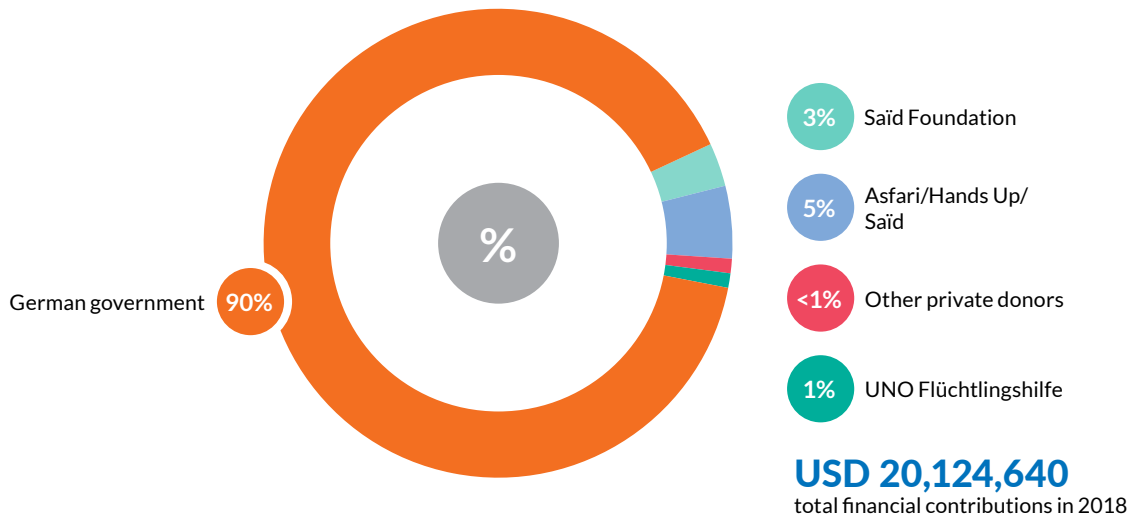
The German government is primary funder of the DAFI programme, having shown unwavering commitment to educating refugees through the DAFI programme since 1992. The German government demonstrates leadership in the field, inspiring additional private and state contributors to co-sponsor the DAFI programme.

Private and development sector partnerships have been instrumental in growing the DAFI programme. In addition to support from the German government, strong partnerships with development and private sectors have become increasingly important to the expansion of the DAFI programme. In addition to increased funding at the global level, private sector partnerships provide internships, skills trainings, mentoring, employment and traineeship opportunities for DAFI students and alumni. These partnerships play a crucial role in strengthening higher education systems, increasing national capacity and resources and supporting innovative education initiatives and advocacy work tied to Sustainable Development Goal 4.

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

In 2018, the DAFI programme received financial contributions amounting to USD 20,124,640.²⁷ The German government contributed 90% of the programme budget through its Federal Foreign Office (**USD 18,094,199**). Since 2014, The Saïd Foundation, has been supporting students in Lebanon and Jordan. In 2018, it contributed **USD 556,246**, representing 3% of the total programme budget to support Syrian refugees in Higher Education. Since 2016, a tripartite agreement between three UK based foundations, Asfari, Hands UP and Saïd, has been supporting students in Lebanon and Jordan. Together, they contributed a total of **USD 1,096,257** in 2018 (Hands Up – USD 548,129; Asfari Foundation – USD 274,064; and Saïd foundation – USD 274,064), representing 5% of the total programme budget to support Syrian refugees in Higher Education. UNO Flüchtlingshilfe contributed **USD 245,399**, representing 1% and other private donors contributed a total of **USD 132,539**, representing less than 1% of the total budget.

Diagram 6: Financial contributions in 2018



Core funding partners 2018

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

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, with a particular focus on Syria Arab Republic, Palestine, Lebanon, Jordan and the United Kingdom. The Foundation aims to create a lasting legacy by enabling young people to fulfil their potential, whether by achieving positions of leadership in their future professional fields or by overcoming disadvantages such as disability, through opportunities for learning, skills development and community-based care that will have a beneficial impact on their own lives and on the wider community.

Asfari Foundation: Founded by Ayman and Sawsan Asfari, the Asfari Foundation’s mission it is to equip and support young people from Syria Arab Republic, Palestine, Lebanon and the UK, along with organization that work with them, to become well-educated, productive and engaged citizens working for the common good of their communities and countries. The Foundation’s work focuses on helping young people gain a good education and make a successful transition to a productive, engaged adulthood; encouraging the development of strong and resilient civil societies that work for the common good; and supporting young people affected by emergencies, largely focused on the Syria Arab Republic 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 organization. Where possible these projects are inside Syria and run by Syrians.

UNO Flüchtlingshilfe: Established in 1980, UNO Flüchtlingshilfe aims to create sustainable solutions to refugee situations in Germany and worldwide. Areas of impact include: life-saving emergency measures in situations of crisis, education and training programmes, programmes for returnees, psychosocial therapy for traumatized refugees, asylum procedure consultation in Germany as well as training opportunities for humanitarian workers and volunteers in refugee support projects.

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

7.2 MANAGEMENT AND IMPLEMENTATION

The Education Section at UNHCR headquarters in Copenhagen, Denmark is responsible for global oversight and management of the DAFI programme. The Education Section is part of the Division of Resilience and Solutions (DRS), which is dedicated to realising long-term, durable solutions for refugees – of which education is a crucial part. Within the division, the Education Section works closely with the Livelihoods and Economic Inclusion Unit with a joint commitment to translating education opportunities to self-reliance and livelihoods outcomes.

Implementation and management of the DAFI programme follows the DAFI Policy and Guidelines. The Policy underwent significant revision in 2018 and offer strategic guidance on implementation, including selection process, scholarship entitlements, supervision of student performance, monitoring and reporting requirements, and collaboration between UNHCR country offices and the headquarters' team.

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

At the country level, a designated DAFI focal person manages the programme, either directly or in close collaboration with a partner organization. DAFI focal persons communicate with and coordinate multi-functional teams in UNHCR offices, collaborating with a variety of partners including national and local government, national education stakeholders, higher education institutions and refugee communities. UNHCR offices determine whether to engage a partner organization for programme implementation depending on the number of scholars, the size of the operation and the available capacity of potential partners. Partnerships with local organization are a valuable way to strengthen and link national education stakeholders and to ensure quality, context-appropriate support for students. In 2018, 28 partners supported UNHCR on implementing the DAFI Programme.

DAFI Programme Implementing Partners

| Country | Partner |
|-----------------------------|--|
| AFRICA | |
| Burundi | Refugee Education Trust International (RET) |
| Cameroon | Plan International |
| Chad | Refugee Education Trust |
| Ethiopia | Association of Ethiopians Education |
| Ghana | Christian Council of Ghana |
| Kenya | Windle Charitable Trust |
| Liberia | Special Emergency Activity to Restore Children's Hope |
| Mali | Stop Sahel, Association Malien |
| Senegal | Office Africain pour le Développement et la Coopération (OFADEC) |
| South Africa | Studietrust |
| South Sudan | Lutheran World Federation (LWI) |
| Sudan | Windle Trust International (WTI) |
| United Republic of Tanzania | Relief To Development Society (REDESOS) |
| Uganda | Windle Trust Uganda |

| Country | Partner |
|---------------------|--|
| THE AMERICAS | |
| Ecuador | Hebrew Immigrant Aid Society (HIAS) |
| ASIA | |
| India | Bosco Organisation for Social Concern and Operation (BOSCO) |
| Pakistan | Inspire Pakistan |
| Tajikistan | Refugees, Children & Vulnerable Citizens |
| EUROPE | |
| Turkey | Presidency For Turks Abroad And Related Communities (YTB) |
| MIDDLE EAST | |
| Algeria | Association des Femmes Algériennes pour le Développement & Partially Direct Implementation |
| Egypt | Catholic Relief Services (CRS) |
| Iraq | Darya Organization for Development & Partially Direct Implementation |
| Jordan | Jubilee Centre for Excellence in Education (JCEE)/ Noor-Al Hussein Foundation |
| Lebanon | Terres De Homme Italy and Partially Direct Implementation |
| Mauritania | ACTIONS Mauritania |
| Morocco | Fondation Orient Occident and Partially Direct Implementation |
| Syria Arab Republic | Ministry of Higher Education & Partially Direct Implementation |
| Yemen | INTERSOS Italy |

7.3 PROGRAMME MONITORING

The 51 DAFI country programmes are supported by the UNHCR tertiary education team at headquarters through review of mid- and end-of-year reports, monitoring missions, data analysis and technical guidance. At country level, UNHCR and partners monitor student progress and programme outcomes through individual meetings, school and home visits, consultation with administrators and during workshops and DAFI activities. Cumulatively, student monitoring activities aim to support the academic success and overall well-being of each student. Close monitoring makes it possible to identify concerns early and to take remedial action or provide additional support. Student-related data is managed at country and headquarters level according to UNHCR's policy on the [Protection of personal data of persons of concern to UNHCR](#). DAFI focal points and partner staff are trained on DAFI procedures and regulations to ensure adherence to DAFI and UNHCR guidelines.

Periodic monitoring of programme implementation, budget expenditure and student progress at headquarters' level ensures that programme funds are used efficiently and that implementation is in line with the DAFI Policy and Guidelines. Continuous monitoring also allows resources to be appropriately re-allocated to meet changes in country conditions and needs. Monitoring missions are a core component of the overall monitoring strategy and are planned in collaboration with country teams to ensure that requests for technical support, oversight and training are adequately balanced. Missions also provide a platform for DAFI country programmes to share knowledge and highlight promising practices. In 2018, the tertiary education team conducted six monitoring missions, described below.

Mission to Jordan

13 – 23 January

In conjunction with the bi-annual meeting of the Connected Learning in Crisis Consortium (CLCC), a mission to Jordan was conducted to evaluate the DAFI programme following two years of significant growth. From meetings with UNHCR staff, the Ministry of Higher Education, education partners and the refugee community, including site visits to Azraq and Zaatari refugee camps, key recommendations included: building monitoring and reporting capacity on tertiary education at the regional level; enhancing the policy environment for connected education via roundtable meetings with higher education institutions; strengthening collaboration with InZone; expanding counselling and information sharing for refugees on higher education and career options; and, exploring TVET opportunities for refugees.

Mission to Ethiopia

27 August – 7 September

At the request of UNHCR Ethiopia Representation, the Education Section conducted a mission to assess and provide recommendations on current approaches to secondary, tertiary and vocational education programmes in light of Ethiopia’s roll-out of the Comprehensive Refugee Response Framework (CRRF). The Government of Ethiopia has made a series of significant pledges to expand refugee education and UNHCR is identifying strategies to support the government’s commitments. The mission produced a series of recommendations and approaches to improve inclusion of refugees in national secondary and tertiary education systems.

Mission to Lebanon

30 September – 5 October

In preparation for the onboarding of a new partner organization, the tertiary education team conducted a mission to Lebanon focusing on strengthening student monitoring and support. UNHCR’s participation in the Connected Learning Roundtable also aimed to foster greater connection between the DAFI scholarship programme and connected education programmes offered by the CLCC in Lebanon. The mission team met with colleagues from the American University in Beirut (AUB) to discuss data collection on refugee education in the five main countries in the Syria Arab Republic response.



**Mission to
Colombia**

26 – 30 November

On request of the Americas Bureau, the Education Section conducted a mission to Columbia to assess UNHCR's support to the Government of Columbia in response to the high numbers of displaced Venezuelan children and youth. Recommendations included: need to map refugee schools, include refugees in national education sector planning, and develop protocols to address the many Venezuelan students who have lost education certificates or documents. Higher education scholarship options were discussed, and it was also recommended that connected education be used to expand access to quality education.

**Mission to
Malawi**

4 – 7 December

The tertiary team conducted a mission to support the establishment of a new DAFI programme in Malawi. Six candidates were identified for the first cohort and in 2019 UNHCR will partner with Jesuit Refugee Service (JRS) to scale-up the DAFI programme. JRS implements a range of education programmes in Malawi, including on girls' empowerment, which will complement the DAFI programme. The mission was also an opportunity to advocate with the Ministry of Education, higher education institutions and other stakeholders for better access to higher education for refugee youth. Several action points will be taken up in 2019, including drafting memoranda of understanding to formalize working relationships with hosting universities and with potential partners for skills courses and internships. In addition, collaboration with the German embassy and GIZ has been initiated to scope new ways to enhance education for refugees in Malawi, including for refugee students to receive the same fees as national students.

**Mission to
Zambia**

10 – 14 December 2018

A mission to Zambia was undertaken to review programme implementation and support the transition from direct to partner implementation of the DAFI programme. In addition, the mission was an opportunity to review the impact of DAFI on refugee and host communities, and to understand the employment opportunities available for graduates in Zambia. To this end, several meetings were held with DAFI focal points, universities hosting DAFI students, ministry officials, community leaders, DAFI students, parents and secondary school administrators. A series of recommendations were submitted to strengthen the DAFI programme, including the creation of a DAFI club, integrating younger learners in programming, encouraging DAFI students to act as role models, advocating for the recognition of prior-learning at education institutions, and enhancing communication and collaboration with the government on education and livelihoods opportunities for refugees, including TVET.



Syrian DAFI scholars gathered at the offices of Terre des Hommes Italy (TdH) for a focus group with UNHCR and TdH staff during the UNHCR Education Headquarters mission to Lebanon. 4 October 2018. © UNHCR/Antoine Tardy

7.4 ACCOUNTABILITY TO AFFECTED POPULATIONS

The revised DAFI Policy and Guidelines emphasize the protective function of education and UNHCR's Age, Gender and Diversity policy (see Equal and Inclusive Access to Education in section 4.3). The DAFI Policy and Guidelines set out priorities, principles, processes and standards applicable to all countries, as well as clear directions on implementation, monitoring and reporting.

To ensure that prospective scholarship applicants are well informed, a [Frequently Asked Questions](#) section is included on the DAFI webpage, which also provides contact details for the UNHCR tertiary education team at headquarters. E-mail inquiries are either answered directly or referred to the correct point of contact. On average, 50 e-mail requests are received and replied to each month. The [DAFI Facebook page](#) provides another channel of direct communication that is frequently used, mainly by refugee students 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, as necessary, and establishing Selection Committees according to transparent Terms of Reference and composed of individuals representing a range of expertise and authority. Irregularities detected by applicants, Selection Committee members or other parties should be reported to UNHCR Education Section. All complaints are investigated and recorded via an online incident tracking system to ensure transparency.

8. Country Factsheets

Acronyms

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

Country or territory of origin

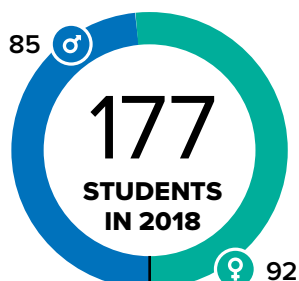
| | | | |
|------------|----------------------------------|------------|---------------------|
| AFG | Afghanistan | SUR | Suriname |
| ANG | Angola | SYR | Syria Arab Republic |
| AZE | Azerbaijan | TOG | Togo |
| BDI | Burundi | TUR | Turkey |
| CMR | Cameroon | UGA | Uganda |
| CAR | Central African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

Algeria

DAFI Programme since 2008

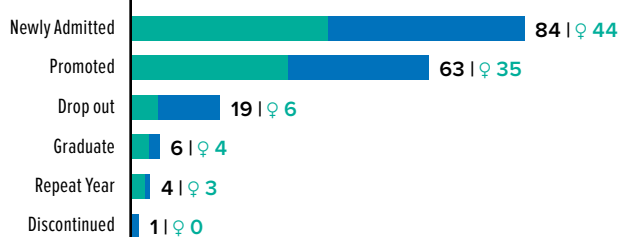


PARTNER: ASSOCIATION OF ALGERIAN WOMEN FOR DEVELOPMENT (AFAD)

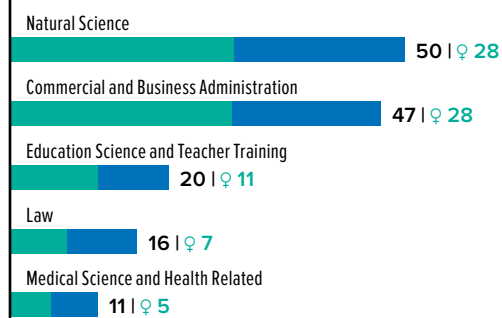


\$ 145,595
Annual DAFI budget

\$ 823
Average scholarship cost



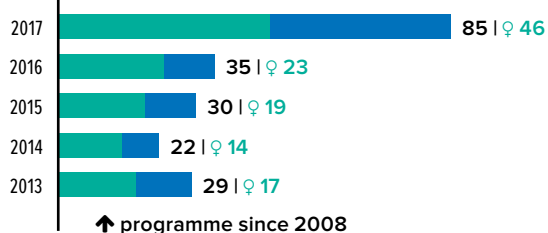
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



0 Private HE Institutions
36 Public HE Institutions

2018 Programme Highlights

- ✓ During the 16 Days of Activism against Gender-Based Violence campaign, UNHCR Protection, DAFI alumni and AFAD organised orientation sessions at secondary schools in the five Sahrawi refugee camps on the empowerment of education. DAFI alumni shared the positive experiences education has brought to their lives.
- ✓ 63 Sahrawi students attended a DAFI Annual Meeting along with DAFI alumni, partners, refugee leadership, and education authorities from the host community.
- ✓ Sahrawi DAFI alumni participated in a “Higher Education in Emergencies Summer School” hosted by University of Geneva and UNHCR in Nairobi, Kenya.
- ✓ Students were supported with continuous communication and counselling, and family and university monitoring visits.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Absence of national asylum legislation means the protection environment in urban areas remains complex and unpredictable. This is different for the camps near Tindouf, as Sahrawi refugees are recognized by the Algerian government under the 1969 African Union Convention.
- Consequently, Sahrawi refugees have developed legislative, judicial and administrative mechanisms in the camps, including for education services, particularly at the preparatory, primary and intermediate levels.
- Refugees and asylum-seekers have access to public health facilities and education. Through its partners, UNHCR facilitates enrolment of refugee children in public schools. Refugees are given access to education at all levels by the Algerian Government, at the same level as nationals.

Post-Graduation Opportunities

- Persons of concern in Algeria have no formal access to the labour market.
- DAFI students can undertake internships. Each DAFI student completes one end-of-study internship as part of their university course, alongside voluntary work. Six students did internships in 2018.
- Students requested more opportunities for trainings and internships. The DAFI programme is searching for new ways to assist them in 2019.
- DAFI graduates have taken on meaningful work in the camps. Almost all the medical staff, including doctors, serving refugees in the five Sahrawi refugee camps are DAFI graduates.
- There is an active alumni network via social media where DAFI alumni stay in contact and support each other by sharing advice and job opportunities.

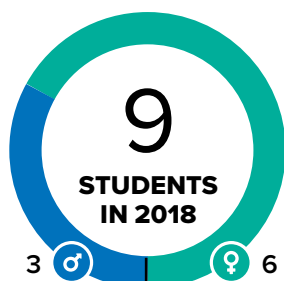
Azerbaijan

DAFI Programme since 2009



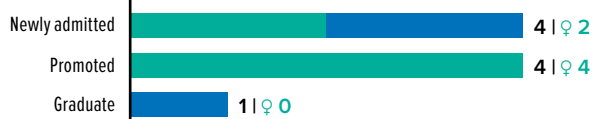
UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**

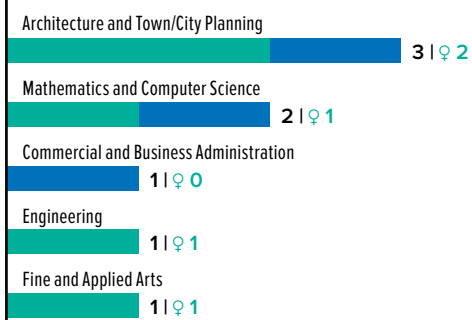


\$ 27,200
Annual DAFI budget

\$ 3,022
Average scholarship cost



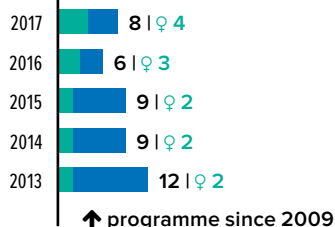
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



0 Private HE Institutions

5 Public HE Institutions

2018 Programme Highlights

- ✓ UNHCR Education Section and Livelihoods Unit held a joint workshop in Baku, Azerbaijan for UNHCR colleagues from eight countries that are hosting Afghan refugees.
- ✓ Two DAFI students assisted the Fuji Vision Aid Mission team during a one-day eye-screening by Japanese optometrists serving Afghan refugees and asylum seekers.
- ✓ A DAFI scholar gave preparatory courses in Mathematics to refugee children at the Refugee Women and Youth Centre.
- ✓ In May 2018, a DAFI student was invited to speak on a radio programme on the topic of education as a Sustainable Development Goal.
- ✓ DAFI students attended the 2018 World Refugee Day event wearing DAFI t-shirts. The event was covered by local media and TV channels.

Protection and Learning Environment

- Azerbaijan is a party to the 1951 Convention and 1967 Protocol Relating to Refugees. National law "On the Status of Refugees and Displaced Persons" was adopted in 1999.
- Refugees have free access to primary and secondary education and primary healthcare. However, access to higher education is difficult due to limited availability of free study places at public universities and substantial tuition fees.
- Refugees with a foreign secondary school leavers' certificate pay significantly higher international student fees. Indirect study costs pose an additional burden for those interested in pursuing higher education.
- Since late 2013, UNHCR reached an agreement with the International Bank of Azerbaijan to help new DAFI scholars open bank accounts, who were previously unable to do so due to lack of necessary documentation.

Post-Graduation Opportunities

- Since the adoption of the Migration Code, legislative barriers for Government recognised refugees have been eliminated. However, more advocacy is needed to ensure practical implementation as well as adoption of the Law on Complementary Protection.
- In addition, the State Migration Service has expressed readiness to support all refugees in the country, including UNHCR mandate refugees, to facilitate their access to wage earning employment.
- As a result of intensified advocacy, UNHCR was able to secure initial support from the State Migration Service to carry out joint measures to raise awareness among potential employers on the labour rights of refugees.
- Of the 16 successfully graduated refugee students supported by the DAFI Scholarship Programme, only seven have remained in Azerbaijan. Almost all of those remaining in Azerbaijan are employed; yet some are only in temporary employment.

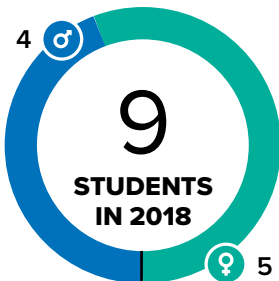
Botswana & Namibia

DAFI Programme since 1994



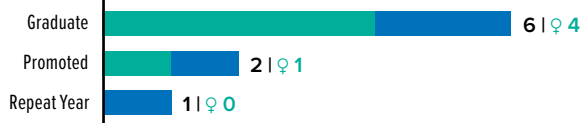
UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**

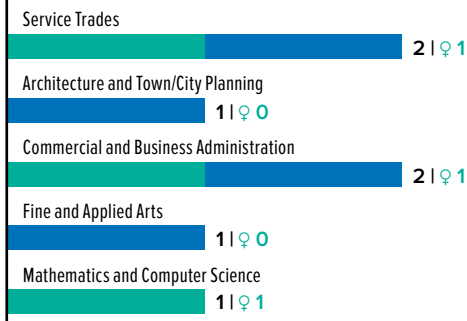


\$ 23,824
Annual DAFI budget

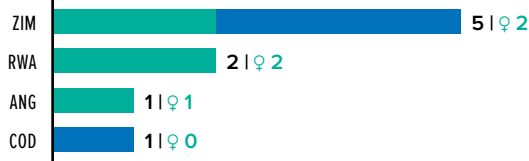
\$ 2,647
Average scholarship cost



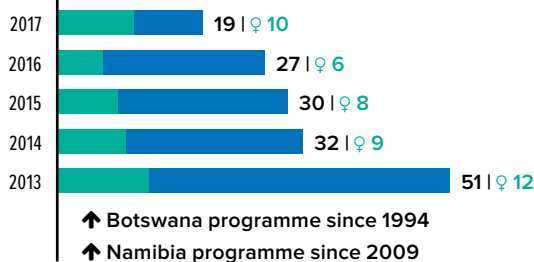
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



0 Private HE Institutions
3 Public HE Institutions

2018 Programme Highlights

- ✓ The Namibia and Botswana DAFI programmes are being phased out, with no new student intakes.
- ✓ In Botswana three students graduated, and two students are expected to graduate in 2019.
- ✓ Three students graduated in Namibia, leaving one who is finishing their studies.
- ✓ UNHCR staff kept in touch with students individually and followed up on their academic performance.
- ✓ UNHCR has strong relationships with the financial and registry departments at Namibia University of Science and Technology to facilitate student monitoring.
- ✓ The German Embassy continued to be actively involved in all DAFI Committee decisions.

Protection and Learning Environment

- Both Namibia and Botswana have ratified the 1951 Refugee Convention and 1967 Protocol.
- The Government of Namibia maintains reservations on the 1951 Convention relating to refugees' freedom of movement, enforcing an encampment policy. In Osire refugee settlement, the Government provides free primary and secondary education for refugees and asylum seekers up to grade 12. Refugees can access tertiary education under the same conditions as nationals but must acquire an exit permit to leave the camp.
- The Government of Botswana has several reservations concerning the 1951 Refugee Convention, including refugees' freedom of movement and the right to work; however, free primary and secondary education is being granted to refugees and asylum seekers within the national system.

Post-Graduation Opportunities

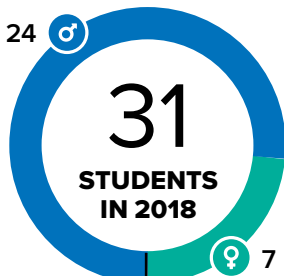
- Strict encampment policies in Botswana limit prospects for self-reliance and local integration. Refugees must obtain camp exit, work and residence permits, but only a few permits are granted, meaning many must resort to informal labour. Refugees with higher education degrees are eligible to apply for "scarce-skill" visas in sectors with high-demand for skilled labour.
- Namibia has not yet formally adopted a legal framework for local integration, except for a specific policy targeting former Angolan refugees; however, work permits have occasionally been granted to skilled refugees who found jobs independently. The Ministry of Home Affairs has guided and facilitated refugees' navigation through the permit acquisition process.
- In Namibia, refugees are encouraged to access the designated agricultural land near their settlement 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 within the settlement boundaries.
- One student undertook an internship at the Ministry of Gender Equality and Child Welfare.

Burundi

DAFI Programme since 2008



PARTNER: REFUGEE EDUCATION TRUST (RET) INTERNATIONAL

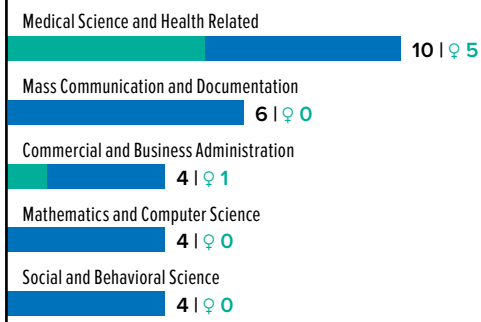


\$ 85,587
Annual DAFI budget

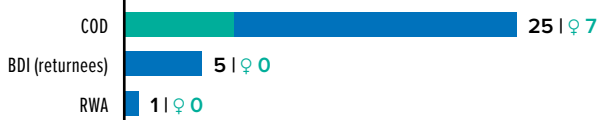
\$ 2,761
Average scholarship cost



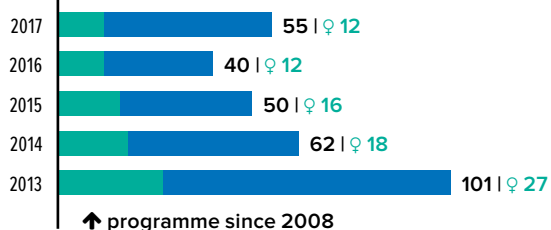
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



2 Private HE Institutions
0 Public HE Institutions

2018 Programme Highlights

- ✓ A DAFI club was created by 23 former and ongoing DAFI scholars in November 2018.
- ✓ RET met with the DAFI student committee four times and provided continuous individual student monitoring. There were also eight student meetings.
- ✓ 13 students benefited from a 2-day Project Management training course conducted by CEREP (Centre de Recherche et de Perfectionnement). In 2019, RET will financially support the launch of the best projects.
- ✓ 20 students took IT courses, covering basic computer, office and communication skills.
- ✓ World Refugee Day was celebrated in Kavumu camp with the theme "Solidarity with refugees". A former DAFI scholar was a key speaker.
- ✓ The DAFI programme in Burundi saw a growth in the number of female applicants as a result of a sensitisation session for young refugee females organised by UNHCR and RET. A female DAFI student acts as spokesperson, encouraging girls to enrol at university.
- ✓ Two DAFI students collaborated with a camp secondary school for Congolese refugees, holding sensitisation sessions on the importance of education; particularly for girls.
- ✓ Two graduates attended the UNHCR and University of Geneva summer school *Higher Education in Emergencies* held in Nairobi.

Protection and Learning Environment

- Burundi ratified the 1951 Refugee Convention and 1967 Protocol.
- Refugees are integrated into the national education system, and access tertiary education under the same conditions as nationals.
- Burundi temporarily suspended international NGO activity during 2018, which created a challenging environment for RET to implement the DAFI programme. As a result, several planned activities could not be carried out or were postponed to 2019.

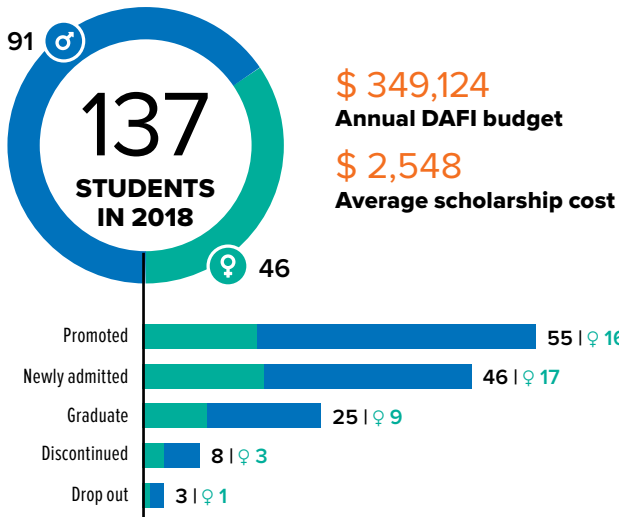
Post-Graduation Opportunities

- National legislation grants refugees the right to work in Burundi; conditional on obtaining a work permit.
- Two graduate-students found professional internships after their studies, one at the "Banque Commerciale du Burundi" and the other at a telecommunications agency.
- 22 students attended "Start and Improve Your Business" an entrepreneurship programme which mentored students to create formal business plans.
- Annually RET offers graduating students training to improve their job search skills. In 2018 training was hosted by Impact Hub Bujumbura, and 12 graduating students were trained on CV and interview skills
- An alumni social media network exists with more than 60 active members.

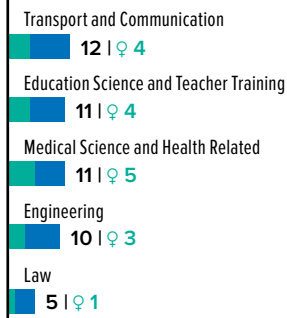
Cameroon

DAFI Programme since 1992

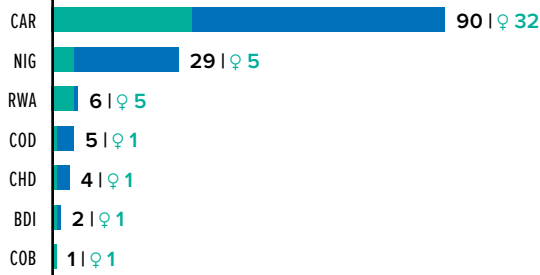
 **PARTNER: PLAN INTERNATIONAL**



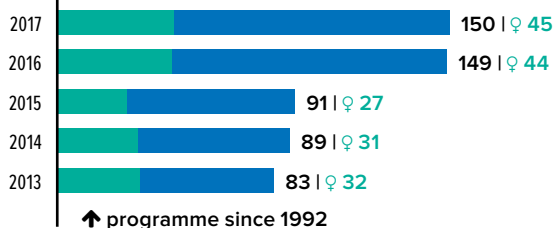
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



21 Private HE Institutions
15 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI committee, UNHCR, Plan International and Ministry of Higher Education, together with student representatives held monthly meetings to provide a platform to address problems affecting students.
- ✓ The DAFI club held awareness workshops for students on HIV and cholera; an action plan item they had identified for the year.
- ✓ 24 outreach sessions, with a focus on increasing female applicants, were held by the DAFI programme in the community.
- ✓ English and French language lessons were provided for 32 students, helping them to navigate the bilingual higher education system in Cameroon.
- ✓ DAFI students tackled the high failure rate for refugee students in primary and secondary school with an initiative to pair local students – to act as mentors – with refugee students. Through this scheme DAFI scholars sponsored 100 refugee school students through private classes.

Protection and Learning Environment

- Cameroon ratified the 1951 Convention, its 1967 Protocol and the 1969 OAU Convention Governing the Specific Aspects of Refugee Problems in Africa.
- At the national level, refugees receive the same treatment as nationals regarding access to education, tuition and university fees.
- Refugees benefit from a special scheme to access prestigious institutions such as the National School of Administration and Magistracy (ENAM), the Institute of International Relations (IRIC), the Ecole Normale Supérieure (ENS), and the faculties of Medicine and Pharmacy, among others.
- The extension of crises in Cameroon's Far North as well as South-West and North-West regions since 2014, marked by multiple incidents of violence including attacks on schools, suicide bombings and raids on roads and villages, has caused the internal displacement of over 680,000 persons.
- The deteriorating protection environment has also put new strains on the DAFI cohort this year in Cameroon.

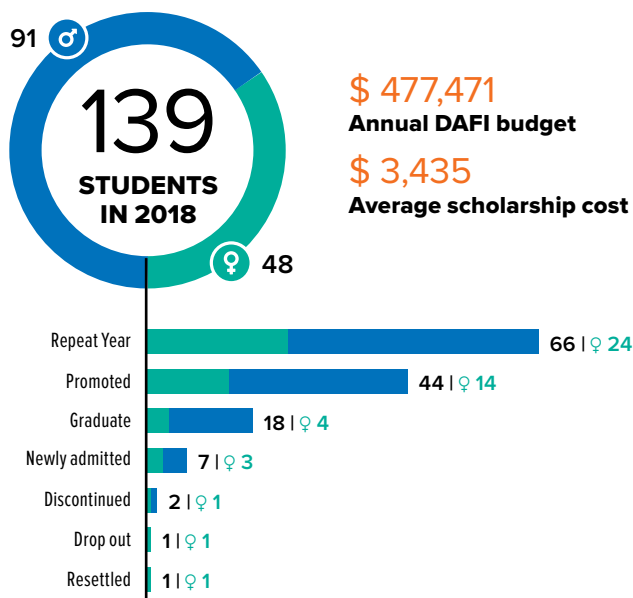
Post-Graduation Opportunities

- Refugees have access to the labour market in Cameroon under the 2005 Refugee Law. However, refugees encounter high rates of unemployment in the country.
- 22 students undertook a one to three month internship across a variety of sectors, including Human Resources, Engineering, Project Management, Accounting, IT, Trade, and Nursing. Strong performances from two students led to recruitment at ECOBANK and CREDIT LIONNEL in the city of Douala.
- A four-day workshop on entrepreneurship was attended by 46 students. Two sessions were held on job search in collaboration with local private companies and recruitment firms.

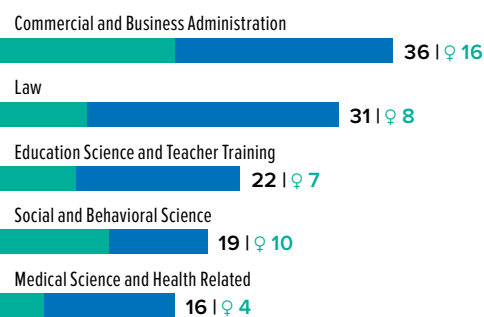
Chad

DAFI Programme since 2012

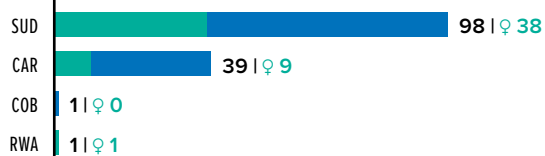
PARTNER: REFUGEE EDUCATION TRUST (RET) INTERNATIONAL



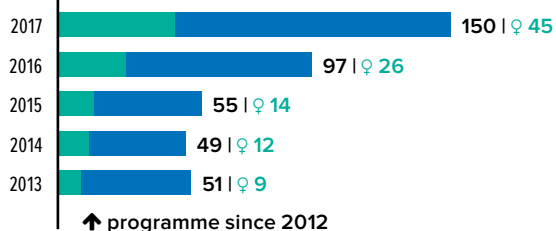
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 6 Private HE Institutions
- 6 Public HE Institutions
- 1 Semi-Public Institutions

2018 Programme Highlights

- ✓ DAFI scholars are spread across the country, so the DAFI club was created virtually on social media to allow students to connect and exchange ideas and information online.
- ✓ UNHCR and partner staff are located across the country to support students academically and socially in their university lives.
- ✓ The German Ambassador received videos and images from the successful 25th DAFI anniversary event as a gift to acknowledge the longstanding partnership.
- ✓ Some DAFI graduates have become teachers in the camp schools, and others have become members of the peace caravan that is organized throughout the year in refugee camps in southern Chad.
- ✓ The Youth Initiative Fund (YIF) project, of which DAFI students are members, is part of the 40 YIF projects selected for funding by UNHCR headquarters. Activities are expected to begin in March 2019.

Protection and Learning Environment

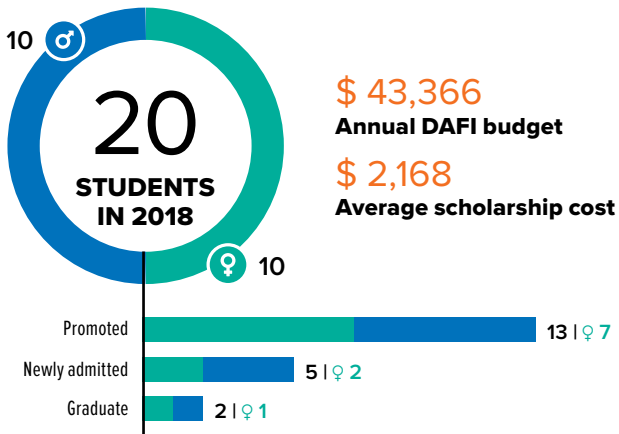
- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Chad grants refugees access to education services at all levels.
- University strikes, persisting since 2016, disrupted the end of the academic year 2017-2018 in most of the DAFI programme universities, meaning many end-of-year exams were cancelled. UNHCR and RET successfully transferred 88 students from public universities to private universities to avoid disruption of their studies.
- The security situation in 2018 has been relatively calm throughout Chad despite some incursions by members of the Islamist sect calling itself Islamic State in West Africa (formerly Boko Haram).

Post-Graduation Opportunities

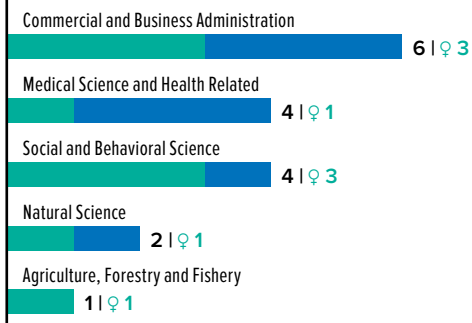
- In Chad, refugees can settle outside camps in rural and urban areas, and some have been given land for agricultural production. While national legislation does not specifically outline refugees' right to work, many DAFI graduates were successful in finding employment in refugee schools or health centres.
- A student was offered internship at a large mobile telephony company (TIGO) after UNHCR's letter of recommendation to the firm. Another student interned at the National Electricity Company following recommendation from their university.
- Graduates at two universities benefited from computer training.
- Six DAFI health graduates are volunteering in the Gore area, where they have joined the UNHCR health team in attending to newly arrived refugees.
- 20 DAFI graduates are currently employed as teachers in refugee camps, through programmes run by the implementing partner JRS.

Ecuador

DAFI Programme since 2005



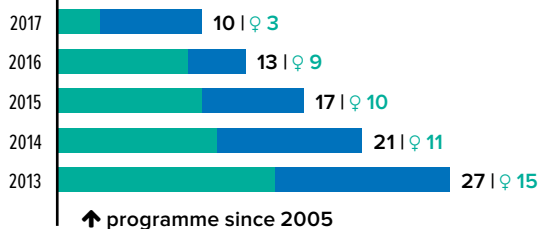
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



10 Private HE Institutions
3 Public HE Institutions

2018 Programme Highlights

- ✓ Although the DAFI students all live in different cities across the country, they stay in close contact online, offering each other peer support through social media.
- ✓ The students are planning to raise awareness of the DAFI scholarship and their community online through the hashtag #SomosDAFI as a target for next year's DAFI student group.
- ✓ All students attended the DAFI annual workshop. The main topic was how to promote peer integration, build friendship networks and ensure self-care to avoid stress during exams. Additionally, the event had a special focus on the 16 Days of Activism against Gender-Based Violence campaign.
- ✓ Scholars are engaged with the community in many volunteering activities. One scholar volunteers at a charity for stray dogs, and another with a local foundation protecting vulnerable people.
- ✓ DAFI students engaged in advocacy events, such as SDG events organised by the local government and HIAS, taking leadership roles, and speaking at the events.

Protection and Learning Environment

- Ecuador complies with the 1951 Refugee Convention, its 1967 Protocol and other main instruments of international human rights and refugee law.
- According to Article 9 of Ecuador's Constitution, refugees in Ecuadorian territory have the same rights and obligations as Ecuadorians, including the right to education, which shall be universal and secular in all levels, and free of charge until the third level of higher education.
- Higher education is highly competitive due to demand for places in public universities being significantly higher than the number of places.
- Students who have studied secondary school outside of Ecuador often need levelling courses in order to pass the university entrance exams.

Post-Graduation Opportunities

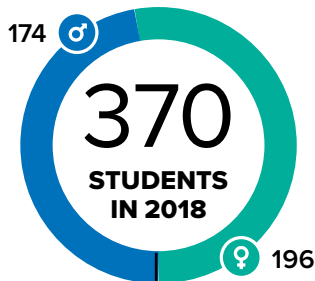
- Refugees have the right to work in Ecuador.
- Three students undertook internships in 2018, two of whom were nursing students interning in public hospitals.
- Two students graduated this year. One graduated in nursing and has started working in a private clinic. The other, who graduated in Business Administration, gained work experience at insurance companies during his studies and is now looking for a full-time job.
- DAFI students and graduates are supported by the HIAS livelihoods scheme, and several scholars engaged in entrepreneurship events organised by HIAS.

Egypt

DAFI Programme since 1993

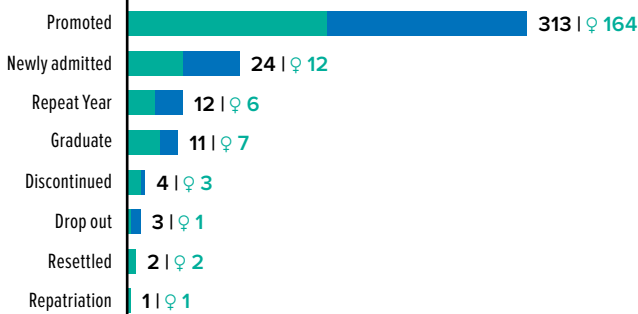


PARTNER: CATHOLIC RELIEF SERVICES (CRS)

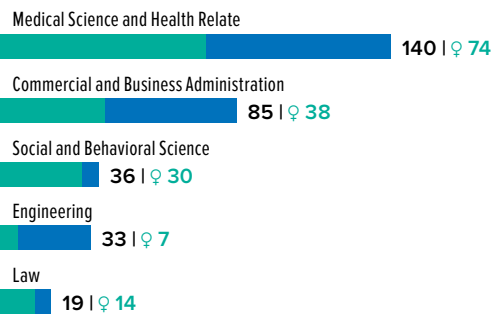


\$ 770,088
Annual DAFI budget

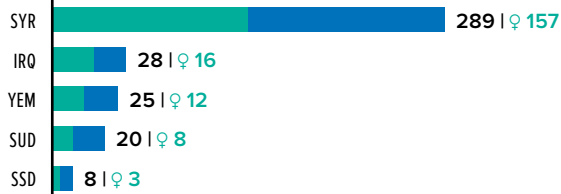
\$ 2,081
Average scholarship cost



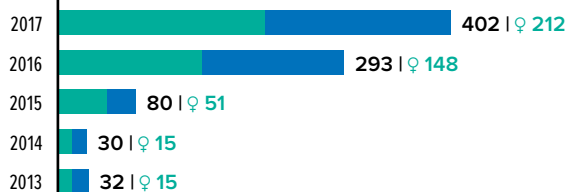
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 1993

- 6** Private HE Institutions
- 21** Public HE Institutions
- 8** Semi-Public Institutions

2018 Programme Highlights

- ✓ 114 students participated in English language classes.
- ✓ A DAFI club at October 6 University was launched with a workshop showcasing the benefits and positive impact of peer support.
- ✓ DAFI students were engaged in community activities: teaching life skills courses, writing international student blogs and starting clothing recycling initiatives.
- ✓ DAFI Egypt held a celebratory graduation and welcome event for 203 scholarship beneficiaries; both graduates and newly enrolled scholars.

Protection and Learning Environment

- Egypt ratified the 1951 Refugee Convention and 1967 Protocol, but with reservations regarding some articles; such as those pertaining to education, public services and the labour market.
- Refugee youth from Syria Arab Republic, Yemen, Sudan and South Sudan have access to public education on an equal footing with Egyptian nationals. Children of other nationalities face challenges accessing the public education system, both at informal Sudanese community schools or at expensive Egyptian Private Schools. These students are supported with education grants from UNHCR.
- Egypt's Ministry of Higher Education statistics for the 2017/2018 academic year show c.19,000 refugee students are studying at Egyptian public universities.
- Syrian and Sudanese refugees pay the same university fees as Egyptian nationals, whilst other nationalities frequently pay higher foreign student fees.
- To facilitate access to Higher Education for African refugees, UNHCR has a Memorandum of Understanding with October 6 University, where the university covers 50% of the students' fees.

Post-Graduation Opportunities

- Egypt's reservations to the 1951 Refugee Convention with regards to Article 24 mean refugees do not have full legal access to the labour market.
- This makes it hard for refugees to find employment and training. For example, accountancy students need specific permission to work in public or financial institutions.
- Refugees face no restrictions in volunteer-work or internships. 13 DAFI students undertook summer placements.
- UNHCR's Implementing Partner, CRS, carried out an extensive mapping of available internships and met with recruitment agencies to help DAFI students find suitable opportunities for training and employment.
- Based on lessons learned from local recruiters, CRS organised a six-day training course covering employability skills such as CV writing, interview, communication, leadership and basic computer skills.

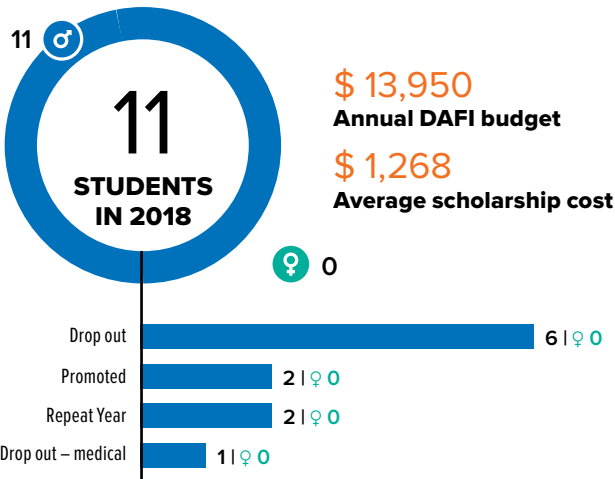
Eritrea

DAFI Programme since 2017

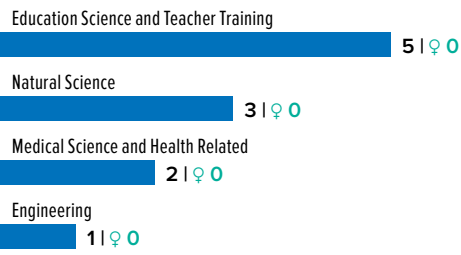


UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 2017

- 0 Private HE Institutions
- 2 Public HE Institutions

2018 Programme Highlights

- ✓ Very few young women in Eritrea complete upper secondary education, and even fewer gain the grades necessary to access university. As a result, there are no young women on the DAFI programme.
- ✓ In response to the challenges faced by girls accessing education in Eritrea, three DAFI students spent three months working in the community at the local girl's school teaching Maths and English language.
- ✓ Their engagement was reported to contribute positively to raising the girls' morale and restoring their interest in education in spite of the difficult circumstances in Eritrea.

Protection and Learning Environment

- Eritrea has not ratified the 1951 Refugee Convention and 1967 Protocol.
- In 2018, there were only 835 refugee students enrolled in education at any level.
- Most refugees live in camps where they do not have access to internet connection. This makes it very challenging for students to stay connected and to use the internet to enhance their studies.
- Refugees pay a reduced fee compared to international students, however, national students can access universities for free.
- Some refugee students are reluctant to join tertiary education due to resettlement expectations, which are reported also to affect student's attendance and performance and is attributed as a cause of the high levels of school dropout.

Post-Graduation Opportunities

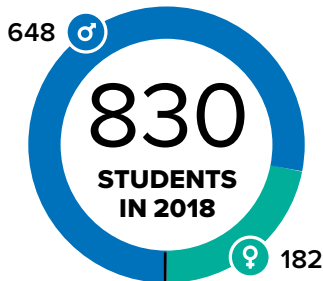
- Refugees do not have access to the formal labour market in Eritrea.
- Educated refugees can take on skilled work in the refugee camps, including work in teaching, health care and livelihood programmes.
- All DAFI alumni have left Eritrea after graduating, which makes following up on their progress challenging.

Ethiopia

DAFI Programme since 1993

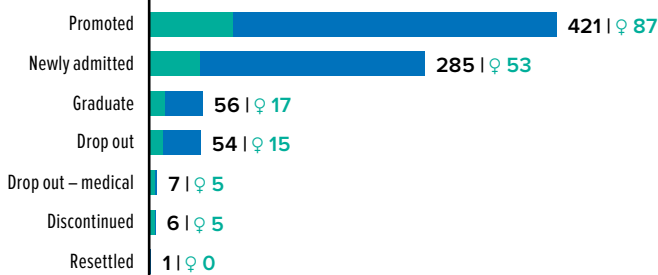


PARTNER: ASSOCIATION OF ETHIOPIANS EDUCATED IN GERMANY (AEEG)

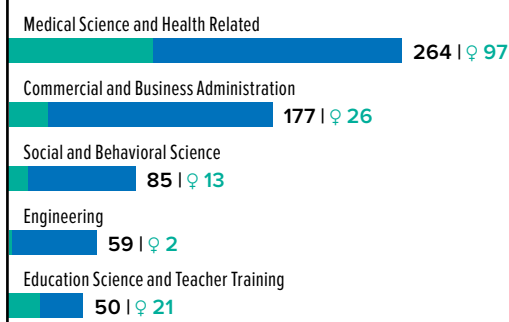


\$ 455,562
Annual DAFI budget

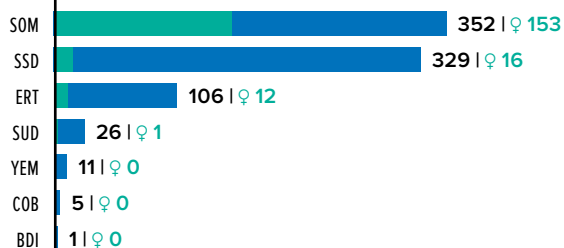
\$ 549
Average scholarship cost



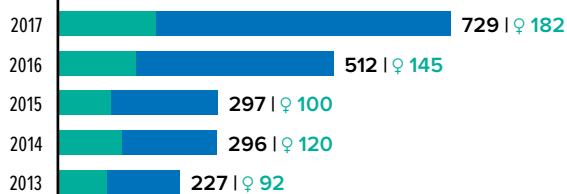
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 1993

1 Private HE Institutions
17 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI club brings students together from universities across the country. In 2018, DAFI club conducted a tutorial programme to facilitate peer-to-peer support, where university students with strong academic results help those with lower grades.
- ✓ Over 80 DAFI students volunteered through the DAFI club to help with classes for students struggling in high school across five refugee camps; 1,685 high school students attended the classes.
- ✓ DAFI students had huge academic success in 2018: 90% of all DAFI students performed above average, with 10% scoring distinction. Eight outstanding students were awarded certificates for high achievement.
- ✓ Two DAFI workshops were organised in the community to enhance DAFI visibility and to develop consultative discussions with various stakeholders and refugee communities.

Protection and Learning Environment

- Ethiopia ratified the 1951 Refugee Convention and 1967 Protocol.
- Ethiopia is the second largest refugee hosting country in Africa. The majority originate from South Sudan, Somalia and Eritrea, and 45% are school age children.
- 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 the secondary level due to lack of resources and infrastructure.
- 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.

Post-Graduation Opportunities

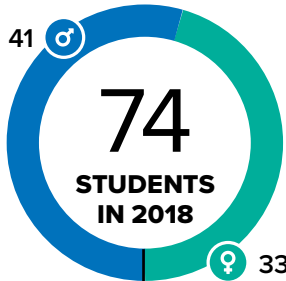
- Through the CRRF the government has committed to expanding out-of-camp policy and granting work permits for refugees. Ethiopia's parliament adopted revisions in its existing Refugee Law in January 2019, making it one of the most progressive refugee policies in Africa.
- Students access internships through their Higher Education Institutions. In 2018, 698 students completed internships.
- Many students who have graduated are pursuing further education; such as a master's degree, whilst others are looking for jobs. Graduates who are seeking work are usually engaged in teaching and social work in their communities whilst they search for employment.

Ghana

DAFI Programme since 1993

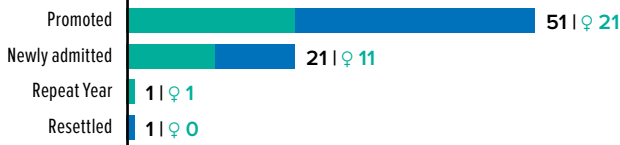


PARTNER: CHRISTIAN COUNCIL OF GHANA

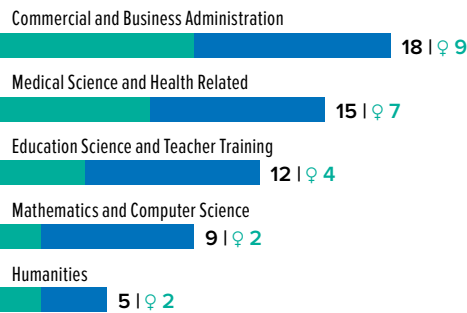


\$ 334,719
Annual DAFI budget

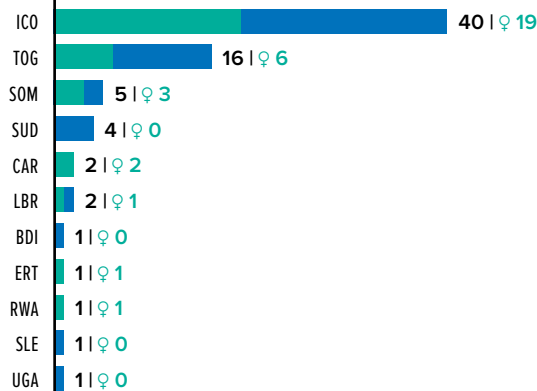
\$ 4,523
Average scholarship cost



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 1993

12 Private HE Institutions

9 Public HE Institutions

2018 Programme Highlights

- ✓ DAFI students celebrated World Refugee Day in a local orphanage. A local newspaper covered the event showing DAFI students giving back to society.
- ✓ To increase the visibility around the issue a commemoration of the 16 Days of Activism against Gender-Based Violence campaign was held in Fetentaa camp, involving DAFI scholars and high school students.
- ✓ Two DAFI graduates volunteered to teach French on Saturdays at a Compassion International Project in Kutunse, a rural community in Accra. The project supports over 300 children in a deprived community.
- ✓ Two DAFI alumni spoke at the DAFI annual meeting and shared their experience of being a DAFI scholar.
- ✓ The 25th anniversary documentary, captioned "Transforming Refugee Lives through Academic Opportunities", was presented.

Protection and Learning Environment

- Ghana offers a generous asylum policy to people of concern based on the 1951 Refugee Convention and its 1967 Protocol and the 1969 OAU Convention.
- Refugees can access public primary and secondary education systems; although, enrolling in upper secondary education remains a challenge as direct and indirect costs are prohibitive, and scholarships are limited. However, the government introduced a free senior high-school policy which started in September 2017.
- International fees apply for refugees accessing tertiary education, posing a significant barrier. However, UNHCR has been able to negotiate reduced fees for some students; including DAFI scholars.
- Two public universities (University of Cape Coast and Kwame Nkrumah University of Science and Technology) admitted new DAFI students with government subsidised local fees.
- A cross-border meeting between UNHCR, Government of Côte d'Ivoire and the Government of Ghana to discuss the issue of Ivorian refugees took place in February 2018. The meeting included discussion of continued education once refugees return to Côte d'Ivoire in view of the differing school systems and curricula.

Post-Graduation Opportunities

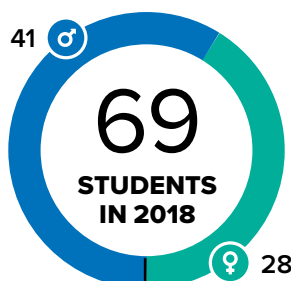
- Refugees in Ghana can apply for work permits, but finding employment is often difficult as an initial employer agreement is a precondition for obtaining a work permit.
- Through the UNHCR UNV initiative and funding, six UN organization have offered a one-year job opportunity to nine DAFI graduates.
- Job-search training was held for 24 unemployed graduates.

India

DAFI Programme since 2002

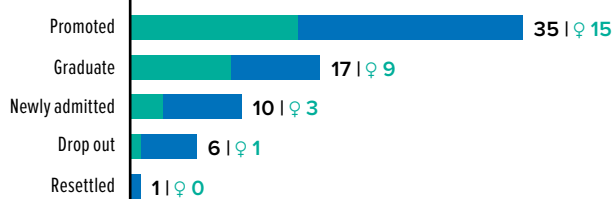


PARTNER: BOSCO ORGANISATION FOR SOCIAL CONCERN AND OPERATION (BOSCO)

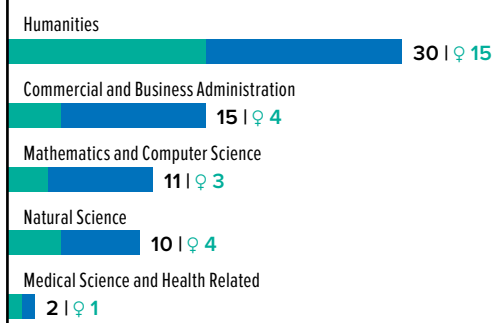


\$ 65,335
Annual DAFI budget

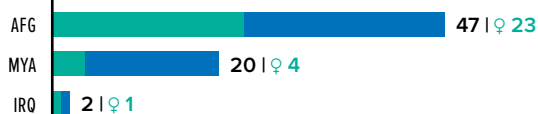
\$ 947
Average scholarship cost



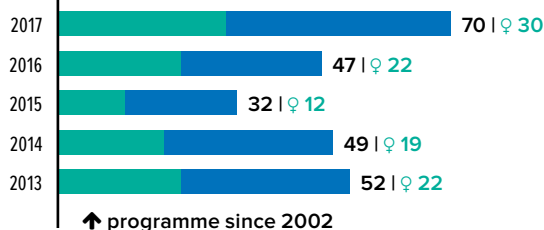
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



8 Private HE Institutions

14 Public HE Institutions

2018 Programme Highlights

- ✓ Six interactive sessions with students were conducted, covering SMART Goals, stress management, creative thinking, leadership, cultural diversity and ending violence against women.
- ✓ UNHCR and BOSCO jointly led a workshop to welcome new students and prepare them for university life. A session was held on the “Principles of Success”.
- ✓ 90% of DAFI scholars were involved in volunteering. Nine scholars taking distance-degrees worked full time as volunteers with BOSCO in their community.
- ✓ The DAFI club was active throughout the year, with all scholars engaging in its activities. Scholars were part of the 11 youth-clubs supported by BOSCO’s projects with UNHCR.
- ✓ DAFI scholars actively participated in Youth Meet, which was organised around the theme “Being with Her”, as well as an AIDS awareness rally. They also supported local education initiatives and the 16 Days of Activism against Gender-Based Violence campaign.

Protection and Learning Environment

- India has traditionally been hosting refugees despite not having ratified the 1951 Refugee Convention and 1967 Protocol.
- India is a signatory to many Human Rights Instruments, and their Constitution guarantees all right to life. Refugees are thus entitled to access basic services, such as health care, primary education and legal remedies.
- The protection space has been challenging in recent years, particularly for Rohingya refugees. As a result, there is an ongoing need for advocacy.
- Refugees do not have access to secondary education at the same level as citizens, meaning the pool of qualified applicants for higher education is smaller. Local language as the medium of instruction in some areas, as well as lack of documentation, continues to pose challenges.
- Refugees from SAARC (South Asian Association for Regional Cooperation) countries enjoy some concessions with respect to university fees, while other refugees are charged higher rates applicable to foreign students.
- Admission to universities is highly competitive and may involve an entrance test.

Post-Graduation Opportunities

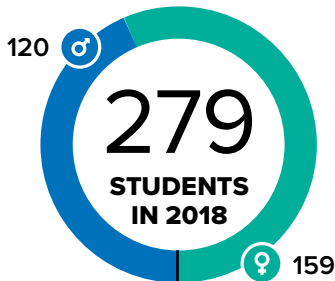
- Refugees cannot access the formal labour market without work permits and bank accounts which require government issued documentation.
- Two DAFI students completed internships during 2018, and 17 DAFI graduates have found employment in fields relevant to their areas of study including: medical services, interpretation, preschool teaching, restaurant work, retail, English teaching, civil society organization, and call centre.

Iraq

DAFI Programme since 2008



PARTNER: DARYA ORGANIZATION FOR DEVELOPMENT & PARTIAL DIRECT IMPLEMENTATION BY UNHCR

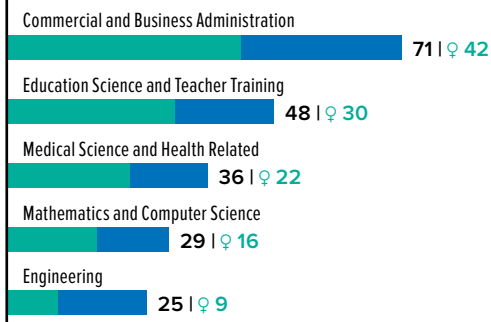


\$ 1,302,636
Annual DAFI budget

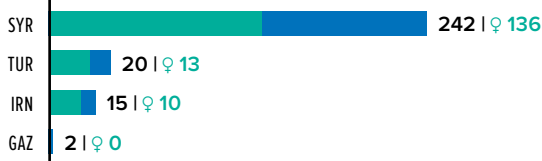
\$ 4,669
Average scholarship cost



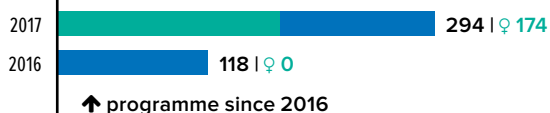
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



0 Private HE Institutions

11 Public HE Institutions

2018 Programme Highlights

- ✓ 24 DAFI scholars took part in Community Outreach Volunteer networks during 2018. The type of voluntary activity was based on the scholars' individual profile and skills.
- ✓ UNHCR provided six seminars for DAFI scholars. The themes were selected based on the scholars' requests and recommendations, and included time management, motivation to study, team building, CV writing, voluntary activities, how to start a business, and communication and decision-making skills.
- ✓ DAFI telephone helplines operate five days a week so that scholars can easily call or text UNHCR whenever they need. In addition, UNHCR created online chat groups for the scholars to access support on a variety of different topics.
- ✓ UNHCR works closely with the Ministry of Higher Education to implement the DAFI programme. They jointly signed a Memorandum of Understanding clarifying roles and responsibilities to collaborate on providing access to tertiary education and certification equalisation for refugees.

Protection and Learning Environment

- Iraq has not ratified the 1951 Refugee Convention and 1967 Protocol.
- Refugees access tertiary education on the same basis as international students and pay international fees even if they have completed secondary education in Iraq.
- Language barriers are a challenge for young refugees enrolling in universities in the Kurdistan Region of Iraq (KRI).
- Many refugee youth are expected to work to support their families and are negatively affected by the economic crisis in the country and high cost of tertiary education in KRI. Female students face difficulties to commence or complete their studies after marriage due to family obligations, including pregnancy and child care.
- Another barrier for refugees is the lack of original education documents which are required by the local government in KRI to enrol in tertiary education institutions.

Post-Graduation Opportunities

- Refugees have access to the labour market and enjoy freedom of movement in KR-I provided they hold valid residency permits for KRI.
- There are limited job opportunities in KRI in general which largely affects the chances of refugees to find stable employment.
- UNHCR has been working to increase DAFI scholars' ability to compete in the job market through six workshops on CV writing, communication techniques and job skills.

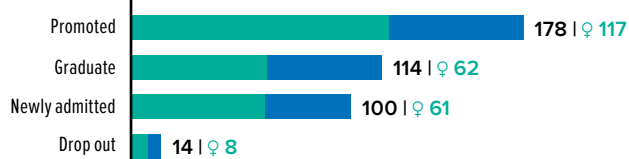
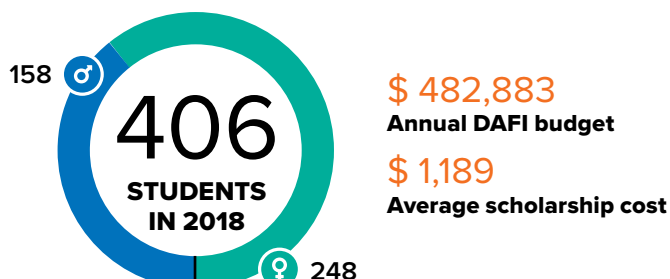
Islamic Republic of Iran

DAFI Programme since 1995

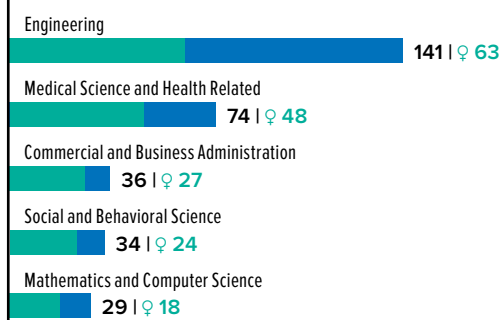


UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**



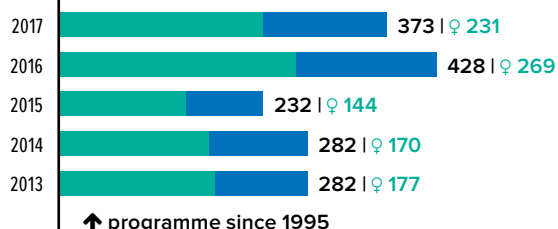
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



21 Private HE Institutions

65 Public HE Institutions

2018 Programme Highlights

- ✓ With the German Embassy, UNHCR conducted a workshop on design thinking for 38 students. Students worked in teams to create solutions and ideas and present them to the others.
- ✓ UNHCR maintains close contact with the German Embassy in Tehran specifically during selection of new students and during the annual workshop.
- ✓ Due to operational limitations, DAFI students in Iran do not benefit from the full array of services available to DAFI students in other countries. None the less, students applied to DAFI in high numbers, prevailed in their studies and many expressed interests to continue to higher levels of study and research.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- 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 initiated preliminary discussions with the MOHE to advocate for reduction of tuition for refugee students, particularly in the more expensive fields of study.
- UNHCR has been advocating for the Government of Iran to provide better protection for students, who upon university enrolment lose their refugee identity card.
- Iran experienced dramatic inflation during 2018, impacting the ability of Iranians, refugees and DAFI students to sustain themselves and pay for basic needs such as food, fuel, housing, transportation and health care.

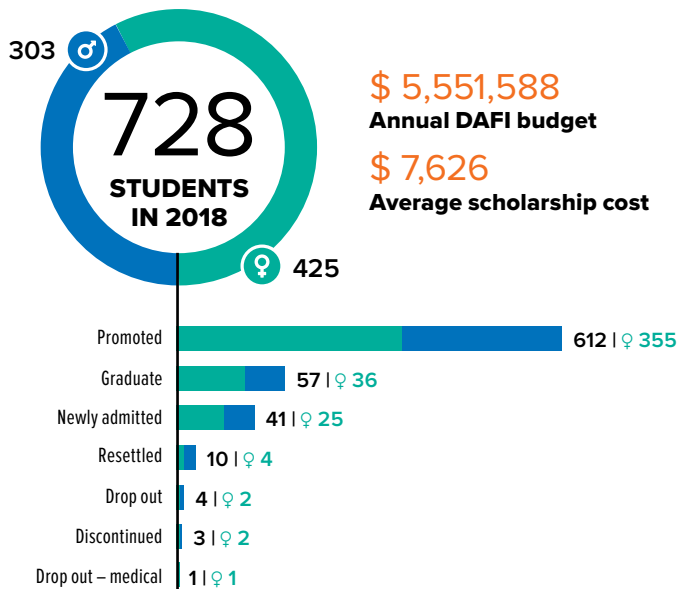
Post-Graduation Opportunities

- Registered refugees with valid registration cards are able to access basic services and work permits for authorized jobs in Iran. However, access to work permits and certain fields of employment in Iran is limited for refugees.
- Several DAFI students in Iran have obtained legal work in various government ministries and NGOs in Afghanistan upon return, however broadly employment opportunities in Iran are very limited.
- While many DAFI students desire to continue to Master's and PhD studies after graduating, funding and opportunities for continuing education are rarely available.

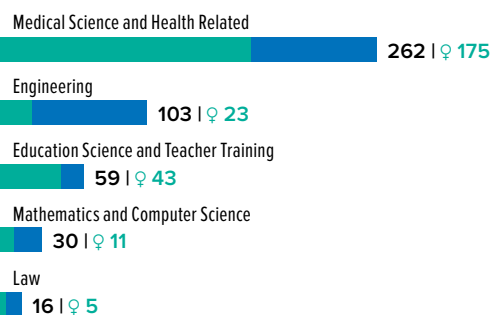
Jordan

DAFI Programme since 2008

PARTNER: JUBILEE CENTRE FOR EXCELLENCE IN EDUCATION & NOOR-AL HUSSEIN FOUNDATION



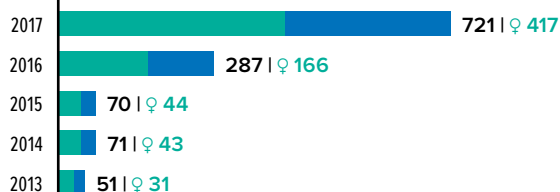
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 2008

11 Private HE Institutions
10 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI clubs organised many recreational and educational activities for the students, including an “Escape Hunt” challenge and five sports days, two of which were specifically for female students to get engaged in sport.
- ✓ Many students were active in community initiatives including the “Activity Against Child Labour” campaign, “World Health Day”, “Youth Initiatives” with Mercy Corps, “World Press Freedom Day”, an activity day for children with autism, and creating a “DAFI garden”.
- ✓ DAFI students won prizes as part of the science and technology team at Jadara University as part of the Jordanian National Computer Programming Competition.
- ✓ JCEE and UNHCR launched an e-wallet service which benefits students.
- ✓ 454 one-to-one counselling sessions and 20 group counselling sessions were conducted for psychosocial and academic support.

Protection and Learning Environment

- Jordan has not ratified the 1951 Refugee Convention and 1967 Protocol.
- 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.
- Refugees have freedom of movement and can access the labour market through work permits in a restricted number of sectors.
- The cooperation between UNHCR and the Government of Jordan is framed by a Memorandum of Understanding. The MoHE has extended its support to improve access conditions for higher education, including in connected learning approaches.

Post-Graduation Opportunities

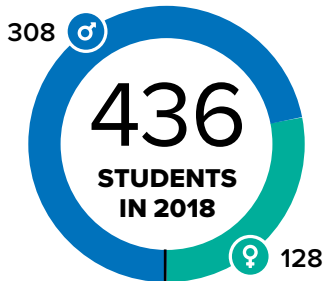
- Refugees do not have the right to work in Jordan outside the industries of construction, agriculture, manufacturing and hospitality. Consequently, DAFI graduates often continue their voluntary work at NGOs, for which they receive monthly allowances for transport and communication.
- 78 DAFI scholars attended workshops on leadership and business ethics; at the SAGO Training Centre; participants received certificates from the Ministry of Labour.
- DAFI students attended a UNHCR session on refugee laws and their international rights.
- DAFI clubs were instrumental in organising workshops on labour market skills, including a workshop on effective communication skills.

Kenya

DAFI Programme since 1992

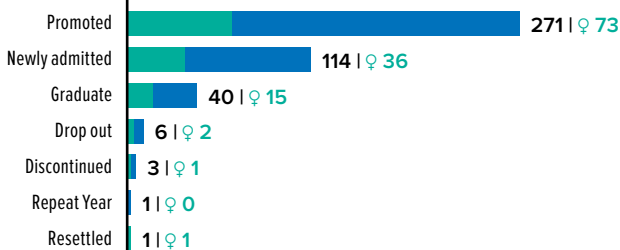


PARTNER: WINDLE INTERNATIONAL KENYA (WIK)

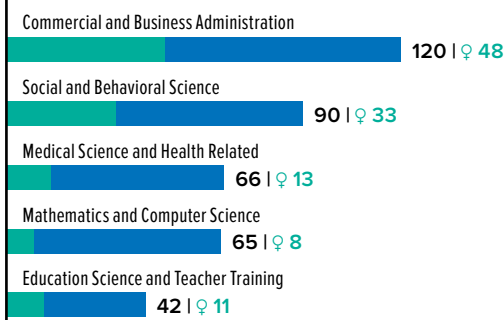


\$ 1,296,348
Annual DAFI budget

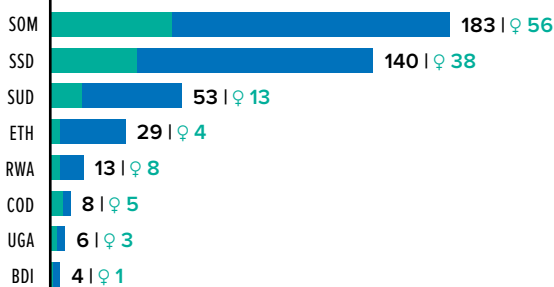
\$ 2,973
Average scholarship cost



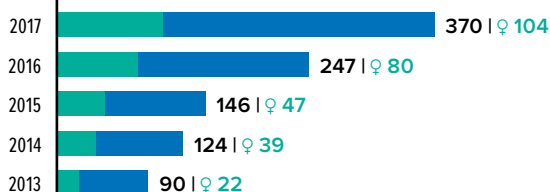
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 1992

- 11 Private HE Institutions
- 7 Public HE Institutions

2018 Programme Highlights

- ✓ 225 scholars and alumni from Kenyan universities attended the annual students' conference on "Transforming Society Through Education and Innovation".
- ✓ Career clinics were held in 11 secondary schools in Kakuma and Dadaab refugee camps facilitated by WIK, UNHCR and parents. Students learned about the DAFI programme and post-school opportunities.
- ✓ Student forums were held at seven different universities, covering topics such as adapting to the campus environment, and community service.
- ✓ DAFI Kenya Students' Organisation (DAFIKESO) was reactivated. The students' executive board met twice to report on campus-based DAFI scholars' activities.
- ✓ In October DAFI student leaders participated in a dinner reception hosted by the German Ambassador.
- ✓ DAFI scholar Rose Chelia co-founded the U-RISE Initiative for Africa, which trained 200 beneficiaries from the Kakuma refugee camp.
- ✓ 58 scholars were engaged in voluntary work in their communities in Dadaab, Kakuma and Nairobi, serving in schools, hospitals and offices, universities and private firms.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Kenya grants refugees access to the national education system at all levels. However, at university level there is a funding shortfall, which translates to higher tuition fees; creating significant access issues for marginalised students; including refugees.
- By the end of 2018 most institutions had fully resolved the impact of industrial strikes witnessed in 2017 and had fully mitigated recurrence in 2018.
- WIK leveraged its Secondary Education Programme to create close partnerships with higher education institutions, facilitating and coordinating access to tertiary education for the many graduates of the 11 secondary schools in Kakuma and Dadaab camps.
- WIK engaged Kenya's Ministry of Education and Kenya's National Examinations Council to lobby for equation of foreign certificates that applicants presented during the selection process.

Post-Graduation Opportunities

- A strict encampment policy is enforced, meaning refugees have few legal rights outside the camp, including the absence of the right to work or to own land. This results in limited livelihood opportunities.
- Where possible, work permit acquisition for DAFI alumni was coordinated by WIK.
- WIK coordinated guidance and assistance for DAFI scholars to secure attachment and internship positions, as well as movement passes.
- 35 DAFI scholars undertook attachments with local employers. including one scholar who undertook an eight-week academic attachment at the Princess Margaret Cancer Centre, in Toronto Canada.

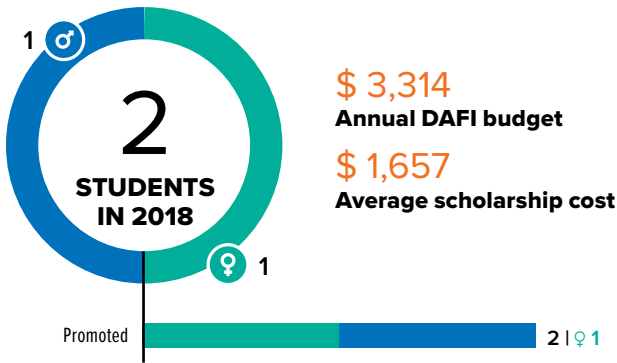
Kyrgyzstan

DAFI Programme since 1997



UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**



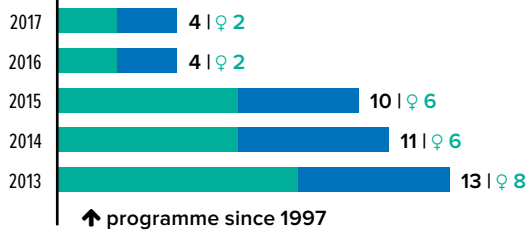
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 0 Private HE Institutions
- 2 Public HE Institutions

2018 Programme Highlights

- ✓ The Kyrgyzstan DAFI programme only supported two DAFI scholars, one male and one female. Both students succeeded academically in 2018, passing all their exams with good grades.
- ✓ During 2018, the DAFI programme focal point for the Kyrgyzstan Operation visited DAFI scholars at their institutions. These visits included meetings with university staff to identify possible problems, create good working relationships, and to give students an opportunity to voice concerns.
- ✓ Both students participated in courses on the official Kyrgyzstani languages: English, Russian and Kyrgyz.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Education for refugees in Kyrgyzstan is mainstreamed into the national system, however, parents face obstacles supporting their children due to the high cost of school materials.
- Refugees enrolled in public universities must pay higher tuition fees at the level of foreign students.
- The DAFI programme is the only programme in Kyrgyzstan that provides targeted support to refugees in obtaining tertiary education and is the only opportunity for vulnerable refugees to access higher education.

Post-Graduation Opportunities

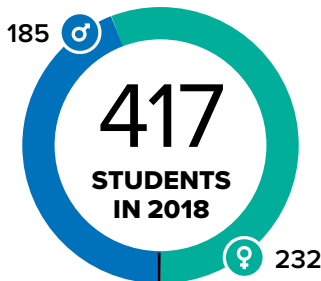
- Refugees recognised by the Government of Kyrgyzstan have access to the formal labour market, while other persons of concern covered by UNHCR's mandate continue to face restrictions.
- UNHCR focuses on advocacy and government capacity-building, as well as supporting employment opportunities for those refugees permitted to work.
- Almost all universities have career centres, which organise career workshops and fairs, provide counselling and offer internships.
- Both DAFI scholars have completed internships for up to two months during semester breaks.

Lebanon

DAFI Programme since 2014

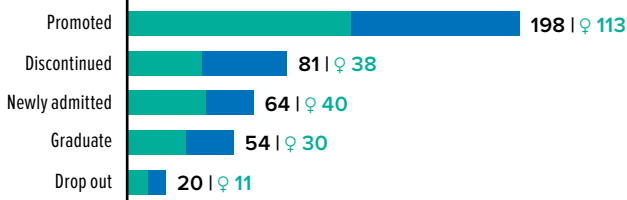


PARTNER: TERRES DES HOMME ITALY (TDH)

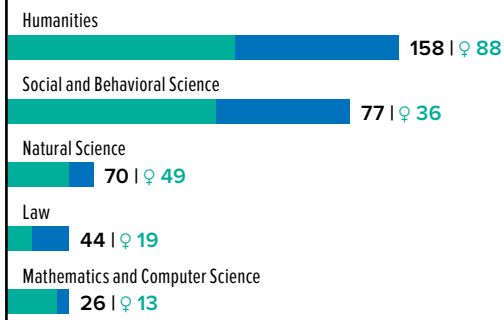


\$ 1,542,212
Annual DAFI budget

\$ 3,698
Average scholarship cost



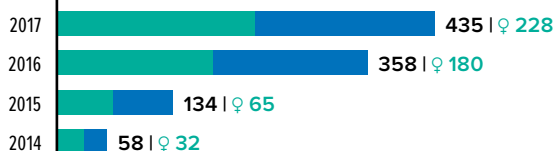
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 2014

- 2 Private HE Institutions
- 1 Public HE Institutions

2018 Programme Highlights

- ✓ Lebanon launched an online DAFI application system that is smart-phone friendly allowing candidates with no computer, WIFI access, or limited IT skills to apply. 148 students applied in 2018 compared to 1,088 in 2017.
- ✓ TDH met with DAFI student committees monthly to assist with peer-to-peer support groups, volunteering and media.
- ✓ Moderated WhatsApp groups are used to keep in contact with students and to provide information and advice on areas of the scholarship.
- ✓ 179 DAFI students are engaged in community or volunteer activities with NGOs, the DAFI club or tutoring; which they describe as empowering.
- ✓ Additional support and counselling have been set up by TDH for students on the programme with special needs.
- ✓ 48 students took language lessons.

Protection and Learning Environment

- Lebanon has not ratified the 1951 Refugee Convention or the 1967 Protocol.
- Lebanon grants Syrian refugees' access to the public education system; however, refugees pay international fees at universities, which are three times the cost, making scholarships vital.
- Legal, administrative, financial and language barriers have a large impact on access to education and academic performance of Syrian students.
- Refugee students need residency permits to stay in Lebanon legally. To obtain necessary documents students may need to go back to Syria Arab Republic or approach the Syrian Embassy, which may undermine their safety. Several students could not renew their residency and experienced higher risk in the host country as a result.
- A TDH IT Programme Manager and Project Coordinator met with the Head of External Affairs at the Lebanese University (LU) to address the difficulty faced by students, particularly first year students who do not hold a valid residency permit. An agreement was drafted to enhance collaboration.

Post-Graduation Opportunities

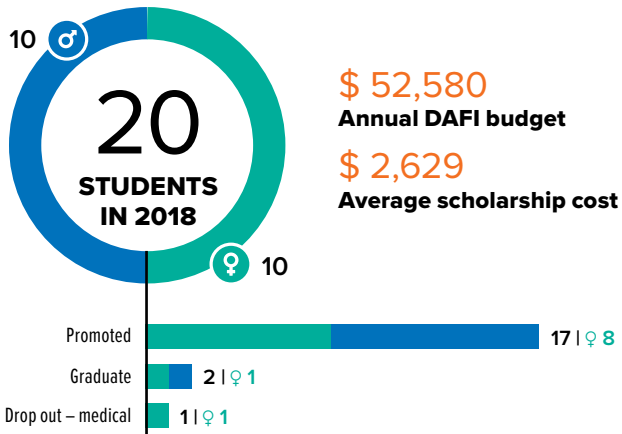
- Syrian refugees in Lebanon can only access the formal labour market in the areas of construction, agriculture and environmental services, and require specific documentation to do so.
- Despite the challenging employment environment, 35% of students who graduated in 2017 and 2018 claim to be working in a field related to their studies.
- DAFI graduates are encouraged to apply for Masters' level scholarships available in Lebanon, such as MasterCard Foundation and HOPES, or scholarship opportunities abroad.
- 66 students participated in career training, 39 of whom were women.

Liberia

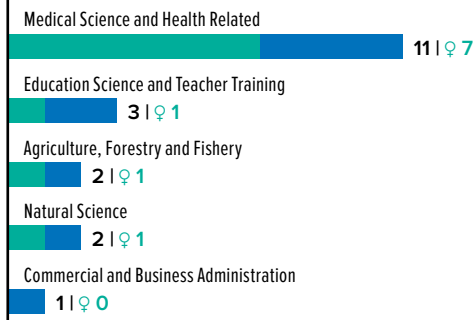
DAFI Programme since 2013



**PARTNER: SPECIAL EMERGENCY
ACTIVITY TO RESTORE CHILDREN'S
HOPE (SEARCH)**



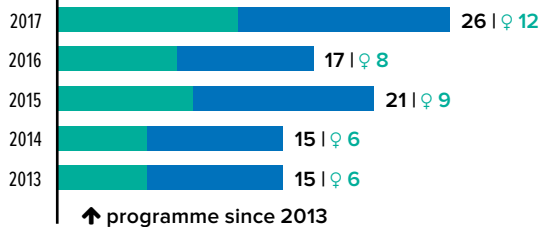
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 4 Private HE Institutions
- 1 Public HE Institutions

2018 Programme Highlights

- ✓ Through the DAFI club, students donated \$10 of their allowances to facilitate university entry exams for high school refugee students. Ten high school refugee students benefited.
- ✓ Former Liberian refugees who have since returned to Liberia that had benefited from a DAFI scholarship in Ghana have created a DAFI Alumni Association in Liberia. The alumni network aims at offering mentorship, exchanging ideas, undertaking community projects and fostering networking amongst former and current DAFI students.
- ✓ Despite the closure of Bahn refugee camp, an outreach project was organized to identify vulnerable refugee students who could benefit from the DAFI scholarship. 51 potential applicants were reached that may qualify for future scholarship places.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In 2017, large numbers of refugees in Liberia were voluntarily repatriating. This reduced the number of potential applicants for DAFI scholarships.
- Refugees have had access to public education in Liberia since 2016. However, local education structures lack capacity and require considerable support to effectively assist refugees as well as Liberian nationals.
- The President of Liberia has declared free tuition at public universities and community colleges, including for refugees who had formerly had to pay international fees.
- Competitive university entrance exams, language barriers and financial constraints are significant challenges to refugee students pursuing higher education.

Post-Graduation Opportunities

- Refugees have access to the formal labour market in Liberia.
- A career development workshop was organized for 22 students to learn new skills for their transition into the labour market after graduating.
- Two career engagement outreach events were organized for current and potential DAFI scholars to raise awareness of the importance of college education and advanced training opportunities.
- The whole day events also provided students with the opportunity to explore careers they are interested in by speaking to representatives of community colleges and professionals from different fields.
- Seven recent graduates have reported to UNHCR that they are gainfully employed within private and public institutions in Liberia as lab technicians, nurses and teachers, using their skills to contribute to their communities.

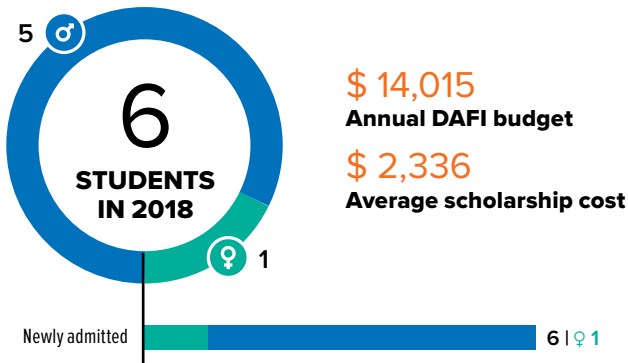
Malawi

DAFI Programme since 2018

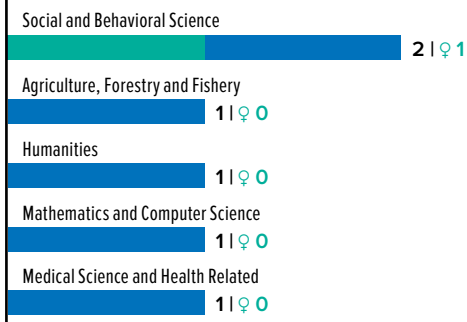


UNHCR
The UN Refugee Agency

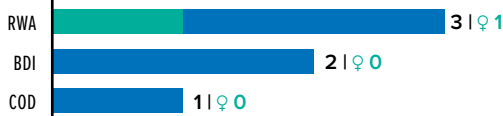
DIRECT IMPLEMENTATION



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME

↑ programme since 2018

- 3 Private HE Institutions
- 3 Public HE Institutions

2018 Programme Highlights

- ✓ 2018 was DAFI's first year of implementation in Malawi. Six new students were enrolled.
- ✓ A meeting was held between UNHCR, JRS, the Ministry of Homeland Security and the Ministry of Education to discuss potential policy changes regarding the acceptance of refugee students to register at universities either with the same fees as national students or at a reduced foreign student rate. The Ministry of Education has shown interest to support refugee students in this request.
- ✓ UNHCR had meetings with several universities and colleges in Lilongwe, Malawi during which all the institutions showed interest in admitting refugee students at the same rate as national students. Furthermore, they offer a quota for refugee students during their entry selections to provide refugee students with good chances of acceptance onto university courses.

Protection and Learning Environment

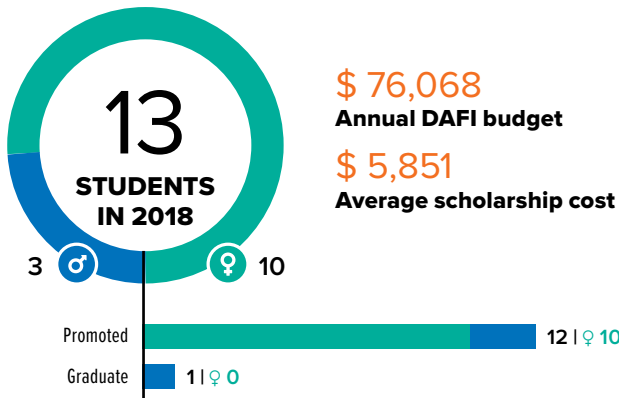
- Malawi is party to the 1951 Refugee Convention and its 1967 Protocol; however, the Government of the Republic of Malawi does not follow a formal or legally binding framework on the provision of education for refugees.
- Tertiary education is available to refugees and asylum seekers with universities and colleges at the same level as foreign students paying higher fees. As a result, many refugees and asylum seekers cannot access higher education due to the financial burden.
- The Malawi education sector suffers from lack of infrastructure, qualified teachers, equipment and learning materials, and limited absorption capacity of existing schools. This affects the enrolment, retention and dropout rate of Malawian and refugee children alike.

Post-Graduation Opportunities

- Since the programme only opened at the end of 2018, JRS will begin scoping post-graduation opportunities in 2019.

Mali

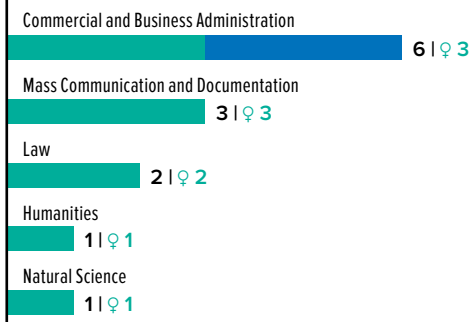
DAFI Programme since 2017



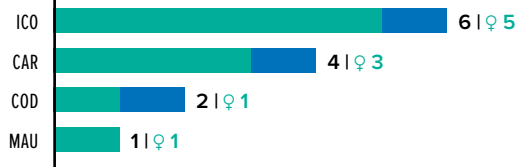
\$ 76,068
Annual DAFI budget

\$ 5,851
Average scholarship cost

TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



3 Private HE Institutions

0 Public HE Institutions

2018 Programme Highlights

- ✓ DAFI club students participated in several key events in 2018, including the International Women's Day, the African Child Day, World Refugee Day, and the Bamako Children's Fair (SEBA).
- ✓ Students organised sensitisation sessions on the themes of education and gender-based violence to promote the important role of education and women's rights in the refugee community.
- ✓ 13 DAFI students submitted self-portraits to be exhibited at the World Refugee Day events.
- ✓ The initiation of the partnership with the French Institute of Mali (IFM) has encouraged students to embrace a culture of reading, with students participating in the IFM readers' club for debates and discussions on cultural themes once a week.
- ✓ All students participated in cultural days and conferences organised by their higher education institutions.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- In accordance with Malian law, refugees should be treated as equal to 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.
- UNHCR has established a partnership framework with the Ministry of Higher Education and Scientific Research that helps facilitate the integration of refugees into national higher education.
- All selected universities have reduced their tuition fees below the national rate to facilitate the enrolment of DAFI students. The same universities also grant free access to libraries, computer rooms, tablets and remedial classes on a case-by-case basis, to DAFI students.

Post-Graduation Opportunities

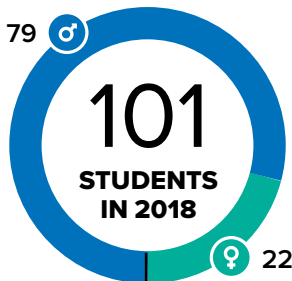
- Refugees have access to the labour market in Mali. However, the economic environment means graduates often need support in finding employment or starting a business.
- Seven students participated in company visits that allowed them to learn how different companies operate and their recruitment methods. Further, the variety of companies visited enhanced students' knowledge on topics such as entrepreneurship, criminology, and citizenship.

Mauritania

DAFI Programme since 2008

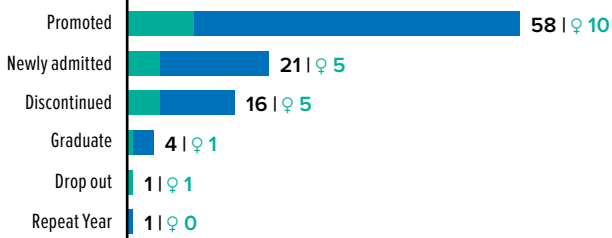


PARTNER: ONG ACTION

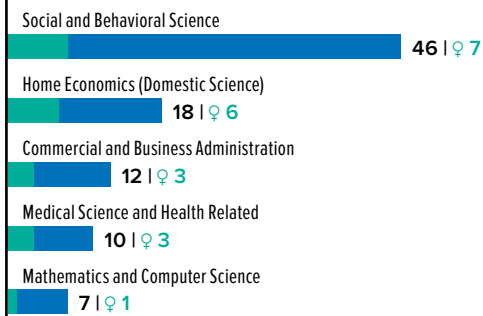


\$ 271,528
Annual DAFI budget

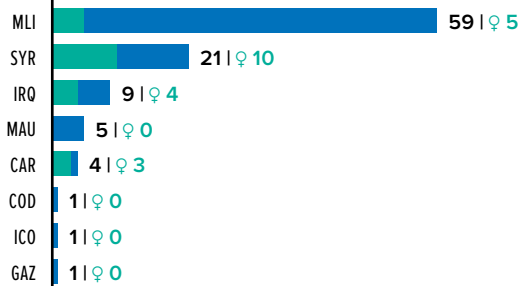
\$ 2,688
Average scholarship cost



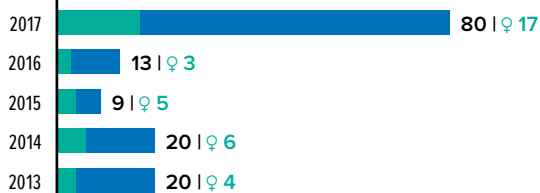
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 2008

8 Private HE Institutions
2 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI club connects students through social media and holds regular meetings for the whole student body. The club has created an action plan of activities to implement across the coming year. The plan includes sensitisation sessions in camp and urban areas to foster cohesion and solidarity between communities.
- ✓ During their school holidays, DAFI scholars were active in helping their communities. Many offered remedial classes for primary and secondary students and were engaged in cultural and sports activities in the camp.
- ✓ All 101 students reported they were involved in volunteering activities.
- ✓ Remedial classes were offered to DAFI scholars who were struggling academically.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- The on-going situation in Mali makes it unlikely Malian refugees will be returning to their home country soon and thus are reliant on better integration into Mauritania.
- 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.
- Students have limited options to study science subjects at secondary schools in the camp, meaning few qualify to study science-based undergraduate degrees at the state universities, and must apply to private institutions. ONG Actions has negotiated fee reductions at these private universities since 2016.
- Language barriers challenge many students. In addition, camp-based refugees study the syllabus from their country of origin, making transition to Mauritanian university challenging.

Post-Graduation Opportunities

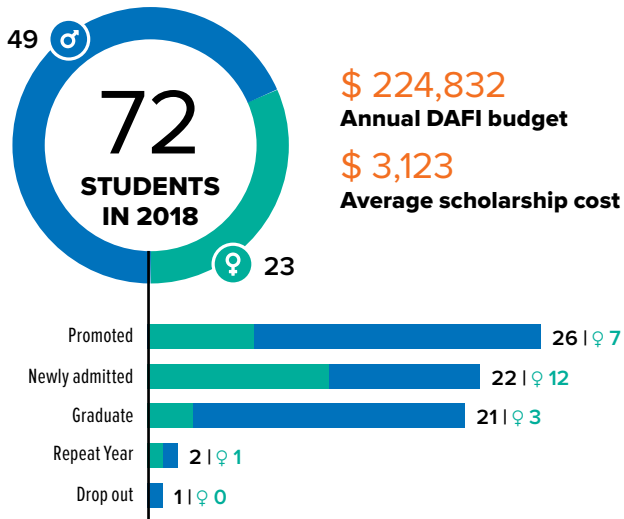
- In Mauritania, refugees do not have formal access to the labour market, however, some educated refugees manage to find skilled work in the camps, and in the NGO sector.
- Four internships were completed by medical students, two internships by masters of migration students, 13 by management students and two others obtained internships at the GE Academy.
- ONG Actions is planning to collaborate with institutions, companies and local small and medium sized enterprises to facilitate internships for future DAFI students.
- The DAFI programme keeps in contact with alumni. Many graduates are working in the NGO sector, including some at ONG Actions, as well as in national and international private companies.

Morocco

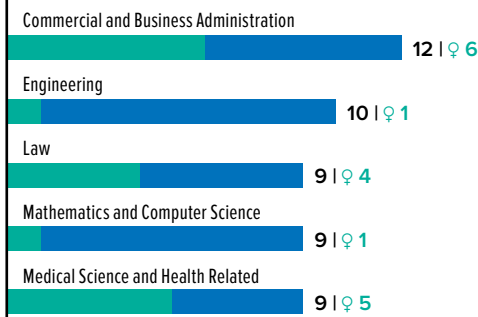
DAFI Programme since 2017



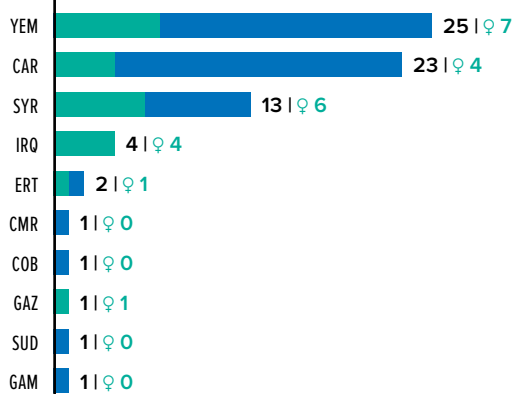
PARTNER: FOUNDATION ORIENT OCCIDENT



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 17 Private HE Institutions
- 15 Public HE Institutions
- 1 Semi-Public Institutions

2018 Programme Highlights

- ✓ The DAFI club held elections for student representatives, allowing new students to take on responsibility and develop leadership-skills.
- ✓ The DAFI club organised activities, including a coaching session on personal and community development, and celebrations for International Women's Day.
- ✓ DAFI students were engaged as mentors at summer camps offered by the Ministry of Youth and Sports. They were also active in meetings with the Minister.
- ✓ A team building day brought students together through intercultural games. One workshop focused on "better Integration" specifically tailored for South Sudanese refugee students.
- ✓ 29 students were involved with the 16 Days of Activism against Gender-Based Violence campaign, holding discussions and participating in UN inter-agency events.
- ✓ 19 students took classes in languages they need for study; Arabic, French and English.
- ✓ 68 students were actively engaged in volunteering activities in their communities.
- ✓ Four new DAFI students received awards from the Ministry of National Education for their exam results.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- National legislation enables refugees to access basic services including education and the labour market. However, barriers, such as access to relevant legal-status documents, prevent some refugees, particularly Syrians, from exercising those rights.
- As no specific government policy outlining refugees' rights to access Higher Education exists, refugees are treated by the Moroccan Agency for International Cooperation (AMCI) as foreign students, with higher fees.
- Refugee girls' access to education remains a challenge with only 11% completing secondary school. Despite this, the DAFI programme in Morocco has made significant strides towards DAFI scholarship gender parity.

Post-Graduation Opportunities

- Government-registered refugees have access to the formal labour market.
- 46 DAFI students attended the DAFI club workshop on "How to succeed in the research of internship and employment?" learning about job-search skills and job opportunities.
- Further, a workshop on "Employability for Refugees in Morocco" was held, after which students practiced new employment research methods.
- 38 students took internships in a variety of private and public companies. One DAFI student completed their internship at the US pharmaceuticals company Pfizer.

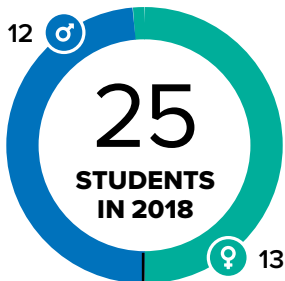
Mozambique

DAFI Programme since 2011



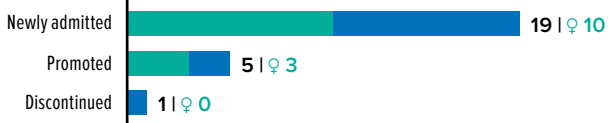
UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**

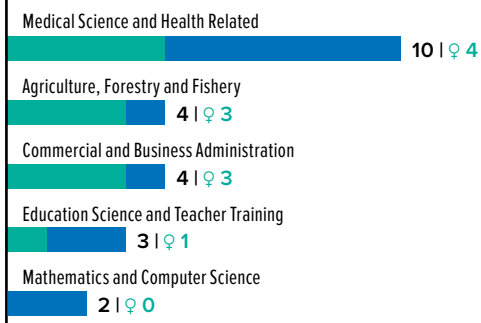


\$ 89,299
Annual DAFI budget

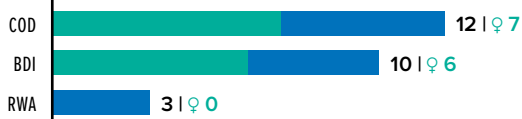
\$ 3,572
Average scholarship cost



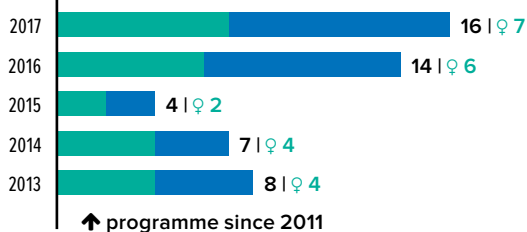
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 7 Private HE Institutions
- 6 Public HE Institutions

2018 Programme Highlights

- ✓ The project instituted measures to improve the gender balance of the DAFI scholarship recipients with strong results, increasing the female enrolment from 44% in 2017 to 52% in 2018.
- ✓ Mozambique expanded the application criteria to include asylum-seekers, increasing the potential pool of candidates.
- ✓ 9 students participated in English language courses at their universities to improve their academic performance, and 12 students enrolled in IT courses related to improving their employability.
- ✓ Mozambican DAFI Alumni continued to give back to their local communities with the education they received.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Despite reservations on the 1951 Convention, the government currently supports local integration through the provision of basic services including access to public health and education, de facto freedom of movement and access to employment.
- Refugees can access tertiary education under the same conditions as nationals; however, the Government of Mozambique does not currently offer higher education scholarships to non-citizens. The DAFI scholarship is an opportunity to bridge this gap.
- Many refugee students are economically disadvantaged, and their financial struggles result in high secondary school drop-out rates.
- The country programme extended the eligibility for the project to asylum seekers. This was an exception made for Mozambique due to the high number of backlogged Refugee Status Determination (RSD) decisions. This resulted in four asylum seekers being awarded DAFI scholarships.

Post-Graduation Opportunities

- Refugee students have access to the labour market in Mozambique.
- A medical student supported by the programme was selected to attend a medical internship in Brazil. With the support of a UNHCR mentor and the Protection Officer in Maputo, the student was able to get the necessary documents to travel.
- One DAFI Alumni completed their medical degree as a paediatrician and has started to work with the local community in Nampula. Another completed their degree in dentistry and delivered services in the Maratane Health Centre.

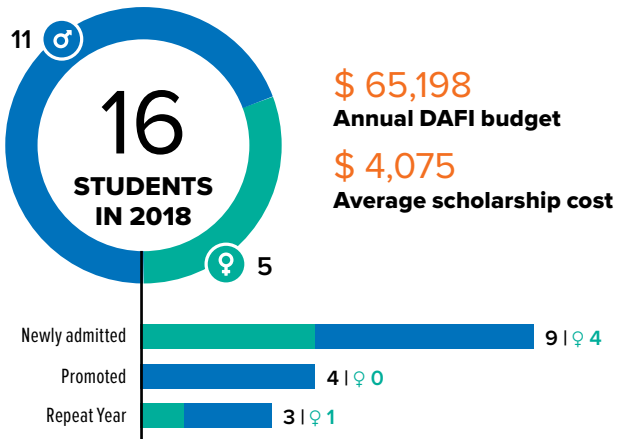
Niger

DAFI Programme since 2017

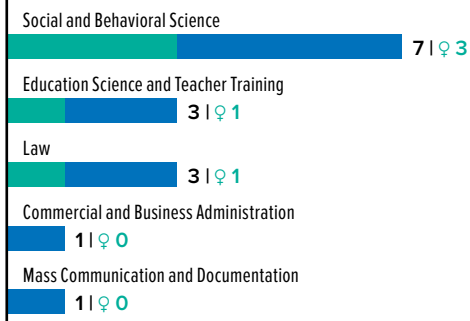


UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



3 Private HE Institutions

1 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI club implemented its plan for annual activities, including a workshop on how to apply to DAFI for urban refugees.
- ✓ Three field visits were conducted to monitor students' progress and their living conditions while studying.
- ✓ In support of the 16 Days of Activism against Gender-Based Violence campaign, DAFI students organized awareness sessions on education, child marriage, and the risk of statelessness. The campaigns were for refugees and asylum seekers in different areas in Niger.
- ✓ DAFI advocacy activities mobilized the national authorities at the highest level, particularly the Minister of Humanitarian Action and Disaster Management (MAH/GC), and the Governor of the Niamey region (ensuring the sponsorship of the activity). National and international NGOs, customary and religious leaders, refugees, members of the host community, and UNHCR colleagues were also mobilized by the DAFI scholar's activities.

Protection and Learning Environment

- Niger has ratified the 1951 Refugee Convention, the 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.
- Repeated strikes in public universities caused serious disruption to the academic year, with seven DAFI scholars unable to validate their academic year. These scholars will be supported to continue their studies in the following year.

Post-Graduation Opportunities

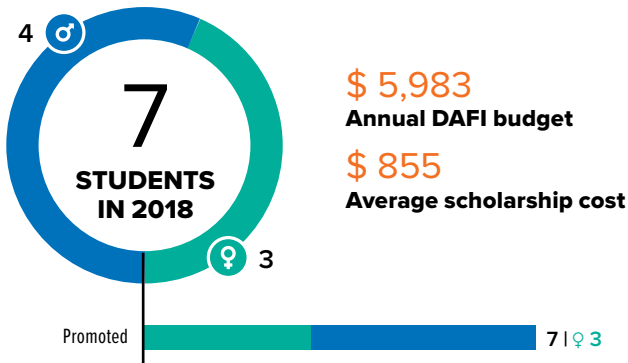
- Refugees have access to formal employment in the private sector, however not the public sector.
- UNHCR in Niger works with the Nigerien National Agency in charge of the promotion of employment (ANPE) to identify the best avenues for integrating DAFI scholars with employers. A workshop on the integration of students in Niger is being planned.
- Regular contact and support by UNHCR is offered to DAFI graduates to facilitate their transition to employment.
- In 2019, with the support of the Regional Representation in West Africa (RRWA), Dakar, three DAFI students have been offered national UN Volunteer positions within three UN agencies in Niamey. UNHCR Niamey is closely following up with the scholars.

Nigeria

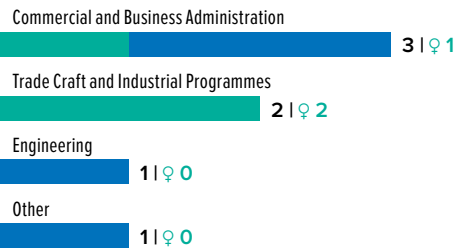
DAFI Programme since 1992



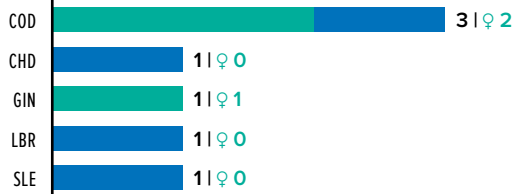
DIRECT IMPLEMENTATION



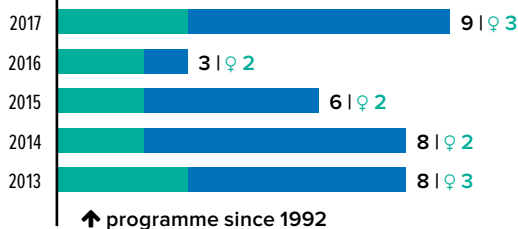
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 1 Private HE Institutions
- 4 Public HE Institutions

2018 Programme Highlights

- ✓ A formal DAFI club has not yet been created; however, a whole student-body meeting was held to encourage networking among the DAFI scholars.
- ✓ A social media platform was launched to reinforce communication and information sharing across the programme.
- ✓ Two students received trainings on sports administration and electrical engineering respectively, facilitated by strengthened partnerships with private organization.
- ✓ Two students were actively engaged in volunteering activities in their communities, and through this created awareness of the DAFI sponsorship programme.
- ✓ Community participation was further enhanced through student's collaboration with NGO campaigns.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- 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
- Despite success of the Nigerian military against Boko Haram, the security situation in North-east Nigeria continues to remain fragile and unpredictable. Suicide bombings, ambushes and sporadic attacks against military and civilian targets continue to occur.
- Some DAFI students have experienced delays in taking their examinations due to strikes by ASUU and Academic Staff Union of Polytechnics (ASUP).

Post-Graduation Opportunities

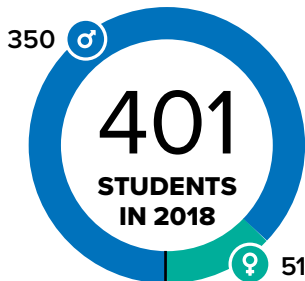
- Refugees have the right to work in Nigeria. However, high national unemployment makes entering the labour market challenging. As a result, many forcibly displaced persons rely on humanitarian aid.
- In recent years many DAFI graduates have been repatriated to their countries of origin, taking their newly acquired skill-sets back with them to benefit their home countries.
- The Higher Education Institution (HEI) organised an internship for one enrolled DAFI scholar.
- Two DAFI graduates were deployed with other graduates of Nigerian universities to work with different organization under the National Youth Service programme.

Pakistan

DAFI Programme since 1992

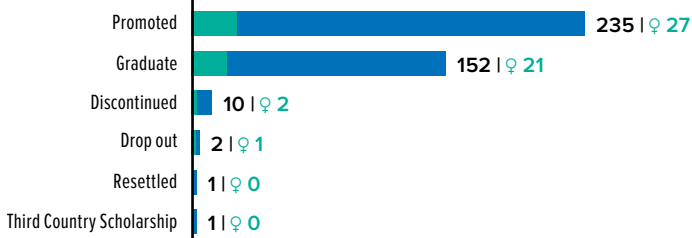


PARTNER: INSPIRE PAKISTAN

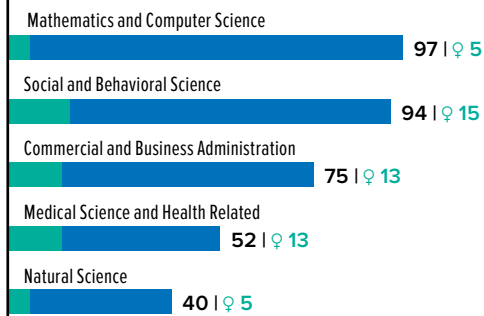


\$ 621,190
Annual DAFI budget

\$ 1,549
Average scholarship cost



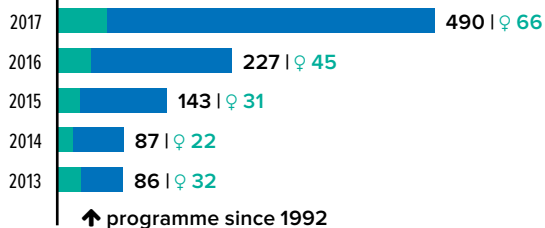
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 31** Private HE Institutions
- 41** Public HE Institutions
- 5** Semi-Public Institutions

2018 Programme Highlights

- ✓ 200 educated Afghan refugee youth acquired skills in the areas of digital marketing, data analytics, photography, digital dress designing, and creative and technical writing.
- ✓ 80 Afghan school teachers were trained as “Leaders of Change” to help raise awareness about the importance of higher education for refugee women and the DAFI scholarship programme.
- ✓ More than 250 young refugee girls were briefed about DAFI in their schools and were motivated to apply. Over 500 Afghan community members, and community and religious leaders were sensitised to encourage female participation in higher education.

Protection and Learning Environment

- Pakistan has not ratified the 1951 Refugee Convention and 1967 Protocol.
- No consistent framework for the absorption of refugees in the national education system exists, resulting in several legal and administrative barriers that hinder refugees’ successful enrolment at educational institutions, such as lack of mandatory documentation from their country of origin.
- Refugees can access higher education under the same conditions as nationals, paying the same fees.
- Many Afghan refugee students attend private Afghan secondary schools that follow the Afghan curriculum. Consequently, they later struggle to integrate into the Pakistani national system.
- High dropout rates at the primary level, and low enrolment numbers at the secondary level result in a small pool of qualified students who can qualify for enrolment in tertiary education. This problem is especially acute for girls and continues to affect DAFI selection numbers for female applicants.

Post-Graduation Opportunities

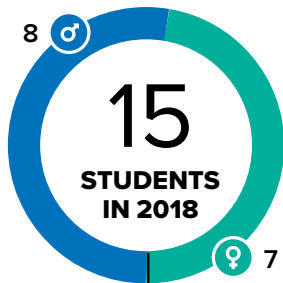
- 125 DAFI Scholars are enrolled for two to three months on-the-job training in various public and private sector organization in Pakistan.
- A DAFI Alumni network has been created on social media, allowing alumni to keep in contact with each other. Alumni have been using the group to share job opportunities with current DAFI students in both Pakistan and Afghanistan and have been engaged in acting as role models for current students.
- Inspire Pakistan referred 42 graduate students for jobs and internships under the UNHCR-GIZ DAFI Plus Programme.
- 35 students have received job offers, and 22 students are currently employed in the private sector.

Russian Federation

DAFI Programme since 1994

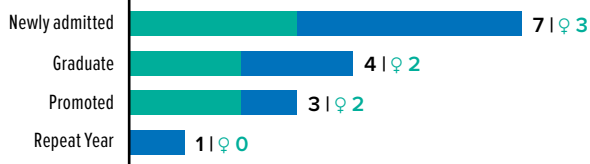


DIRECT IMPLEMENTATION

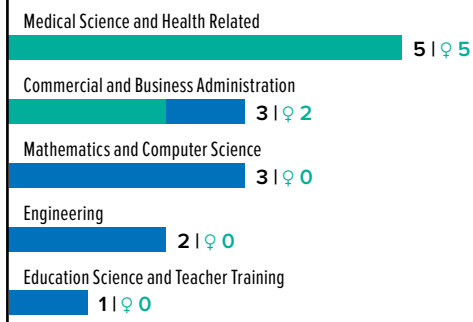


\$ 25,200
Annual DAFI budget

\$ 1,680
Average scholarship cost



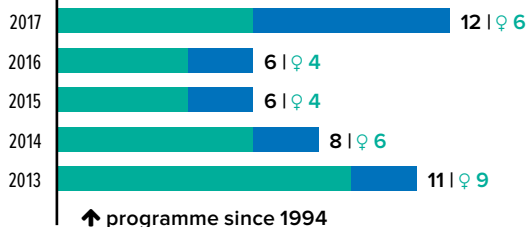
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



1 Private HE Institutions
10 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI focal point maintained regular contact with all DAFI students, providing 150 consultations to students, three home visits and two monitoring visits to educational institutions to ensure standard of living and academic performance.
- ✓ The annual DAFI Meeting was attended by DAFI scholars, alumni and potential applicants, and featured sessions on employment for refugees and temporary asylum holders as well as volunteering opportunities.
- ✓ Two new Memorandums of Understanding were signed with education institutions outlining collaboration between the parties to support the awarding of scholarships to refugee students.
- ✓ UNHCR created a WhatsApp group on volunteering and employment to maintain closer coordination with DAFI scholars. In total, eight DAFI students engaged in volunteering activities.
- ✓ Three DAFI scholars studied free of charge at university due to their excellent academic performance.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- According to the Constitution of the Russian Federation and the Law on Education, all persons should have the right to free primary and secondary education in Russia. In practice this is hindered by lack of documentation among recognised refugees, temporary asylum holders and asylum seekers.
- Persons granted refugee status by the Russian Federation have access to free higher education within the national system. However, there are minimal free places financed by the state that are awarded on a competitive basis. Thus, most students (nationals and refugees) must pay for university.
- Asylum-seekers and those under the temporary protection scheme must enrol as foreign students, paying higher tuition fees. This applied to 12 DAFI students who could not have studied without the DAFI scholarship to support the higher costs.

Post-Graduation Opportunities

- Recognised refugees and temporary asylum holders have the right to work with no special permission; with some restrictions on applying for public sector employment. However, many employers have limited knowledge of refugee rights and are reluctant to hire refugees and temporary asylum holders.
- All DAFI students completed internships, as all universities and colleges have arrangements with companies to build internships into the degrees. Students may also choose companies that align with their own career interests.
- Although there is no active DAFI alumni network yet, the DAFI focal point was in contact with ten recent alumni, mainly to assist them on issues of employment.

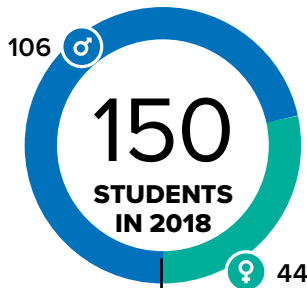
Rwanda

DAFI Programme since 1992



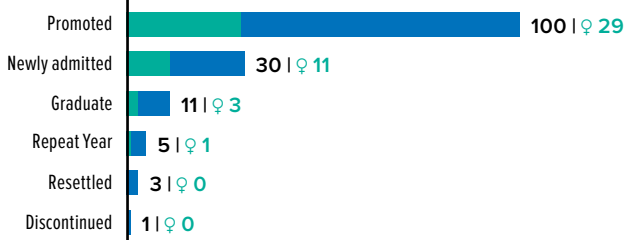
UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**

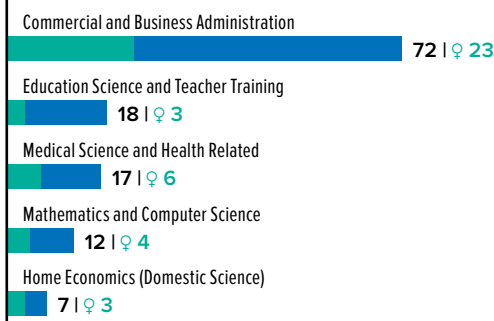


\$ 320,502
Annual DAFI budget

\$ 2,137
Average scholarship cost



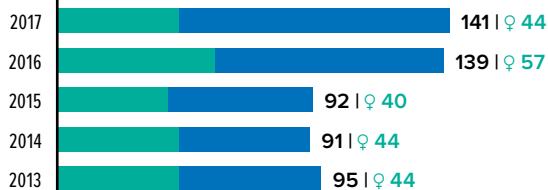
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 1992

12 Private HE Institutions

1 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI clubs in Kigali and Huye have created groups to serve targeted needs in to refugee community, such as “Bright Future Family” and “Unity Cultural Development”.
- ✓ DAFI students are working as refugee teachers in camp-based schools to create peer support groups which help secondary school students pass their exams and continue their academic progress.
- ✓ DAFI alumni are volunteering to provide adult literacy classes in the Congolese refugee camps.
- ✓ Eight visually impaired DAFI scholars were given modified laptops to assist them in their studies.
- ✓ DAFI students and alumni were active in community debates and campaigns, such as against sexual and gender-based violence and drug use, and World Refugee Day activities.
- ✓ 174 alumni and students attended the DAFI annual workshop, and held a constructive discussion around education, entering the labour market, and how to develop their refugee communities. From the meeting, nine different clubs were initiated to take on responsibility for carrying out the student’s action plans in the camps and universities.

Protection and Learning Environment

- Rwanda is a signatory to the 1951 Refugee Convention and its 1967 Protocol, as well as the 1969 Organization of African Unity’s (OAU) Convention and other leading international human rights conventions on displacement.
- The presence of refugees in Rwanda dates back to 1995, with a marked increase from 2015 onwards in the population of Burundian and Congolese refugees.
- Refugees in Rwanda have full access to national services, including education, health and the labour market, however, in practice accessibility varies from one service to another depending on district level availability.
- Primary and lower-secondary education are free and compulsory; however, for various reasons the number of students at upper-secondary level declines.
- The Rwandan government has modified refugee’s tuition fees, so that they now pay the same as national students.

Post-Graduation Opportunities

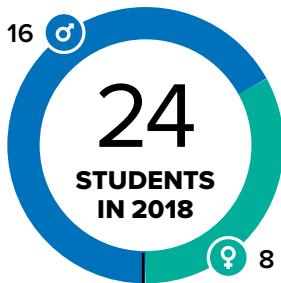
- Refugees have the right to work and to access the labour market in Rwanda, however, employers lack information on refugees’ right to work and be paid equal salaries, which creates an ongoing challenge.
- Refugee students have access to career guidance through their universities, which have career guidance centres offering advice and training on career development, internships, and post-graduate education. They also conduct career days with local employers and industry.
- 16 scholars undertook internships in 2018.

Senegal

DAFI Programme since 1992

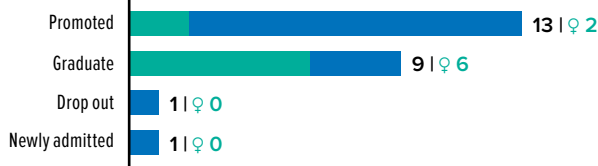


PARTNER: OFFICE AFRICAIN POUR LE DÉVELOPPEMENT ET LA COOPÉRATION (OFADEC)

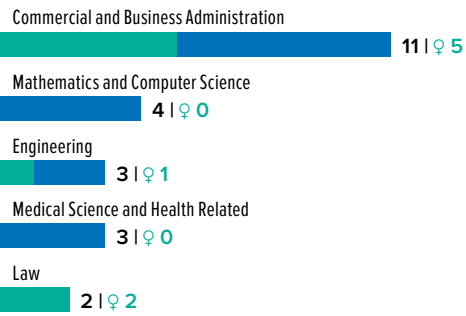


\$ 43,251
Annual DAFI budget

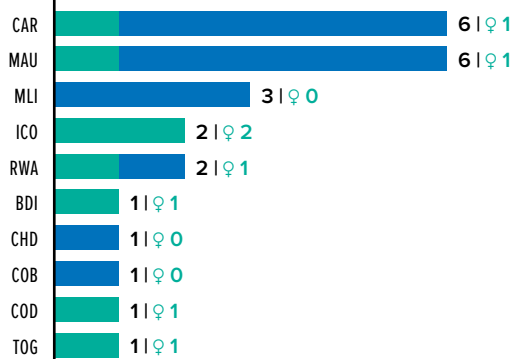
\$ 1,802
Average scholarship cost



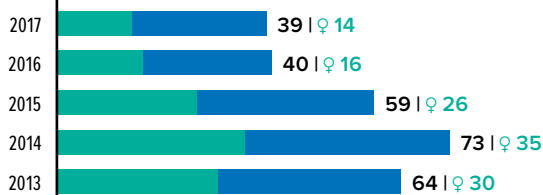
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 1992

8 Private HE Institutions
6 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI club students collected donations at their universities for the benefit of vulnerable refugees. A significant amount was collected and distributed to ten refugee families that were particularly in need.
- ✓ A capacity-building workshop was held on professional skills development. DAFI alumni members who are deployed in different UN agencies as national volunteers helped facilitate the workshop. Spending the day with the alumni allowed the DAFI scholars to gain advice and inspiration from their peers.
- ✓ Two higher education institutions, the Higher Institute of Management and the University of the Sahel, grant DAFI scholars a 30-40% and 10% reduction in tuition fees respectively.

Protection and Learning Environment

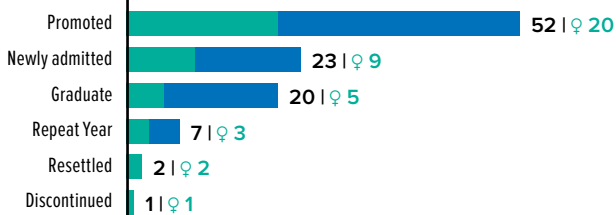
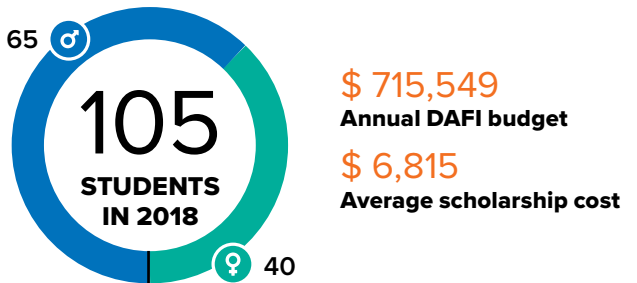
- The 1951 Refugee Convention and 1967 Protocol have been ratified, and national legislation grants refugees access to national systems, including education, on an equal basis to nationals.
- While the commitment of the State of Senegal for sustainable solutions is encouraging, there is still no formal agreement validated and signed between stakeholders for the implementation of the solutions strategy. Thus, continued advocacy is needed.
- Refugees usually have access to higher education on the same level as nationals.
- Recurring strikes at the public institutions have caused challenges for five students in their studies. UNHCR is working closely with these students to ensure they are able to complete their qualifications.

Post-Graduation Opportunities

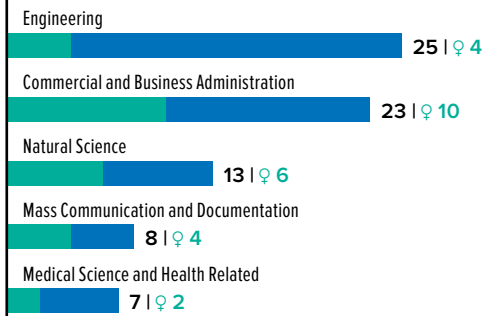
- Refugees have full access to the labour market and freedom of movement. However, finding a job remains very difficult in Senegal as the job market is saturated, with only a few areas offering employment opportunities (such as telecommunications, health and civil engineering).
- Five DAFI students are deployed as national UN volunteers with a one-year contract in UN agencies including UN Women, UNDP, and UNFPA.
- Seven students undertook internships in 2018, four of whom were female.
- Collaboration with ANPEJ (a state job-placement entity) since 2014 has enabled 40 young DAFI graduates and others in vocational training to complete a six-month internship after which several of them obtained a fixed job.

South Africa

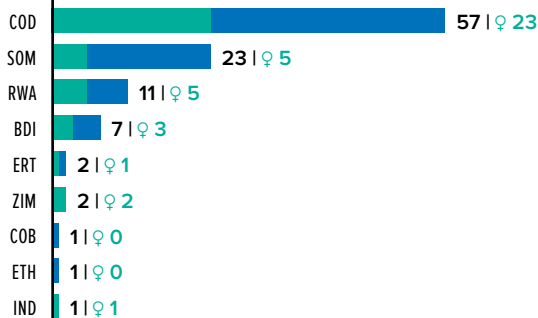
DAFI Programme since 1996



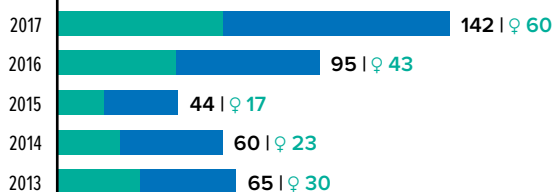
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



↑ programme since 1996

0 Private HE Institutions
18 Public HE Institutions

2018 Programme Highlights

- ✓ StudyTrust has been working on building a strong working relationship with the higher education institutions where DAFI students are enrolled.
- ✓ StudyTrust partnered with Future Families and Jesuit Refugees Services (JRS) to raise awareness on the DAFI Programme in secondary schools in and around Gauteng.
- ✓ Psychosocial and academic support was offered to all students. One-on-one campus visits were scheduled with 63 students to monitor progress and offer support.
- ✓ 28 students were engaged in volunteering activities in their local communities.
- ✓ Eight students attended language classes.

Protection and Learning Environment

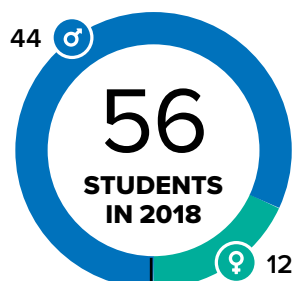
- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Children who are documented as asylum seekers or refugees are entitled to access the same free basic primary education as South African children, which is compulsory for grades one to nine.
- For higher education, school fees apply; whilst government-recognised refugees pay the same fees as local students, they are unable to access the same funding opportunities as local students. This often means students struggle to meet education-related costs, in particular public transport costs, and thus are at risk of dropping out from university.
- DAFI students repeatedly face the challenge of renewing their permit documents, and some DAFI beneficiaries have reported feeling socio-economic exclusion from their society and institutions.

Post-Graduation Opportunities

- Refugees have the right to work in South Africa, but in practice they often face restrictions resulting from employers' limited knowledge of refugees' right to work. Additionally, the high unemployment rate in South Africa remains a challenge for nationals and refugees alike.
- In 2018, the programme expanded its DAFI Alumni network. Currently there are three active alumni associations in three locations: Western Cape, Durban and Gauteng.
- StudyTrust partnered with Hand-in-Hand Development South Africa to link DAFI graduates with internships and skills development opportunities. 51 graduates and students in need of internships are in touch with Hand-in-Hand Development for possible placement.

South Sudan

DAFI Programme since 2016

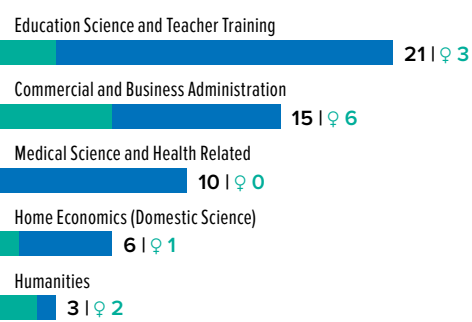


\$ 205,355
Annual DAFI budget

\$ 3,667
Average scholarship cost



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 3 Private HE Institutions
- 3 Public HE Institutions

2018 Programme Highlights

- ✓ DAFI Students received good or excellent exam results and high recommendation from their universities.
- ✓ All DAFI students were offered individual academic and psychosocial support from the DAFI focal points.
- ✓ Students from Ajong Thok and Mabang spent their vacation time connecting with secondary schools in their camps, encouraging students to continue education and consider scholarship opportunities. They organized open community discussions and shared their own experiences to inspire and motivate local youth.
- ✓ Overall, 21 students were engaged in volunteering activities, including medical students who provided free physiotherapy services to internally displaced people and the host community at Juba Teaching Hospital.
- ✓ DAFI student meetings were held every month to support students and discuss any problems that had arisen.

Protection and Learning Environment

- South Sudan ratified the 1951 Refugee Convention and 1967 Protocol.
- The humanitarian context in South Sudan remains complex and challenging.
- Inherent challenges to student enrolment include insufficient resources available to effectively integrate refugees in 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 increasingly need to rely on private institutions.
- The government stated that refugees should be paying the same fees for tertiary education as nationals, however, refugees are sometimes required to pay in US dollars rather than Sudanese pounds, which acts as a significant barrier.
- Despite this difficult environment, refugee students in South Sudan remain motivated to study.

Post-Graduation Opportunities

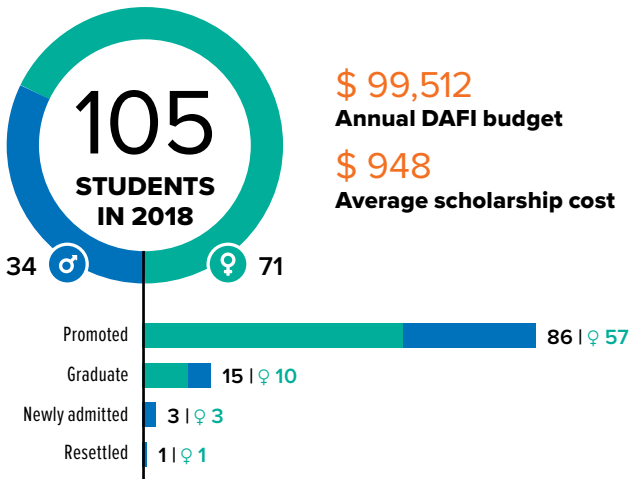
- Refugees are treated as foreign nationals by South Sudan labour law and are required to obtain work permits for formal employment.
- All DAFI students receive support from their universities to access internships.
- Two medical students completed their internships in hospitals, and two economics students completed internships with Juba City council. LWF supported these students in obtaining their internships with personal recommendation letters.

Sudan

DAFI Programme since 1993



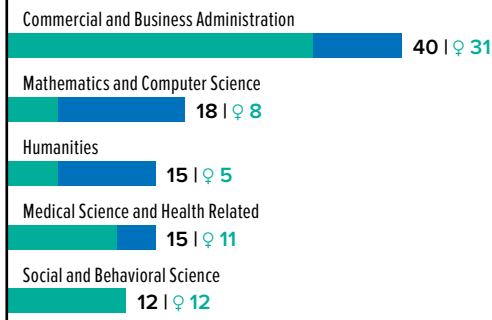
PARTNER: WINDLE TRUST INTERNATIONAL, SUDAN (WTI)



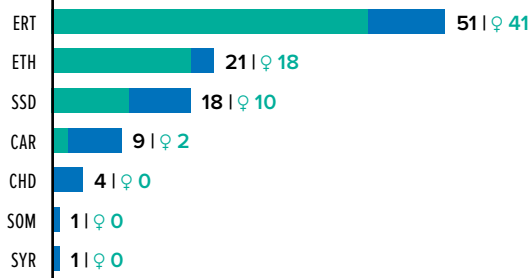
\$ 99,512
Annual DAFI budget

\$ 948
Average scholarship cost

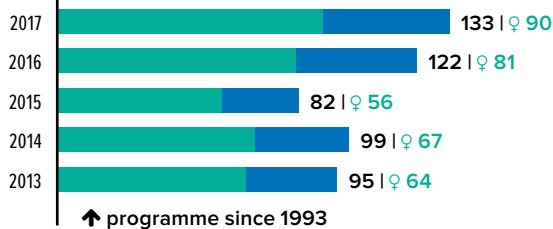
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



19 Private HE Institutions

14 Public HE Institutions

2018 Programme Highlights

- ✓ WTI kept close relations with the higher education institutions where DAFI students were studying and has begun writing four new Memorandums of Understanding with higher education institutions to reduce fees for refugee students, bringing the total to seven MoUs.
- ✓ A professional English language teacher was hired to design and deliver an English language training course tailored to help students better compete in the job market. 22 students took the course.
- ✓ 54 students attended the annual DAFI workshop, bringing students together and addressing issues of concern, such as improving study skills, refugee rights, accessing relevant work experience and employment.
- ✓ DAFI students were involved in teaching literacy classes, awareness campaigns and health campaigns in their community.

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 national public education systems.
- Sudan is a source, transit and destination country for asylum seekers and refugees. New arrivals, particularly from South Sudan, increased significantly from 2017.
- Restrictions on movements for camp-based refugees in Sudan created a key focus for UNHCR and Windle Trust to mobilise camp-based students who had a lower chance of accessing tertiary education.
- UNHCR and WTI negotiations secured refugees the same tuition fees for university as nationals; and even lower tuition fees for DAFI students enrolled at some universities. One agreement sought to benefit female students.
- The economic situation in Sudan, including a cash shortage and very high inflation in 2018, has created operational challenges for WTI. There have been protests, which have led to university closures. WTI is monitoring the situation closely to see if they will re-open and how to assist all scholars affected.

Post-Graduation Opportunities

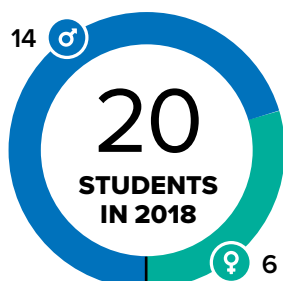
- Refugee graduates can access the labour market in Sudan, except public sector employment. However, discrimination by employers can make securing employment challenging. In addition, the continued economic decline in Sudan negatively affects the already vulnerable refugee population.
- With the support of WTI six students secured internships. WTI is monitoring the students on a monthly basis. WTI has also negotiated agreements for internships with three national NGOs.
- A leadership workshop was organised for 30 DAFI scholars and graduates to prepare them for post-graduation.

Syria Arab Republic

DAFI Programme since 2017



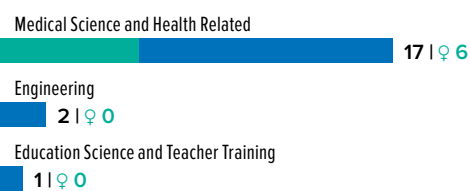
MINISTRY OF HIGHER EDUCATION & PARTIAL DIRECT IMPLEMENTATION



Budget from previous year used



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 0 Private HE Institutions
- 3 Public HE Institutions

2018 Programme Highlights

- ✓ Good communication between the students and UNHCR was ongoing throughout the year, mainly via hotlines, individual counselling and social media platforms.
- ✓ UNHCR closely monitored students to ensure their safety, assess potential protection risks and their academic situation.

Protection and Learning Environment

- Syria Arab Republic has not ratified the 1951 Refugee Convention and 1967 Protocol.
- The Security situation in Syria Arab Republic continues to be volatile and evolving. This means that many refugees experience multiple displacements due to ongoing conflicts. This disruption disproportionately affects women, children and those with specific needs.
- Syria Arab Republic allows and admits Iraqi and non-Iraqi refugee students into public schools free of charge and treats them in a similar manner to Syrian citizens, however, tertiary education is expensive both at public and private universities, which limits many refugees from accessing higher education.
- Syria Arab Republic currently lacks a comprehensive national legal framework for asylum policy. Refugees and asylum seekers are granted access to primary and secondary education in government schools but are not entitled to work. This situation has led to increased school dropout rates.

Post-Graduation Opportunities

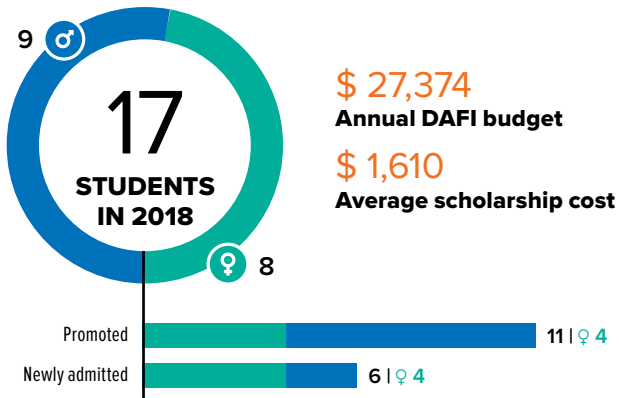
- Refugees currently do not have access to formal employment opportunities in Syria Arab Republic.
- The DAFI scholarship cohort began in 2017, so none of the students have yet reached graduation. The country programme will look for ways to support students find internships, work experience, volunteering and post-graduate options once the scholars are further along in their studies.

Tajikistan

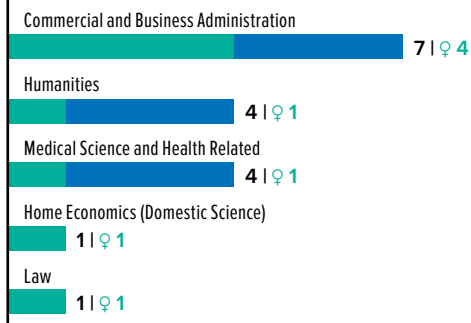
DAFI Programme since 1999



PARTNER: REFUGEE CHILDREN & VULNERABLE CITIZENS (RCVC)



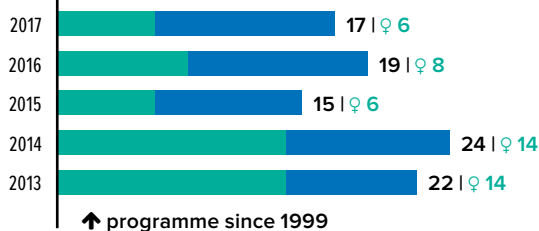
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



0 Private HE Institutions

3 Public HE Institutions

2018 Programme Highlights

- ✓ DAFI scholars taught refugee children English and Dari and offered catch-up classes at secondary schools. DAFI students also established youth clubs and societies.
- ✓ Through the DAFI club, scholars met regularly to exchange thoughts and experiences, and to create solutions and activities for the refugee and local community.
- ✓ DAFI graduates volunteered in social and cultural events held by RCVC and UNHCR, including: World Refugee Day, 16 Days of Activism against Gender-Based Violence campaign and taught English to Tajik citizens and refugee children. This increased cultural understanding of Tajik customs and fostered better integration.
- ✓ DAFI scholars volunteered with the Committee of Youth Sports and Tourism, UNFPA and Y-Peer. In addition, DAFI scholars assisted at a local children's centre for street and homeless children.
- ✓ Since 2015, refugees and Tajik citizens have been using the RCVC CTA centre as a place to spend free time, accessing Wi-Fi, computers, and classes in web design, English language and music.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Developmental challenges facing Tajikistan have made it difficult for the government to meet the education needs of the refugee community.
- While the refugee population enjoys access to primary and secondary education, accessing university is a challenge due to high tuition fees, especially for those from vulnerable households.
- Some universities have complex admission criteria and competitive entrance exams. Differences in language and academic background mean some refugee students struggle to earn a place. Some Afghan students have been able to supplement these exams with interviews to show their potential.
- Tajik policy means some refugees are not allowed to live in the capital, Dushanbe, where most of the universities and colleges are located, making it logistically and financially difficult to access university education.

Post-Graduation Opportunities

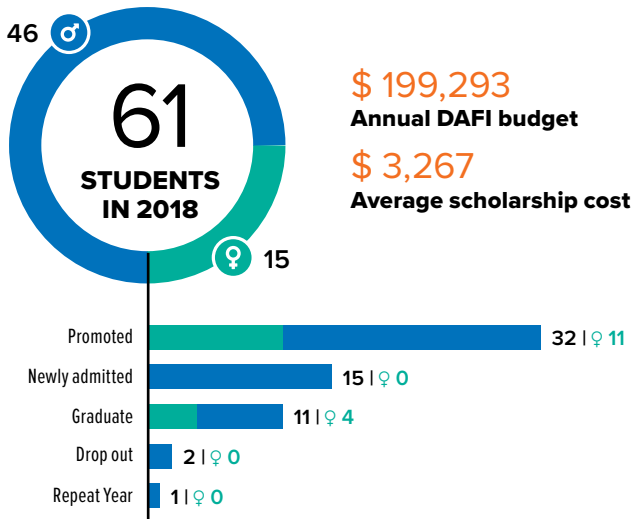
- Tajikistan has ratified the 1951 Convention, and its National Refugee Law is largely aligned with international standards, granting refugees the right to access the labour market.
- However, limited employment opportunities within Tajikistan overall remain one of the biggest challenges faced by the 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.
- At the CTA centre, career counselling sessions to support job search have been offered to DAFI scholars and alumni.

United Republic of Tanzania

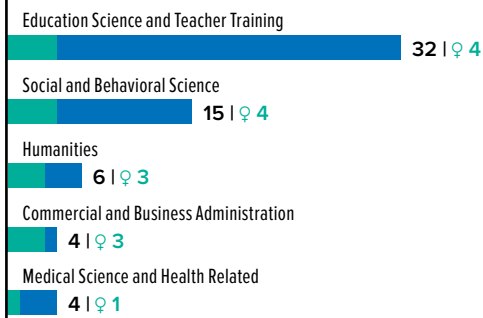
DAFI Programme since 1994



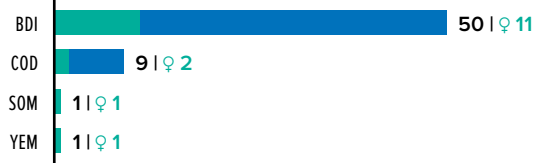
PARTNER: RELIEF TO DEVELOPMENT SOCIETY (REDES)



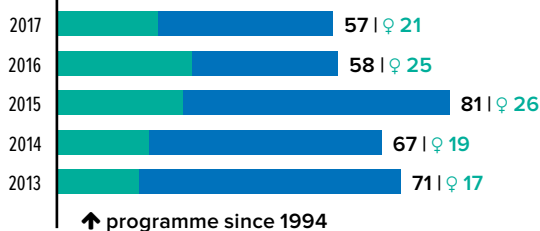
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



7 Private HE Institutions
13 Public HE Institutions

2018 Programme Highlights

- ✓ 28 DAFI students were awarded laptops needed for their studies.
- ✓ 57 students attended the DAFI annual meeting, coming together to share their successes and challenges in student life. Together the students strategized on how to build better relationships across the university body, and how to connect to the global community.
- ✓ During the annual meeting the DAFI club elected a student representative from each university.
- ✓ Throughout the course of the year, 32 students were engaged in volunteering activities. DAFI scholars used their vacation time to volunteer in their refugee camps.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Advocating for the inclusion of refugee children and youth in the national education system remained a key priority for UNHCR in 2018, with additional attention given to the certificate equalisation process to help eliminate barriers to education, especially higher education.
- Refugees can access tertiary education under the same conditions as nationals, paying the same tuition fees.
- Many refugee students face language and financial barriers, and several experience difficulties obtaining education certificate equivalencies for certificates they bring from their countries of origin.

Post-Graduation Opportunities

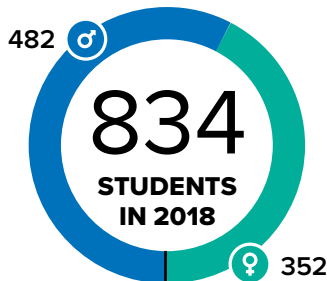
- 61 students participated in life-skills and entrepreneurship seminars and trainings, which included topics such as time management, leadership and customer care.
- Students were helped by their universities to obtain internships and field attachments, typically lasting between two and six months. During 2018, two scholars completed internships; one of which was a health student who interned at the National Hospital.
- DAFI students studying social sciences have secured attachments with NGOs operating in the area. These scholars use volunteering to gain work-experience in the humanitarian and development sector.

Turkey

DAFI Programme since 2014

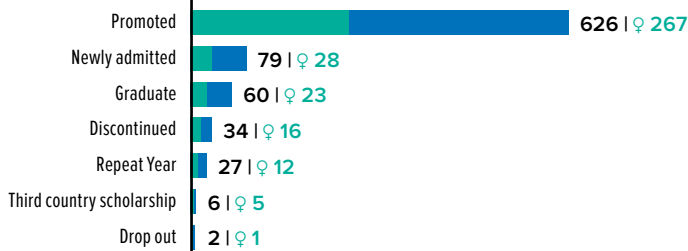


PARTNER: PRESIDENCY FOR TURKS ABROAD AND RELATED COMMUNITIES (YTB)

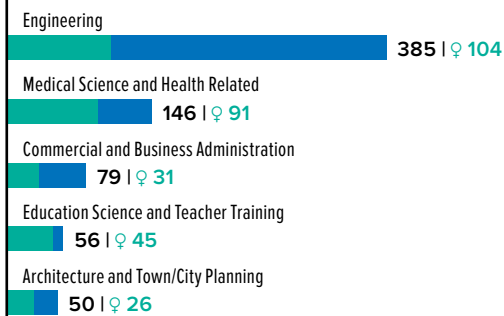


\$ 2,538,177
Annual DAFI budget

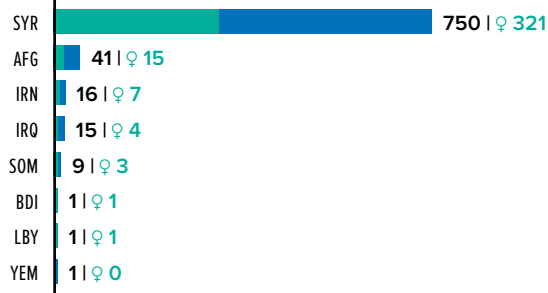
\$ 3,043
Average scholarship cost



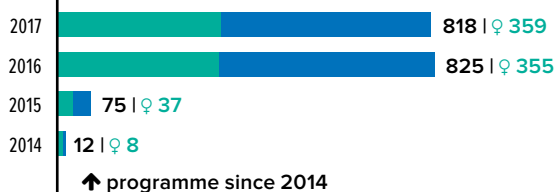
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



3 Private HE Institutions
96 Public HE Institutions

2018 Programme Highlights

- ✓ Presidency for Turks Abroad and Related Communities (YTB), a state entity, has been pivotal in implementing DAFI. YTB also manages the Turkish Government international scholarship programme, which includes 5,000 full scholarships and a further 20,000 partial scholarships for Syrian refugees in Turkey. This dual role ensures smooth coordination and synergy between the two scholarships.
- ✓ Community engagement was a central component to the four DAFI workshops held with students. Scholars shared their experiences on engaging in community work and their involvement in UNHCR's Refugee Outreach Volunteers programme and Youth Networks.

Protection and Learning Environment

- In 2018, Turkey continued to be the largest refugee-hosting country in the world.
- The 1951 Refugee Convention has been ratified.
- Over 20,000 Syrians were enrolled in higher education in Turkey in 2018 according to the Turkish Higher Education Council. This represents 4% of Syrian refugees aged 18-24.
- Higher education enrolment is facilitated by a waiver of academic tuition fees for Syrian students enrolled in full-time degree programmes offered by state universities, granted by the Turkish Government. However, students of other nationalities who are international protection applicants or status holders are required to pay "foreign student" fees by Turkish universities.
- Persistent challenges to higher education include language barriers, complex university application procedures, unavailability of original high school diplomas or passports, lack of recognition of courses completed in Syria, and difficulties in covering the costs associated with university study.
- The Turkish Ministry of National Education has made significant efforts to ensure young people who complete secondary education in Temporary Education Centres or who need proof of high school completion can sit for examinations and obtain the certificates necessary to prove their level of learning.
- UNHCR offers a comprehensive higher education preparation programme in Turkey, ensuring high school graduates are prepared to join university.

Post-Graduation Opportunities

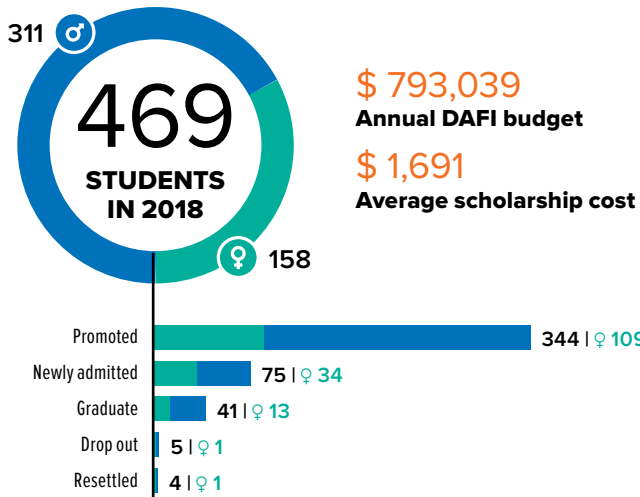
- Persons of concern under international protection in Turkey have the right to work in and may apply for a work permit or authorization to establish their own business.
- A series of four workshops were conducted for DAFI scholars on social cohesion and transition to work. Experts in their respective skills were invited to lead the workshops, giving advice on CV preparations, interview techniques and how to seek employment in Turkey.

Uganda

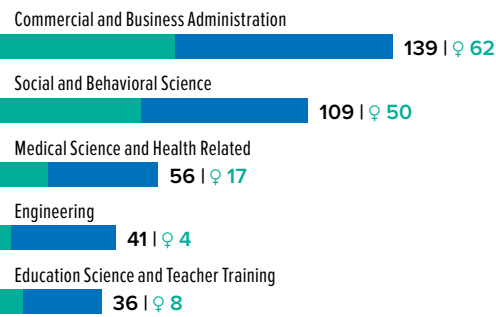
DAFI Programme since 1992



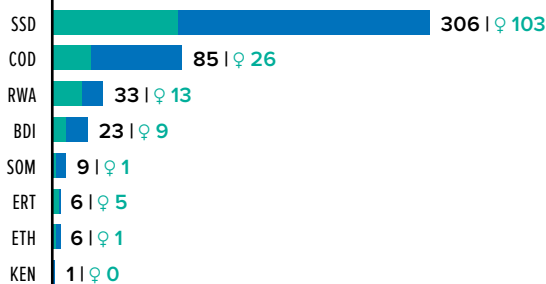
PARTNER: WINDLE INTERNATIONAL UGANDA (WIU)



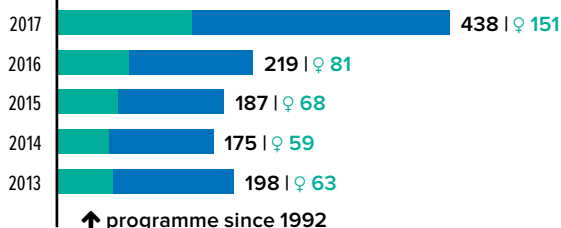
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



16 Private HE Institutions
7 Public HE Institutions

2018 Programme Highlights

- In each refugee settlement, sensitization sessions were held on higher education and how to prepare for it.
- Student's grades have improved from 2017, with 41 students earning a first-class degree.
- There are nine DAFI clubs in Uganda. Members contribute a small portion of their allowance to organise activities. In 2018, five clubs chose to conduct outreach programmes in refugee settlements focusing on empowerment through education, especially for girls.
- 23 students were supported with English language lessons after it was identified this was why they were struggling with their grades.
- In Kiryandongo, the DAFI club organised sporting events for local primary schools as part of a peaceful co-existence initiative.
- 231 students received counselling from the WIU country office, where they could be helped with issues that were affecting them, including family issues, tribal conflicts and health problems.
- Three nursing students volunteered at health centres, and five ICT students trained refugee youth on ICT skills.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Uganda hosts over 1.15 million refugees and asylum seekers, placing pressure on Uganda's public services and physical resources.
- Uganda provides refugees with freedom of movement, the right to work, and access to social services including primary and secondary education through a generous asylum policy.
- At higher education institutions, refugee students pay the same fees as Ugandan nationals.

Post-Graduation Opportunities

- A one-day workshop was organized for 38 final year students on functional writing skills for applications and CVs.
- The Office of the Prime Minister is supporting students with the information they need to get work permits, and advice on how to apply for work visas should they find job opportunities abroad.
- WIU and UNHCR are engaged with potential partners for internships, introducing students to employers and writing recommendations.
- 147 students carried out internships. 73 of whom were supported to get their internship through the DAFI programme, and 74 by their faculty or social networks.
- An active alumni network meets once a year, with quarterly committee meetings. The alumni network has been active in assisting current scholars to get internships and jobs.

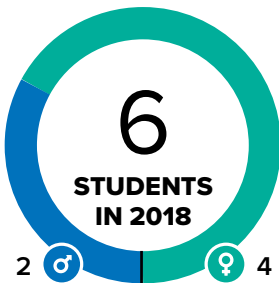
Ukraine

DAFI Programme since 2010



UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**

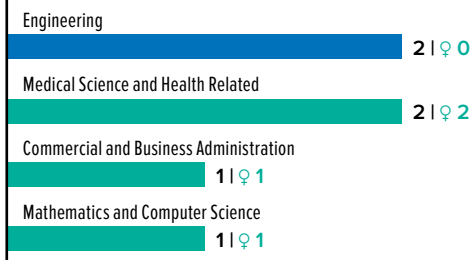


\$ 18,861
Annual DAFI budget

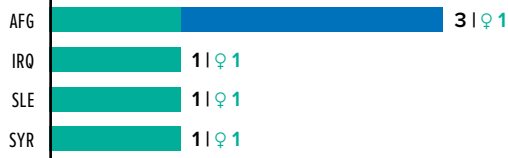
\$ 3,144
Average scholarship cost



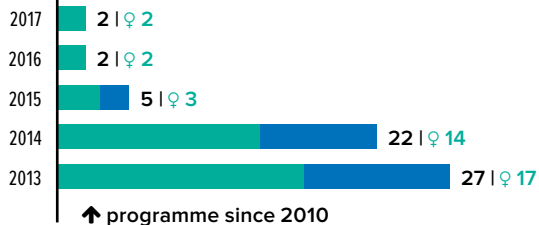
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 2 Private HE Institutions
- 4 Public HE Institutions

2018 Programme Highlights

- ✓ Five new students were chosen. During the selection process gender balance was at 50%.
- ✓ In November, UNHCR organised a DAFI student reunion to get to know each other and identify areas for cooperation in 2019.
- ✓ A social media group was established to connect DAFI scholars for peer-peer support. Students were invited to communicate, receive and share the information as well as share their experience with other students.
- ✓ When there was a need, DAFI students could attend UNHCR Community Technology Access classes and use equipment to do the research and draft school assignments.
- ✓ Where available, DAFI students could attend Ukrainian language classes to improve their language skills.
- ✓ In August 2018, two newly selected DAFI students participated in a Youth Empowerment Weekend organised by UNHCR and the Council of Europe.

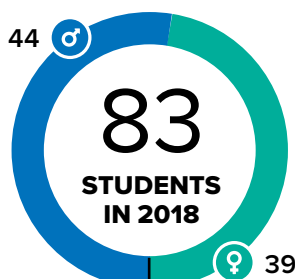
Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
 - Due to deterioration in the country's economic situation because of the political and military crises, families are struggling to cover education costs.
 - UNHCR continues to work with the Government of Ukraine to bring the national asylum system in 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.
 - Refugees can obtain state-funded coverage of their tuition fees if they qualify academically. However, the possibility for recognised refugees to obtain free-of-charge education in Ukraine's higher education institutions continues to shrink as the economic situation deteriorates.
 - Moreover, recent education reform has created administrative discrepancies which currently make it difficult for refugees and complementary protection beneficiaries to enrol onto state-sponsored university programmes.
- ## 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

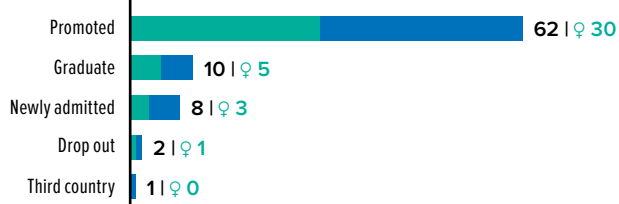
DAFI Programme since 1993

 PARTNER: **INTERSOS ITALY**

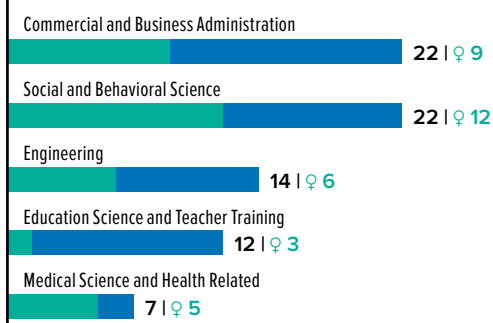


\$ 345,032
Annual DAFI budget

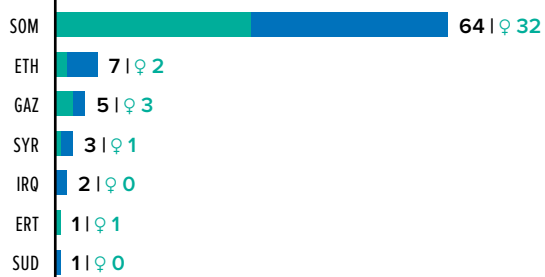
\$ 4,157
Average scholarship cost



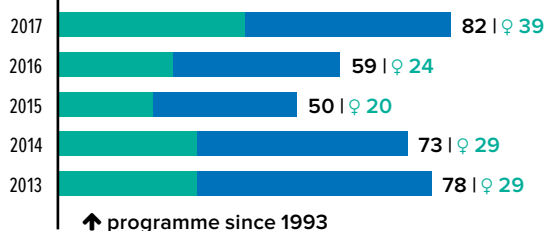
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 5 Private HE Institutions
- 2 Public HE Institutions

2018 Programme Highlights

- ✓ 65 students took part in capacity-training offered by INTERSOS, including computer, language, job-search and human development skills.
- ✓ Yemen's DAFI club, known as the DAFI Student Union, conducted 24 events throughout the year, and was activated in new areas of the country. The Student Union provides students with the opportunity to build leadership skills as well as a broad network of peers.
- ✓ A Memorandum of Understanding between all DAFI students and INTERSOS was signed on the conditions of sponsorship for the DAFI programme, ensuring joint commitment to education.
- ✓ In addition, INTERSOS signed MoUs with all 19 educational partners, fostering cooperation and ensuring that refugees continue to be treated as nationals in terms of university fees.

Protection and Learning Environment

- 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.
- The humanitarian crisis in Yemen continued to raise protection concerns for refugees and persons of concern residing in Yemen. The critical situation in Yemen means that refugees residing in the country may experience further displacement, causing additional disruption to their education and raising risk of dropout.
- Despite the challenging protection environment, UNHCR works closely with the Ministry of Education for the mainstreaming of education services for forcibly displaced persons into existing national systems.
- Refugee students pay the same fees as national students at Higher Education Institutions.

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.
- Job-search training was offered by INTERSOS and was well attended by scholars.
- Seven graduates secured jobs shortly after graduating, and five ongoing students undertook internships.

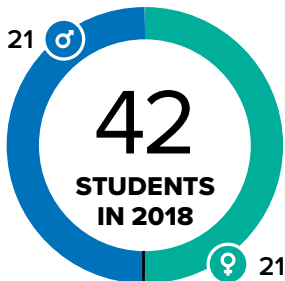
Zambia

DAFI Programme since 1993



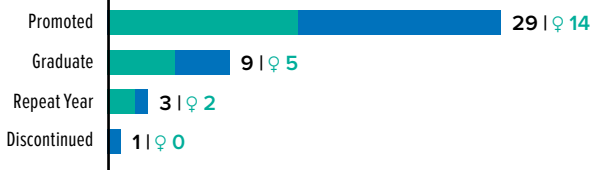
UNHCR
The UN Refugee Agency

**DIRECT
IMPLEMENTATION**

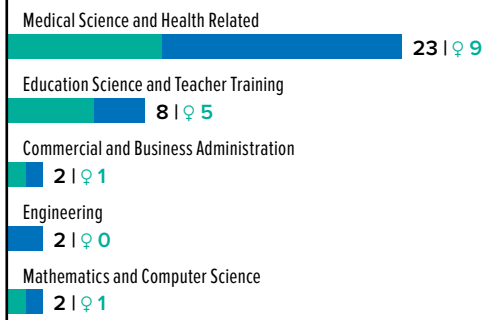


\$ 159,794
Annual DAFI budget

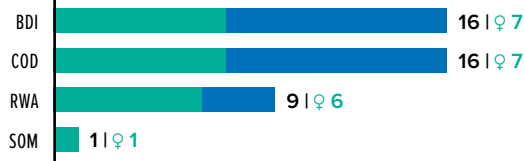
\$ 3,805
Average scholarship cost



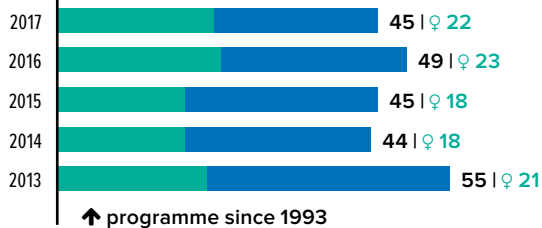
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



5 Private HE Institutions

5 Public HE Institutions

2018 Programme Highlights

- ✓ The DAFI Programme has achieved gender parity, with 50% of DAFI scholars being female.
- ✓ The DAFI club was an important network for peer-peer support, especially during the cholera outbreak and closure of some universities. The DAFI club facilitated communication between students and UNHCR and helped organise student meetings to address challenges.
- ✓ One day a week is set aside for students to come in for counselling on issues affecting them, find information and receive guidance on their scholarship and academic career.

Protection and Learning Environment

- The 1951 Refugee Convention and 1967 Protocol have been ratified.
- Zambia enacted a new Refugee Act in 2017 that has appealed the Refugee Control Act. This new act facilitates refugees engaging in gainful employment, practicing a profession and undertaking education; including higher education, subject to limitations imposed by law.
- Refugees are still required to obtain a renewable study permit and work permit. The new law still maintains reservations on the freedom of movement but provides for regulation of refugee movement rather than restriction.
- Refugee students pay the same fees as nationals in higher education institutions.
- Due to unexpected closures of academic institutions, which lasted two months, the academic calendar was highly compacted, leaving students little time to complete projects and industry attachments. This also resulted in the cancellation of the annual DAFI workshop.

Post-Graduation Opportunities

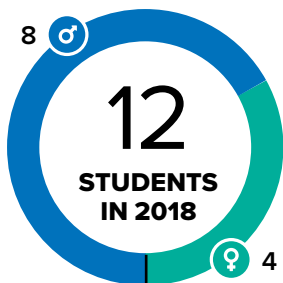
- 18 students undertook practical attachments in various institutions such as hospitals, schools and mines. The placements were arranged by the universities as a mandatory, examinable activity. Financial support was provided towards the cost of transport, accommodation, typing and printing of reports.
- Many refugee graduates have been able to find employment in the medical field as nurses or doctors, helping to fill the critical shortage of human resources in the health and education sector. Due to the human resource shortage, refugees are exempted from the Zambian first policy. However, in other sectors there is higher competition due to a high number of qualified Zambian nationals.
- Two beneficiaries who graduated in 2017 found employment. One as a teacher, the other as a physiotherapist. A 2018 graduate has been employed as an engineer.

Zimbabwe

DAFI Programme since 1992



DIRECT IMPLEMENTATION

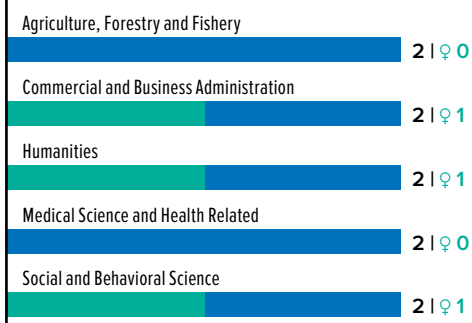


\$ 41,464
Annual DAFI budget

\$ 3,455
Average scholarship cost



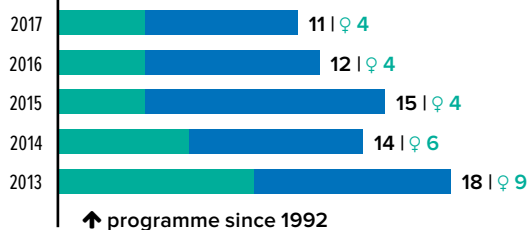
TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



- 0 Private HE Institutions
- 5 Public HE Institutions

2018 Programme Highlights

- ✓ Twice monthly, DAFI students met with UNHCR staff to discuss their progress and receive support with any problems. A WhatsApp group for students was set up to improve frequency and ease of communication.
- ✓ Students took classes that helped them academically: 12 took IT-skills, and 12 took language lessons.
- ✓ All DAFI students are actively engaged in university clubs and societies, such as the Debate and Public Speaking club and the Catholic Society. Several students volunteered in events organised by their universities; including work with local orphanages.

Protection and Learning Environment

- Zimbabwe signed the 1951 Convention, but with reservations on the right to work and freedom of movement, meaning that most of the refugee population lives in a rural camp setting.
- Refugees have access to the national education system, with UNHCR covering refugee children's school fees through primary and secondary school.
- Secondary education is provided in refugee camps up to O-level, but not A-level – the level required for university entrance – meaning many refugee students cannot access tertiary education. The DAFI programme targets refugee students based in camps whose education has been limited in this way.
- Refugees can enrol in higher education under the same conditions as nationals provided they have refugee status and residence permit documentation.
- UNHCR had to respond to the liquidity crisis in Zimbabwe as high inflation was increasing living costs and many students could not access their bank accounts to withdraw their scholarship allowances.

Post-Graduation Opportunities

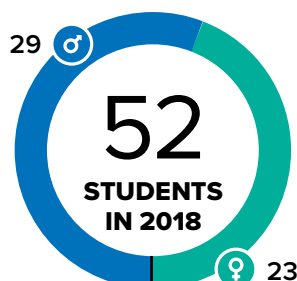
- Zimbabwe's reservations on the right to work and freedom of movement, and subsequent encampment policy, mean refugees struggle to obtain formal work.
- Refugees with qualifications in sectors with a recruitment deficit, such as the health sector, can be granted permission to work, and refugees with the correct skills and resources can be authorized to run their own businesses.
- Zimbabwe has a DAFI alumni network from which graduates can receive UNHCR guidance. During the latest meeting graduates expressed a desire to mentor current students and to give back to the community at Tongogara Refugee camp. In response to this a networking event will be held in 2019 for alumni to connect with the incoming students.
- Students received help securing internships from their universities. Seven students undertook internships in institutions including advertising agencies, tobacco production, state hospitals and the Ministry of Primary and Secondary Education.
- Six students participated in career skills training, and UNHCR started to plan for career guidance workshops in 2019.

Other West African Countries

– Benin, Burkina Faso, Côte d'Ivoire, the Gambia, Guinea, Guinea Bissau, Togo



DIRECT IMPLEMENTATION

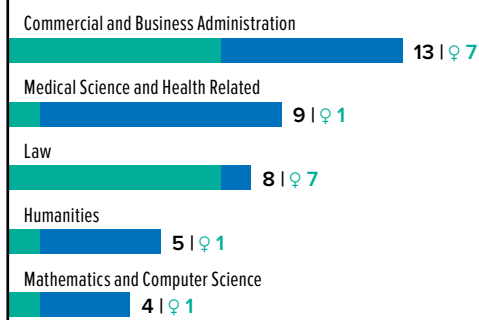


\$ 124,910
Annual DAFI budget

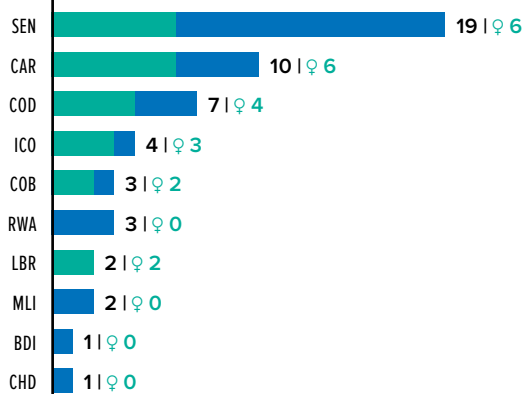
\$ 2,647
Average scholarship cost



TOP FIELDS OF STUDY



COUNTRIES OF ORIGIN



SCHOLARSHIPS OVER TIME



13 Private HE Institutions
10 Public HE Institutions

2018 Programme Highlights

- DAFI scholars were hosted in Côte d'Ivoire (9), Togo (8), Guinea (8), Guinea Bissau (8), Burkina Faso (7), the Gambia (6) and Benin (5).
- In Burkina Faso, a DAFI club was launched for the first time as a communication and action platform for the students.
- In the Gambia, the UNHCR office managed to negotiate for DAFI scholars to pay the same fees as national students at some universities.
- In the Gambia, DAFI scholars are running volunteer programmes in their communities.
- Togo, Guinea Bissau and Côte d'Ivoire have all achieved 50% female enrolment or higher.

Protection and Learning Environment

- All countries have ratified the 1951 Refugee Convention and 1967 Protocol.
- In December 2018, the President of the Republic of Guinea Bissau signed the naturalisation decree as a last stage of the naturalisation process for protracted refugees.
- In Burkina Faso, Guinea Bissau, Guinea, Gambia and Togo refugees can access higher education under the same conditions as nationals at public institutions.
- In Côte d'Ivoire, refugee students pay higher fees than national students.
- In Burkina Faso, various terrorist attacks and university strikes have created a challenging educational environment and has made it difficult for students to take exams and receive their results. There have also been strikes at some universities.
- In Côte d'Ivoire, recurrent strikes at the universities made it challenging for students to complete their credits for the academic year.

Post-Graduation Opportunities

- In Benin, Burkina Faso, Côte d'Ivoire, the Gambia, Guinea, Guinea Bissau, and Togo, refugees have access to the labour market. The DAFI programme is continuously looking for ways to help DAFI graduates in West Africa successfully enter the labour market.
- In Burkina Faso, one student, after graduating from Financial Accounting, obtained a 6-month internship at an accounting firm.
- In Guinea Bissau three students completed internships.
- In Côte d'Ivoire, students had reported discrimination for employers favouring graduates from private universities. This year, DAFI scholars had the chance to be supported at the prestigious private university Université Catholique de l'Afrique de l'Ouest, which is hoped to improve their chances in the labour market.

Endnotes

- 1 [UNHCR Global Trends, 2018.](#)
- 2 [UNHCR Global Education Report, 2018.](#)
- 3 [UNESCO, Unpacking Sustainable Development Goal 4.](#)
- 4 [UNHCR Mid-Year Trends, 2018.](#)
- 5 [UNHCR Global Trends, 2018.](#)
- 6 [UNHCR Mid-Year Trends, 2018.](#)
- 7 World Bank: Female enrolment in tertiary education data, 2018.
- 8 [UNHCR Global Trends, 2018.](#)
- 9 [WHO: Promoting the Health of Refugees and Migrants, Global Action Plan 2019-2023.](#)
- 10 WHO data shows that in Zambia there is only one medical doctor per 12,000 patients, as opposed to the WHO standard of one doctor per 5,000 people. Data available at: <http://apps.who.int/gho/data>
- 11 [UNHCR: Flash Update – Gore Emergency, 1st – 23rd April 2018.](#)
- 12 [UNESCO and Education for All: Global Monitoring Report \(2013\).](#)
- 13 [UNESCO and Education for All: Global Monitoring Report – Girls Education, The Facts \(2013\).](#)
- 14 [UNHCR: Her Turn, \(2018\).](#)
- 15 [Plan International UK: Left Out, Left Behind. Adolescent Girls’ Secondary Education in Crises \(2019\).](#)
- 16 [UN Flagship Report on Disability and Development \(2018\).](#)
- 17 UNHCR: [Working with Persons with Disabilities in Forced Displacement \(2019\).](#)
- 18 UNHCR: [Age, Gender and Diversity Policy: Working with people and communities for equality and protection \(2011\).](#)
- 19 UNHCR defines a protracted refugee situation as one in which 25,000 or more refugees from the same nationality have been in exile for five consecutive years or more in a given asylum country.
- 20 [UNHCR Global Trends \(2018\).](#)
- 21 [UNHCR: Refugee Livelihoods and Economic Inclusion, 2019-2023 Global Strategy Concept Note.](#)
- 22 [UNHCR Global Trends \(2018\).](#)
- 23 [UNHCR Two Year Progress Assessment of the CRRF Approach](#) (2018). By the end of 2018, there were 15 CRRF countries.
- 24 Ten countries hosting Afghan DAFI scholars in 2018: Iran (403), Pakistan (401), India (47), Turkey (41), Tajikistan (17), Russian Federation (13), Azerbaijan (7), Ukraine (3), Kyrgyzstan (2) and Syria Arab Republic (1).
- 25 [German Corporation for International Cooperation \(GIZ\): Refugee Management Support Programme.](#)
- 26 Find out more about the work of the CLCC at: <http://www.connectedlearning4refugees.org/>
- 27 The financial contributions exclude the 7% UNHCR administrative costs.

