



UNHCR
The UN Refugee Agency



2022

DAFI Country Factsheets

This report was developed by the Education Section in the Division of Resilience and Solutions, UNHCR.

The drafters would like to acknowledge and are grateful to the support of colleagues in regional bureaus and country operations, as well as partners and refugee students worldwide.

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Cover Feature Photo:

Sajeda, 26, is a DAFI alumna and works as a Refugee Status Determination Senior Legal Officer at Saint Andrew's Refugee Services organisation. She was recently accepted into a master's degree programme at KU Leuven.

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In collaboration with



Federal Foreign Office



Albert Einstein
German Academic Refugee Initiative (DAFI)

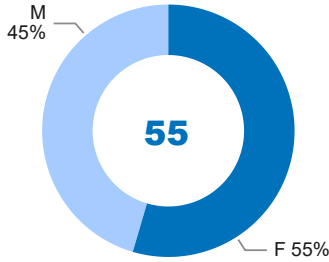


Afghanistan

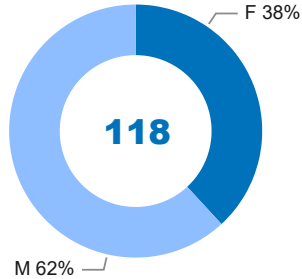
Direct implementation by UNHCR

Afghanistan is party to the 1951 Convention and 1967 Protocol.

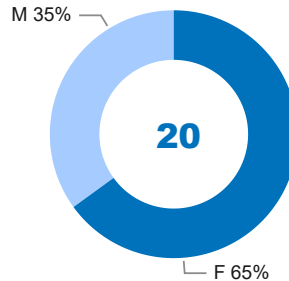
DAFI STUDENTS | 2022



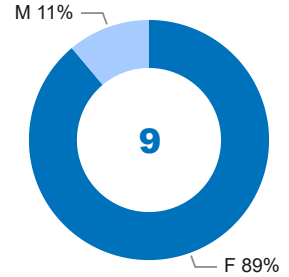
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



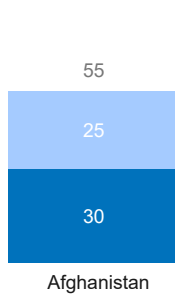
GRADUATES | 2022



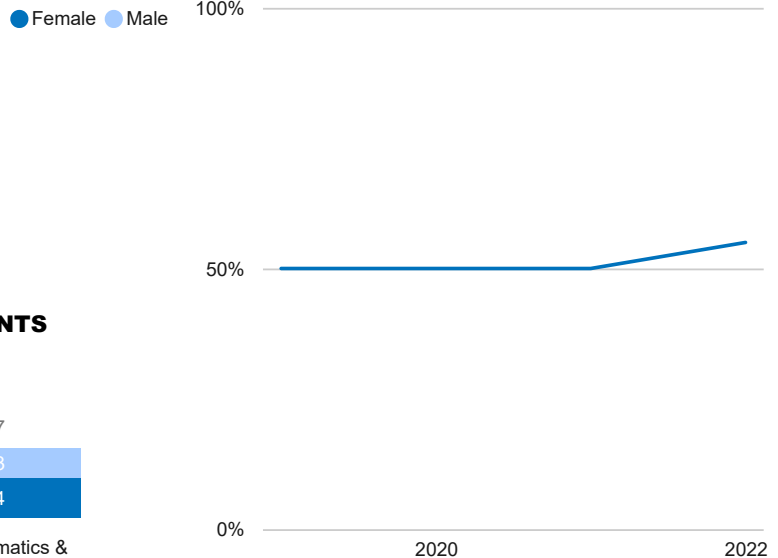
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



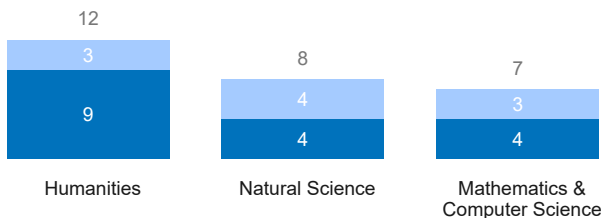
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Afghanistan

Country Context - 2022

Country Context & Challenges

There is no national legal framework in Afghanistan to support education access for refugees and asylum seekers, therefore the DAFI programme in Afghanistan includes only returnees.

The overall protection situation has further deteriorated, predominantly due to the political change in August 2021 after which the de-facto-authorities imposed several restrictions, including the ban on secondary and university education for girls.

There are a limited number of government-run Technical Vocational and Educational Training (TVET) centres, but spaces are only open to male students.

Access to Basic Education

Basic education is offered free of charge for Afghans (including returnees). Refugees and asylum seekers cannot benefit due to the lack of a policy framework.

Access to Tertiary Education

Higher education is offered free of charge for Afghans (including returnees) through public universities. Refugees and asylum seekers cannot benefit due to the lack of a policy framework. All DAFI recipients in Afghanistan are returnees.

Access to Employment

Male Afghan returnees have the right to work. Women and girls are not allowed to continue their education and/or work, except in health-related fields.

Country Highlights

Female DAFI students, jointly with Kabul University and UNHCR, commemorated the 30th anniversary of DAFI scholarship programme in 2022.

Despite a very difficult educational context for women, the DAFI programme was expanded to 2 new locations (Nangarhar and Balkh University) through the allocation of 20 new DAFI slots. 13 of those slots were granted to female students.

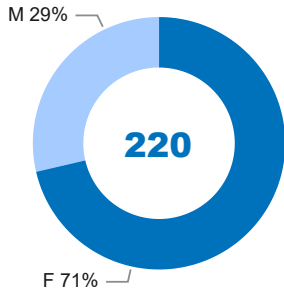
UNHCR provided equipment such as printers, projectors, and stationery (20,000 USD in value) to improve resources at Kabul University for students and staff.

Algeria

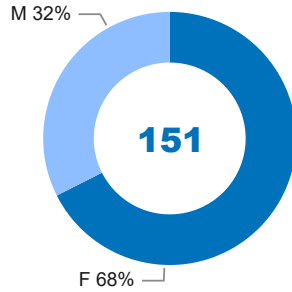
Association Femmes Action Développement;
Association Adwaa Rights pour la Démocratie et les
Droits de l'Homme

Algeria is party to the 1951 Convention and
1967 Protocol.

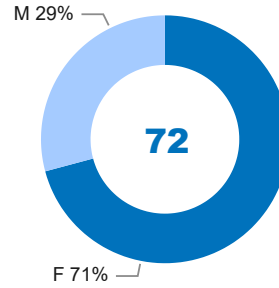
DAFI STUDENTS | 2022



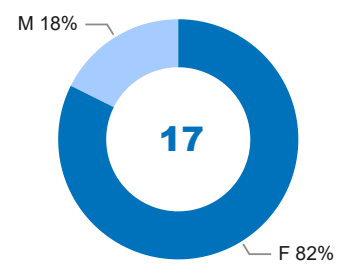
APPLICATIONS | 2022



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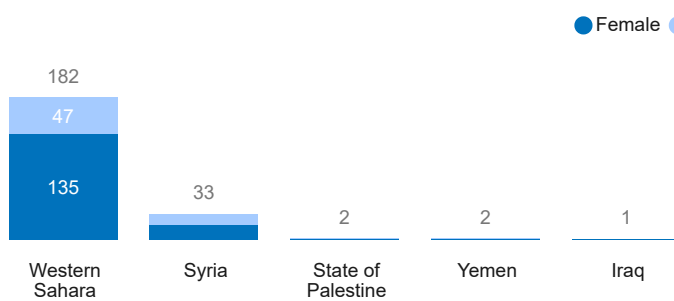
GRADUATES | 2022



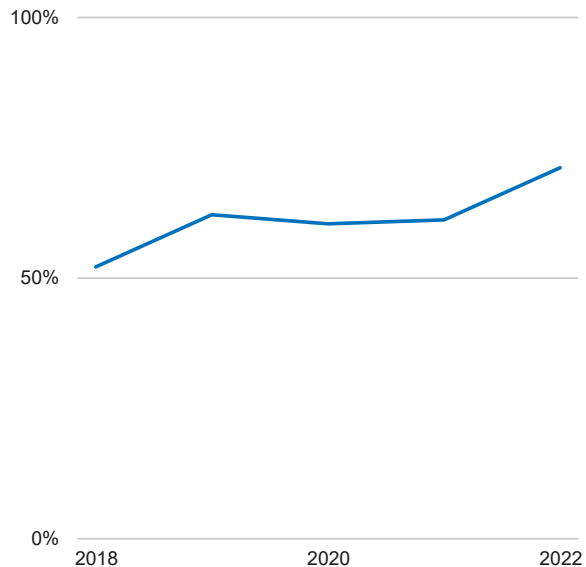
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



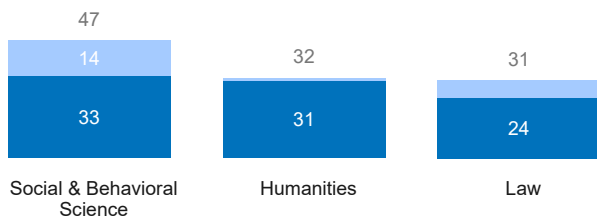
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Algeria

Country Context - 2022

Country Context & Challenges

The country operation and local partners worked with national authorities and universities to standardise the documentation and registration process for refugee students in higher education. As a result, refugees can now secure registration authorisation for higher education within a much shorter time. The Ministry of Education (MoE) also developed a practical guide in French, English, and Arabic for refugees on how to access university and assistance opportunities, which UNHCR and the partner will distribute to refugee students.

An ongoing EU-funded project (2020-2023) is focused on strengthening institutional capacity to include refugees in the Algerian higher education system.

Finally, there are several skill development programmes for young people in Algeria run by different actors and schools. DAFI students are encouraged to participate in relevant trainings.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees who have completed secondary education in a public school or approved private school in Algeria can attend public university free of charge under the same conditions as nationals, including equivalent access to transportation, food, or rooms.

Access to Employment

Refugees do not have the right to work and cannot access the formal labour market outside refugee camps. Internships are accessible to some.

Country Highlights

A workshop held in concert with the DAFI 30th anniversary celebration featured student project presentations, included discussions on strategic education sector priorities and student concerns, and honoured outstanding students.

In Algeria Tindouf, the DAFI operation provided training and consulting services to DAFI scholars, which were associated with low dropout rates and excellent academic results.

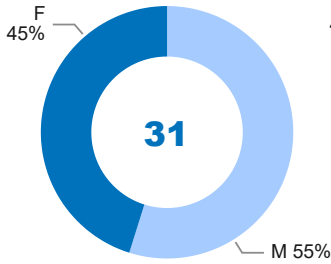
DAFI scholars set up an exhibit at the World Refugee Day celebration, where they shared their personal experiences in the DAFI programme. Furthermore, DAFI scholars participated in online and in-person training on entrepreneurship and job readiness. DAFI alumni were also involved in the orientation and counselling of new students.

Azerbaijan

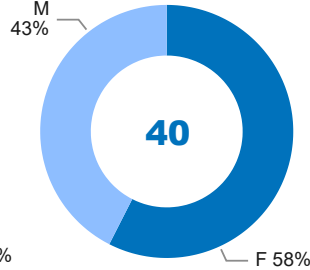
Direct implementation by UNHCR

Azerbaijan is party to the 1951 Convention and 1967 Protocol.

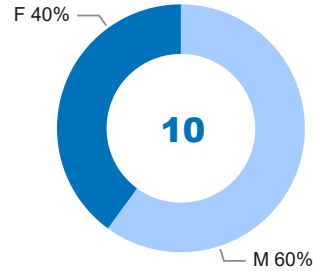
DAFI STUDENTS | 2022



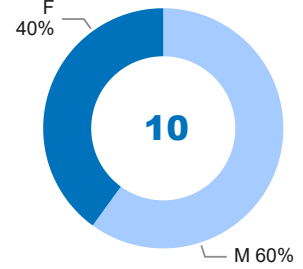
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



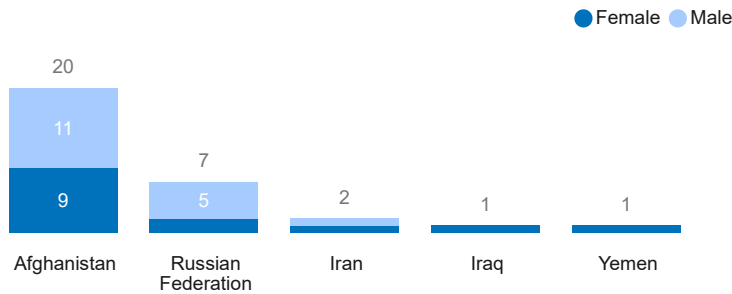
GRADUATES | 2022



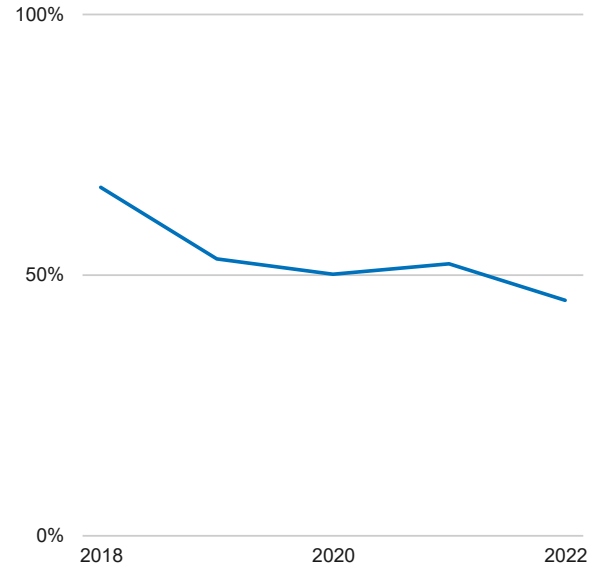
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Azerbaijan

Country Context - 2022

Country Context & Challenges

Although the government continued to respect UNHCR-issued refugee documents whereby refugees should have access to education, public health insurance and legal employment, the legal status of UNHCR-documented refugees in the country remained unresolved, along with access to a broader range of rights and services.

In 2022, as part of its self-reliance programme, UNHCR sponsored vocational skills courses for refugees through a licensed private contractor for 6-8 months in trades such as tailoring, nursing, cooking, confectionary, car mechanic, TV/smartphone repair, etc.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees who have completed secondary education in Azerbaijan can access higher education under the same conditions as nationals by taking national admission exams (managed by the State Examination Centre). Otherwise, refugees may enrol as foreign students, which incurs substantial tuition fees. Refugees do not have access to national education financial aid that is available to nationals.

Access to Employment

UNHCR-documented refugees have access to legal employment in the private sector, but are not eligible for public service jobs. However, in practice, employers are often reluctant to hire refugees. The UNHCR Office therefore undertakes advocacy efforts. Refugees also face challenges registering businesses and are also unable to open bank accounts.

Country Highlights

UNHCR Azerbaijan hosted an event to celebrate the 30th anniversary of the DAFI programme. 20 DAFI alumni and scholars, along with the Deputy Head of Mission from the German Embassy, were in attendance. They discussed networking, opportunities and challenges securing employment, and potential community engagement initiatives.

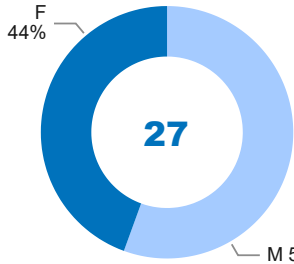
To prepare DAFI scholars for the workforce, students attended a session in Baku focused on skill training, entrepreneurship, internships, and employment. Guest speakers from a local bank delivered a presentation on how to prepare for job interviews.

Benin

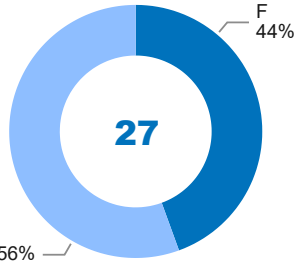
Secrétariat Permanent de la Commission Nationale
Chargée des Réfugiés

Benin is party to the 1951 Convention and
1967 Protocol.

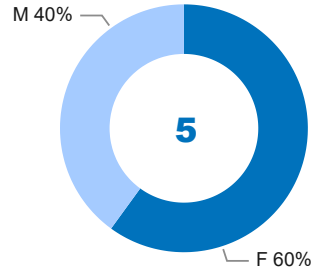
DAFI STUDENTS | 2022



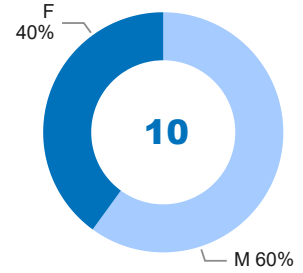
APPLICATIONS | 2022



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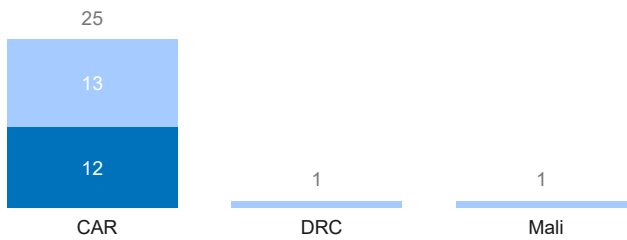
GRADUATES | 2022



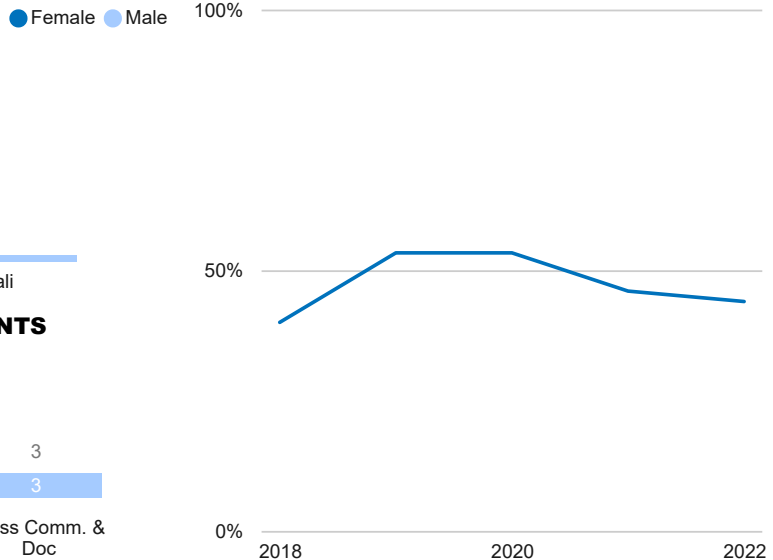
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



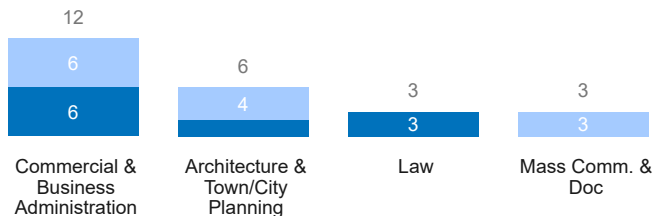
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Benin

Country Context - 2022

Country Context & Challenges

In 2022, a parliamentary seminar organised with UNHCR's support helped enact a new legal framework relating to the status of refugees. This improved Benin's asylum system in general and access to education for refugees in particular. However, there are limited opportunities for refugee students in Benin to pursue higher education after completing their secondary studies. Therefore, the DAFI programme aims to expand refugees' access to higher education and subsequent employment opportunities.

Access to Basic Education

Refugees and stateless persons can access basic education under the same conditions as nationals.

Access to Tertiary Education

According to policy, refugees can access higher education under nearly all the same conditions as nationals. This applies to public and private institutions and to registration, tuition, and examination fees. In practice, however, some universities apply different exam fees to refugees. In response, the partner stepped in to advocate for refugees and nationals to pay the same exam fees.

Access to Employment

Refugees have the right to work, but are not eligible for public service positions.

Country Highlights

The operation organised a 30th anniversary celebration of the DAFI programme, which focused on promoting refugees' right to education. Furthermore, a monitoring and awareness raising mission helped further promote the DAFI programme to prospective applicants.

DAFI alumni also raised awareness about the DAFI programme and served as mentors and coaches by providing guidance and academic preparation support to newly selected scholarship holders.

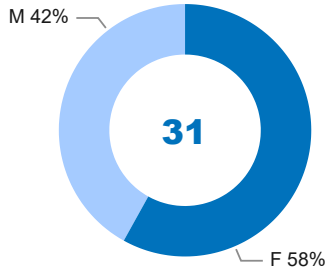
10 DAFI scholars participated in career readiness trainings and nine engaged in internships, with coordination support from the partner. Finally five DAFI scholars secured jobs with local companies - including AK consulting (accounting firm), ARANEL Plus (transit company), CIREX Ingénierie (legal advice), Cantine Sarl (Catering) and TM Services (IT services).

Burkina Faso

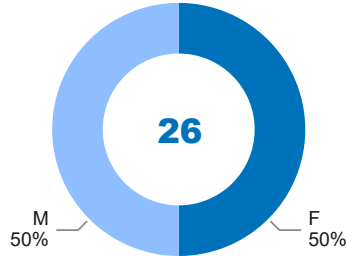
Direct implementation by UNHCR

Burkina Faso is party to the 1951 Convention and 1967 Protocol.

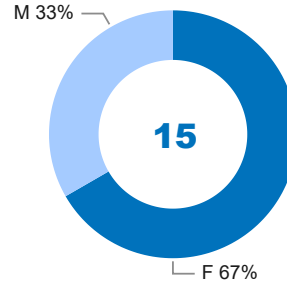
DAFI STUDENTS | 2022



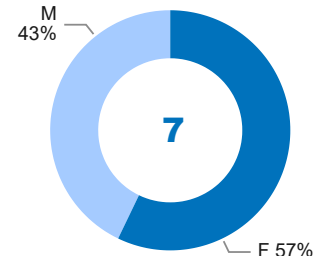
APPLICATIONS | 2022



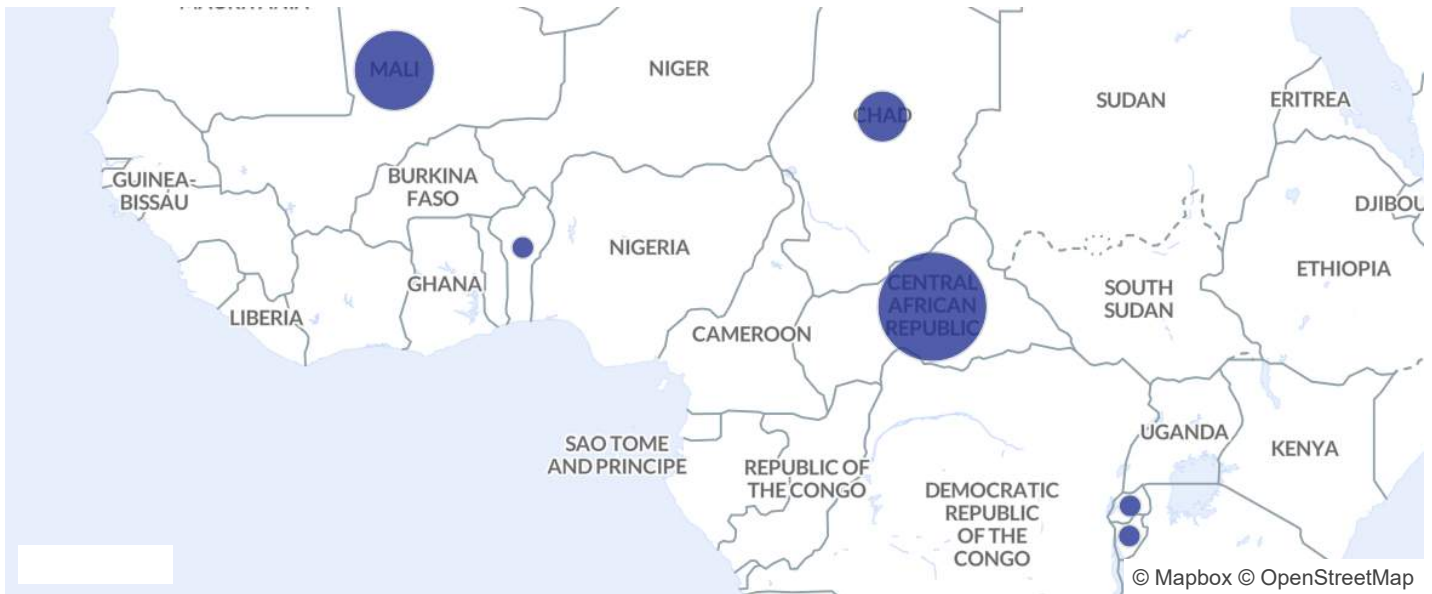
NEWLY ADMITTED | 2022



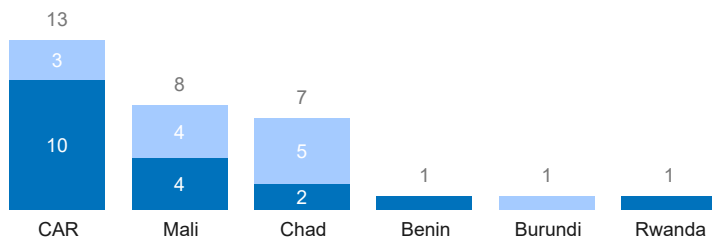
GRADUATES | 2022



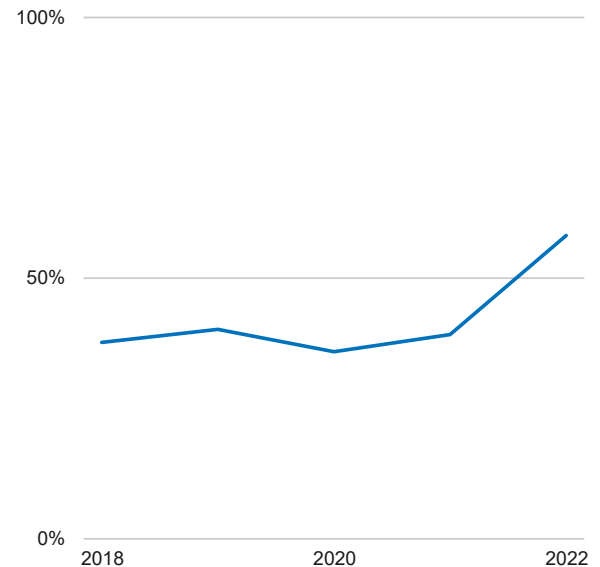
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



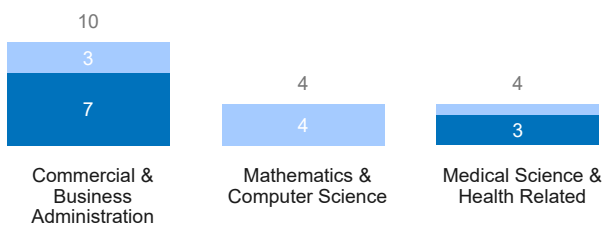
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Burkina Faso

Country Context - 2022

Country Context & Challenges

In 2022, Burkina Faso saw increased insecurity coupled with socio-political unrest dominated by two military coups. Fortunately, the DAFI programme was not significantly affected, apart from a few days of school closures.

Beyond the DAFI programme, post-secondary youth can also apply for the Bioforce Scholarship and can pursue distance learning, web and mobile development training, drivers' license training and first aid training.

Access to Basic Education

Refugees have the right to access basic education under the national curriculum, according to the same conditions as nationals. However, the capacity of public schools, where education is high quality and less expensive, is limited.

Access to Tertiary Education

Refugees can access higher education under nearly all the same conditions as nationals. This applies to tuition fees, exam registration, and admission criteria. However, refugees do not have access to national education financial aid.

Access to Employment

Refugees have the right to work but are not eligible for jobs in the government or military. Refugees are able to register businesses and to open bank accounts.

Country Highlights

Nearly 70 per cent of newly admitted DAFI students in 2022 were women, and DAFI students also led awareness-raising sessions throughout the year that focused on women.

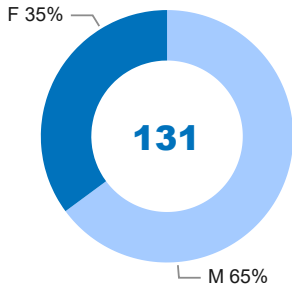
Finally, DAFI students participated in English language courses as well as driving and digital skills training to improve their career readiness.

Burundi

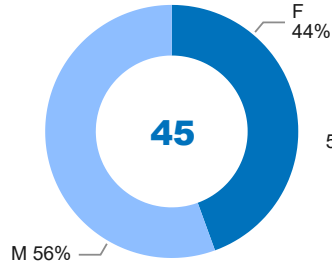
Refugee Education Trust International

Burundi is party to the 1951 Convention and 1967 Protocol.

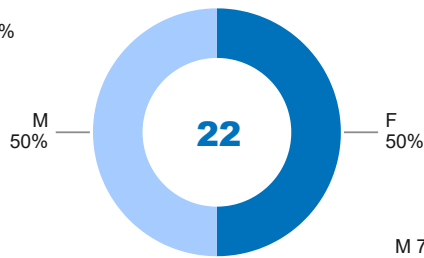
DAFI STUDENTS | 2022



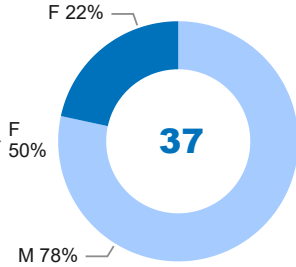
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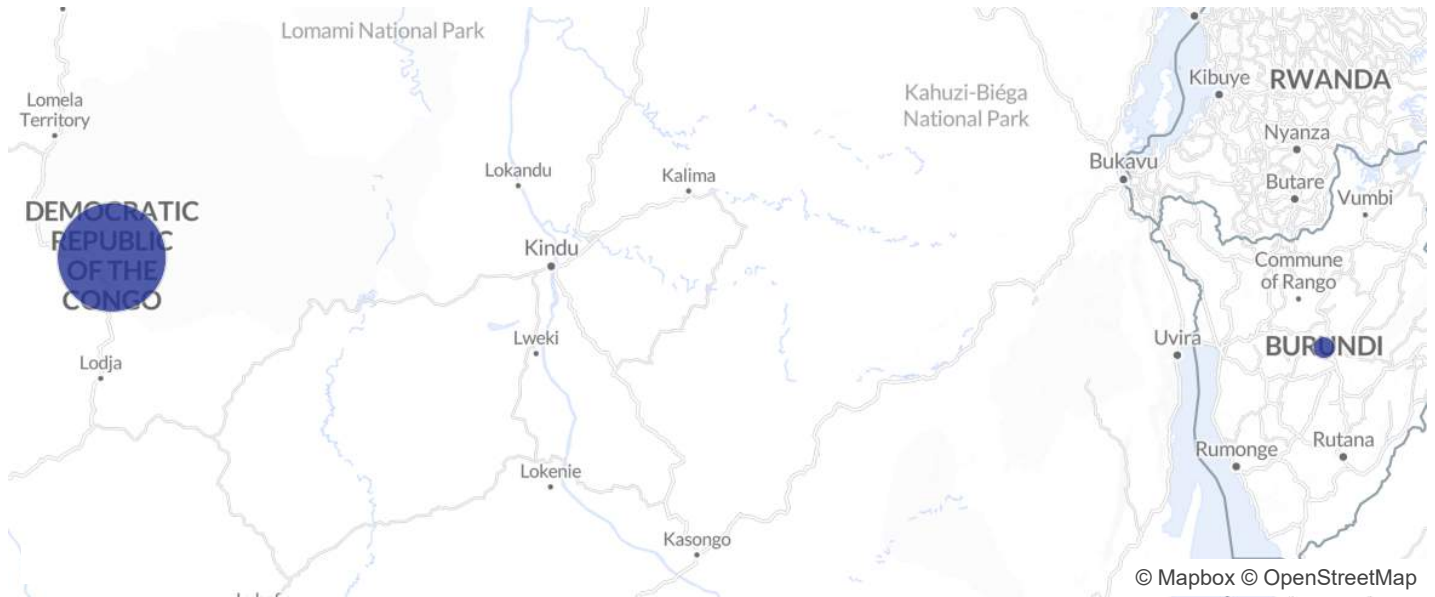
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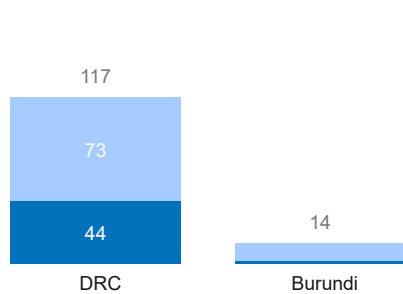
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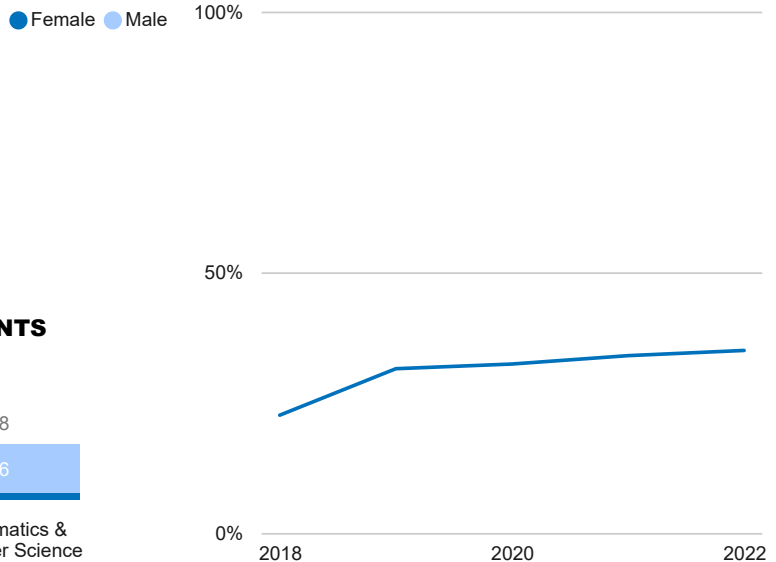
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



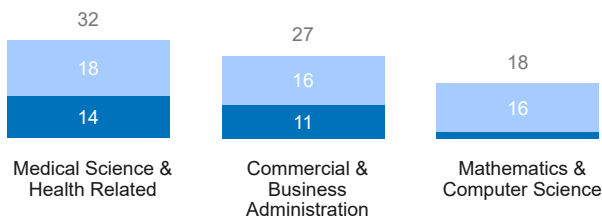
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Burundi

Country Context - 2022

Country Context & Challenges

The Ministry of Education has demonstrated a willingness to include refugees in the national education system and UNHCR has initiated the process of developing an inclusion strategy, which will complete the country's education sector plan (2022 - 2030). However, not all young people who finish secondary school are able to pursue higher education in Burundi, largely due to limited financial capacity to pay academic fees and other costs during their studies. This affects both national and refugee youth. The government encourages local initiatives that prepare young people to enter the workforce. Youth who have not passed the state examination can also apply to pursue higher education in certain fields, e.g., accounting, entrepreneurship, etc.

Access to Basic Education

Refugees in urban areas have the right to access basic education in public and private schools, under the same conditions as nationals. The national curriculum of the Democratic Republic of the Congo is taught in refugee camps.

Access to Tertiary Education

According to policy, refugees have the right to access higher education under the same conditions as nationals and are subject to the same fees. However, in practice refugees who did not complete secondary schooling in the national Burundian system must present a certificate of equivalence to be admitted to university. Refugees also do not have access to national education financial aid, grants or loans.

Access to Employment

Refugees have the right to work but in practice must obtain a work permit. However, refugees are not permitted to hold public sector employment. Furthermore, although refugees may register businesses according to policy, in practice they encounter difficulties obtaining required documents.

Country Highlights

In November 2022, the partner launched a mentoring programme for female DAFI scholars called 'DAFI Women Power' to prepare young women as future leaders of development and positive community change. 30 women participated in bi-weekly sessions.

DAFI scholars also engaged in a reflection workshop that focused on the impact of COVID-19 on higher education and employment opportunities. Their recommendations included building networks among higher education graduates and learning how to develop business plans as well as prepare for job applications.

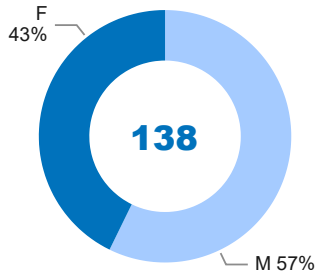
To support DAFI graduates, the partner established connections with private and public sector organisations to promote work integration opportunities, shared job postings in DAFI networks, and supported scholars with job applications. 35 out of 49 DAFI scholars secured job opportunities.

Cameroon

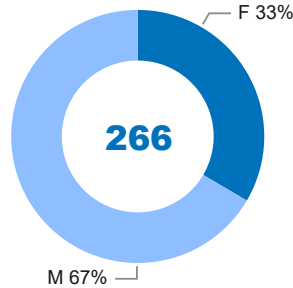
Plan International

Cameroon is party to the 1951 Convention and 1967 Protocol.

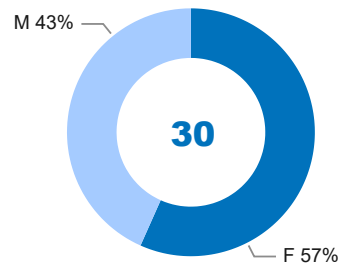
DAFI STUDENTS | 2022



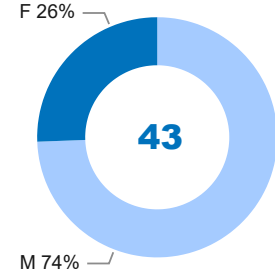
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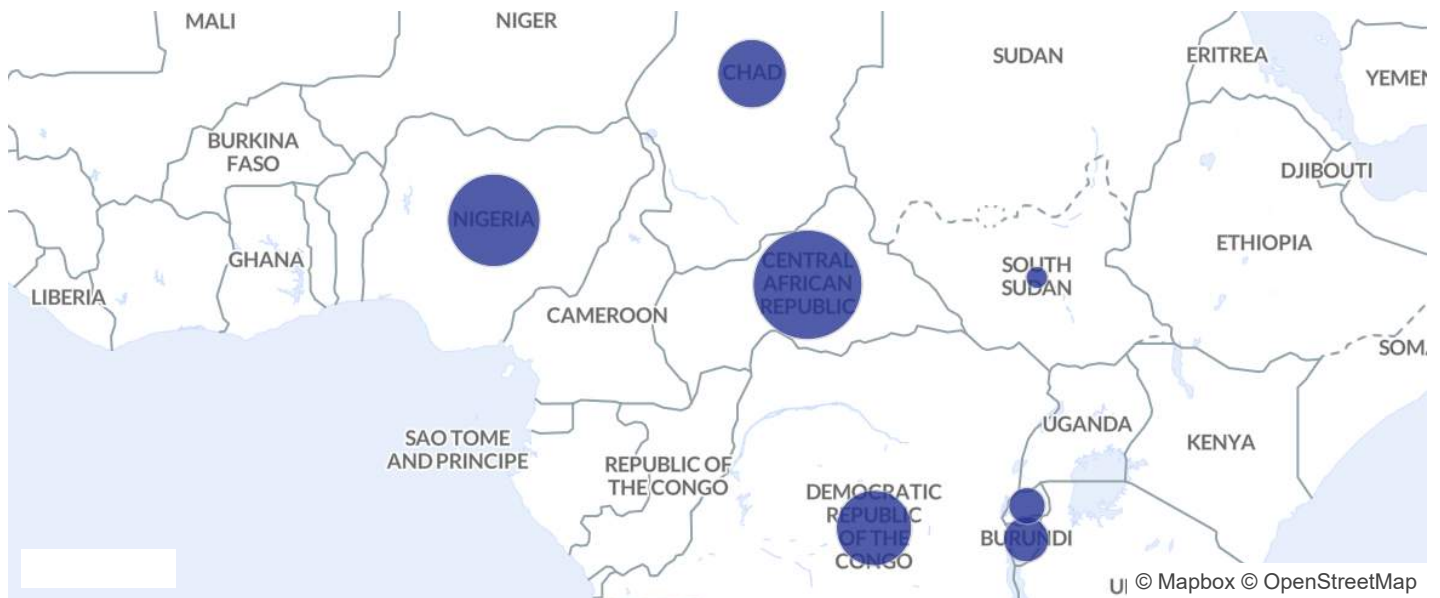
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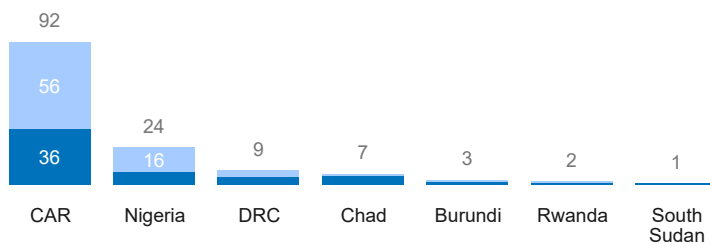
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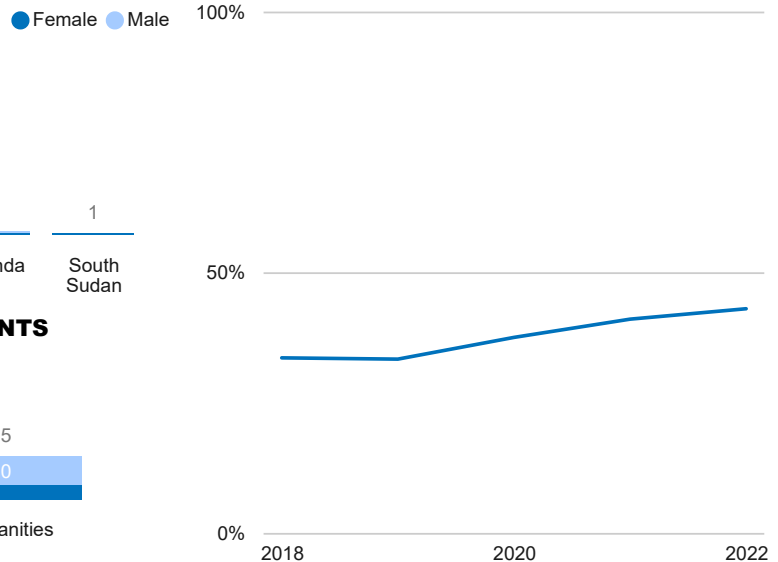
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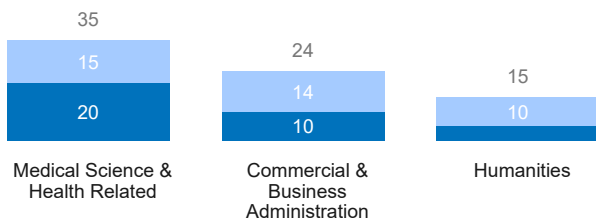
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Cameroon

Country Context - 2022

Country Context & Challenges

Following disruptions throughout 2020 and 2021, higher education activities gradually stabilised and resumed in-person modalities in 2022. Distance learning is also now thoroughly integrated into the education system. Furthermore, Cameroon now provides several third country complementary education pathway opportunities via UNIV'R (France), UNICORE (Italy) and DAAD (Germany) as well as AUF IFIC's Open Distance Learning. This increases opportunities for DAFI graduates to pursue master's degrees online or via third country solutions.

Access to Basic Education

Refugees can access basic education under the same conditions as nationals.

Access to Tertiary Education

According to policy refugees can access higher education under the same conditions as nationals. This applies to tuition fees, exam registration, and admission criteria. However, in practice, government scholarships are not yet available to refugees.

Access to Employment

Refugees have the right to work, register businesses, and open bank accounts.

Country Highlights

DAFI scholars organised and led an environmental protection activity (Eco jogging followed by a training workshop on upcycling) to acknowledge 30 years of the DAFI programme. Nearly 100 people participated in the event.

In addition, DAFI alumni and students organised health campaigns in Bertoua and Yaoundé to share information with refugee and host communities. Participants had the opportunity to learn about cardiovascular disease, oral hygiene and how to detect signs of breast cancer early.

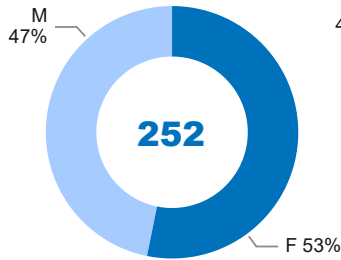
Finally, in 2022, UNHCR Cameroon recruited a DAFI graduate to the position of Education Assistant at the national office in Yaoundé.

Chad

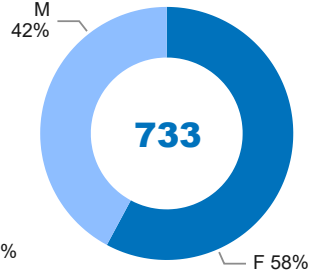
Jesuit Refugee Service

Chad is party to the 1951 Convention and 1967 Protocol.

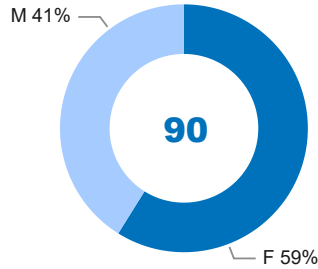
DAFI STUDENTS | 2022



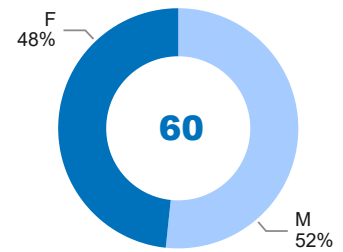
APPLICATIONS | 2022



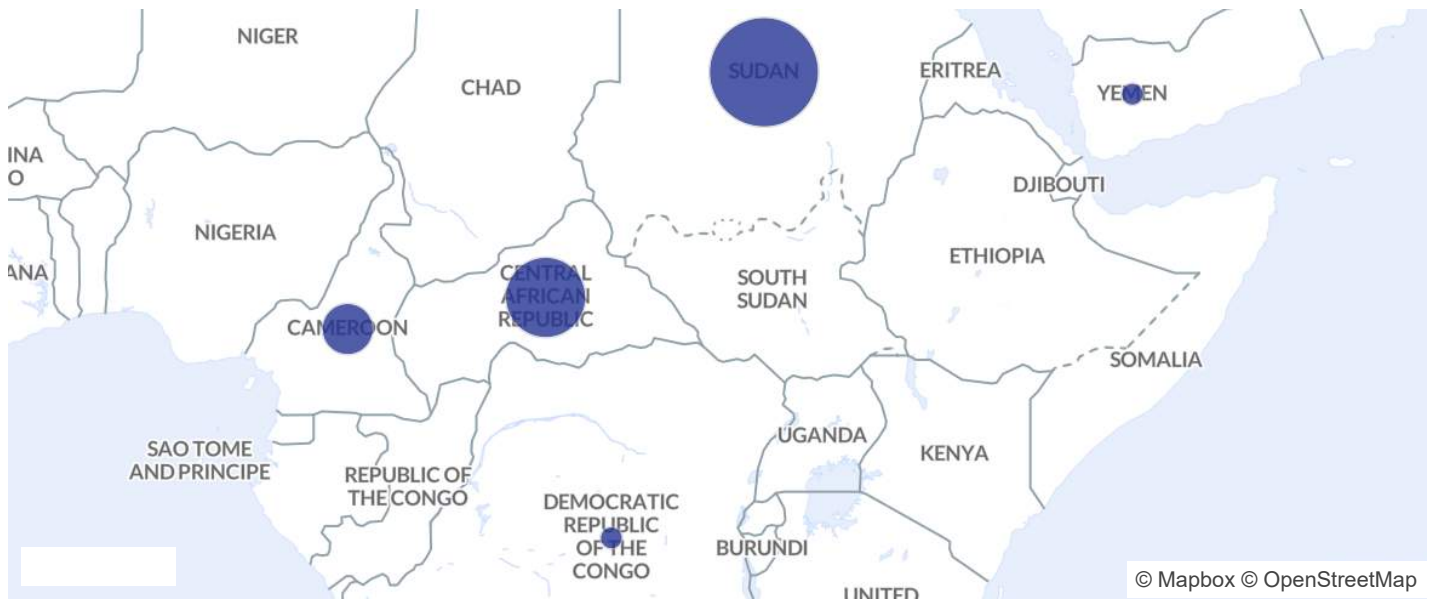
NEWLY ADMITTED | 2022



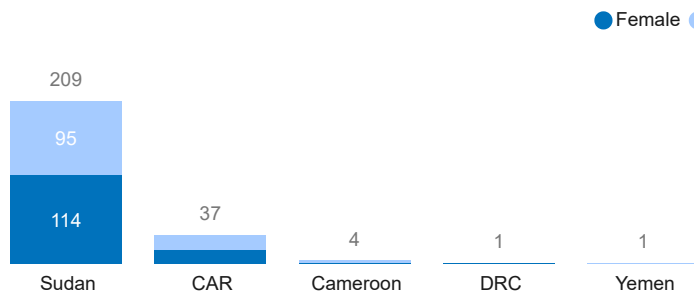
GRADUATES | 2022



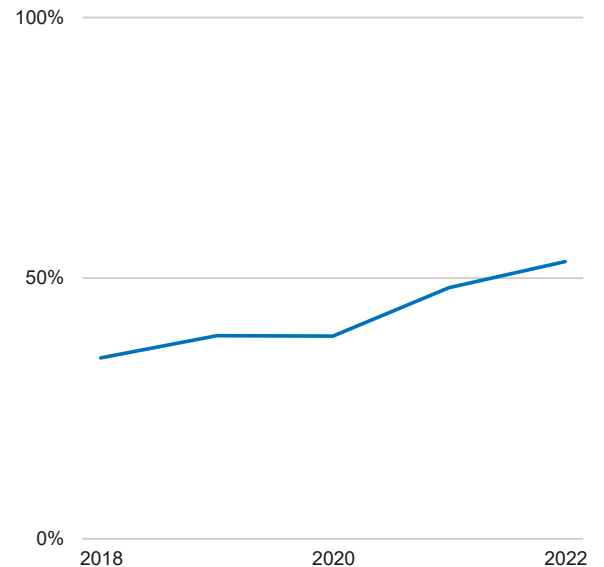
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



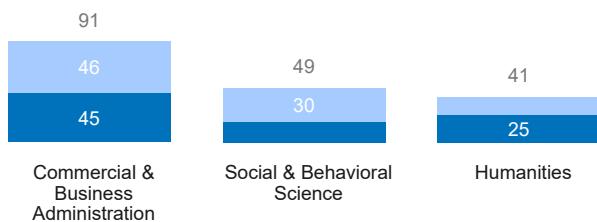
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Chad

Country Context - 2022

Country Context & Challenges

Despite political protests during the academic year, the higher education institutions where DAFI scholars were studying were able to organise final exams and complete the year.

UNHCR and the partner have signed 13 Memoranda of Understanding (MoUs) with public and private universities to facilitate access to higher education for refugees. These agreements call for a 50 per cent reduction in registration fees at private universities and registration on the same basis as nationals in public universities. Furthermore, additional scholarship opportunities, beyond DAFI, have been established to enable refugees to pursue higher education.

Access to Basic Education

Refugees can access basic education under the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under the same conditions as nationals. Furthermore, in some private universities, tuition fees are reduced to 50 per cent for refugee students.

Access to Employment

Per national policy, refugees have the right to work, but in practice have limited opportunities and cannot engage in the civil service. In general, refugees are not permitted to open bank accounts, but as a result of advocacy efforts, some banks allow DAFI scholars to do so.

Country Highlights

In 2022, student-led activities included tutoring classes for younger students to help them prepare for national exams, community sensitisation on the importance of education (especially for young women), and periodic meetings to share successes and difficulties.

UNHCR and the partner, in collaboration with the OXFORD Centre for UNESCO, organised several capacity building training sessions to prepare students to be competitive on the job market and to create their own micro-enterprises.

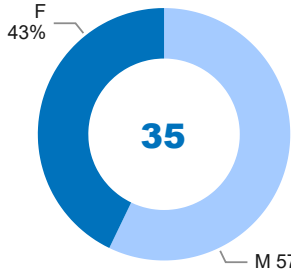
The implementing partner established a service agreement with the Centre d'Apprentissage de la Langue Française to carry out French language training to help DAFI scholars better prepare for academic and professional opportunities.

Côte d'Ivoire

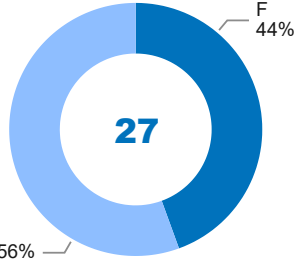
Direct implementation by UNHCR

Côte d'Ivoire is party to the 1951 Convention and 1967 Protocol.

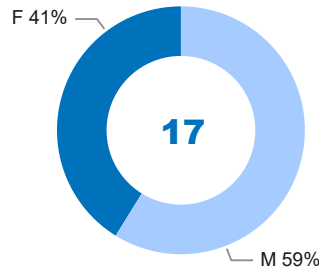
DAFI STUDENTS | 2022



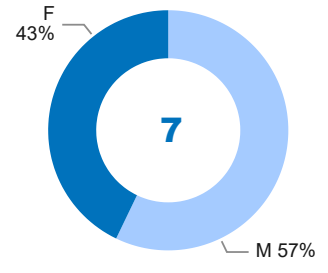
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



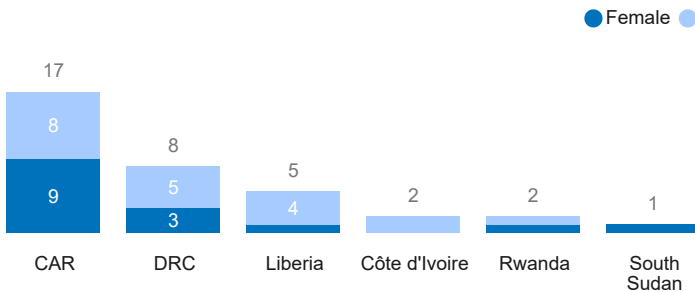
GRADUATES | 2022



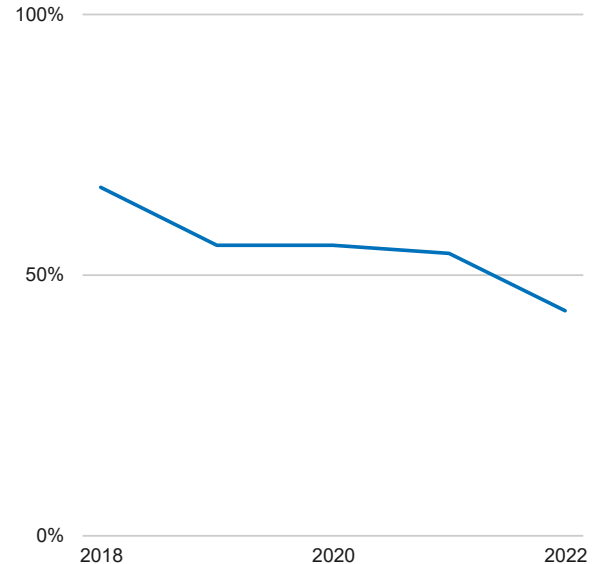
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



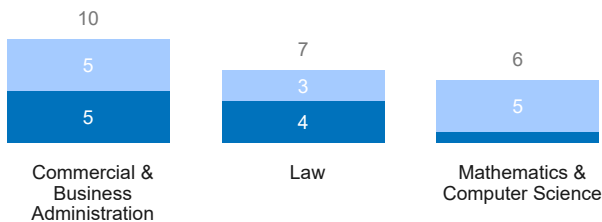
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Côte d'Ivoire

Country Context - 2022

Country Context & Challenges

The national government is building new universities to enable the registration of more students. Furthermore, they are aiming to enable more than 70 per cent of eligible young people to enrol in vocational training and education.

For the last 2 years, the National Office of Civil Status and Identification of Côte d'Ivoire (ONECI) encountered difficulties granting identity cards to refugees. Affected students were granted refugee status certificates to allow them to move freely around the country. However, these certificates are not recognised by banks, which poses a challenge for students receiving cash transfers or scholarship payments.

Access to Basic Education

Refugees can access basic education under the same conditions as nationals.

Access to Tertiary Education

Refugees have the right to access higher education, but pay the same higher school fees as international students. Once adopted, a new asylum law will allow refugees to pay the same tuition fees as nationals. Financial assistance for refugees is only available via UNHCR.

Access to Employment

Refugees do not have the right to work under the same conditions as nationals. Refugees must obtain work permits to secure employment, but are prohibited from working in medicine and law. However, there is a draft law in development that will allow refugees to work on the same conditions as nationals and to register their own businesses.

Country Highlights

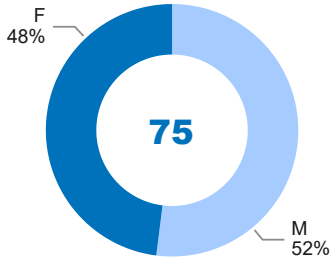
Throughout the year, DAFI scholars supported and engaged with their communities as volunteers. UNHCR also encouraged scholars to consult opportunities posted on the national youth employment website and to submit job applications. Furthermore, UNHCR will continue to conduct advocacy with prospective employers to support refugees' integration into the job market.

Democratic Republic of the Congo

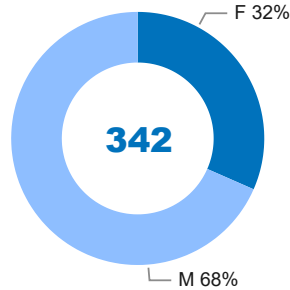
L'Association pour le Développement Social et la Sauvegarde de l'Environnement

Democratic Republic of the Congo is party to the 1951 Convention and 1967 Protocol.

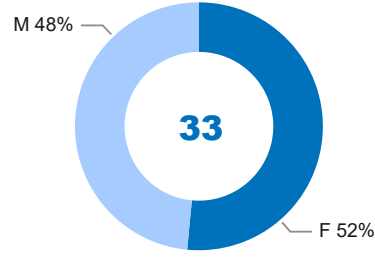
DAFI STUDENTS | 2022



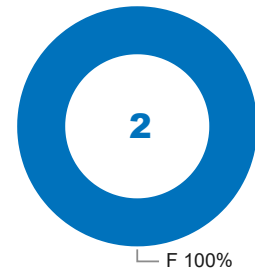
APPLICATIONS | 2022



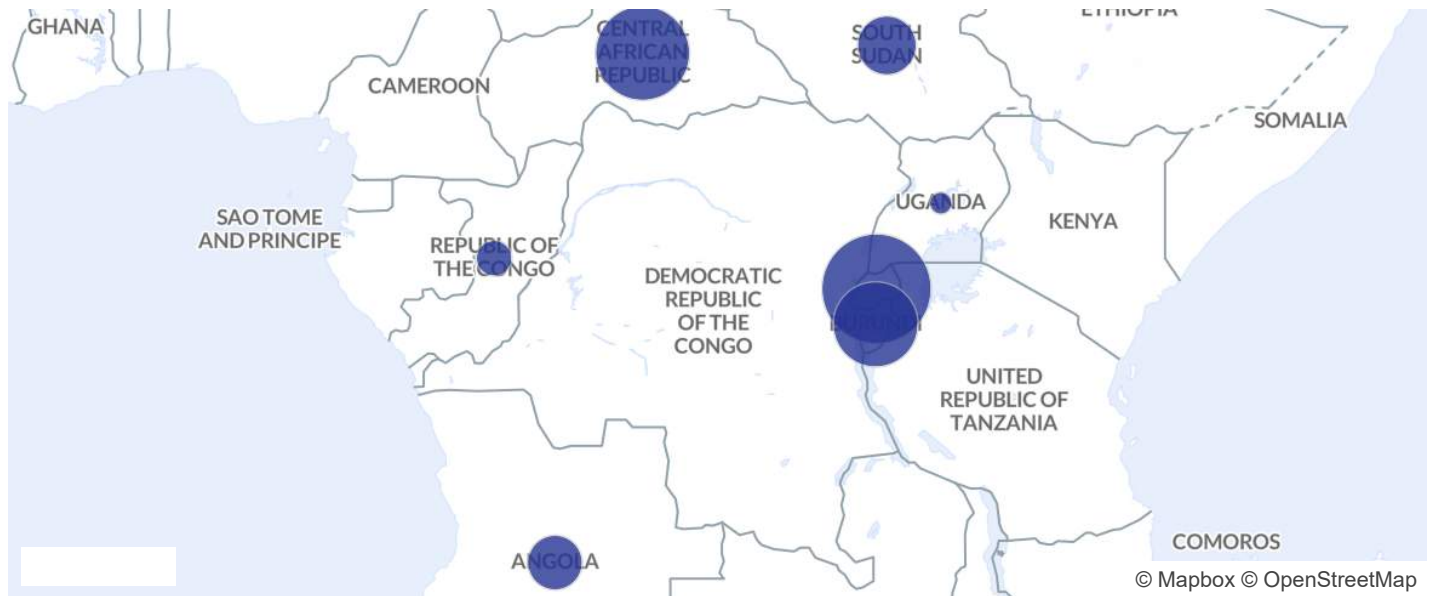
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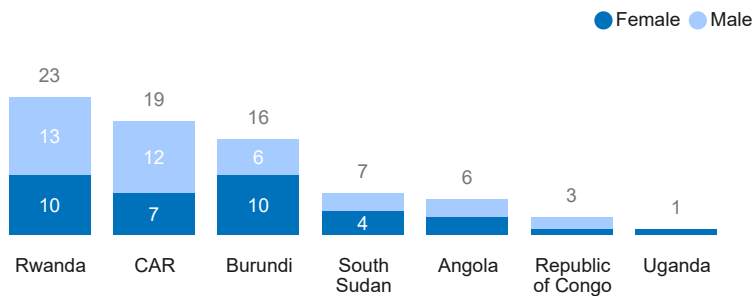
GRADUATES | 2022



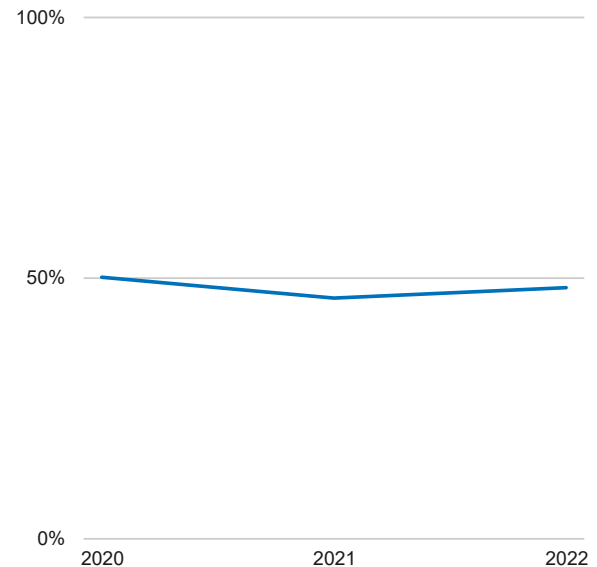
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



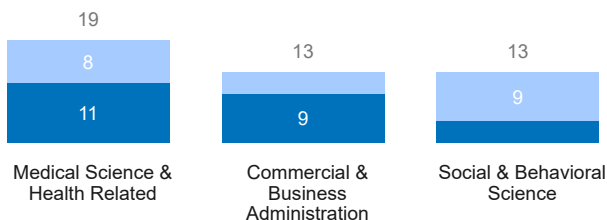
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Democratic Republic of the Congo

Country Context - 2022

Country Context & Challenges

Several social, political, and economic shifts in 2022 affected higher education access, including strikes in public establishments, periodic fuel shortages, and increased living costs. This made it more difficult to afford basic necessities and for families to supplement their children's scholarships. The war in the east of the country also reduced the mobility of some students.

On the other hand, In 2022, the national higher education system transitioned to the European LMD (Bachelor's - Master's - Doctorate) system. This change is intended to streamline opportunities for graduates to transition into higher education systems outside of the DRC for their continuing studies.

Apart from the DAFI programme, opportunities for young people to pursue post-secondary education are relatively limited, and include teaching positions, vocational training, training in service industries, or entrepreneurship.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

According to policy, refugees can access higher education under nearly all the same conditions as nationals. This applies to tuition fees, exam registration, and admission criteria. However, in practice it presents a challenge if refugees do not have documentation of completion of national secondary level exams. Scholarship opportunities and financial aid for refugees remain limited and difficult to obtain.

Access to Employment

Refugees have the right to work, but in practice, access to employment is restricted due to widespread misunderstanding about the law and required documentation. Refugees are permitted to register businesses and to open bank accounts.

Country Highlights

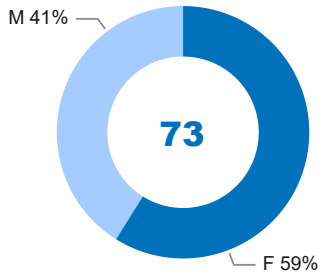
In 2022, DAFI students initiated and led several activities. These included the DAFI 30th anniversary celebration, street cleaning and environmental waste awareness events, and the end of year celebration where students shared their experiences in entrepreneurship and student leadership for peace.

Ecuador

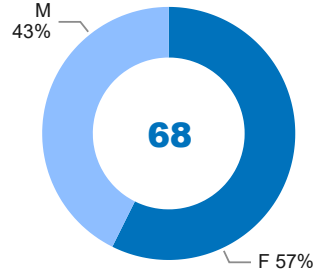
Hebrew Immigrant Aid Society

Ecuador is party to the 1951 Convention and 1967 Protocol.

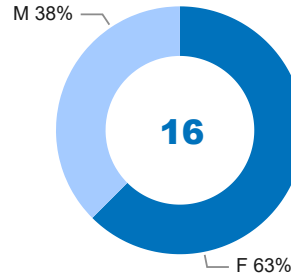
DAFI STUDENTS | 2022



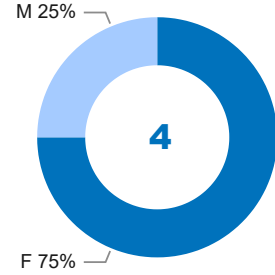
APPLICATIONS | 2022



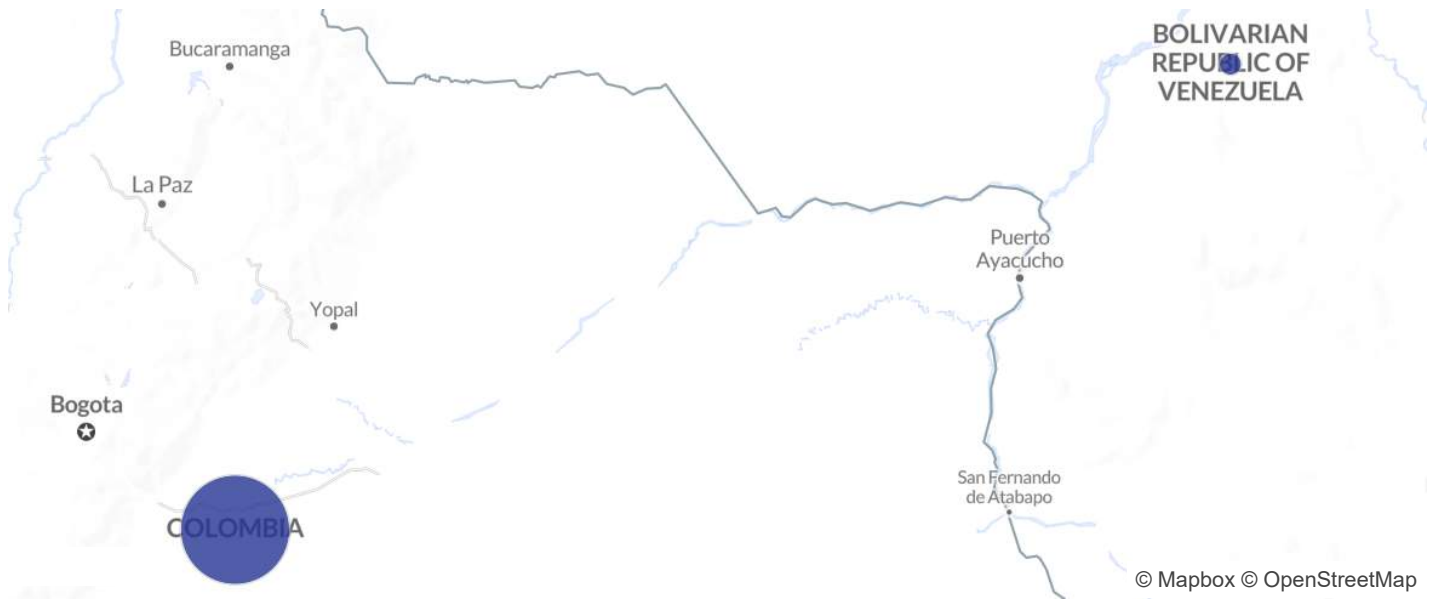
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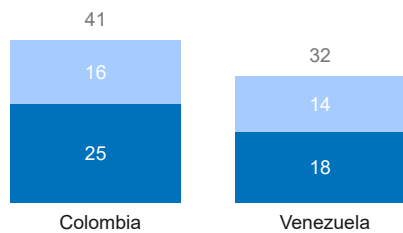
GRADUATES | 2022



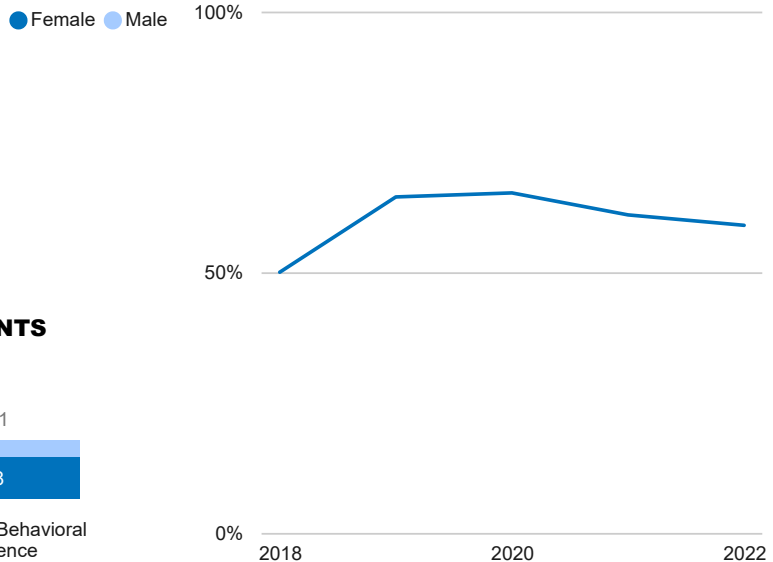
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



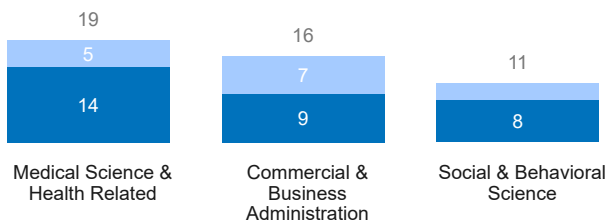
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Ecuador

Country Context - 2022

Country Context & Challenges

Due to the pandemic and political context, Ecuador faced a number of socio-economic, health, and security challenges in 2022. Ecuador is experiencing an alarming increase in violence and insecurity as well as related increases in internal migration. This has directly affected DAFI scholars and their education. Evening classes were shifted to earlier hours and more classes were held online to safeguard students' wellbeing and to comply with curfews and mobility restrictions.

Access to Basic Education

According to policy, refugees can access basic education under the national curriculum, according to the same conditions as nationals. Basic education is free, however, families must cover material and transportation expenses.

Access to Tertiary Education

According to policy, refugees can access higher education under the same conditions as nationals. However, in practice refugees face difficulties related to the admission process and documentation requirements. Refugees are also not eligible for national education financial aid.

Access to Employment

Refugees have the right to work, but in practice must present proof of their status and face industry-specific as well as mobility restrictions. Furthermore, employers are often unaware of national policy and recruitment procedures continue to favour nationals.

Country Highlights

Several activities were carried out to support DAFI scholars' integration and learning and to strengthen peer support networks. These included in-person and online psycho-educational group sessions and follow-ups to identify challenges and promote scholars' wellbeing and social skills development.

After two years of meeting virtually, the 2022 annual DAFI meeting was held in-person. Scholars exchanged experiences and the meeting focused on tools for personal development, employability, entrepreneurship, prevention of gender-based violence, women's rights, and migratory regulation processes.

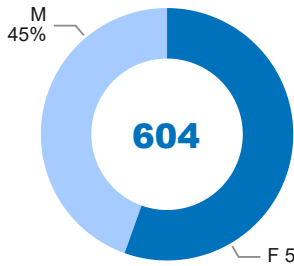
Finally, DAFI scholars participated in initiatives, groups, and events for community development and engagement, including vaccination campaigns and other health initiatives.

Egypt

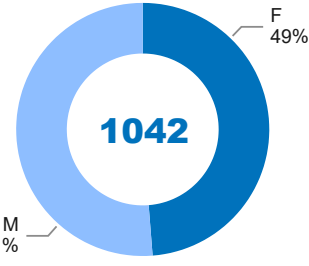
Catholic Relief Services

Egypt is party to the 1951 Convention and 1967 Protocol.

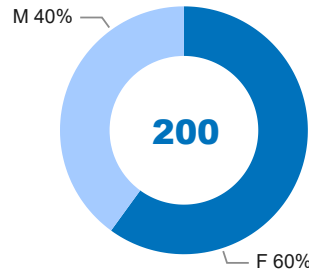
DAFI STUDENTS | 2022



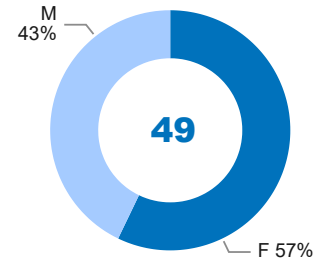
APPLICATIONS | 2022



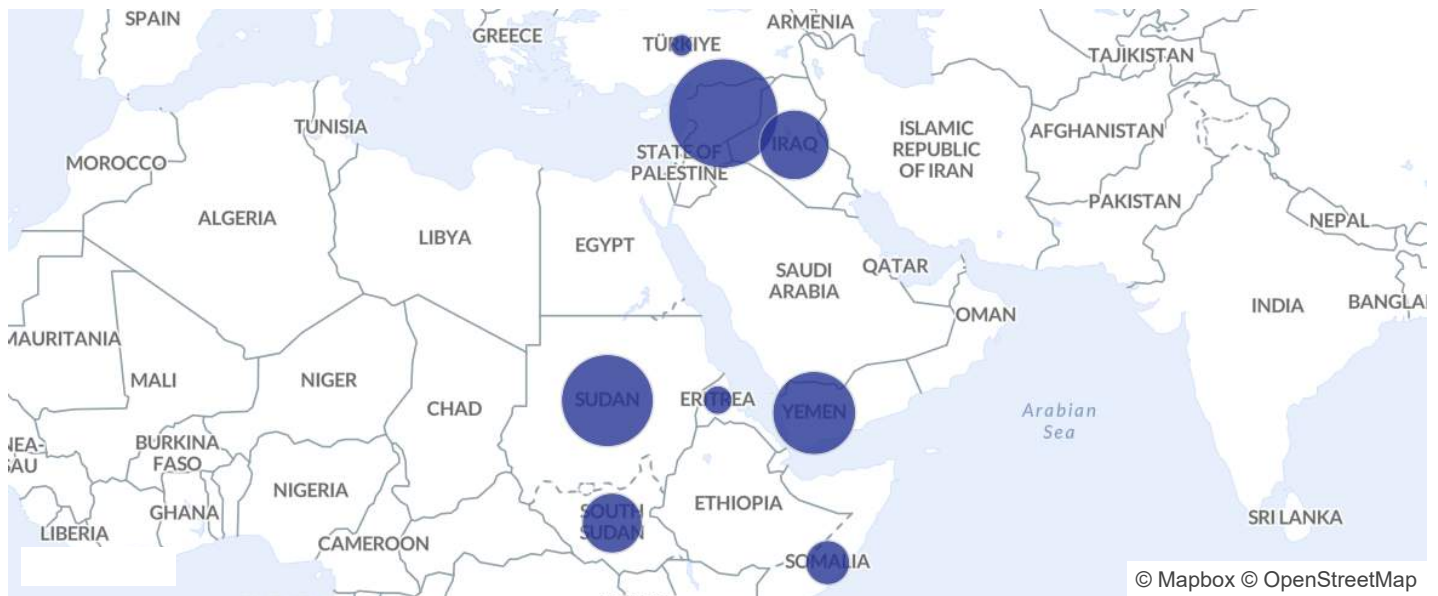
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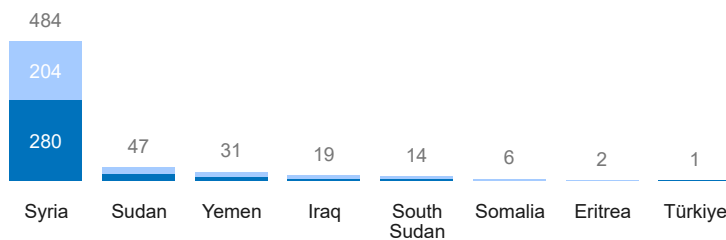
GRADUATES | 2022



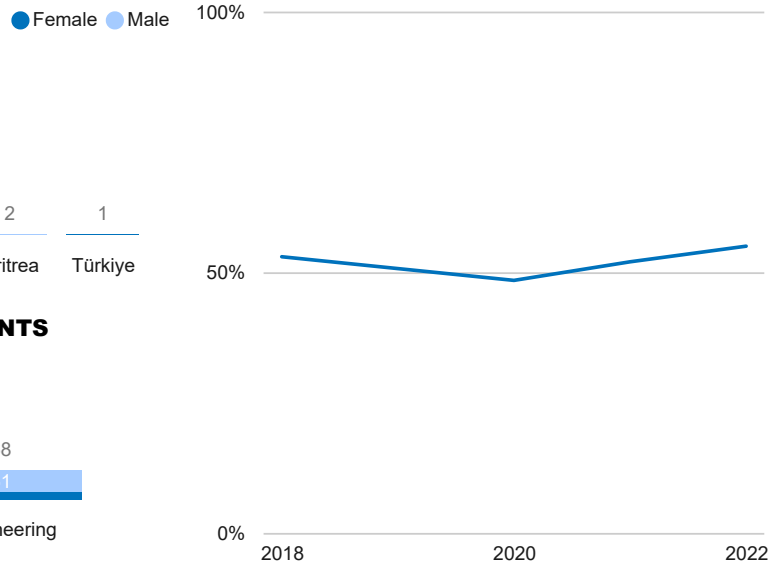
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



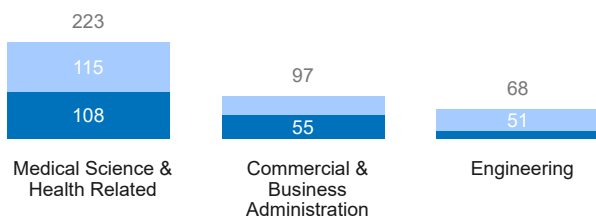
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Egypt

Country Context - 2022

Country Context & Challenges

The number of refugees and asylum seekers increased by 6 per cent, compared to the end of 2021, alongside an overall increase in applications for the DAFI programme by 32 per cent.

Education and skills development opportunities available to post-secondary youth include higher education at Egyptian universities, formal and non-formal technical and vocational education, as well as trainings, language courses, and volunteer and internship programmes. According to a 2021 report by the International Labour Organization (ILO), a considerable number of agencies also focus on supporting refugees and asylum seekers with non-formal education and skills development.

Access to Basic Education

Only refugees from a few countries (including Sudan, South Sudan, Syria, and Yemen) can access basic education under the national curriculum, according to the same conditions as nationals. Refugees from all other nationalities can enrol in private education institutions, which generally cost more.

Access to Tertiary Education

Refugees of all nationalities with a secondary level diploma can access tertiary education. However, with the exception of Syrians with Egyptian high school certificates (who access higher education on the same conditions as nationals) and Sudanese and South Sudanese refugees (who pay reduced tuition fees), they must apply as foreign scholars and pay international tuition fees. Furthermore, some institutions also require refugees to provide additional identification documents and certificates that they may no longer have.

Access to Employment

Refugees and asylum seekers face legal restrictions to access the job market. Refugees who have been legally residing in Egypt for three years have the right to work. However, in practice, they often encounter obstacles obtaining work permits, primarily due to fees that increase over time. Refugees can only register businesses on the same conditions as foreigners and pending the receipt of security clearance, which is not easily obtained. They have the right to open bank accounts, but face restrictive documentation requirements.

Country Highlights

As a result of efforts to continue pursuing gender parity, 60 per cent of scholarships were awarded to women. Furthermore, most DAFI social club activities in 2022 were led by women.

Six DAFI scholars facilitated 19 in-person soft skills sessions, including presentation, communication, and leadership skills, which were attended by 101 students from refugee community schools. One DAFI graduate from the Faculty of Pharmacy at Alexandria University created his own YouTube channel to share information about the latest developments in medications.

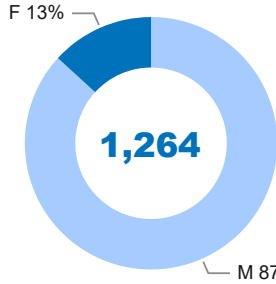
The partner provided 95 scholars with social and professional skills training and contracted iCareer to provide advanced career readiness trainings and internship placement. 25 DAFI scholars participated in career coaching and leadership training, followed by internship placement.

Ethiopia

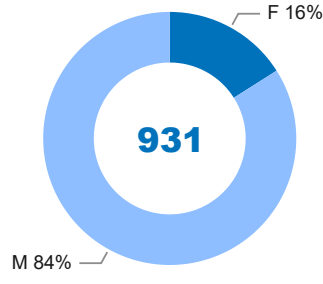
Association of Ethiopians Educated in Germany

Ethiopia is party to the 1951 Convention and 1967 Protocol.

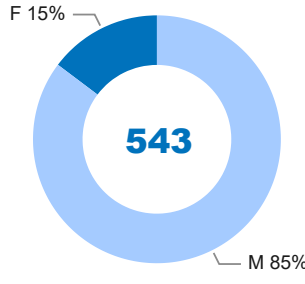
DAFI STUDENTS | 2022



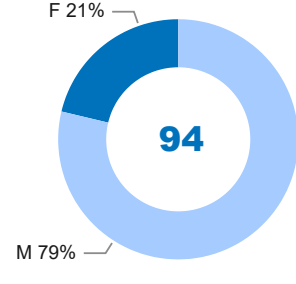
APPLICATIONS | 2022



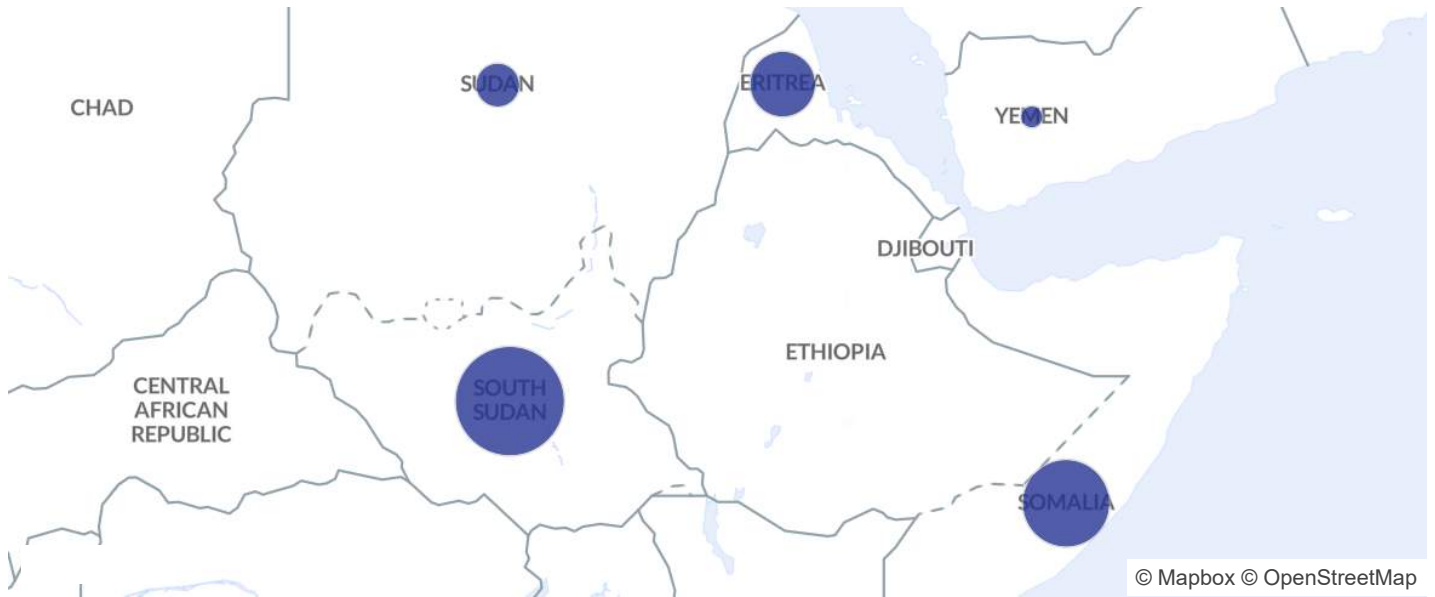
NEWLY ADMITTED | 2022



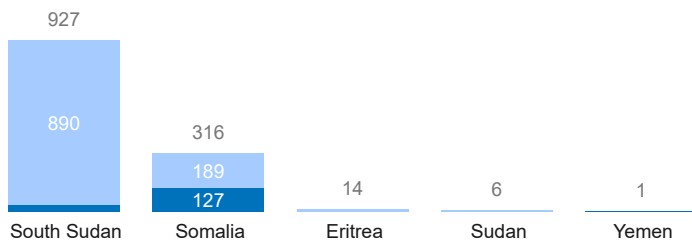
GRADUATES | 2022



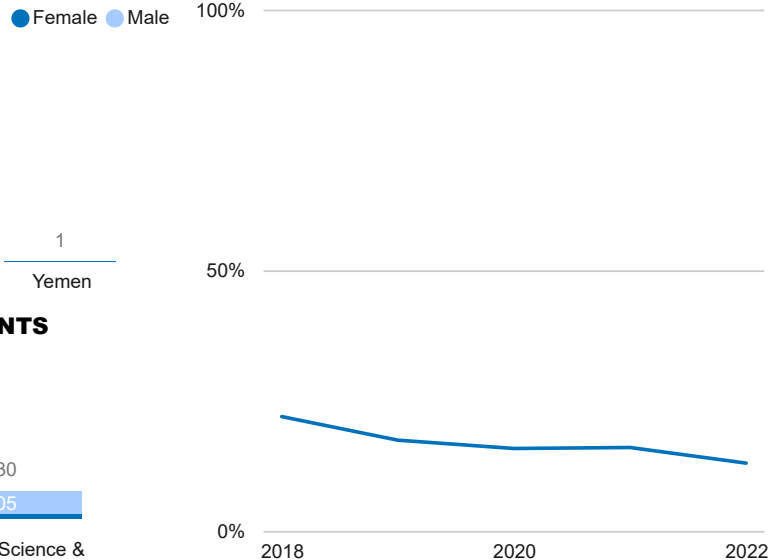
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



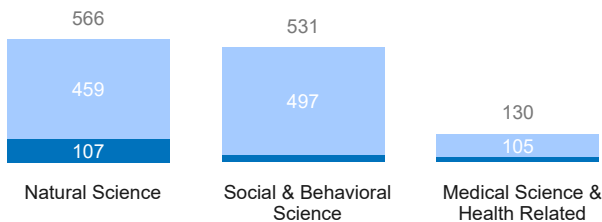
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Ethiopia

Country Context - 2022

Country Context & Challenges

A majority of refugees are hosted in camps, but a smaller percentage reside in urban areas. Ethiopia has well-established refugee response and coordination processes as well as laws in place.

Access to Basic Education

Refugees can access basic education free of any fees, with no limitation by countries of origin.

Access to Tertiary Education

Refugees can access higher education under the same conditions as nationals at public and private institutions, without limitation by country of origin. Some universities do not charge refugees tuition fees. At those public universities that do, the government subsidises up to 75 per cent of tuition fees.

Access to Employment

Per policy, refugees have the right to work, register businesses, and open bank accounts without limitation by country of origin. However, refugees must secure work permits to enter the labour market.

Country Highlights

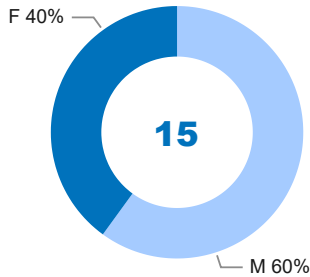
DAFI scholars organised summer tutorial classes for low academic achievers and refugee high school students. Furthermore, 54 DAFI students attended an entrepreneurship and communication skills training held at Debre Berhan University.

Gambia

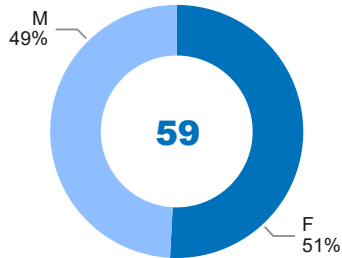
Gambia Food and Nutrition Association

Gambia is party to the 1951 Convention and 1967 Protocol.

DAFI STUDENTS | 2022



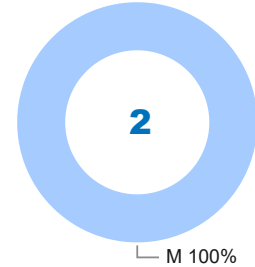
APPLICATIONS | 2022



NEWLY ADMITTED | 2022

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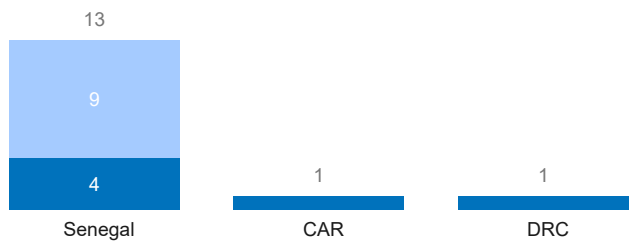
GRADUATES | 2022



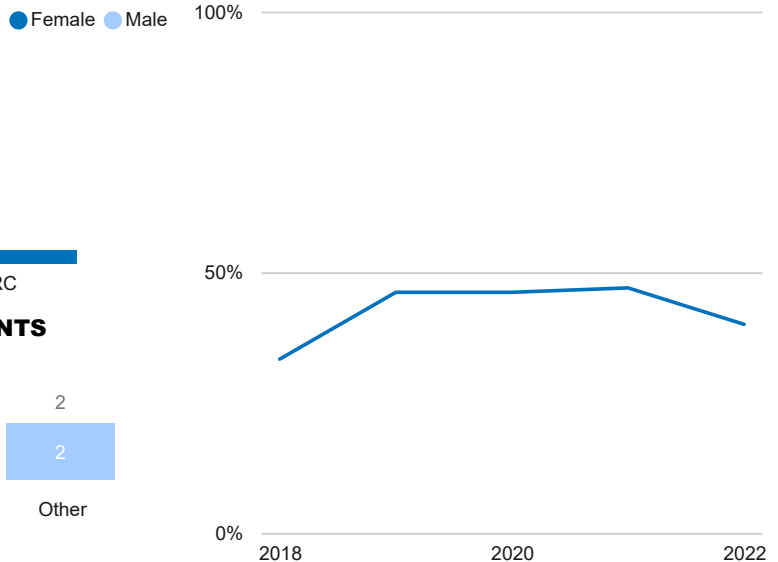
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



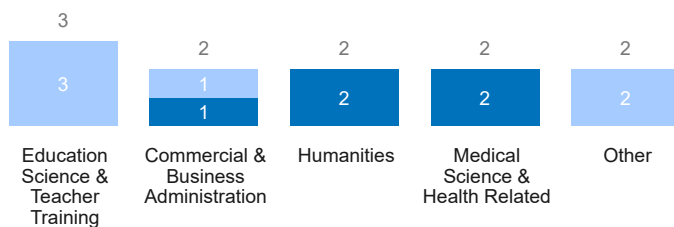
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Gambia

Country Context - 2022

Country Context & Challenges

The University of the Gambia and other private universities provide undergraduate and post-graduate courses, which refugees who meet the entry requirements may attend. Students who sit the West African Senior Secondary Certificate Examination (WASSCE) and other recognized university entry examinations and achieve good grades are admitted to undergraduate programmes

Technical and Vocational Education and Training (TVET) institutions provide opportunities for post-secondary youth to acquire skills relevant for the labour market, such as electrical installation, trowel vocation and sewing.

Access to Basic Education

Refugees can access primary education under the national curriculum, according to the same conditions as nationals. With respect to secondary schooling, refugees have the same access to public schools as nationals but pay different fees to access private schools.

Access to Tertiary Education

Refugees can access higher education under nearly all the same conditions as nationals, which extends to tuition fees and admission criteria. However, refugees cannot access national education financial aid.

Access to Employment

Refugees have the right to work, with the exception of specific positions in the military, national assembly, and executive offices of the government. Refugees can also register businesses and open bank accounts.

Country Highlights

Awareness-raising was a priority throughout 2022. DAFI scholars shared information about the DAFI programme in rural secondary schools. Furthermore, sensitisation sessions were conducted with refugee leaders on school enrolment and retention.

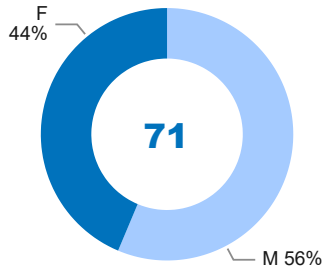
Finally, DAFI scholars participated in various workshops and sessions throughout the year. DAFI and other refugee scholars took part in reproductive health seminars, and 13 DAFI scholars attended a career counselling session.

Ghana

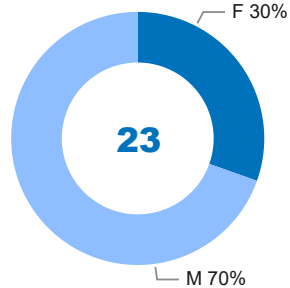
Christian Council of Ghana

Ghana is party to the 1951 Convention and 1967 Protocol.

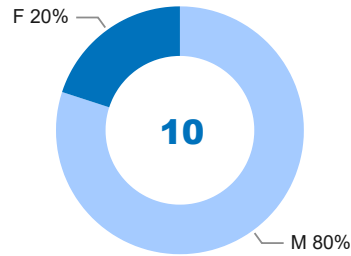
DAFI STUDENTS | 2022



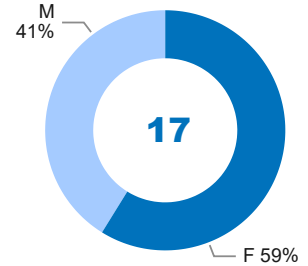
APPLICATIONS | 2022



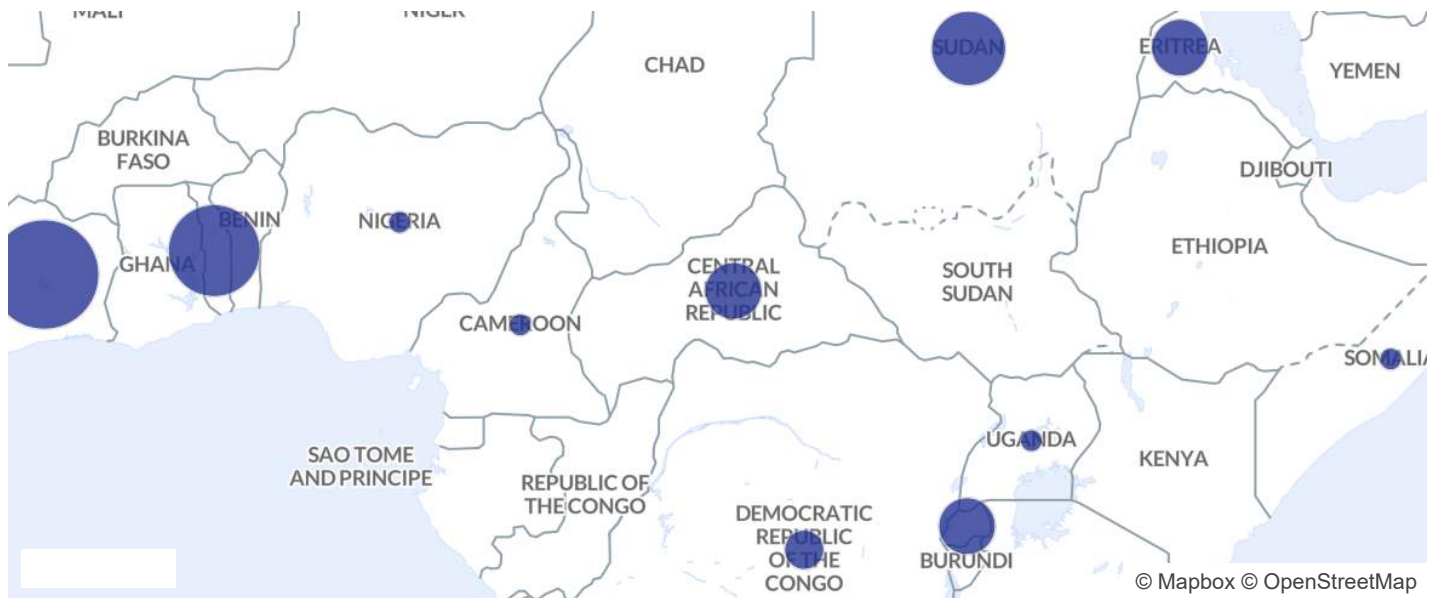
NEWLY ADMITTED | 2022



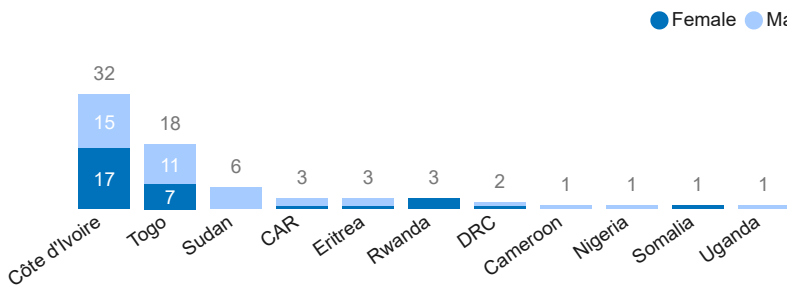
GRADUATES | 2022



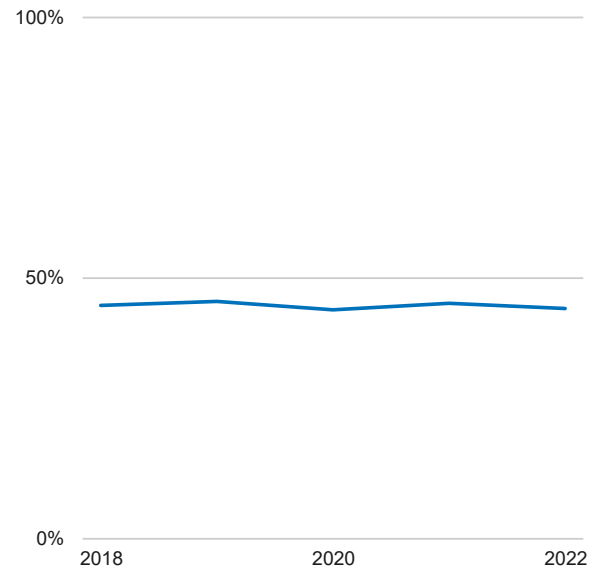
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



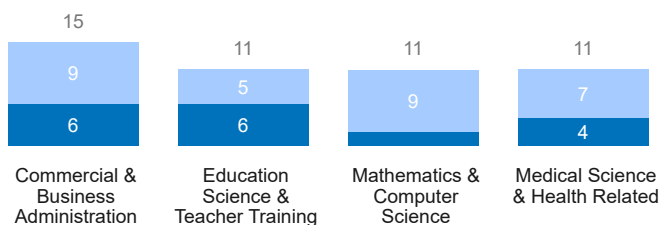
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Ghana

Country Context - 2022

Country Context & Challenges

The most significant change in 2022 that affected the refugee population in Ghana was the formal cessation of the status for refugees from Côte d'Ivoire. Those affected could not be considered for new enrolment in the DAFI programme. Scholars from Côte d'Ivoire already enrolled in the programme, however, were allowed to retain their scholarships to support completion of their studies.

Beyond the DAFI programme, opportunities for post-secondary youth include apprenticeships and skills trainings. Remedial schools also exist to help students who need to improve in specific subject areas to proceed to tertiary education.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

According to policy, refugees can access higher education under nearly all the same conditions as nationals. However, for admission, all public institutions and some private institutions require the submission of a letter of introduction from the Ghana Refugee Board. In practice, refugees also cannot access national education financial aid.

Access to Employment

Per policy, refugees have the right to work in any industry. However, they must obtain a work permit. Furthermore, existing laws make it difficult for refugees to register businesses without collaboration with a Ghanaian counterpart. A Ghana national ID card, which not all refugees have, is required to open a bank account.

Country Highlights

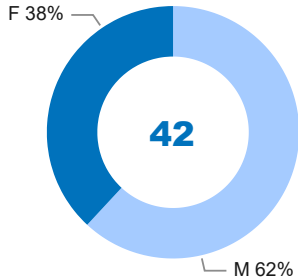
On International Day of the Girl, DAFI scholars engaged with young refugee girls in focus group discussions and picture presentations. DAFI scholars also led a breast cancer education and awareness campaign in Kisan refugee camp. Finally, DAFI scholars participated in career readiness and job search training to prepare for post-graduate scholarships and labour market opportunities.

Guinea

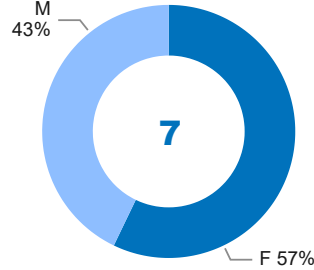
Organisation pour le Développement Intégré et Communautaire

Guinea is party to the 1951 Convention and 1967 Protocol.

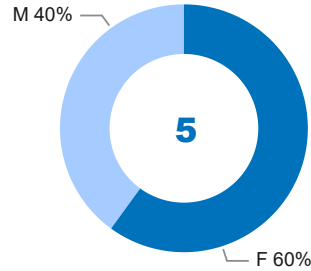
DAFI STUDENTS | 2022



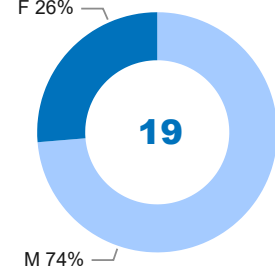
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



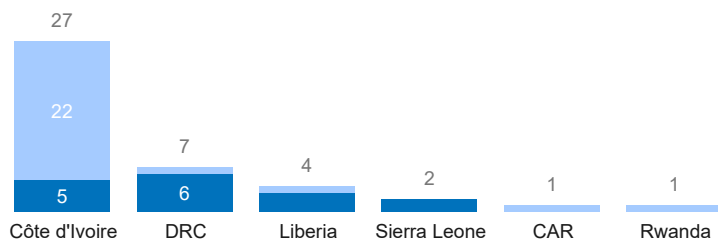
GRADUATES | 2022



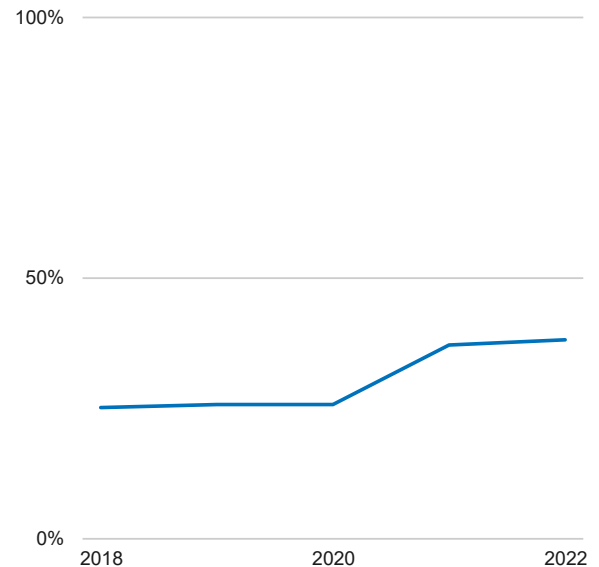
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



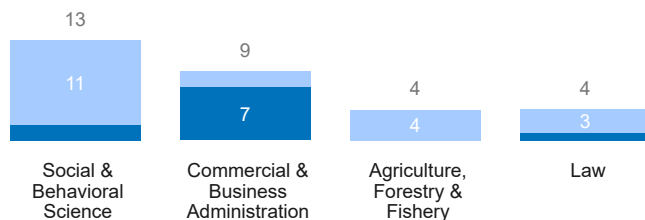
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Guinea

Country Context - 2022

Country Context & Challenges

In 2022, Guinea Conakry experienced social and political unrest as well as demonstrations protesting the latest political transition, which disrupted daily life and made it difficult for students and teachers to get to school.

After secondary school, the Guinean government offers higher and professional education to all those admitted to the baccalaureate. They can also register and take courses in private universities. Other students may attend public or private vocational schools, where host community and refugee students follow the same courses. Students who fail the baccalaureate exam may retake it once.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under the same conditions as nationals, which extends to tuition fees, financial aid, registration for exams and admission criteria.

Access to Employment

Refugees have the right to work in any industry. However, refugees cannot register businesses or open bank accounts due to restrictive documentation requirements, e.g., a national identity card.

Country Highlights

DAFI scholars organised meetings to prepare for celebrations of the 30th anniversary of DAFI. During the celebration ceremony, the students presented their own work, a speech of thanks to the donors, visual artwork and their own poetry.

DAFI students also participated in basic computer training as well as soft skills training that covered entrepreneurship and how to apply for employment.

Guinea Bissau

National Coordinator for the Assistance of Refugees and Displaced Persons

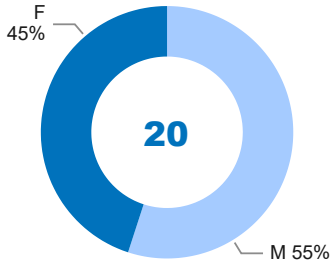
Guinea Bissau is party to the 1951 Convention and 1967 Protocol.

DAFI STUDENTS | 2022

APPLICATIONS | 2022

NEWLY ADMITTED | 2022

GRADUATES | 2022



N/A

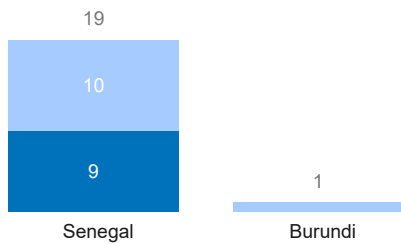
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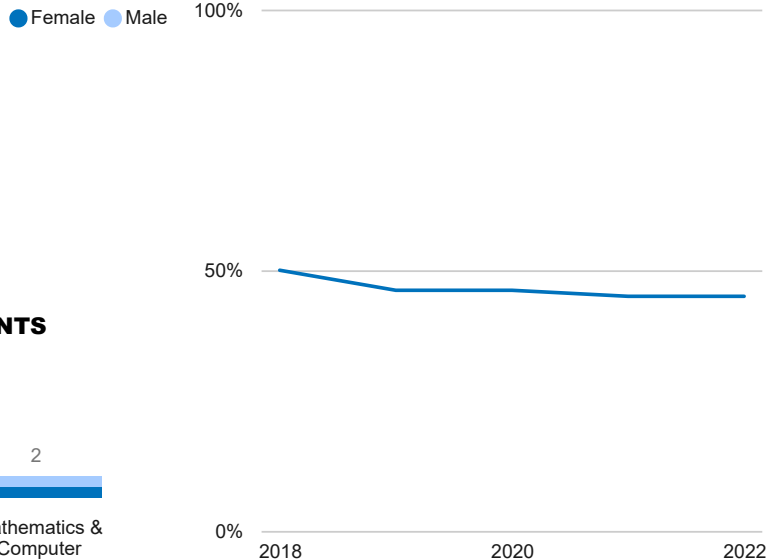
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



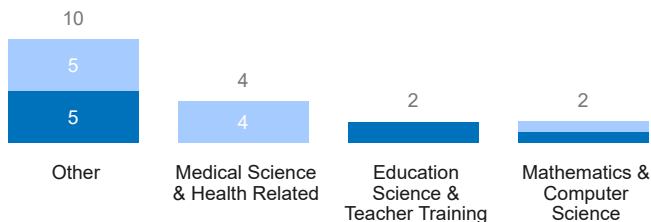
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Guinea Bissau

Country Context - 2022

Country Context & Challenges

COVID-19, the international fuel and food crises and the challenging economic context significantly affected refugees and asylum seekers and limited their integration into local labour markets. Host community members are largely receptive to refugee naturalisation. Finally, since the naturalisation decree signed into effect in 2018 by the country's president, UNHCR and line ministries have committed to providing birth registration and identity documents to refugees in Guinea Bissau.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under nearly all the same conditions as nationals, which extends to tuition fees, registration for exams and admission criteria. However, refugees cannot access national education financial aid.

Access to Employment

Refugees have the right to work in any industry, register businesses, and open bank accounts.

Country Highlights

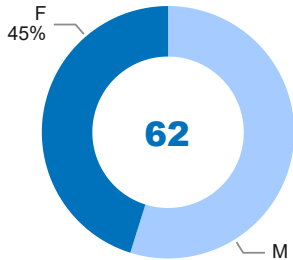
Throughout 2022, DAFI scholarship holders continued to participate in the national DAFI club and associated activities.

India

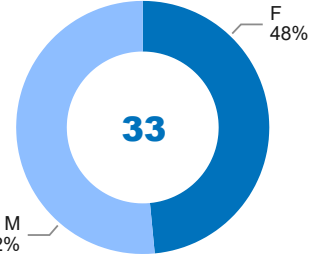
Bosco Organisation for Social Concern and Operation

India is not party to the 1951 Convention and 1967 Protocol.

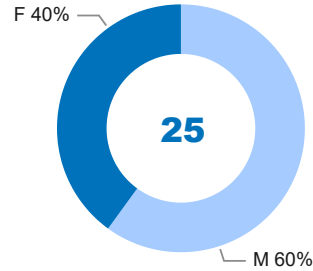
DAFI STUDENTS | 2022



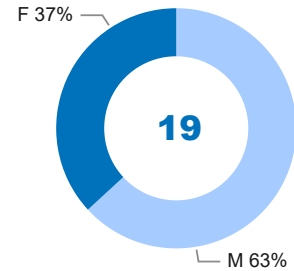
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



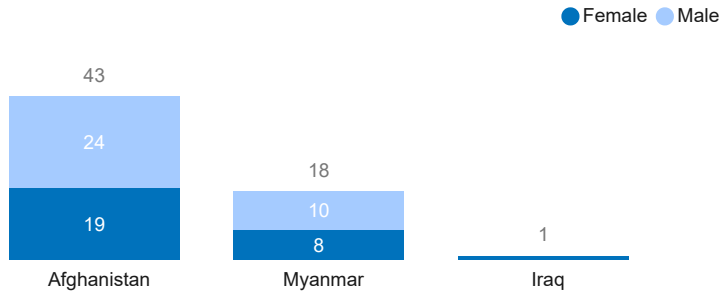
GRADUATES | 2022



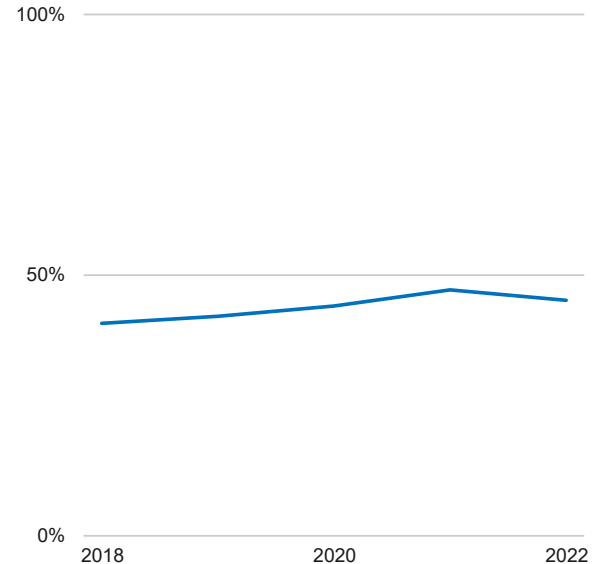
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



India

Country Context - 2022

Country Context & Challenges

Refugees and asylum-seekers continue to struggle to secure basic needs in the absence of full inclusion in national services and schemes, which highlights the need to strengthen programmes to build resilience of asylum seekers and refugees.

Refugees and asylum seekers have access to basic education and health services, but they faced barriers due to the lack of government-issued documentation. Within refugee communities, women and girls faced additional challenges related to economic empowerment, education and protection due to prevailing gender and cultural norms.

Access to Basic Education

According to the "Right to Education Act", all children ages 6 to 14 have the right to free basic education. Refugees face challenges obtaining government-issued documentation, which creates challenges for admission and exam registration. UNHCR and partners conduct advocacy with district education officers, local government schools and other stakeholders to facilitate admission for refugees.

Access to Tertiary Education

Refugees who have completed secondary education are eligible to apply for higher education but are required to pay foreign student fees for tuition and exams, which are higher. Furthermore, it is often difficult for refugees to obtain the government required documents required for admission.

Access to Employment

Refugees do not have the right to work nor register businesses. Most refugees are not able to open bank accounts as they do not have the required government-issued documentation to do so.

Country Highlights

DAFI scholars conducted awareness-raising sessions on gender-based violence during the '16 days of Activism'. On International Women's Day, DAFI scholars prepared short videos on 'Gender Equality for a Sustainable Tomorrow' and participated in photo stories. DAFI scholars also led information sessions for community-based groups, including women's groups. The sessions presented women DAFI scholars and alumnae as role models and encouraged men and boys in communities to promote education for women and girls.

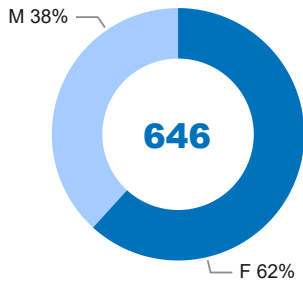
To support DAFI scholars in their transition to employment, scholars were invited to attend information sessions with companies in different industries (probiotic sales and agriculture). DAFI scholars had also the opportunity to attend sessions on resume writing, interviewing and workplace ethics.

Islamic Republic of Iran

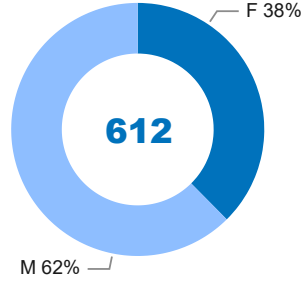
Pars Development Actors Institute

Iran is party to the 1951 Convention and 1967 Protocol.

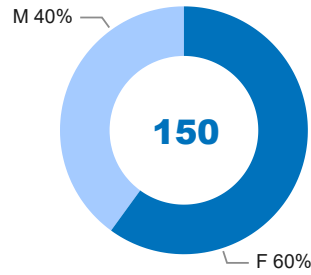
DAFI STUDENTS | 2022



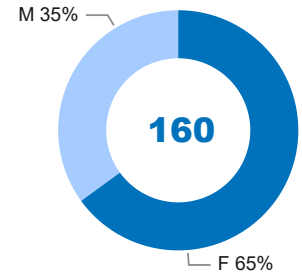
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



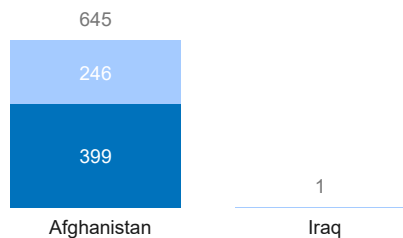
GRADUATES | 2022



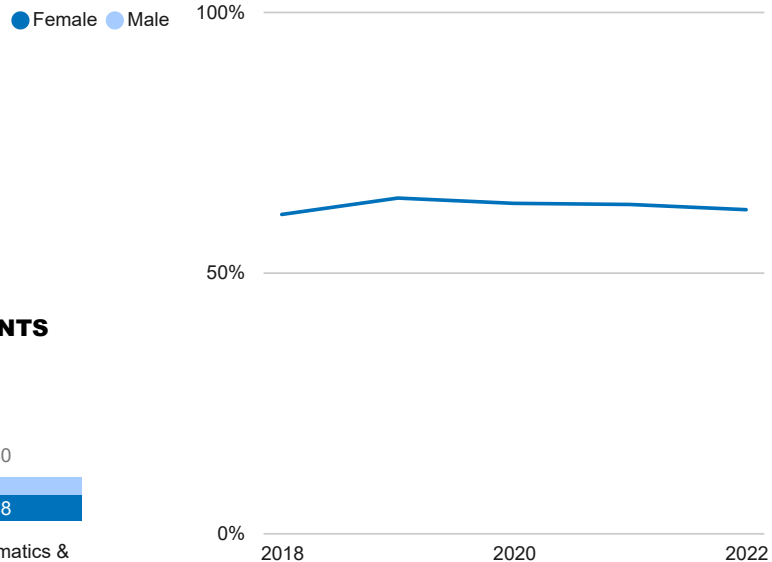
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



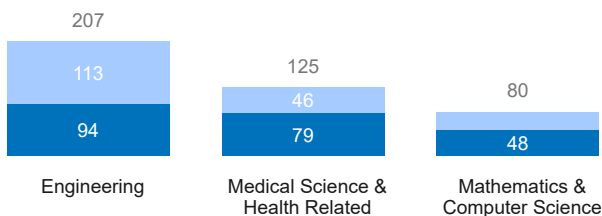
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Islamic Republic of Iran

Country Context - 2022

Country Context & Challenges

There were a number of challenges faced by students and universities in submitting and receiving supporting documents in 2022, particularly in geographic areas where the internet was not readily available.

Access to Basic Education

Refugee card holders can access basic education. Yet enrolment procedures are determined each year by the Ministry of Education through a circular on the registration requirements. In practice, this limits access to basic education for some groups of asylum seekers and refugees.

Access to Tertiary Education

To pursue higher education, refugees with an Amayesh card (temporary residence card for Afghan refugees) must annul their refugee status and apply for a Student Visa.

Refugees can study in almost all fields with a few exceptions, such as atomic physics, nuclear physics, aerospace engineering and military science.

Although tertiary education is not free of charge, partial scholarships are available to refugees through the DAFI scholarship programme or government-funded scholarships.

Access to Employment

Refugees who have obtained work permits are able to access the job market and find employment in permitted job categories. In general, refugees are eligible to open bank accounts and receive bank cards, while in practice, some challenges are observed.

Country Highlights

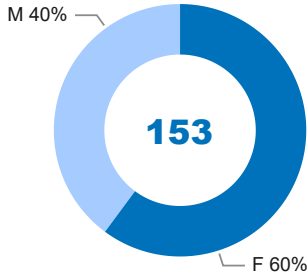
The DAFI programme continues to be on track in its goal to achieve gender parity by 2025. Over half of DAFI scholars in Iran were women (62 per cent) in 2022.

Iraq

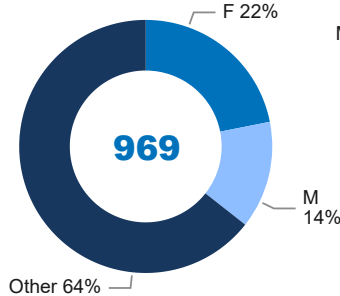
Direct implementation by UNHCR

Iraq is not party to the 1951 Convention and 1967 Protocol.

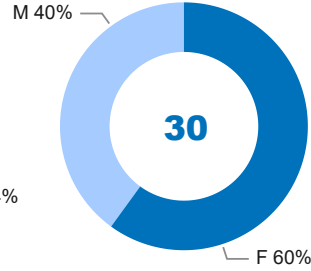
DAFI STUDENTS | 2022



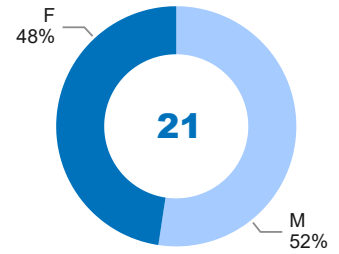
APPLICATIONS | 2022



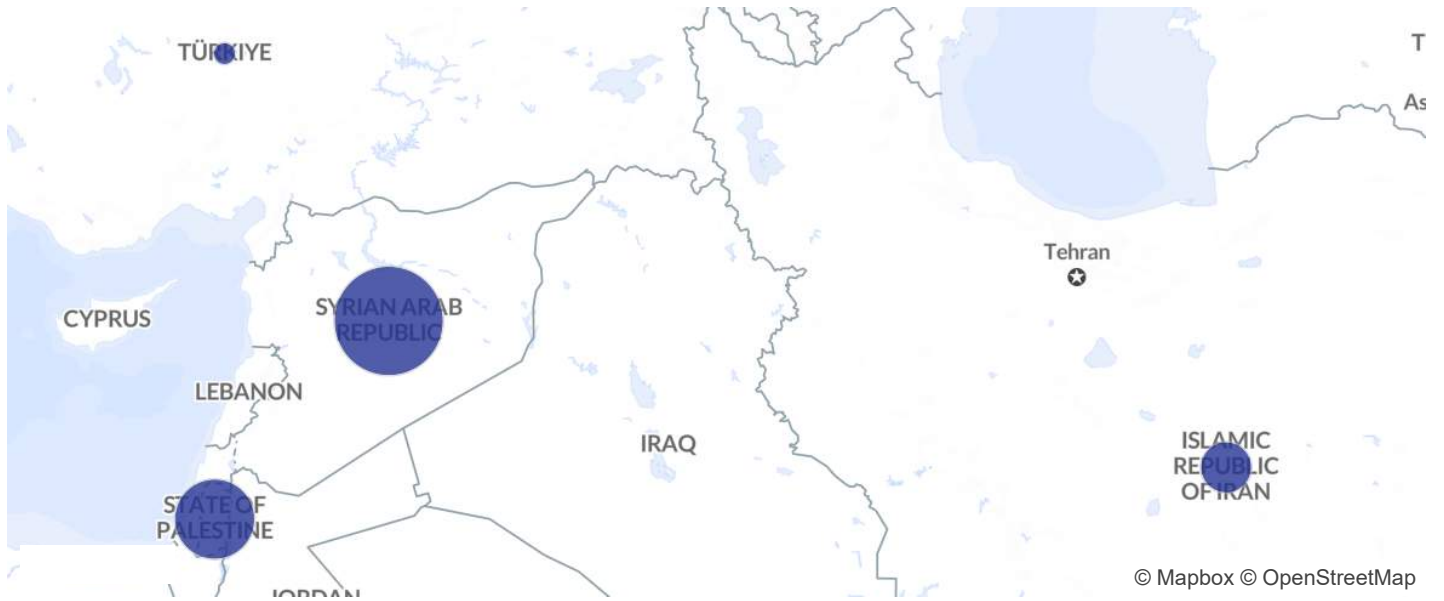
NEWLY ADMITTED | 2022



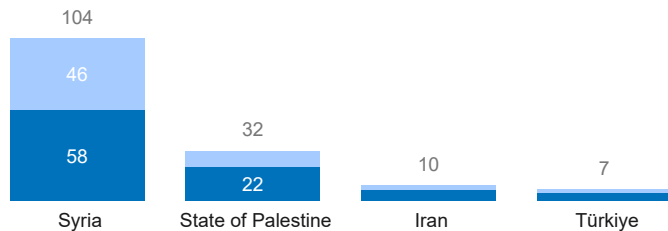
GRADUATES | 2022



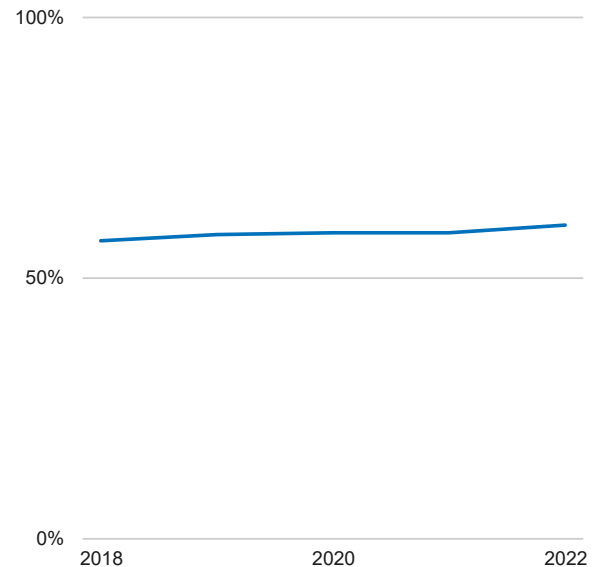
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



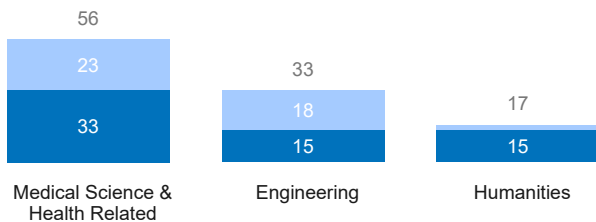
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Iraq

Country Context - 2022

Country Context & Challenges

In 2022, Iraq launched the Refugee Education Integration Policy (REIP) in grades 1 to 4 at the primary school level (now includes grade 5, as of September 2023). DAFI students participated in workshop sessions about the new policy and shared key messages with the refugee community.

Validating refugees' prior education certificates remains a challenge as many refugees face difficulties obtaining school documentation and diplomas from their country of origin and as a result cannot enrol. UNHCR and UNESCO organised a workshop with the national education ministries to advocate for the UNESCO Qualification Passport (UQP) and ease the validation process.

Different education and skill development opportunities are available for post-secondary youth, including Technical and Vocational Education and Training (TVET) opportunities (which are often difficult to access due to costs and legal exclusions) and other scholarships, e.g., DAAD, Spark, and JWL.

Access to Basic Education

As of September 2022, refugee children in grades 1-4 can access basic public education under the same conditions as nationals (now through grade 5 as of September 2023). Refugee students in higher grade levels are still enrolled in a parallel system in refugee schools.

Access to Tertiary Education

According to policy, refugees have the right to access higher education. However, the admission criteria are more restrictive than for nationals, and refugees who did not complete their secondary education in Iraq are required to submit more documentation. Some refugees may be able to secure an exemption from tuition fees. Refugees are eligible to apply for private financial aid.

Access to Employment

According to policy, refugees have the right to work. However, in practice, some employers still require refugees to provide a foreign national work permit. Access to public sector employment is also extremely limited. Although refugees are permitted to register businesses and to open bank accounts, this is not always possible in practice due to security policies.

Country Highlights

A 30th DAFI anniversary celebration brought together more than 200 people from the government, education partners, and students.

DAFI students also led community awareness and engagement sessions throughout the year. Three scholars organised three awareness-raising sessions to share information about dental care. Two DAFI students organised seven literacy sessions, and one scholar provided English language training for five DAFI scholars as well as residents of the Darashakran camp.

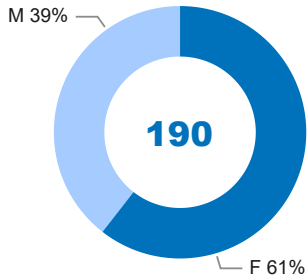
Seven students were selected for the Duolingo Pilot Scholarship programme. With the support of Duolingo, one student was offered a full scholarship to the American University of Kurdistan in Duhok. In addition, UNHCR is collaborating with LUISS University in Rome and providing students with administrative and logistic assistance. UNHCR Iraq also surveyed complementary pathways applicants to identify where and how refugees access information on opportunities (including third country education). Subsequently, UNHCR helped 50 students apply for pathways opportunities in six countries.

Jordan

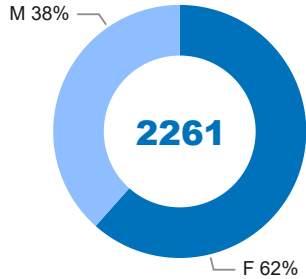
Noor-Al Hussein Foundation

Jordan is not party to the 1951 Convention and 1967 Protocol.

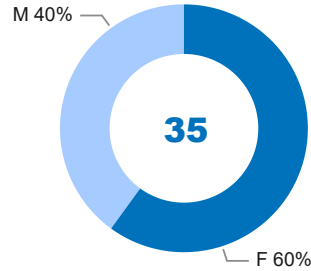
DAFI STUDENTS | 2022



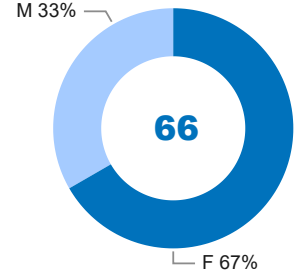
APPLICATIONS | 2022



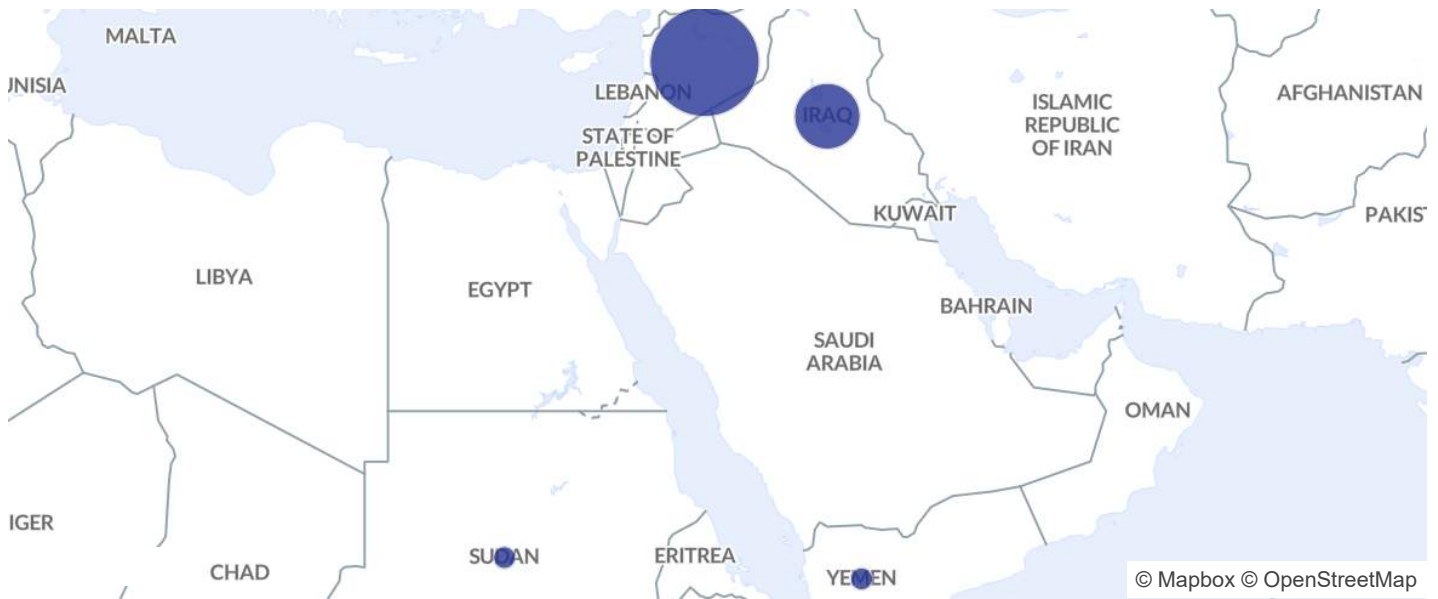
NEWLY ADMITTED | 2022



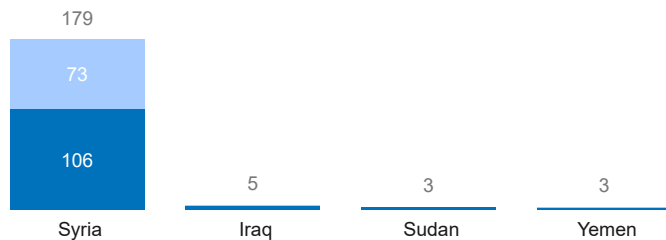
GRADUATES | 2022



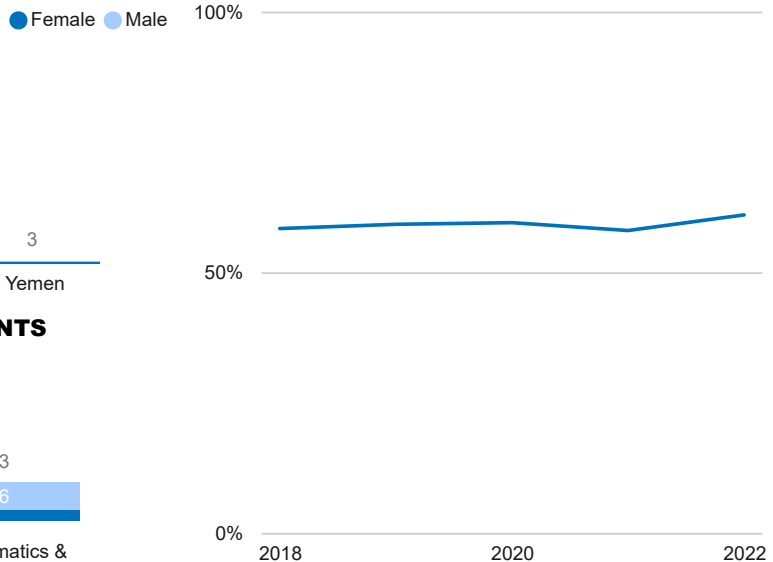
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



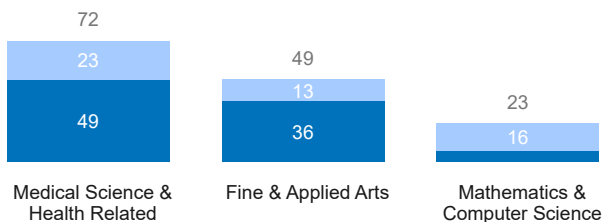
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Jordan

Country Context - 2022

Country Context & Challenges

The DAFI programme continues to face challenges due to the limited availability of slots for refugee students relative to demand as well as dropouts due to resettlement.

Access to Basic Education

Whereas previously only Syrian refugees had access to public schooling, now all refugees can access basic public education under the national curriculum, according to the same conditions as nationals. Private schooling charges refugees and nationals the same fees.

Access to Tertiary Education

Refugees can access higher education. However, while they are treated the same as nationals in private universities, refugees pay double the rates compared to nationals in public universities.

Access to Employment

Refugees have limited access to work and must obtain work permits. Furthermore, refugees are only permitted to work in certain fields (e.g., sewing and embroidery, factory assembly lines, operating machinery, blacksmithing, metalwork, and agriculture). Refugees can only open bank accounts if they provide a passport.

Country Highlights

DAFI students led volunteer and community service initiatives, including Arabic language tutoring, textbook collection and distribution drives and focus group discussions with refugee women about gender-based violence as well as early marriage and child labour. A student with a vision disability also took the initiative to teach others with the same disability how to use the computer.

At a 'Cultural Day' exhibition, female DAFI students showcased their entrepreneurship and handiwork-crafts. One DAFI student presented a business she founded called 'Serotonin by Sara,' which specialises in chocolate and homemade desserts.

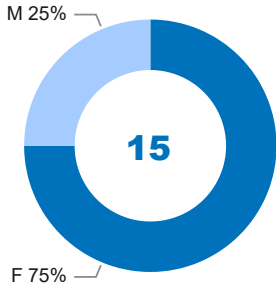
The partner developed connections with the private sector to secure opportunities for 15 DAFI graduates to find paid internship opportunities. Finally, 21 DAFI students participated in the Regional Conference for Excellence in Education and participated in panel discussions and workshop sessions about technology, engineering, arts, mathematics and robotics.

Kazakhstan

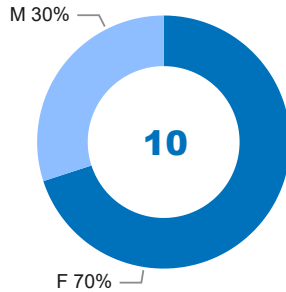
Direct implementation by UNHCR

Kazakhstan is party to the 1951 Convention and 1967 Protocol.

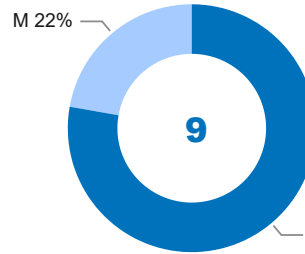
DAFI STUDENTS | 2022



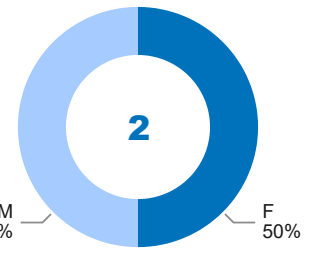
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



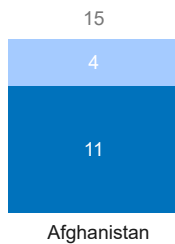
GRADUATES | 2022



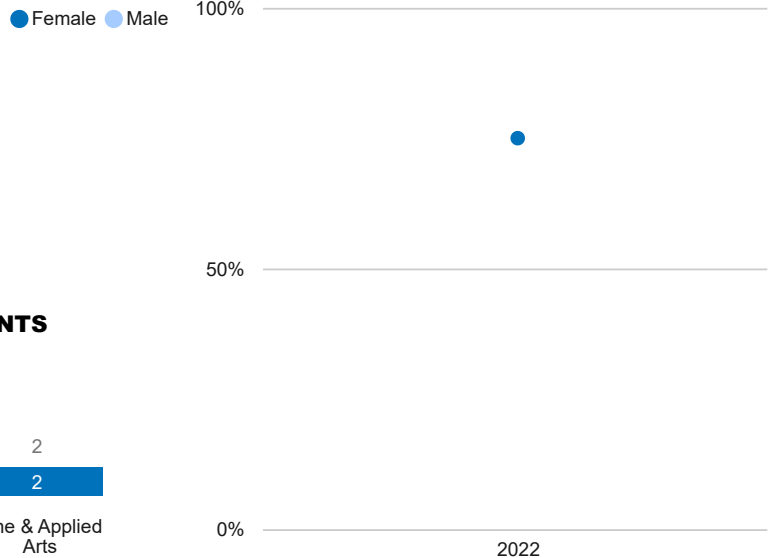
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



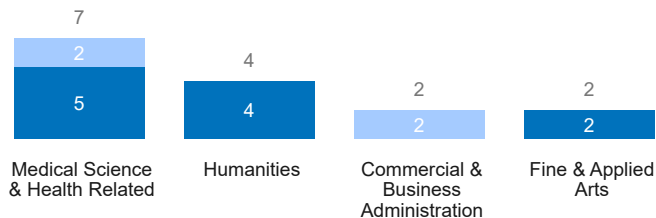
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Kazakhstan

Country Context - 2022

Country Context & Challenges

In 2022, there was an influx of asylum seekers from Ukraine, but none were granted refugee status in 2022. As per existing national legislation, refugees in Kazakhstan cannot obtain state scholarships provided for citizens. The high cost of tertiary education remains a significant barrier for many refugee families. In response to high inflation, in 2022, UNHCR adjusted cash-based assistance and school allowance to relieve household financial burdens and ensure students could afford all expenses related to education.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees have restricted access to higher education. There are limited government-issued scholarships available for refugees, but the requirements are difficult to fulfil. Only citizens or permanently residing stateless persons are eligible for state-sponsored scholarships. For foreigners, the government allocates a limited number of scholarships under the “Bologna process”. While refugees can apply, the requirements are high and the selection is highly competitive.

Access to Employment

Refugees can access employment, but while they don't need to obtain permission for work, there are many other requirements which they cannot fulfil. Prior work qualifications from other countries are not automatically recognised. Furthermore, not all jobs are available to refugees e.g., civil service work. As per current legislation, refugees do not have the right to register a sole proprietorship (individual entrepreneurship).

Country Highlights

The chair of the DAFI club in Kazakhstan attended the national consultations convened by the government ahead of the Transforming Education Summit aimed at developing a shared vision. The DAFI club chair raised issues of access to education for refugees, the importance of providing educational opportunities on an equal basis with citizens, and the provision of grants and scholarships.

One DAFI student interned as a surgeon's assistant in a hospital and participated in surgical trainings. Furthermore, four DAFI students participated in competitions and developed scientific works in their respective fields of study.

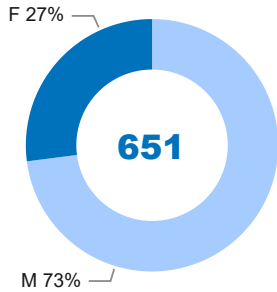
Finally, the Bureau of Continuing Professional Development of the Astana International Financial Centre (AIFC) held a master class for refugee youth on early career planning and developing life skills.

Kenya

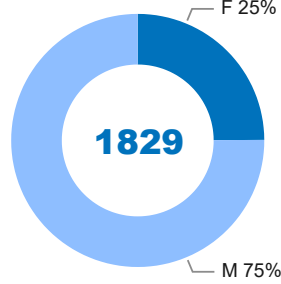
Windle International Kenya

Kenya is party to the 1951 Convention and 1967 Protocol.

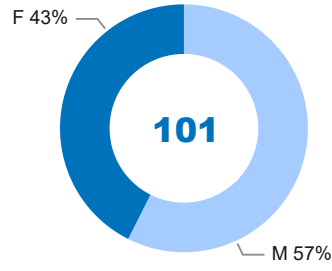
DAFI STUDENTS | 2022



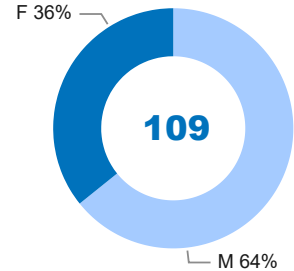
APPLICATIONS | 2022



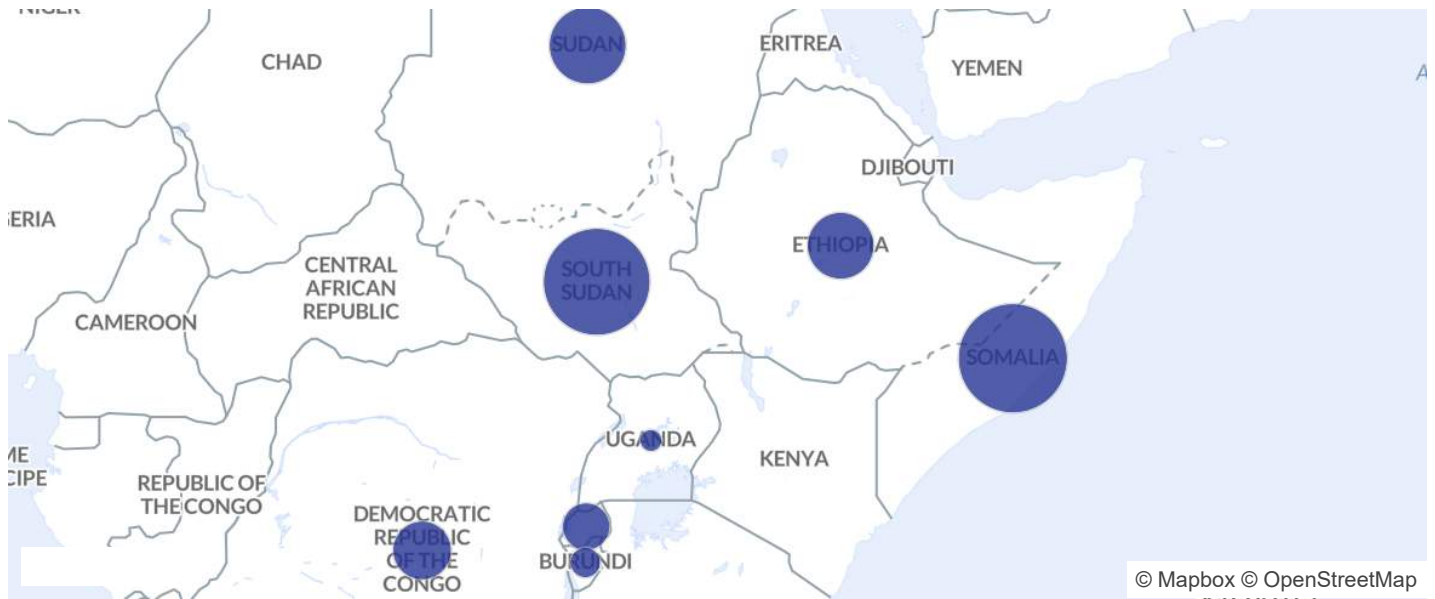
NEWLY ADMITTED | 2022



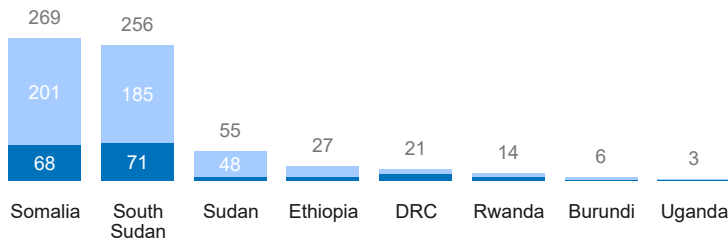
GRADUATES | 2022



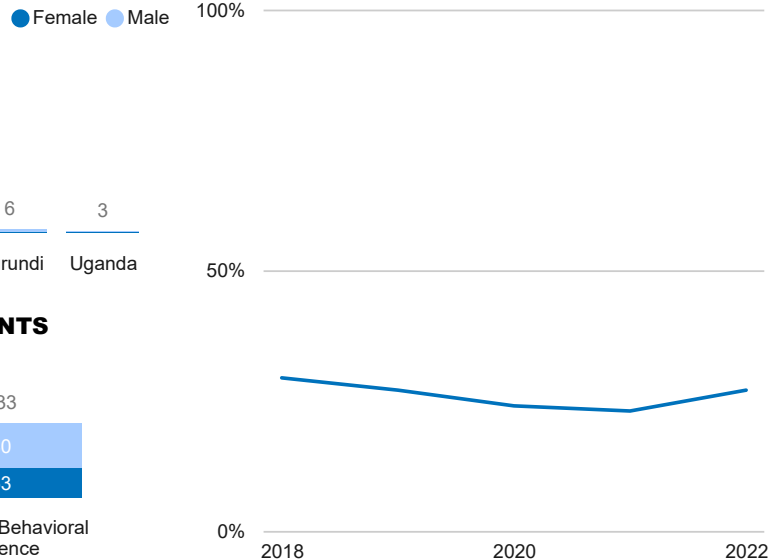
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



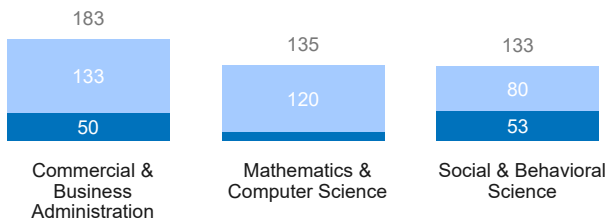
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Kenya

Country Context - 2022

Country Context & Challenges

Students who complete secondary school are eligible to pursue higher education at public and private universities in Kenya. Furthermore, technical, craft and artisan courses are offered at Technical and Vocational Education and Training (TVET) institutions. There are also teacher training colleges that offer training at the certificate and diploma level. Kenyan nationals can benefit from public subsidies and student loans for higher education. Non-citizens and refugees are not eligible to apply for these programmes, but can access TVET and university programmes if they meet the entry qualifications.

Access to Basic Education

According to policy, refugees have the right to access basic education under the same conditions as nationals. However, refugees living in camps have limited access to public schools because of the encampment policy. In practice, refugees have minimum direct admission to secondary school.

Access to Tertiary Education

According to policy, refugees have the right to access tertiary education on par with nationals, but in practice do not receive central placement in public institutions. Some refugees also pay extra fees when admitted as foreigners. Finally, refugees are not eligible for student loans.

Access to Employment

Refugees have the right to work, register businesses, and open bank accounts, but the procedure is longer than it is for nationals. Also, in practice, refugees are required to obtain work permits to seek and gain formal employment.

Country Highlights

The DAFI Kenya Students Organisation (DAFIKESO) led several initiatives, including charity events, career and motivation talks in secondary schools, academic awards in refugee camps and community health and peace outreach. Furthermore, DAFIKESO founded an education sponsorship programme that has already supported seven diploma refugee students.

To improve gender inclusion, DAFI-Kenya highlighted female DAFI scholars as role models and speakers in its activities, including at conferences, forums and 30th anniversary celebrations. Female leadership was also a focus of the elections for DAFIKESO.

Finally, the partner launched an alumni network for all graduates, steered by a dedicated team of volunteer alumni and staff.

Kyrgyzstan

Country Context - 2022

Country Context & Challenges

There is no comprehensive government strategy to protect and strengthen mechanisms to support refugees and asylum seekers. Furthermore, protection of refugees is relatively low on the national agenda due to competing political and economic priorities.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access public and private higher education institutions. However, most charge refugees foreign student tuition fees, which can be up to double the regular fees. Public colleges and universities have limited low-cost spaces, which are not available to refugees.

Access to Employment

Only refugees recognised by the government have access to formal employment without additional documentation or work permit requirements. Those registered only with UNHCR have no legal right to work. Refugees can register businesses and open bank accounts, but face restrictions in practice.

Country Highlights

Following successful collaboration for World Refugee Day 2022, UNHCR organised a team and capacity building event for the members of the Refugee Youth Group (which includes DAFI scholars), with the aim of developing their communication, presentation, and digital skills. Participants developed a plan of activities to support their communities.

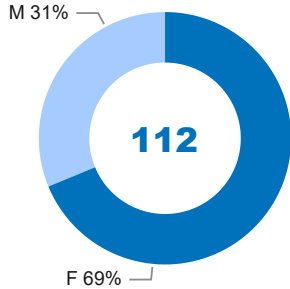
DAFI students, other refugee youth, UNHCR and the Ministry of Labour, Social Security and Migration organised a bicycle race. The event brought together refugee and national youth to demonstrate that people forced to flee can rebuild their lives with support from welcoming communities.

Lebanon

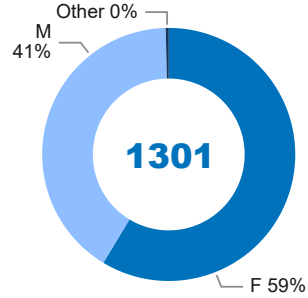
Semeurs D'Avenir

Lebanon is not party to the 1951 Convention and 1967 Protocol.

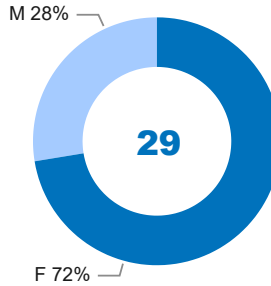
DAFI STUDENTS | 2022



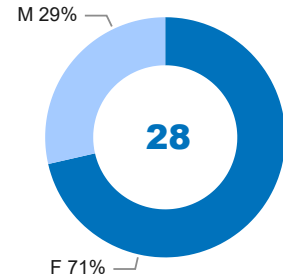
APPLICATIONS | 2022



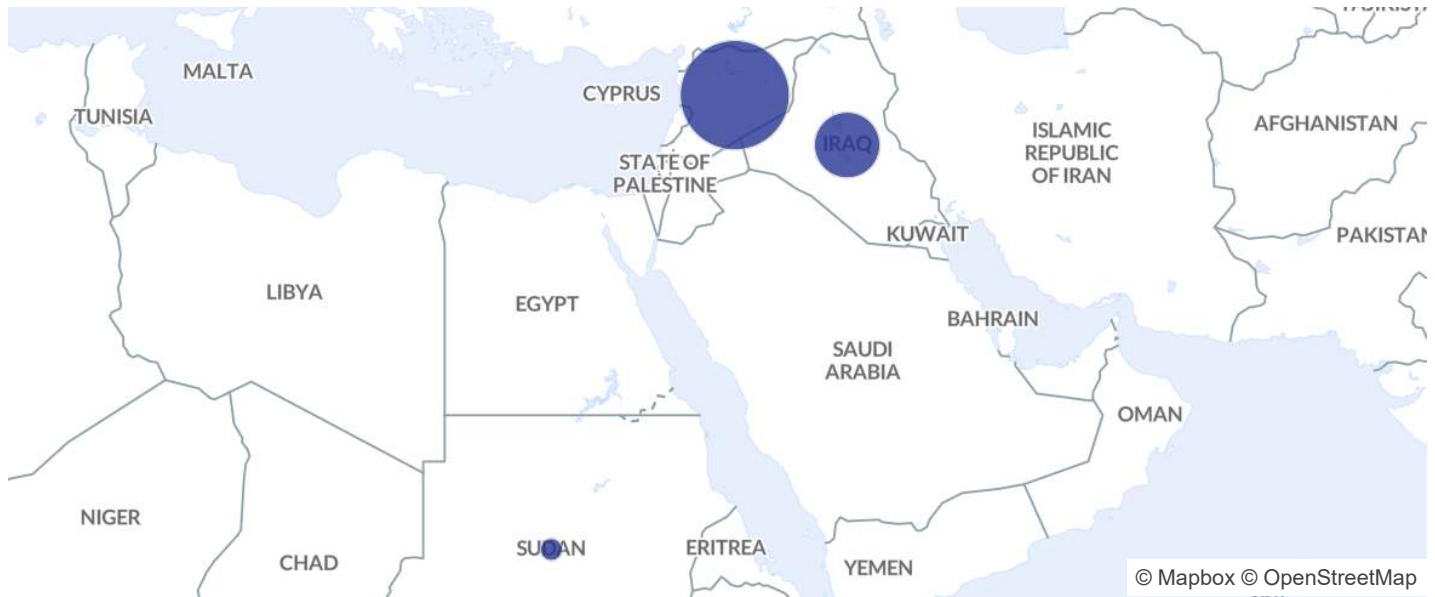
NEWLY ADMITTED | 2022



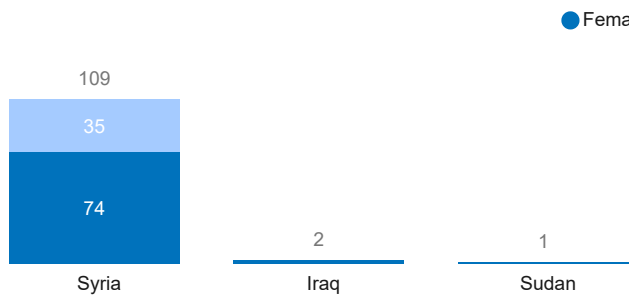
GRADUATES | 2022



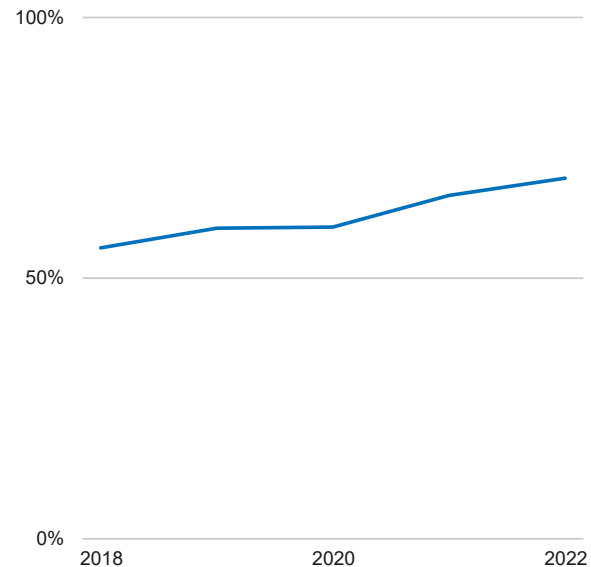
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



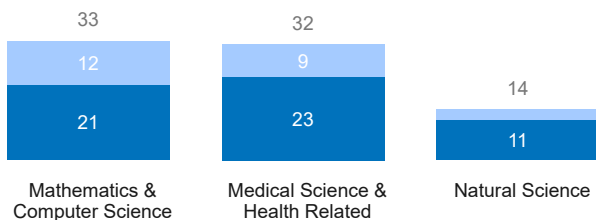
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Lebanon

Country Context - 2022

Country Context & Challenges

The longstanding economic crisis, COVID-19, and the Beirut blast in 2020 increased poverty rates, created gaps in critical supply chains, limited access to basic services and severely affected refugee families, i.e., 9 out of 10 Syrian refugees are living in extreme poverty. The costs of transportation, education materials, and the opportunity cost of not working continue to be the main barriers to education for refugees. The crises also directly impacted public higher education institutions. Professors and staff frequently went on strike, and universities are increasingly unable to stay open as they cannot afford the costs of fuel, education materials and facilities.

Post-secondary refugee youth have access to a number of learning and skill development opportunities, including in Technical and Vocational Education and Training (TVET) institutions, technical schools, Erasmus+ mobility scholarships, online college prep, foreign language classes and soft and hard skills courses provided by NGOs.

Access to Basic Education

According to policy, refugees have the right to access primary education under the national curriculum. In practice, however, the enrolment rate of refugees in formal schools is around 48 per cent. At the secondary education level, refugees must provide legal documents or obtain waivers, which are issued on a yearly basis, to secure access to official exams.

Access to Tertiary Education

Refugees can access tertiary education, register for exams and receive national education financial aid. However, in public universities, refugees are considered international students and must pay higher fees. Refugees at all universities must submit residency permits to register for their studies and graduate.

Access to Employment

Refugees can secure work after obtaining a work permit required from all foreign nationals. The process involves cost and documentation requirements that are extensive and challenging for refugees to meet. As a result, most refugees work in informal sectors. Additionally, refugees are unable to register businesses or open bank accounts.

Country Highlights

In 2022, DAFI students participated in career readiness training and engaged in volunteering, such as providing homework support to refugee children, organizing peer-to-peer initiatives and leading other projects. DAFI students also collaborated to support a community centre in the north region, aiming to preserve urban culture and leverage art as a powerful tool for promoting social justice and providing essential psychosocial support.

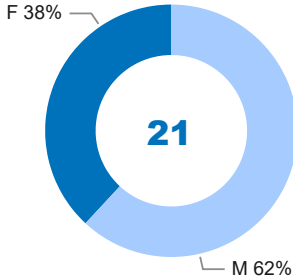
Through a partnership with Virtual Internships, four students completed internships at different companies (including MEDx, The Girls in Charge Foundation and Kiron) and had the opportunity to gain real-world experience in a remote-working professional environment.

Liberia

Direct implementation by UNHCR

Liberia is party to the 1951 Convention and 1967 Protocol.

DAFI STUDENTS | 2022



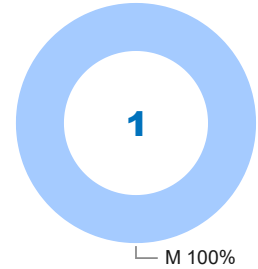
APPLICATIONS | 2022

N/A

NEWLY ADMITTED | 2022

N/A

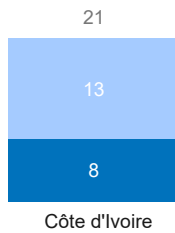
GRADUATES | 2022



COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS

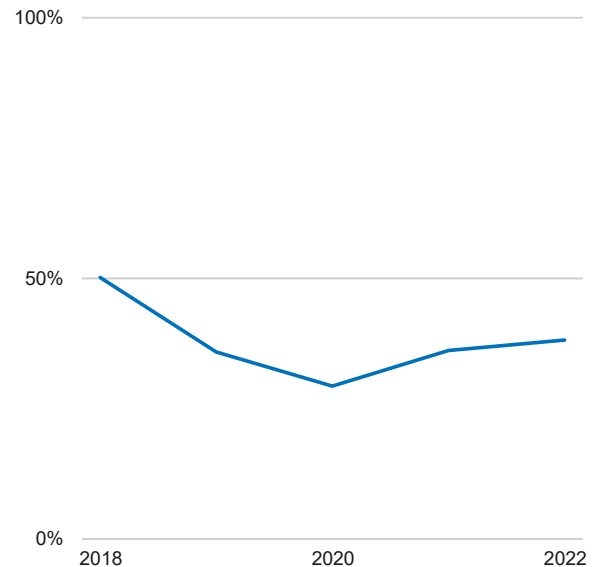


COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS

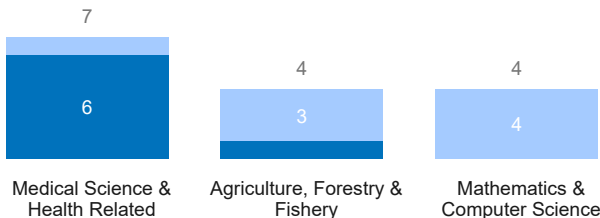


% FEMALE DAFI SCHOLARS OVER TIME

● Female ● Male



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Liberia

Country Context - 2022

Country Context & Challenges

The formal cessation of the status for refugees from Côte d'Ivoire in June 2022 significantly reduced the number of Ivorians residing in the country by the end of the year.

During 2022, UNHCR continued to work with stakeholders to reduce national youth unemployment. This included coordination with the Ministry of Youth, Sports and Education on Technical and Vocational Education and Training (TVET) to provide valuable skill sets to marginalised and war-affected youths and advocate for the inclusion of refugees.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under nearly all the same conditions as nationals, which extends to tuition fees, registration for exams, and admission criteria. However, refugees cannot access national education financial aid.

Access to Employment

Refugees have the right to work in any industry. Furthermore, refugees can register businesses and open bank accounts.

Country Highlights

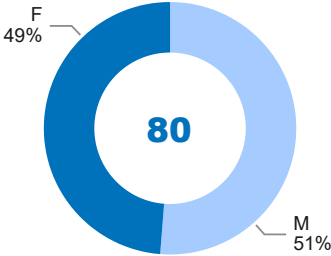
DAFI scholars organised and hosted the annual seminar, which was attended by various national education stakeholders. DAFI scholars launched awareness and sensitisation campaigns to inform prospective applicants about the DAFI programme, with a focus on gender equality.

Malawi

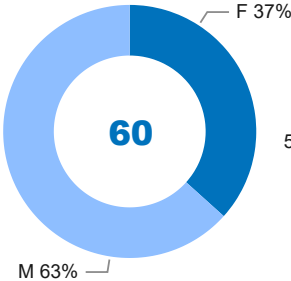
Jesuit Refugee Service

Malawi is party to the 1951 Convention and 1967 Protocol.

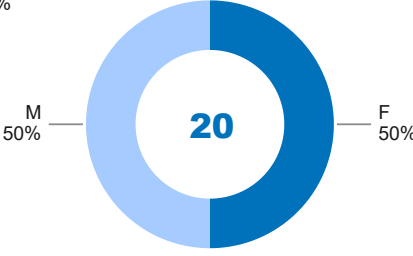
DAFI STUDENTS | 2022



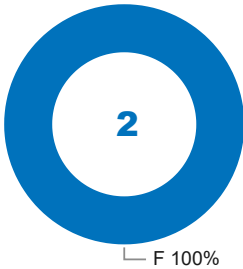
APPLICATIONS | 2022



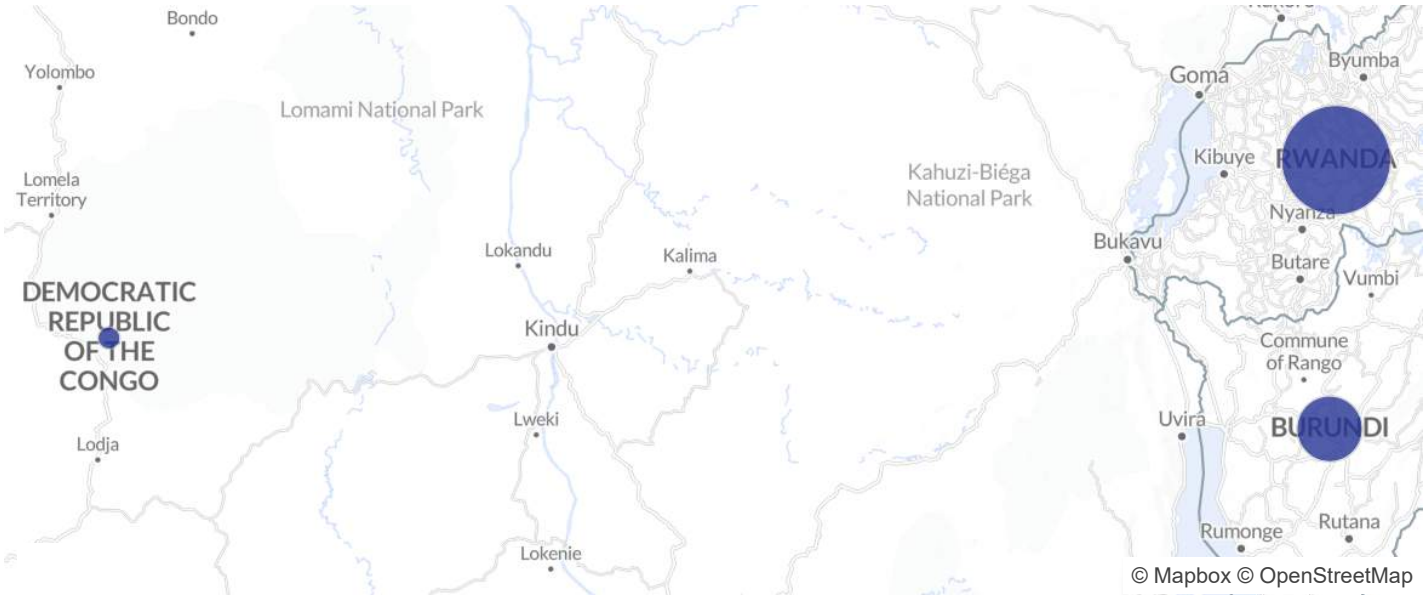
NEWLY ADMITTED | 2022



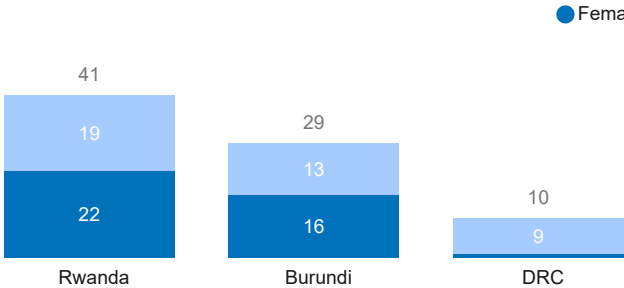
GRADUATES | 2022



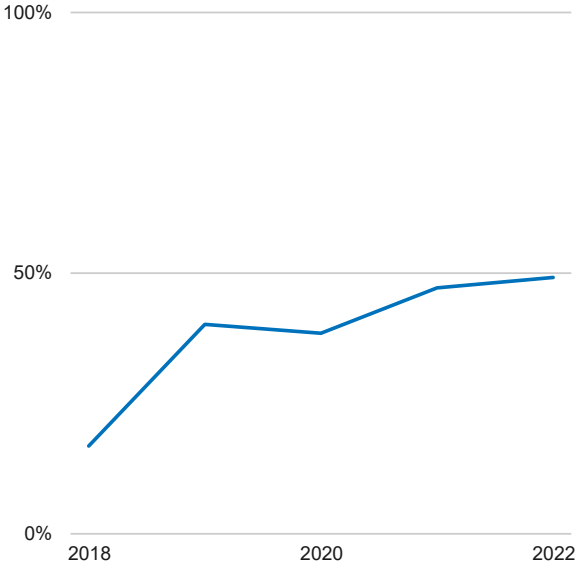
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



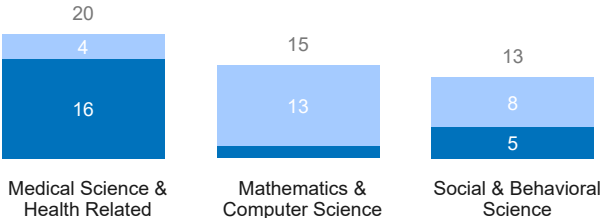
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Malawi

Country Context - 2022

Country Context & Challenges

In October 2022, the government of Malawi began to enforce an encampment policy that requires all refugees and asylum seekers living outside of Dzaleka refugee camp to return. This has led to a heightened sense of confinement, uncertainty and limited access to tertiary education by refugees and asylum seekers. Furthermore, Malawi saw an increase in applications for the DAFI programme alongside a significant reduction in the number of scholarships provided.

There are several opportunities for post-secondary skill development for youth, which include community technical colleges established by the government of Malawi in collaboration with the World Bank and the European Union. These opportunities aim to increase access to quality and labour market-relevant skills for marginalized and poor populations in rural areas.

Access to Basic Education

Refugees can access basic education under the national curriculum. However, due to the encampment policy, refugees are only able to pursue basic education within the camp.

Access to Tertiary Education

Refugees cannot access higher education on par with nationals. Refugees who were born in Malawi and have a national school certificate pay the same fees as nationals in public universities. However, students with foreign qualifications pay foreign student tuition fees and face additional barriers. Furthermore, refugees cannot access the national financial aid system. On the other hand, in most private universities, refugees pay the same fees as nationals.

Access to Employment

Refugees do not have the right to work under the same conditions as nationals. They are treated as foreigners and require a temporary employment permit to secure work. Although according to policy, refugees are permitted to open bank accounts, many are unable to without the required identification documentation.

Country Highlights

DAFI Club members organised and led a tree planting activity in Dzaleka refugee camp and surrounding communities after consultation with community leadership. Participants planted a total of 500 trees, to improve biodiversity and reduce the risks of flooding.

11 DAFI Club members led a girls' empowerment activity for 43 female secondary students. Their goal was to encourage them to remain in school, to pursue studies in the sciences and apply for the DAFI programme.

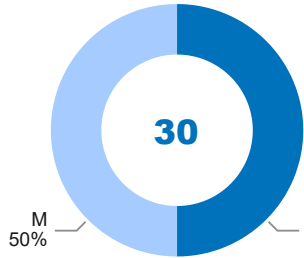
A final year computer engineering student co-founded a company named "Africa Deep Artificial Intelligence (ADAI) Circle that provides innovative technological solutions to industrial problems using advanced computer technics. The company aims to encourage youth to take an interest in the use of modern technology and provides free computer lessons in Dzaleka and the host community.

Mali

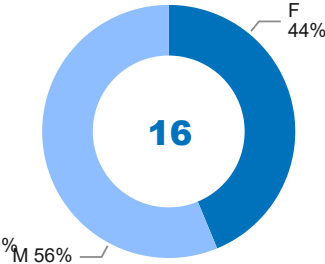
Association Malienne pour la Solidarité et le Développement

Mali is party to the 1951 Convention and 1967 Protocol.

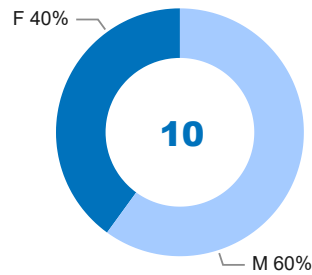
DAFI STUDENTS | 2022



APPLICATIONS | 2022



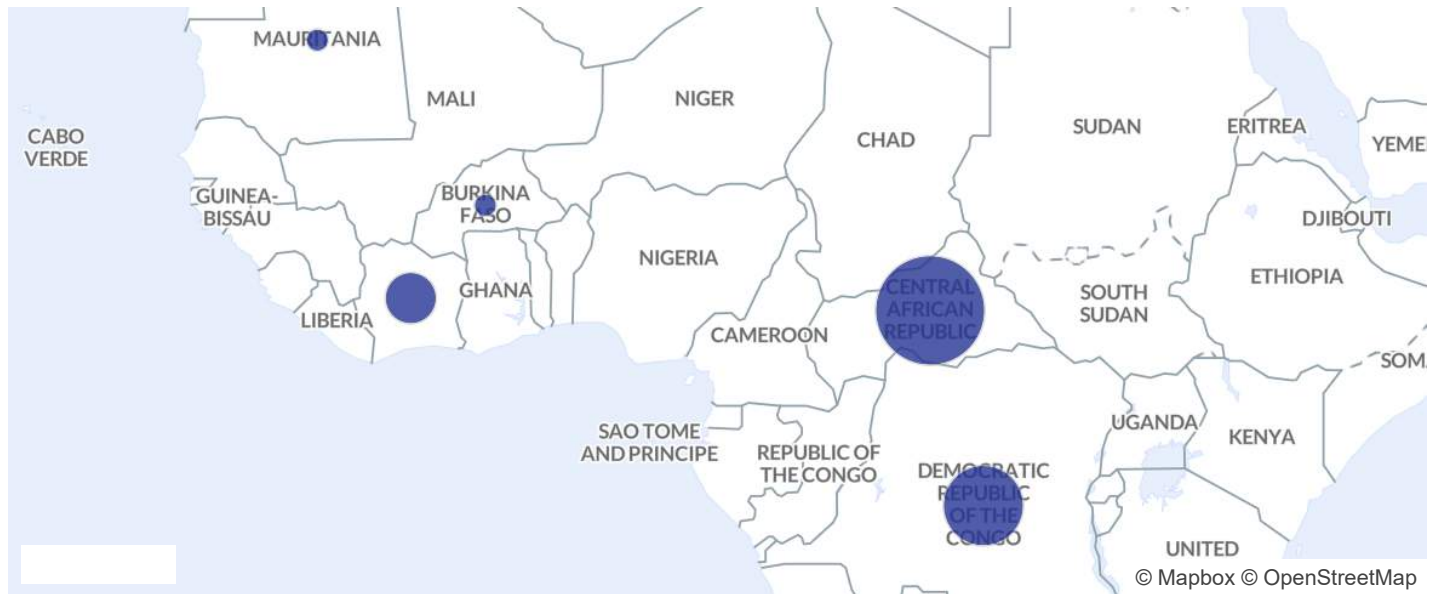
NEWLY ADMITTED | 2022



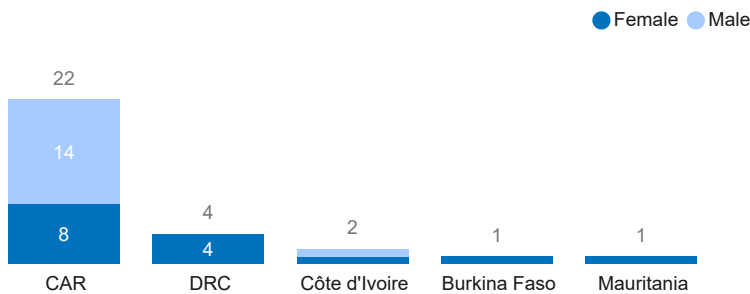
GRADUATES | 2022

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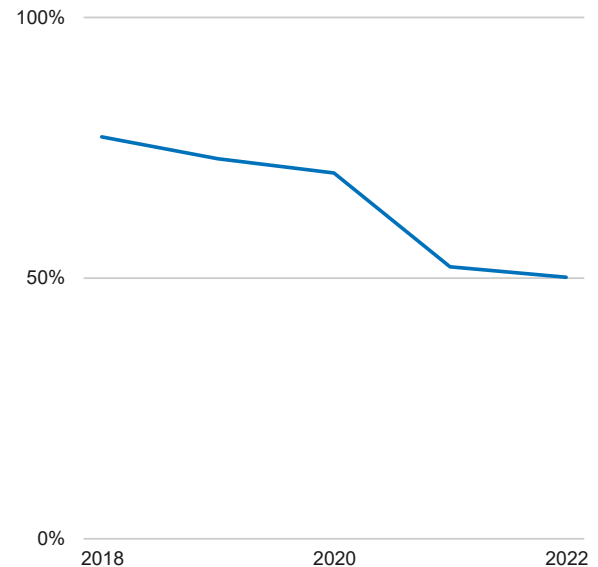
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



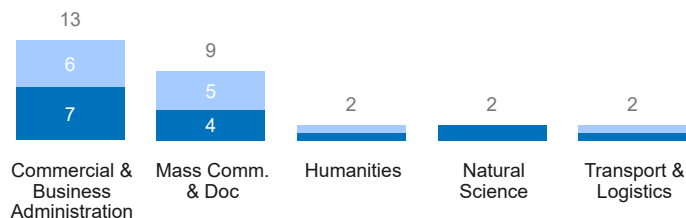
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Mali

Country Context - 2022

Country Context & Challenges

Compared to prior years, which were marked by COVID-19 school closures, the national education system experienced far less disruption in 2022.

Access to Basic Education

Refugees can access basic education on par with nationals. However, in practice, refugees face a number of constraints, including high fees and insufficient available spaces in classrooms.

Access to Tertiary Education

According to policy, refugees can access higher education under nearly all the same conditions as nationals, which extends to tuition fees, exam registration and admission criteria. However, in practice, refugees often do not pay the same tuition fees as nationals and face other access challenges. Refugees also cannot access national education financial aid.

Access to Employment

Refugees have the right to work in all industries. Furthermore, refugees can register businesses and open bank accounts.

Country Highlights

DAFI Club members distributed food and health kits to vulnerable refugee households and conducted ten community awareness campaigns on themes such as COVID-19, the importance of girls' education and the DAFI programme. Members of the DAFI Club also organised support courses for the benefit of refugee students applying for end-of-year exams.

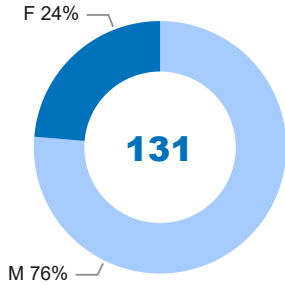
To maximise opportunities for graduates to integrate into the workforce, the partner strengthened coordination with several NGOs. Eight scholarship holders were accepted for internships in several sectors, including banking, NGOs and communication.

Mauritania

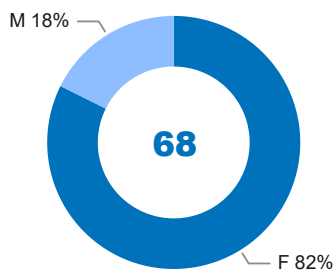
ONG ACTIONS

Mauritania is party to the 1951 Convention and 1967 Protocol.

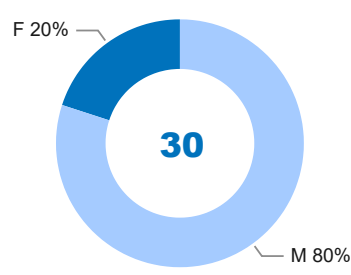
DAFI STUDENTS | 2022



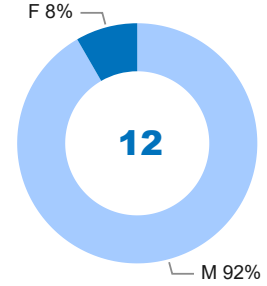
APPLICATIONS | 2022



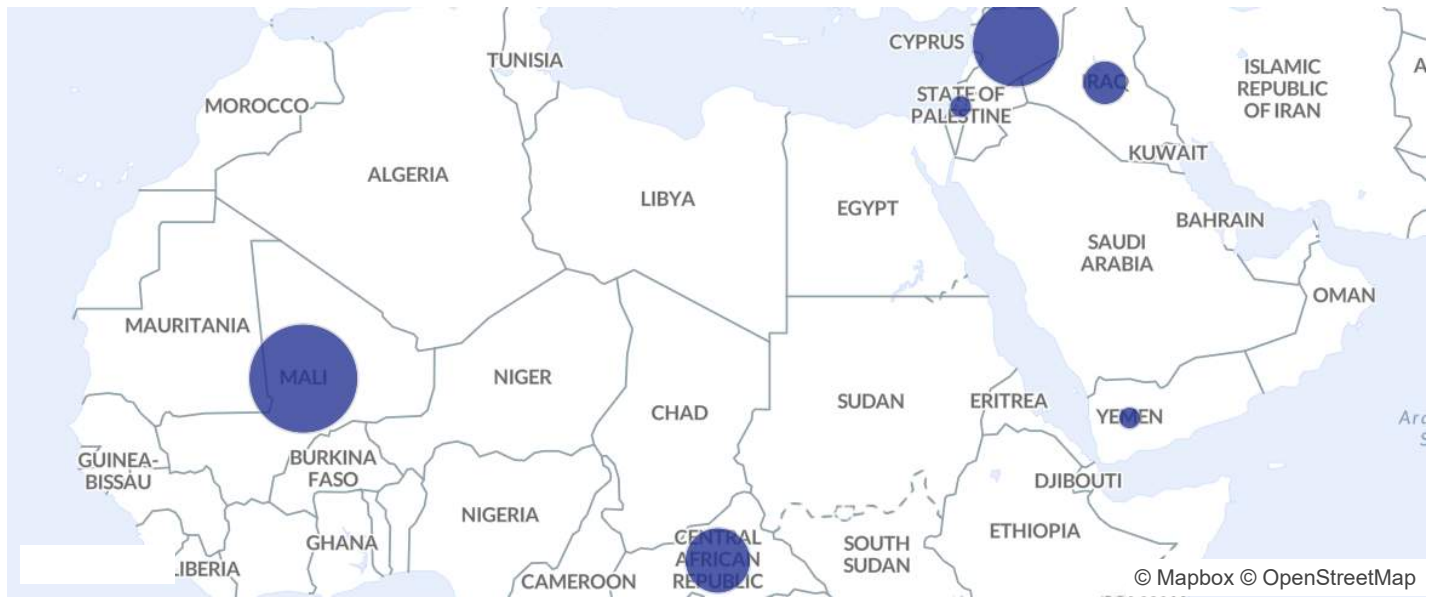
NEWLY ADMITTED | 2022



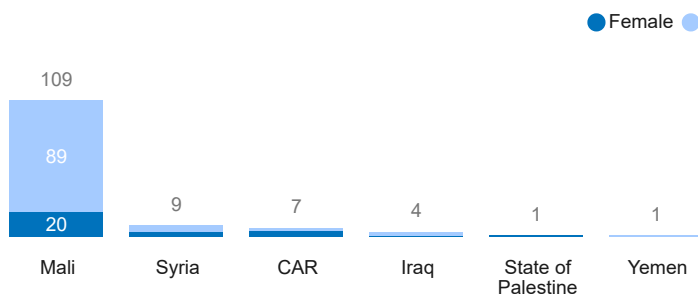
GRADUATES | 2022



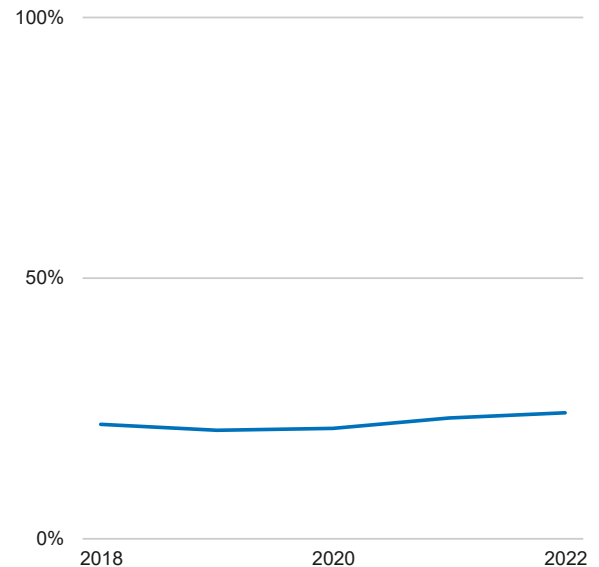
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



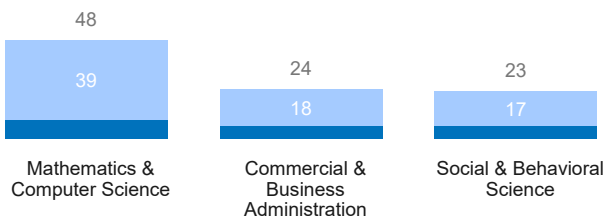
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Mauritania

Country Context - 2022

Country Context & Challenges

The refugee population in Mauritania is primarily settled in urban areas. Apart from the DAFI programme, there are essentially no other post-secondary opportunities available to refugees.

Access to Basic Education

Refugees cannot access basic education on par with nationals. In camps, refugees follow the curriculum from their country of origin. In urban areas, refugees can attend public schools, but UNHCR pays the associated fees.

Access to Tertiary Education

Refugees can attend public universities and pay the same tuition fees as nationals. However, in order for refugees to enrol, UNHCR sends a courier to the Ministry of Higher Education. Refugees also cannot access the national financial aid system.

Access to Employment

Refugees do not have the right to work. However, in practice, refugees may be able to secure work in high demand industries. Refugees can register businesses in Mauritania, but can only open bank accounts with microfinance institutions.

Country Highlights

DAFI scholars led awareness sessions for potential candidates to share information about the scholarship programme. Sessions were also held to raise awareness about the importance of schooling.

The DAFI club also carried out awareness-raising activities, focusing on the importance of girls' education in particular.

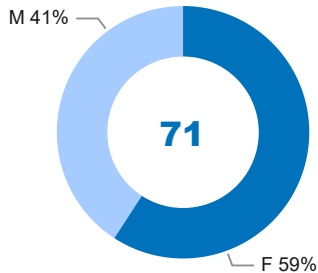
Finally, all students in their final year of university benefitted from training in entrepreneurship to enable them to pursue post-graduate opportunities.

Mexico

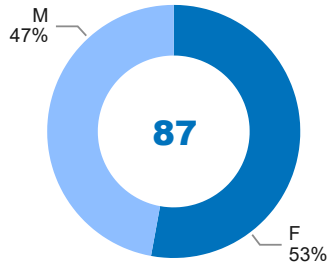
Direct implementation by UNHCR

Mexico is party to the 1951 Convention and 1967 Protocol.

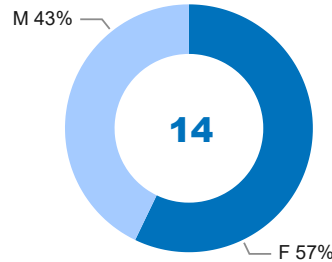
DAFI STUDENTS | 2022



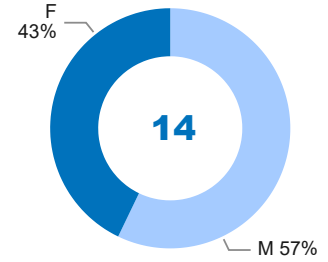
APPLICATIONS | 2022



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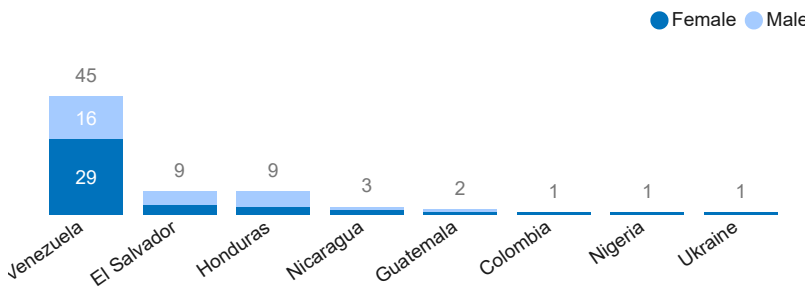
GRADUATES | 2022



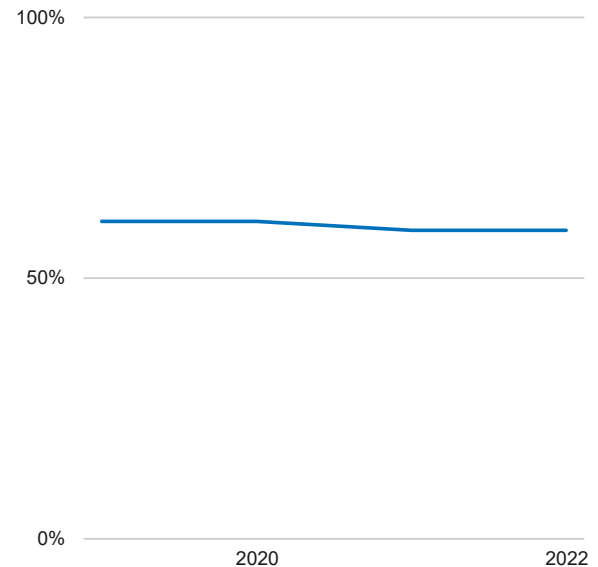
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



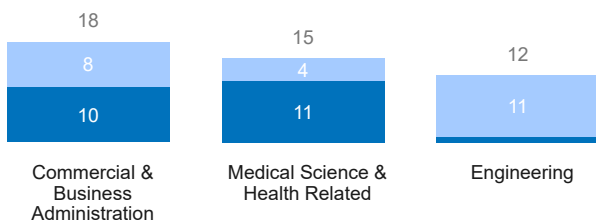
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Mexico

Country Context - 2022

Country Context & Challenges

Through its Relocation, Job Placement and Local Integration programme (PIL) and the in-site component, UNHCR was able to provide the tools required for thousands of refugees to integrate within their host communities. Nearly 35,000 refugees have accessed formal employment, social security coverage, and support to access education and health services since the start of the PIL project.

UNHCR promoted the school enrolment of asylum seekers and refugee children and adolescents by providing support with education-related costs or identification and referral of over-aged learners to accelerated education programmes run by the Ministry of Education. UNHCR also continues to work with Technical and Vocational Education and Training (TVET) centres run by the Ministry of Education to facilitate training access for asylum seekers and refugees across a number of disciplines and trades. Additionally, refugees may complete skill certification processes with public and private training institutions.

Access to Basic Education

According to policy, refugees can access basic education on par with nationals. However, in practice, the criteria for recognition of diplomas may hinder access to secondary education.

Access to Tertiary Education

According to policy, refugees have the right to access tertiary education on par with nationals. However, in practice some public universities may charge refugees international student fees. Students with diplomas issued in other countries must also pay to validate those certificates. Not all scholarship programmes are available to refugees.

Access to Employment

Refugees have the right to work, but legally foreigners may only constitute up to 10 per cent of a company's workforce. Refugees have the right to open bank accounts, but most financial institutions require identification documents e.g., passports, which not all refugees may have.

Country Highlights

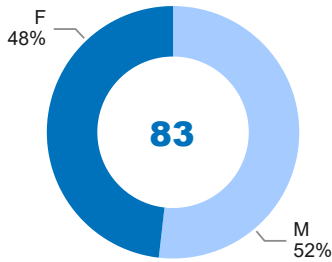
The enrolment of female students continues to be UNHCR's priority. Two female DAFI graduates are active members of the Tertiary Refugee Student Network (TRSN) and one female DAFI graduate participated in the UN Transforming Education Summit in September 2022.

Morocco

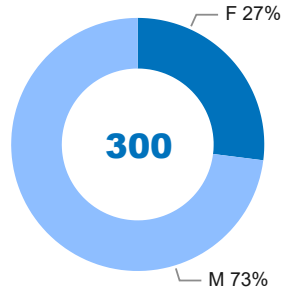
Fondation Orient Occident

Morocco is party to the 1951 Convention and 1967 Protocol.

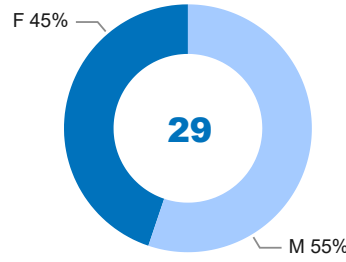
DAFI STUDENTS | 2022



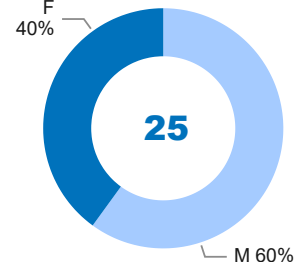
APPLICATIONS | 2022



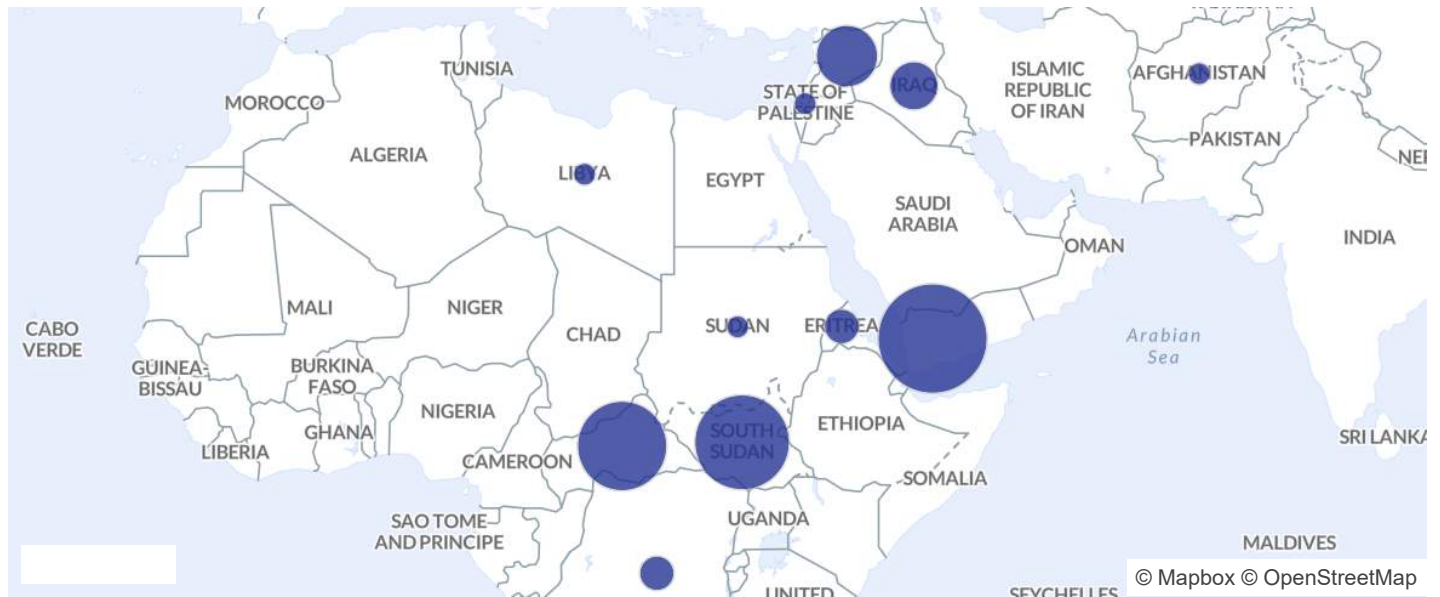
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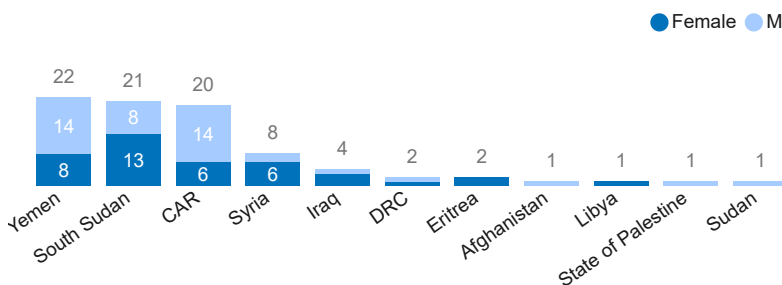
GRADUATES | 2022



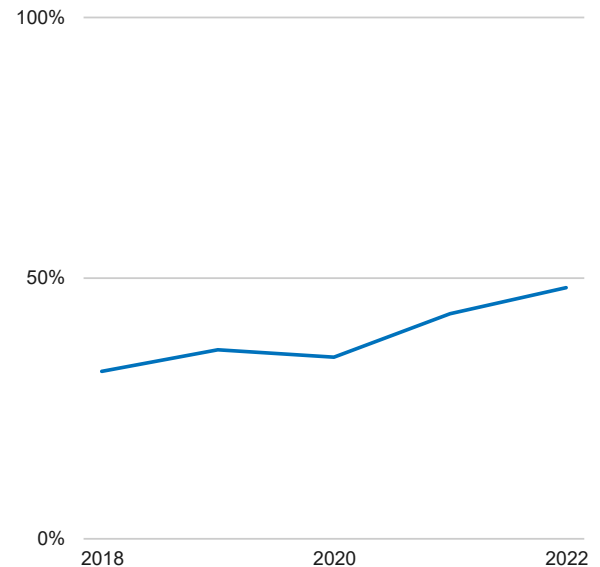
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



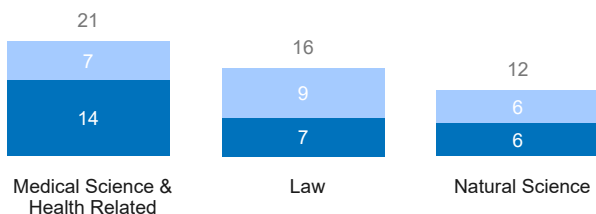
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Morocco

Country Context - 2022

Country Context & Challenges

The refugee population in Morocco is mainly settled in urban areas. UNHCR works closely with the Ministry of Higher Education in Morocco and other partners to implement a programme (UNESCO Qualifications Passport) for recognition of prior learning, qualifications and credentials. Outside of the DAFI programme, there are no other scholarship opportunities that support refugees to continue their studies in higher education.

Access to Basic Education

According to policy, refugees have the right to access basic education in public and private schools. However, without required identity documents, they must undertake additional efforts to enrol.

Access to Tertiary Education

Refugees who completed schooling in Morocco can access higher education on par with nationals. Refugees who completed basic education in other countries must submit an additional registration application. Since 2021, refugees pursuing private education (at all levels) pay the same fees as nationals. However, private institution fees are often too high for both refugees and nationals. Although refugees generally cannot access national education financial aid, refugees from countries that have bilateral agreements with Morocco may be eligible for a scholarship from the Moroccan Agency for International Cooperation (AMCI).

Access to Employment

Refugees can enter the formal job market if they obtain an official refugee card and residence permit, which are lengthy application processes. They then have the right to register businesses, open bank accounts and may benefit from employment assistance programmes. Refugees who do not have residence cards usually turn to self-employment opportunities.

Country Highlights

As part of the DAFI 30th anniversary celebration, the DAFI club co-organised the annual seminar around the theme of education access and employability of refugee students in Morocco. Participants included representatives from the Ministry of Higher Education, the Directorate of Migration, UNESCO, the National Council for Human Rights and the Orient Occident Foundation.

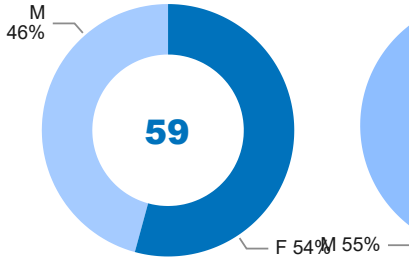
DAFI scholars launched a number of initiatives, including intercultural activities, sports, awareness-raising, community engagement and various trainings. Furthermore, the DAFI club established partnerships with other Moroccan student clubs. Finally, the DAFI East regional club participated in a round table discussion focused on the topic "Integration of refugees in the Moroccan public education system".

Mozambique

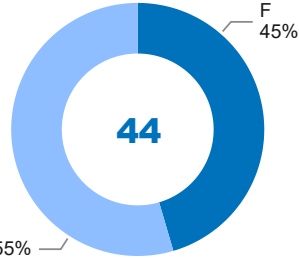
Direct implementation by UNHCR

Mozambique is party to the 1951 Convention and 1967 Protocol.

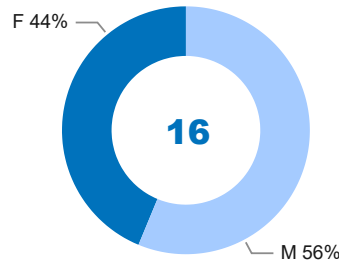
DAFI STUDENTS | 2022



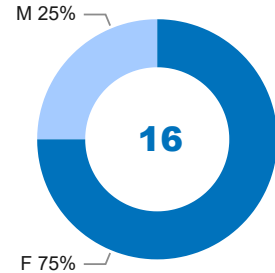
APPLICATIONS | 2022



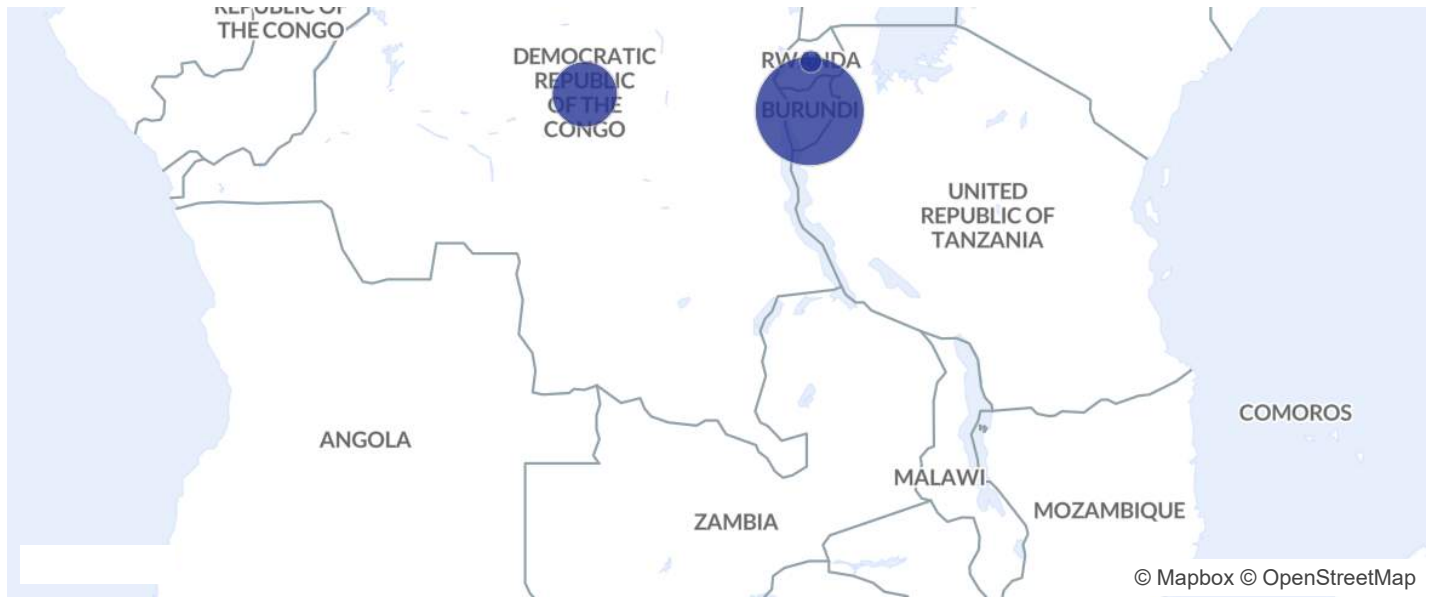
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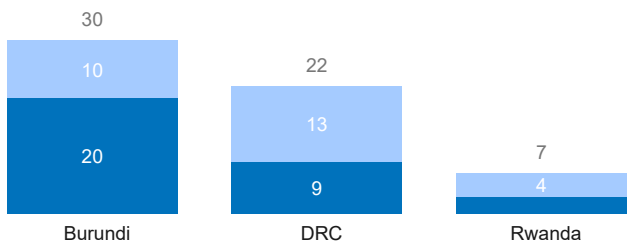
GRADUATES | 2022



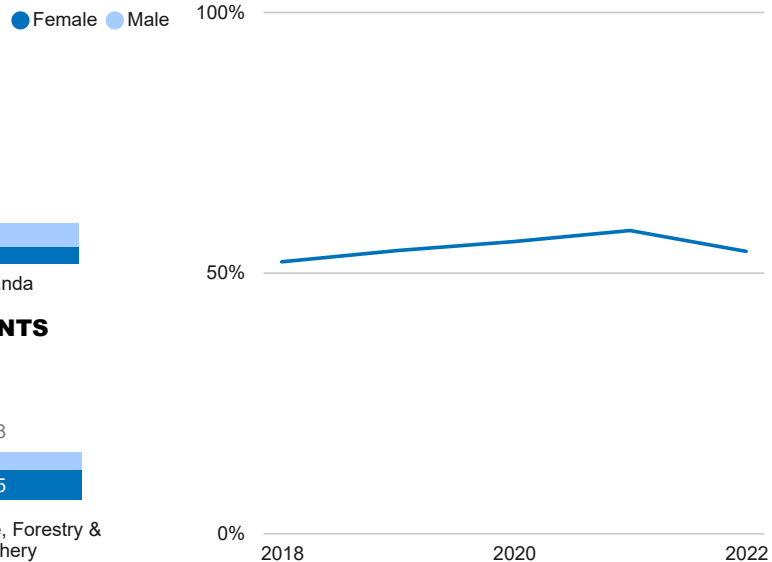
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



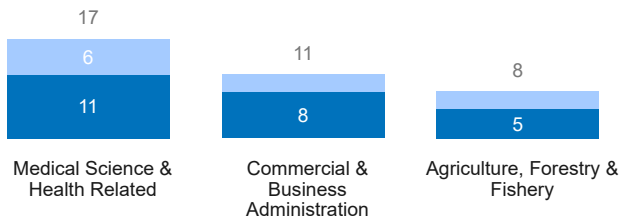
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Mozambique

Country Context - 2022

Country Context & Challenges

At the beginning of 2022, universities and students were still adapting to changes in schedules and studying modalities that were implemented in response to the COVID-19 pandemic.

Mozambique was also hit by serious tropical storms and cyclones that directly affected DAFI students, who had to move in search of shelter and relied on humanitarian assistance. The situation also led to an increase in internally displaced persons throughout provinces hosting some DAFI students.

Attacks by non-state armed groups created new displacements in Cabo Delgado and in Nampula province. This increased tension and insecurity, which compromised the protection environment.

Apart from traditional university, there are technical training institutes which offer professional courses and prepare students for employment. However, most of these training institutes are private, hence inaccessible to those who cannot afford the tuition fees. There are relatively few public training institutes, which have limited spaces available.

Access to Basic Education

Refugees can access basic education in public schools on par with nationals. However, these practical assurances are not reflected in the national policy framework, which does not reference refugees and asylum seekers.

Access to Tertiary Education

According to policy, refugees have the right to access tertiary education on par with nationals. However, in practice, access is often difficult due to documentation requirements and associated fees. Refugees also cannot access national education financial aid.

Access to Employment

In practice, refugees are allowed to work and have been granted rights similar to those of nationals, subject to obtaining a 'right to work' permit issued by the government.

Country Highlights

One DAFI alumni was admitted to one of the best universities in Italy, where she is undertaking her Master's degree on a UNICORE scholarship.

UNHCR organised an educational consultation session to understand the difficulties and opportunities refugees have accessing education in Mozambique.

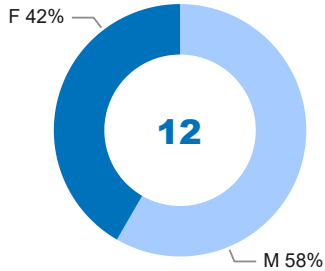
The USAID Higher Education Career Development Initiative aims to increase access to quality employability services through the development of sustainable Career Development Centres at Mozambican higher education institutions. DAFI students will join the centre at the Universidade Eduardo Mondlane (UEM).

Namibia

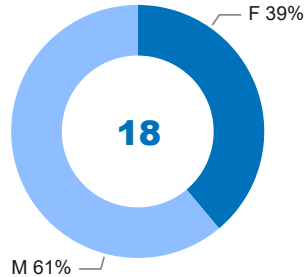
Society for Family Health

Namibia is party to the 1951 Convention and 1967 Protocol.

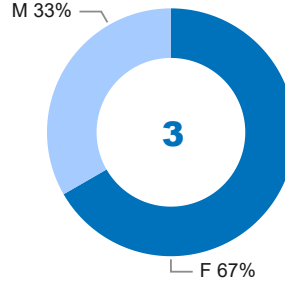
DAFI STUDENTS | 2022



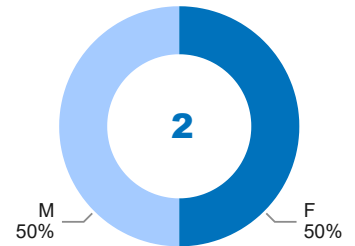
APPLICATIONS | 2022



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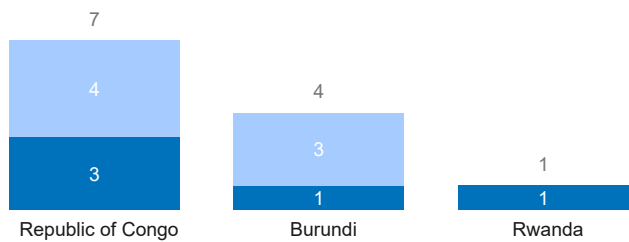
GRADUATES | 2022



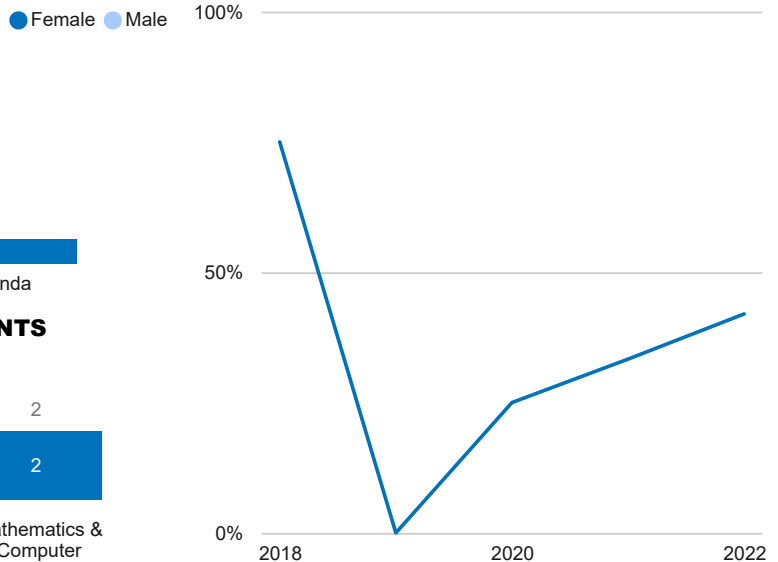
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



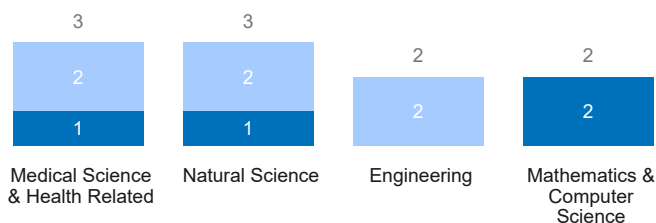
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Namibia

Country Context - 2022

Country Context & Challenges

Beyond the DAFI programme, there are opportunities for vocational education that prepare students for employment in skilled crafts or trades. These opportunities include the DAPP Vocational Training School, which also trains students in entrepreneurial skills and in sports, culture and community development. Furthermore, COSDEF, as the national umbrella body for the Community Skills Development Centres (COSDECs) and the COSDEF Arts and Crafts Centre, provides training in economic development activities.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access tertiary education under nearly all the same conditions as nationals. This extends to tuition fees and national examinations. However, refugees do not have access to the national education financial aid system.

Access to Employment

According to policy, refugees have the right to work in any industry on the same terms as nationals. However, in practice, work permits are only occasionally granted. Refugees do have the right to register businesses and to open bank accounts.

Country Highlights

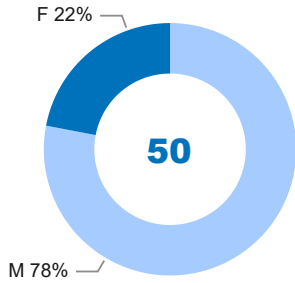
Five students in medicine, civil engineering, and health science completed their internships, gaining relevant skills and knowledge to prepare for the workforce. DAFI scholars also attended a career fair on career readiness, employment, and entrepreneurship. Finally, DAFI Alumni engaged with current DAFI scholars to discuss post-graduation expectations and opportunities.

Niger

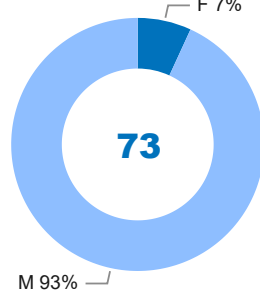
Comité International pour l'Aide d'Urgence et le Développement

Niger is party to the 1951 Convention and 1967 Protocol.

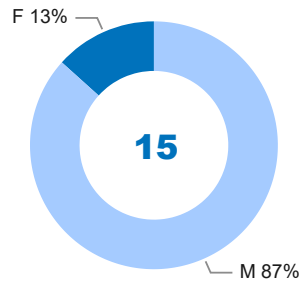
DAFI STUDENTS | 2022



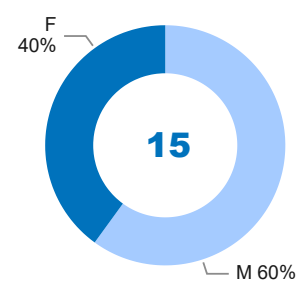
APPLICATIONS | 2022



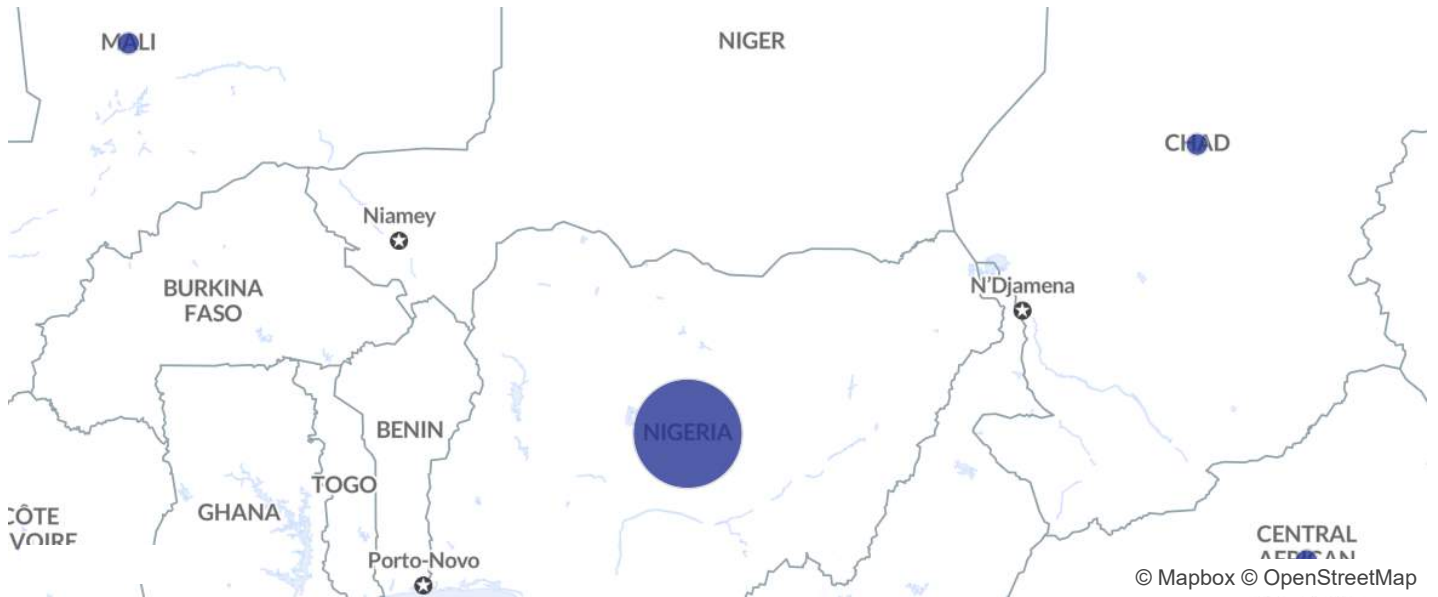
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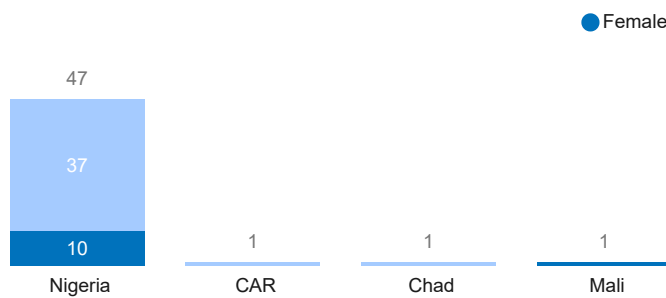
GRADUATES | 2022



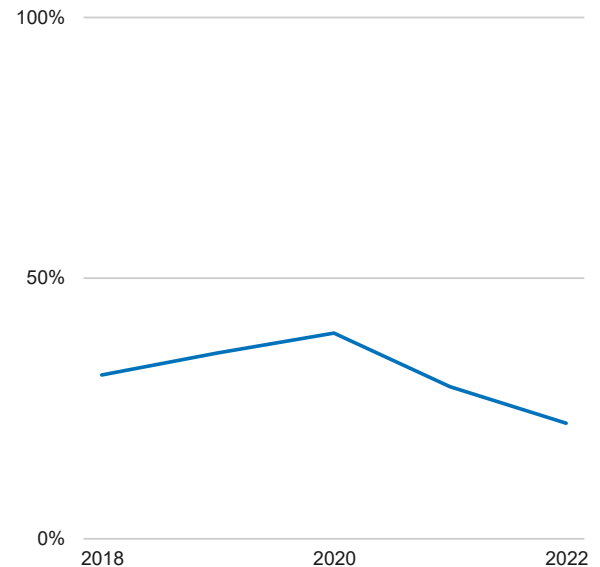
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



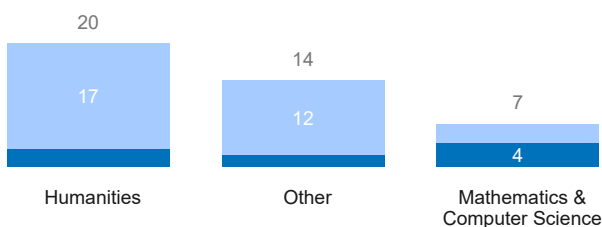
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Niger

Country Context - 2022

Country Context & Challenges

UNHCR Niger and its implementing partner have signed an agreement with the Andre Salifou University in Zinder to support Nigerian refugee students who studied in English-language distance education programmes, via six-month transitional programmes in French.

The partner has good relationships with several institutions involved in professional integration and training in Niger, including the National Agency for Employment Promotion (ANPE). This helped facilitate access to employment for more than 100 qualified refugees in the formal sectors, including a graduate student from the DAFI programme.

Opportunities for education or skills development are increasingly available and favourable to young refugees with post-secondary education. Furthermore, there are also entrepreneurship and business development training activities. Finally, although limited, refugee students can access state scholarships.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under nearly all the same conditions as nationals, which extends to tuition fees, registration for exams, and admission criteria. However, in practice, some higher education institutions apply foreign student tuition rates to refugees, which are higher than national rates. There are some private, fully funded scholarships available for refugees.

Access to Employment

According to policy, refugees have the right to work. However, in practice, many employers are not aware of this law. Refugees can register businesses and open bank accounts.

Country Highlights

DAFI students led or participated in community engagement, celebrations, trainings and internships. For example, DAFI students led awareness-raising efforts to advocate for girls' education on International Humanitarian Day as well as International Women's Day. In Niamey, DAFI students led a tree planting ceremony, as part of a larger initiative to plant one million trees. Furthermore, four DAFI students studying in the health sector secured 6-month practical internships. Finally, to increase the employability of DAFI graduates, a capacity-building seminar in entrepreneurship and job-search techniques was held.

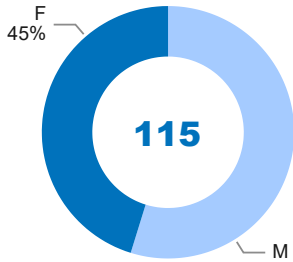
To mark the 30th anniversary of the DAFI programme and World Refugee Day, a major ceremony was held. Key education stakeholders participated and scholars and their parents gave testimonies.

Nigeria

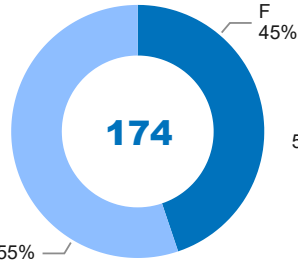
Justice Development And Peace Commission,
Ijebu-Ode Ogun State

Nigeria is party to the 1951 Convention and
1967 Protocol.

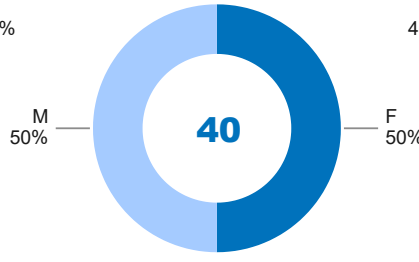
DAFI STUDENTS | 2022



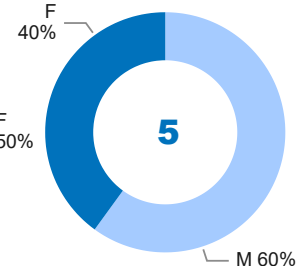
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



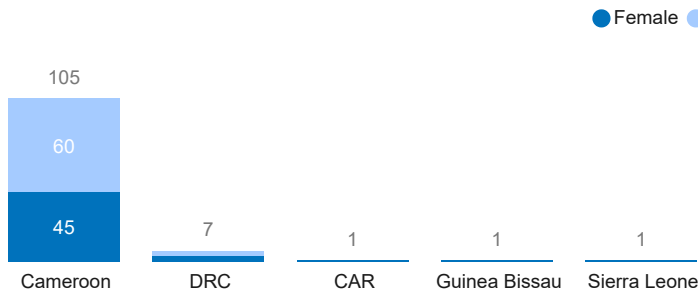
GRADUATES | 2022



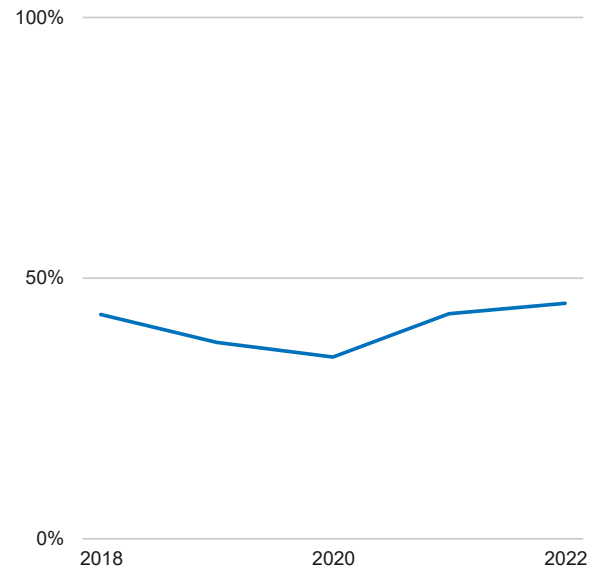
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



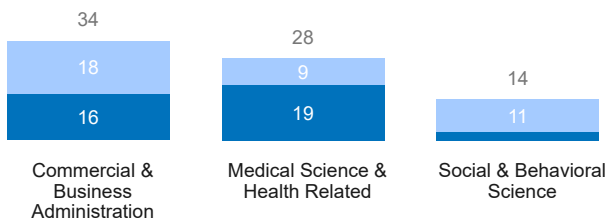
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Nigeria

Country Context - 2022

Country Context & Challenges

In 2022, an 8-month-long strike of the Academic Staff Union of Universities (ASUU) affected the academic progress of some DAFI students, who had to stop attending classes until the strike was suspended.

Beyond DAFI, there are other post-secondary education and skill development opportunities e.g., government-run as well as private trainings. Through its livelihoods partner, UNHCR Nigeria supports refugees to enrol and acquire skills in government-owned skill and vocational centres and provides trainings, e.g., on entrepreneurial skills. Graduates from these centres then have the opportunity to further develop their skills through internships and mentorships.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

According to policy, refugees can access higher education under nearly all the same conditions as nationals, which extends to tuition fees, registration for exams, and admission criteria. However, in practice, some higher education institutions require refugees to pay international student fees and to provide additional documents, which may be difficult for refugees to obtain. Refugees have access to financial aid offerings.

Access to Employment

Refugees have the right to work, but not in all industries. Refugees may also register businesses and are permitted to open bank accounts, provided they have the required documentation and a national identity number.

Country Highlights

To celebrate the 30th anniversary of the DAFI programme, scholars led educational outreach across five primary schools and distributed school supplies. The partner also conducted awareness campaigns to promote enrolment of women in higher education, and subsequently recorded an increase in applications from women.

DAFI students also had the opportunity to participate in career readiness, entrepreneurship and job-search training. Three graduates secured internships with private companies and several alumni secured work opportunities with UN agencies (UNESCO, WHO, OCHA).

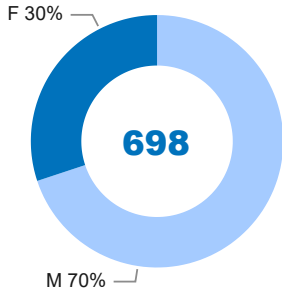
One 2022 graduate constructed a smart, solar-powered streetlight for his final project, and it was installed across his community in Lagos.

Pakistan

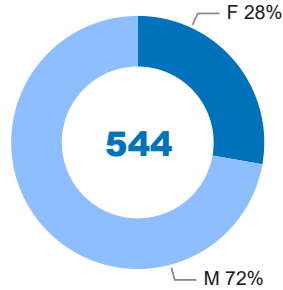
Inspire Pakistan

Pakistan is not party to the 1951 Convention and 1967 Protocol.

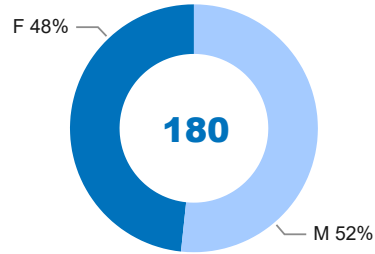
DAFI STUDENTS | 2022



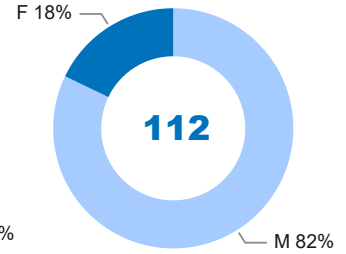
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



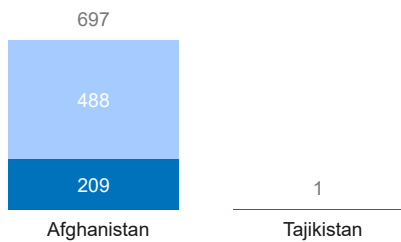
GRADUATES | 2022



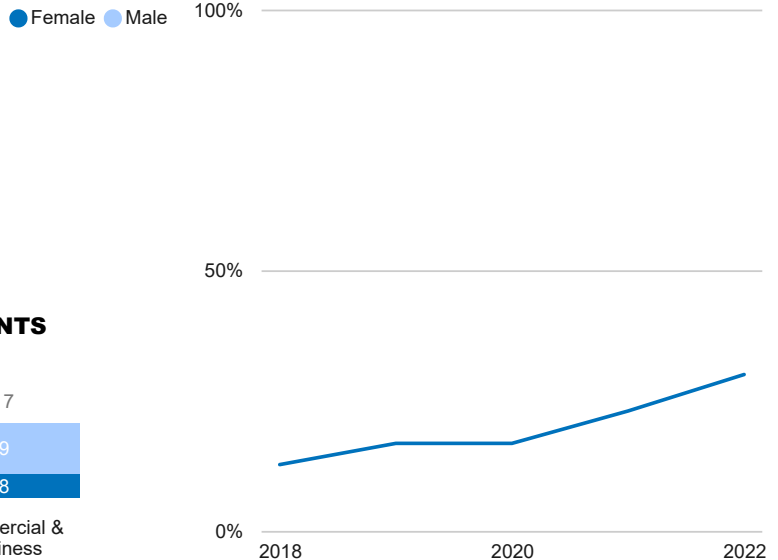
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



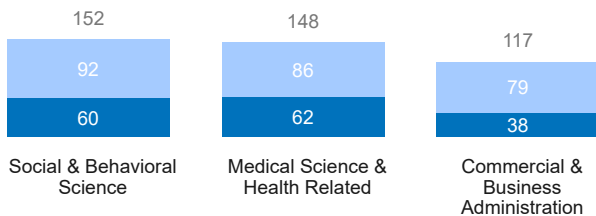
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Pakistan

Country Context - 2022

Country Context & Challenges

Pakistan has the second-largest number of out-of-school children in the world – 27 million. Furthermore, higher education in Pakistan is costly and competitive. Both refugees and nationals face challenges accessing higher education opportunities. However, higher education institutions in Pakistan charge refugees and host community students the same fees, and in most cases, refugees can access university using their proof of registration (POR) card. Unfortunately, some universities remain unaware of this allowance and may be reluctant to enrol POR card holders. UNHCR therefore continues to play an important awareness-raising role among higher education institutions.

Access to Basic Education

According to policy, refugees can access basic public education under the same conditions as nationals. However, uneven implementation of this policy and poor schooling infrastructure hinder refugees' access to public schooling.

Access to Tertiary Education

Refugees can access tertiary education under nearly all the same conditions as nationals. This applies to tuition fees, exam registration, and fields of study. However, some higher education institutions charge refugees international student fees.

Access to Employment

There is no policy that ensures that refugees can obtain legitimate employment documentation to work in the public sector. However, there are avenues for refugees to pursue private sector employment, register businesses, and refugees with proof of registration (POR) cards can open bank accounts.

Country Highlights

DAFI students arranged an advocacy session on the importance of education in rebuilding countries, highlighting the role of women, as well as an information session on the importance of education, health, and hygiene. DAFI students also initiated a country-wide plantation drive linked to World Environmental Day in which they planted trees in their respective communities.

To promote the inclusion of refugee women in education, DAFI students and alumni conducted advocacy sessions in urban areas and refugee villages. They shared their own success stories and spoke to parents. DAFI alumni and scholars also supported outreach with refugee students.

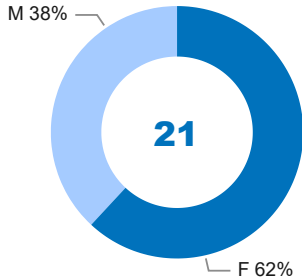
Finally, Inspire Pakistan continued to partner with GIZ to implement DAFI Plus, under which 73 DAFI graduates to date have been placed in on-the-job trainings. DAFI Plus also provides digital and other technical skills trainings to DAFI applicants not selected for scholarships.

Russian Federation

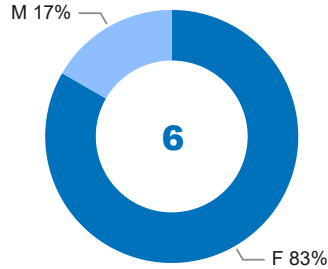
Direct implementation by UNHCR

the Russian Federation is party to the 1951 Convention and 1967 Protocol.

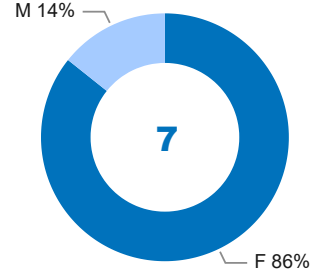
DAFI STUDENTS | 2022



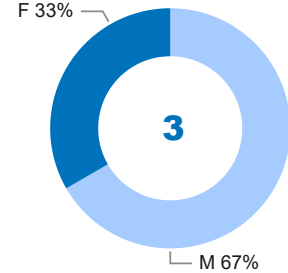
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



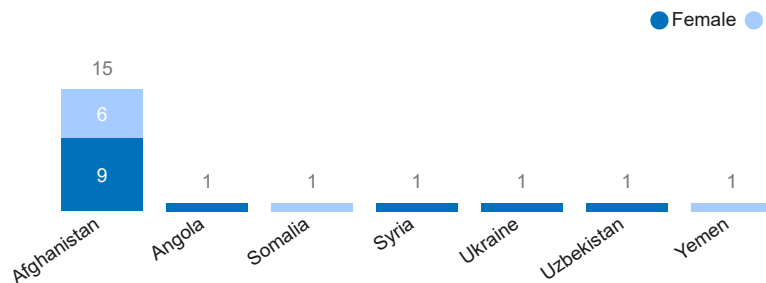
GRADUATES | 2022



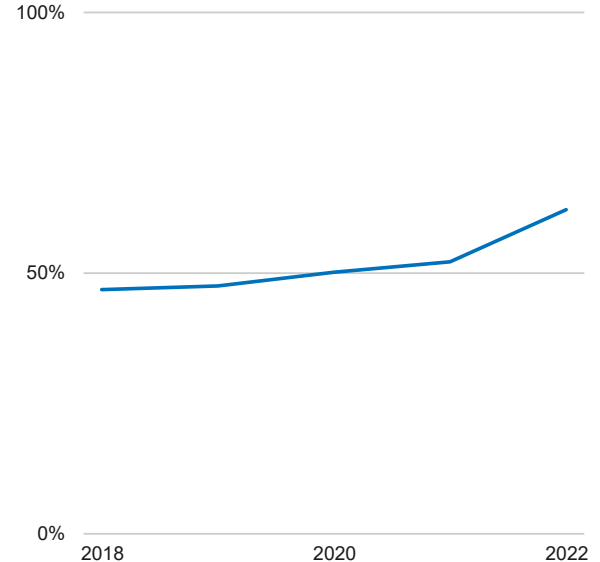
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



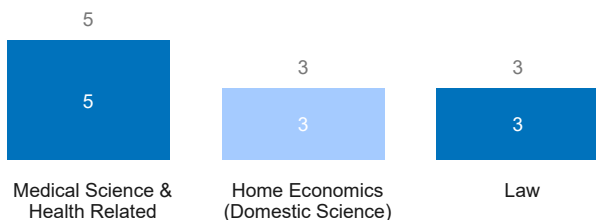
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Russian Federation

Country Context - 2022

Country Context & Challenges

In 2022, the Russian Federation faced a significant influx of displaced persons from Ukraine and Afghanistan. The government introduced simplified and expedited pathways for refugees from Ukraine to obtain refugee status and access public services, including school enrolment. Furthermore, access to higher education institutions, including vocational educational facilities, was simplified.

The UNHCR partners organized skills development activities for refugees, including a vocational orientation session for refugee teenagers and a webinar on financial literacy for refugee women. The Centre for International Cooperation of the Red Cross in St. Petersburg conducted a workshop with the St. Petersburg Labour Committee to raise public awareness about refugees and discuss their employment opportunities. Participants also discussed how the state institutions could enable refugees to find jobs and exchanged information about refugees' rights to access the labour market.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under nearly all the same conditions as nationals. This applies to exam registration and admission criteria. Refugees also have access to national education financial aid offerings (state scholarship).

However, there is no unified approach applied to foreign students in Russia, and refugees may be charged higher fees at some higher education institutions.

Access to Employment

Refugees can secure employment, but are subject to restrictions applicable to all foreigners. e.g., no access to public sector posts. Also, refugees cannot formally pursue self-employment or entrepreneurship opportunities.

Country Highlights

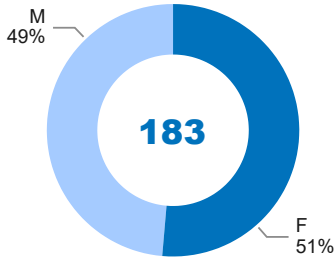
16 DAFI students participated in volunteer training activities and six DAFI students actively engaged in other volunteer activities. Among graduating scholars, one secured employment as a marketplace manager, another is pursuing a master's degree in economics and the third graduate received a three-year cardio surgeon medical residency sponsored by the state health institution.

Rwanda

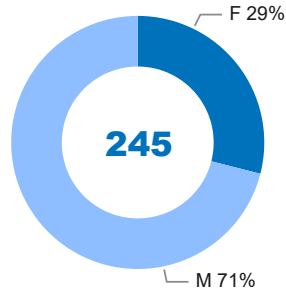
World Vision International Rwanda

Rwanda is party to the 1951 Convention and 1967 Protocol.

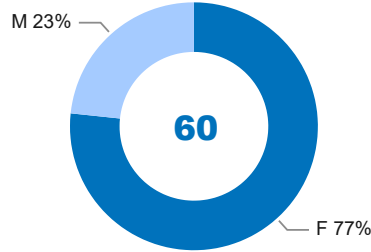
DAFI STUDENTS | 2022



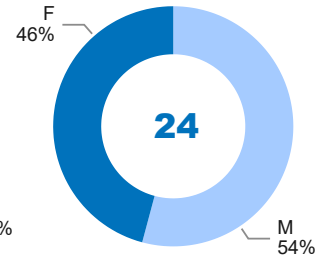
APPLICATIONS | 2022



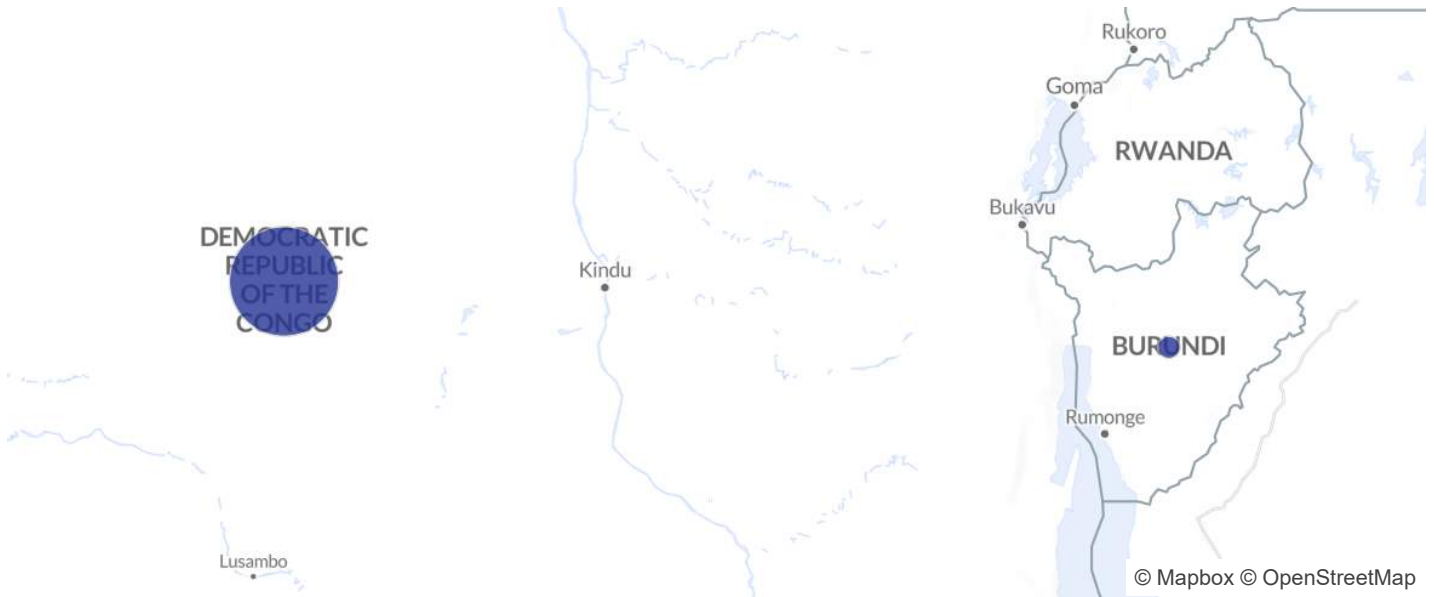
NEWLY ADMITTED | 2022



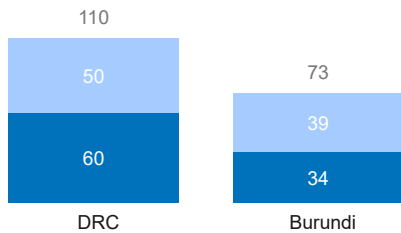
GRADUATES | 2022



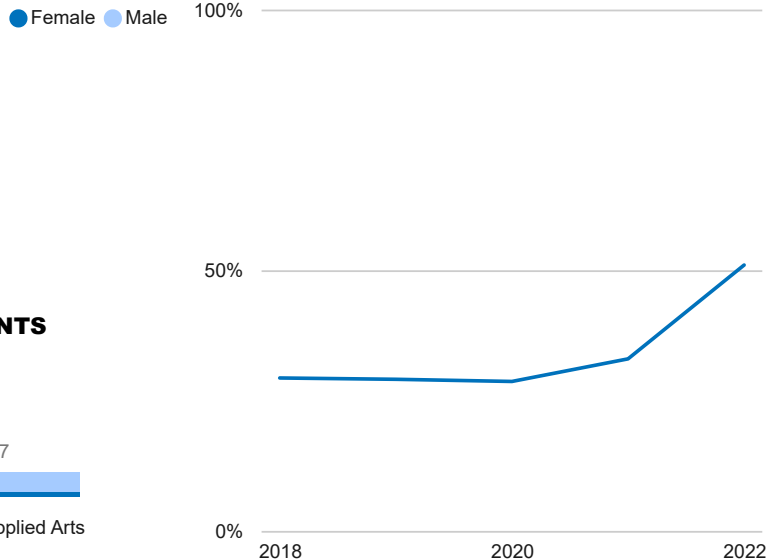
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



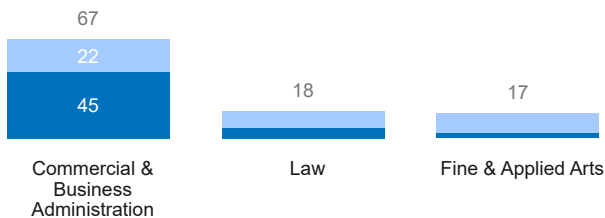
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Rwanda

Country Context - 2022

Country Context & Challenges

Rwanda has an inclusive protection environment. Refugees have the right to access national social services such as education, health, financial services and are eligible to work. The country has moved beyond a humanitarian approach and includes refugees in the national development plan, with an emphasis on ensuring sustainable livelihoods and social cohesion.

Refugee youth in Rwanda can access vocational training centres and obtain recognised certificates for employment. They also benefit from short-term training programmes to develop marketable skills in areas such as carpentry, hair dressing, masonry, baking, hospitality, and ICT.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals. Over 90% of refugee children are integrated into the national system.

Access to Tertiary Education

Refugees can access public and private universities under nearly all the same conditions as nationals. This applies to tuition and exam fees as well as admission criteria. However, refugees do not have access to national student loans for tertiary education.

Access to Employment

Refugees have the right to work in formal and non-formal sectors, except for public service positions. Refugees do not need to secure additional work permits and have the same right as nationals to register businesses and open bank accounts.

Country Highlights

DAFI students conducted community work, which included tree planting and monthly camp-based efforts to protect the environment and support climate change initiatives.

At the start of the year, UNHCR and the partner set a higher quota for female applicants, and increased the proportion of female DAFI scholars from 37 per cent to 51 per cent.

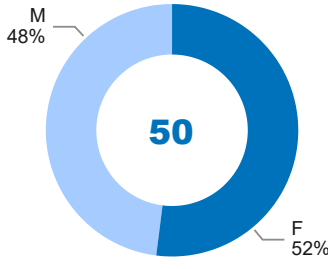
DAFI Rwanda planned and conducted entrepreneurship training for DAFI students enrolled at Kigali Independent University to expand employment opportunities for refugees. The training was facilitated by the founder of the university, who was once a refugee himself.

Senegal

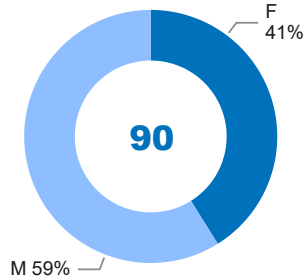
Green Village Foundation

Senegal is party to the 1951 Convention and 1967 Protocol.

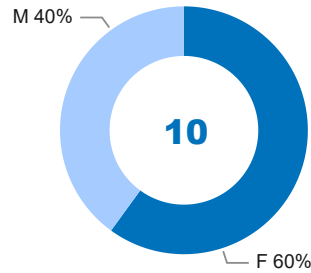
DAFI STUDENTS | 2022



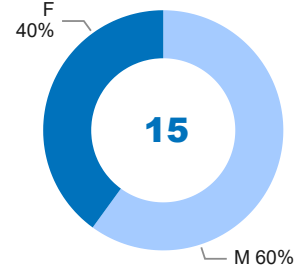
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



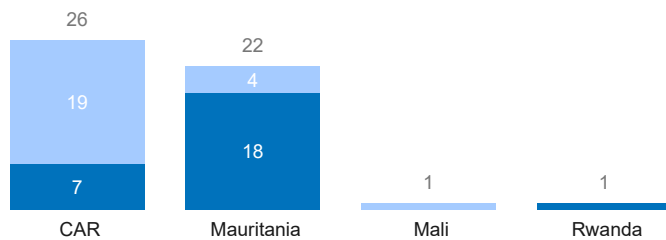
GRADUATES | 2022



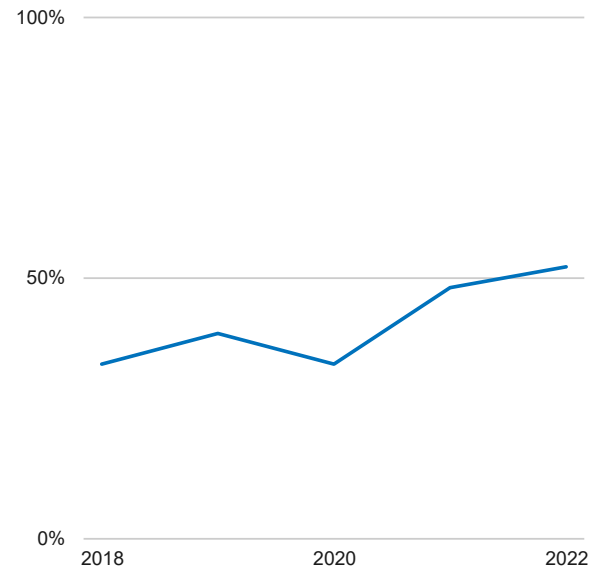
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



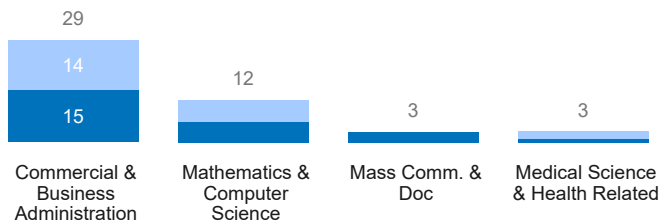
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Senegal

Country Context - 2022

Country Context & Challenges

Minor changes in 2022 affected the protection environment for refugees, which included the creation of a single institution called the National Commission for the Management of Refugees and Stateless Persons (CNGRA) and the inclusion of refugees and nationals under a newly adopted law to protect vulnerable persons against violence.

Education or skills development opportunities for post-secondary refugee youth are available in Senegal. Over 40 per cent of the refugee population in Senegal is comprised of adolescents and young people without professional qualifications who often cannot cover the costs of education. Therefore, UNHCR set up a specific study grant programme to support access to traditional higher education as well as post-primary and post-secondary vocational education.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

According to policy, refugees can access tertiary education under some of the same conditions as nationals. In private higher education institutions, this applies to tuition and registration fees. In public universities, only refugees from West African Economic and Monetary Union (WAEMU) member states are permitted to pay the same registration and tuition fees as nationals. Foreign students' fees apply to refugees from non-WAEMU countries. Refugees do not have access to national education financial aid.

Access to Employment

Refugees have the right to work in all industries. Although refugees legally have the right to register businesses and to open bank accounts, documentation challenges and a lack of awareness among financial institutions makes it difficult for refugees to exercise these rights in practice.

Country Highlights

The DAFI club led a number of activities, including career plan management and entrepreneurship training as well as a celebration of the 30th anniversary of DAFI. The latter featured a football match, a panel on education and training and drives to collect school supplies and food.

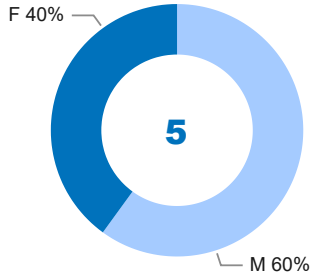
A number of ongoing activities are focused on improving enrolment and participation of women in the DAFI programme, including community awareness-raising, sponsorship for girls in secondary school and promoting women to visible positions of responsibility.

Serbia

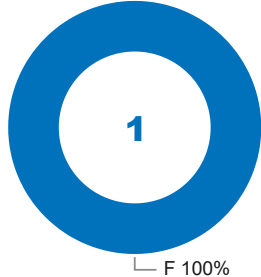
Direct implementation by UNHCR

Serbia is party to the 1951 Convention and 1967 Protocol.

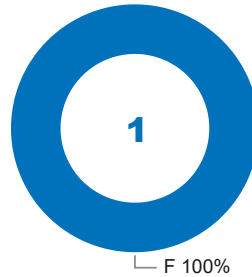
DAFI STUDENTS | 2022



APPLICATIONS | 2022



NEWLY ADMITTED | 2022



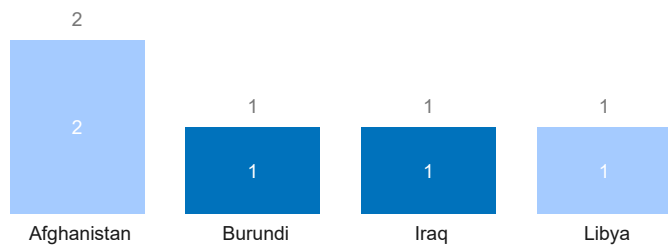
GRADUATES | 2022

N/A

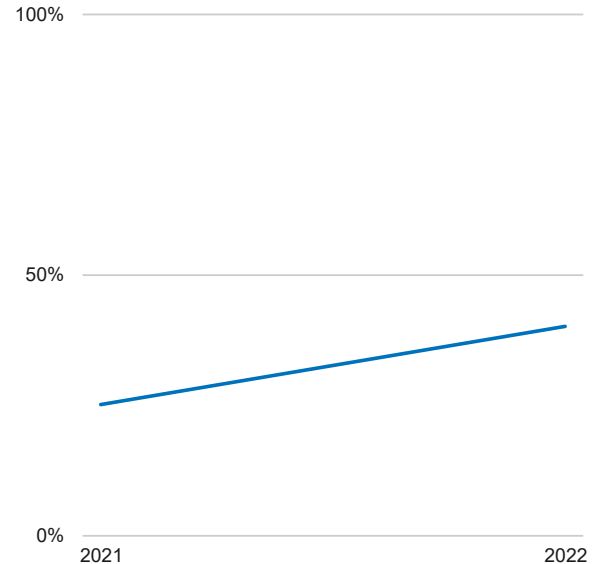
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



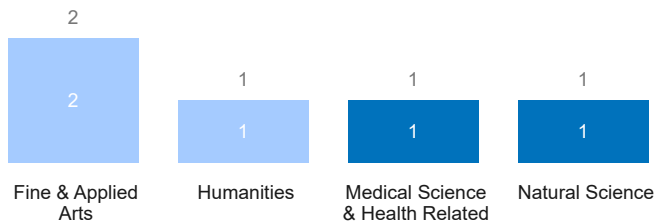
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Serbia

Country Context - 2022

Country Context & Challenges

Most of the new arrivals in 2022 were from Ukraine. A majority continued to follow classes provided online by Ukrainian institutions.

Education and skills development opportunities include various internships and professional practice in the public or private sector. 'My first salary' is a 9-month government programme available for youth up to 30 years old with less than six months of work experience, and provides on-the-job training. Educational institutions offer local internships, student exchanges or study abroad programmes. Some employers offer trainings, while the National Employment Service provides trainings only for certain categories of unemployed persons. UNHCR is therefore the main training provider for refugees. The Serbian Commissariat for Refugees and Migrations (SCRM) provides Serbian language classes, complemented by UNHCR. UNHCR works with diverse stakeholders to alleviate obstacles (institutions, civil sector, banks, private sector etc.).

Access to Basic Education

Refugees can access basic education in public schools under the same conditions as nationals. Primary school is mandatory and both primary and secondary education are free.

Access to Tertiary Education

According to policy, refugees granted asylum and subsidiary protection can access higher education under the same conditions as nationals. In practice, this applies to exam registration and admission criteria, while it is partially the case regarding tuition fees (depends on institution and student's status). Refugees cannot access national education financial aid offerings but do have access to health services, libraires and canteens as local students.

Access to Employment

In the labour market, refugees can work under foreign national conditions and are required to obtain work permits. They can work in any industry, with the exception of public sector posts.

Refugees have the right to register businesses after obtaining an ID card issued by national authorities. According to policy, refugees can open bank accounts. However, this has become more difficult in recent years due to complex documentation requirements and bank procedures. Credit cards and business loans are not issued to refugees.

Country Highlights

All students participate in community activities promoting refugee topics, youth and education, social inclusion and combating xenophobia.

Two DAFI scholars were among the young artists whose works were on display at the annual student exhibition at the Faculty of Applied Arts. One of these students connected with a regional music celebrity, Ida Prestar. For the 30th DAFI anniversary celebration, the scholar invited Ida to take part and make a statement in support of refugee youth in Serbia. This video made a tremendous impact on social media. The other scholar painted a portrait of Albert Einstein as a gesture of appreciation for the DAFI initiative and presented it to the representative of the Embassy of Germany.

Students also participated in the Nansen Refugee Award event, as well as in the UNHCR project "In their Sneakers" with a network of local high schools, supported by the Ministry of Education.

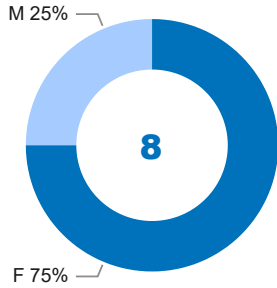
Finally, a female DAFI scholar took part in the 'DM Women Run' to raise awareness about women's rights,

Slovakia

Direct implementation by UNHCR

Slovakia is party to the 1951 Convention and 1967 Protocol.

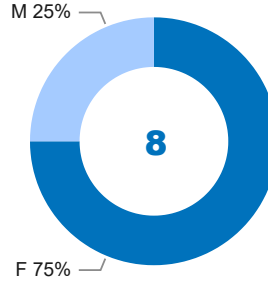
DAFI STUDENTS | 2022



APPLICATIONS | 2022

N/A

NEWLY ADMITTED | 2022



GRADUATES | 2022

N/A

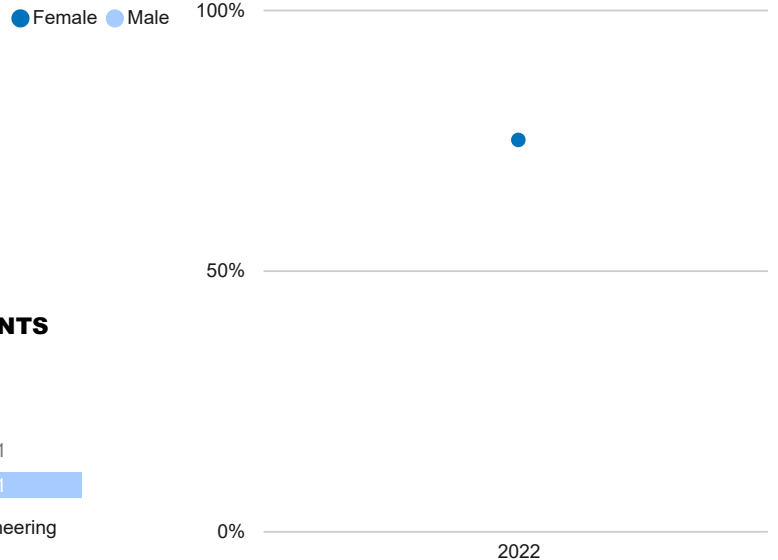
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Slovakia

Country Context - 2022

Country Context & Challenges

Over 1.8 million refugees from Ukraine crossed into Slovakia since the start of the war. Temporary Protection (TP) beneficiaries can access a wide range of public services.

All post-secondary youth, including TP beneficiaries, can pursue higher education (including technical and vocational education and training, TVET). UNHCR continues to advocate for the sustainable inclusion of refugees into the national school system and is supporting the Slovak Ministry of Education through data collection and technical guidance to expand access to quality education for refugee students.

Access to Basic Education

Temporary Protection (TP) beneficiaries can access basic education, but if their placement is refused due to insufficient school capacities, there is no obligation for the State to provide an alternative, which is a direct consequence of the absence of a clear provision of compulsory education for TP beneficiaries.

Access to Tertiary Education

Temporary Protection (TP) beneficiaries can access higher education on par with nationals. This applies to tuition fees, exam registration, and admission criteria.

Access to Employment

Temporary Protection (TP) beneficiaries have the right to work in all industries, but cannot be self-employed nor run businesses. When it comes to high-skill jobs, there is a qualifications validation requirement, which is expensive and time-consuming.

Country Highlights

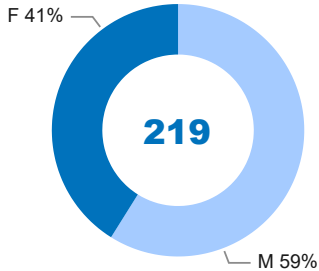
In response to the sudden influx of refugees in Slovakia in 2022 and the associated need, Slovakia joined the DAFI programme in September 2022. The first student selection was finalised in December 2022.

Somalia

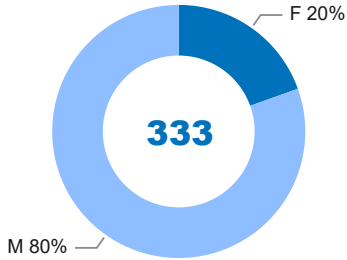
Windle International Somalia

Somalia is party to the 1951 Convention and 1967 Protocol.

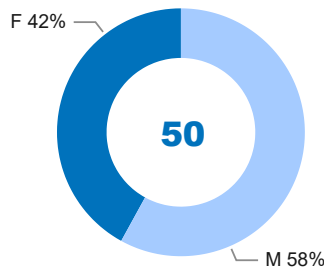
DAFI STUDENTS | 2022



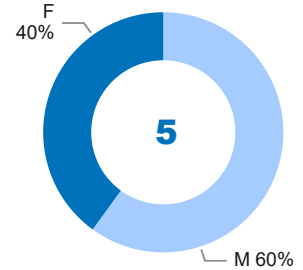
APPLICATIONS | 2022



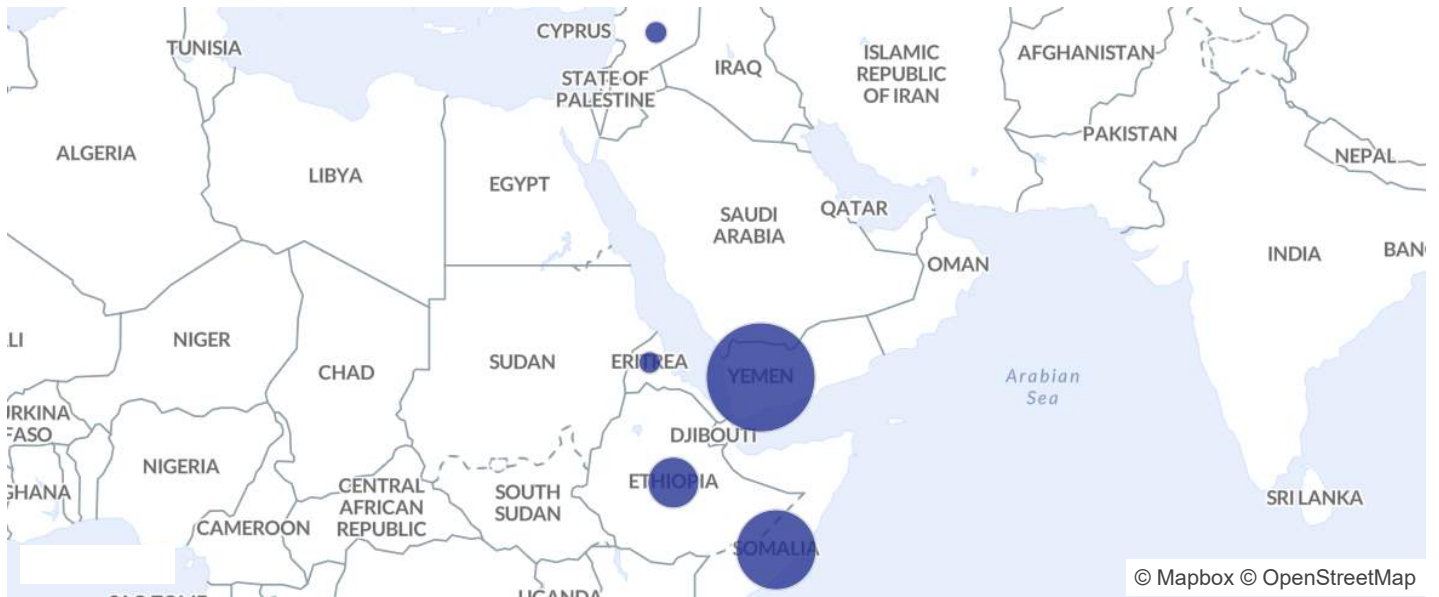
NEWLY ADMITTED | 2022



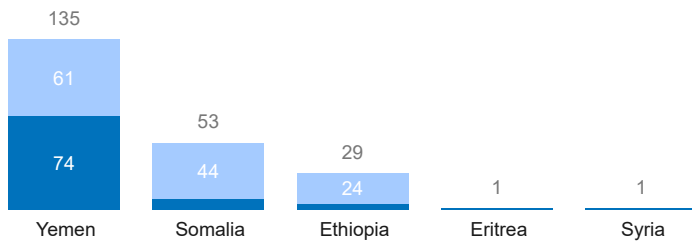
GRADUATES | 2022



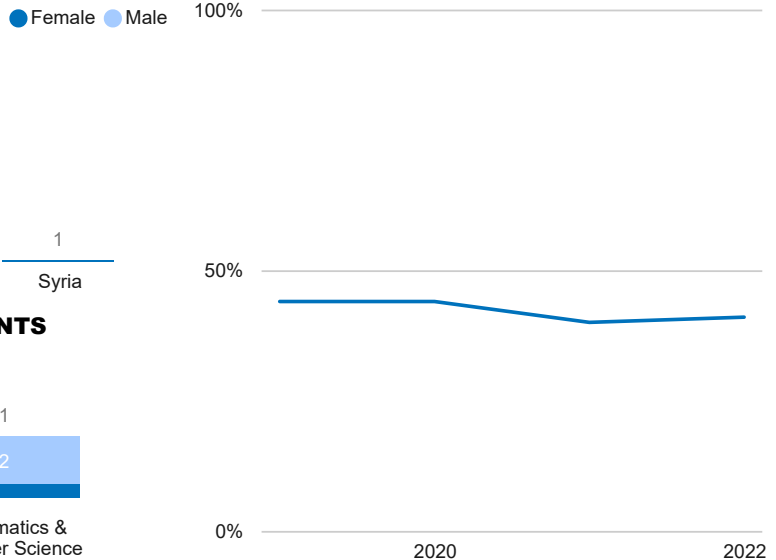
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



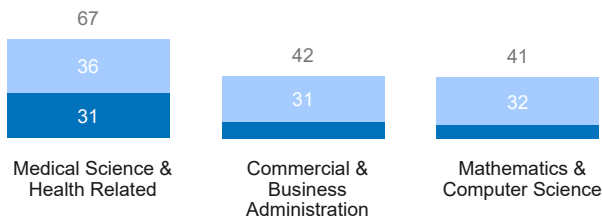
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Somalia

Country Context - 2022

Country Context & Challenges

Elections and political tension in the region at the start of 2022 had a ripple effect on student attendance as some institutions were closed indefinitely. However, this ultimately did not affect DAFI students' progression to the next level.

There are limited post-secondary skill development opportunities available, with some students facing financial barriers to higher education. Only host community out-of-school youth have access to hard skills training. There is a need for long-term, market-driven soft skills training that out-of-school returnees and refugee youth can access. Language barriers are the main obstacle in higher education for refugee students, which further reduces their chance to access third country education and labour mobility pathways.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access tertiary education under nearly all the same conditions as nationals. This applies to tuition and exam fees. However, refugees are not considered for national scholarship opportunities and skills development.

Access to Employment

Refugees do not have the right to work on par with nationals. Refugees can obtain work, register businesses, and open bank accounts. However, under federal policy, refugees must apply for special permits to work.

Country Highlights

The partner supported ten returnees to undertake their diplomas in teacher secondary education. One DAFI student was elected as an ambassador to represent their fellow students with the Faculty of Health, Science, and Medicine at Gollis University.

DAFI students organised volunteer and community outreach activities, including teaching support, raising awareness about higher education and tree planting.

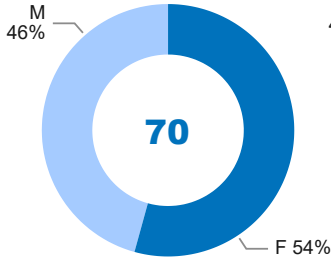
Scholars nearing graduation had the opportunity to attend career readiness sessions to prepare for the transition into the job market.

South Africa

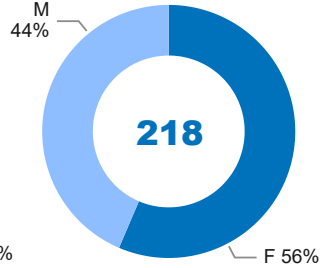
StudyTrust

South Africa is party to the 1951 Convention and 1967 Protocol.

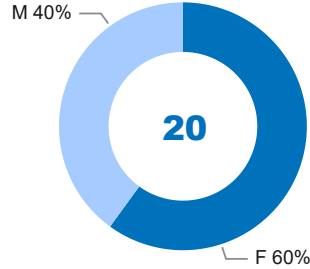
DAFI STUDENTS | 2022



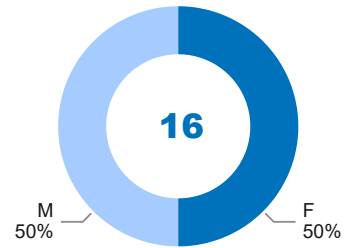
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



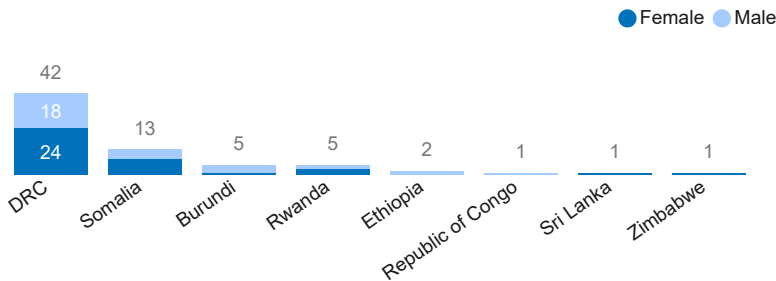
GRADUATES | 2022



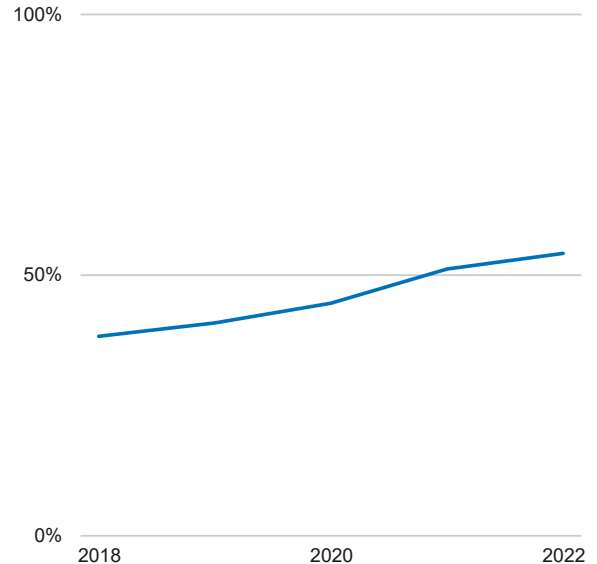
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



South Africa

Country Context - 2022

Country Context & Challenges

As COVID-19 regulations were lifted in 2022, in-person DAFI activities such as alumni lunches, outreach events, individual student meetings, workshops and 30th anniversary celebrations could resume. However, information webinars each semester continued to take place online.

Funding opportunities for refugees remain limited. Refugee students have the right to pursue higher education at any tertiary institution. However, many remain financially excluded from post-secondary education due to financial barriers and limited resources.

Access to Basic Education

Refugees can access basic education under the national curriculum regardless of their documentation status, on par with nationals. Access, however, can be challenging for refugees without documentation.

Access to Tertiary Education

Refugees can access tertiary education under nearly all the same conditions as nationals. This largely applies to fees. However, refugees have no access to the national education financial aid system.

Access to Employment

Refugees have the right to work in any industry, with exceptions. Refugees cannot practice law even if they have attended law school in South Africa, and they are not allowed to work in the private security industry. Refugees can register businesses and open bank accounts. However, as most employers do not know about this policy, refugees are often asked to provide the same work permit that is issued to foreigners.

Country Highlights

The South Africa DAFI club organised activities and scholars participated in 30th anniversary celebrations, webinars and alumni lunches.

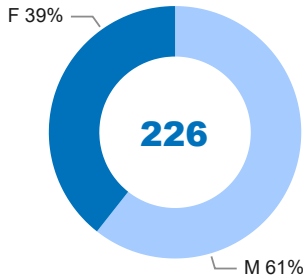
One DAFI student was awarded the Western Cape Vodacom Young Journalist of the Year Regional Award, the Dean's Special Award and was honoured by Queen Elizabeth II with membership to the Order of St. John for exceptional, dedicated and devoted service to humanity.

South Sudan

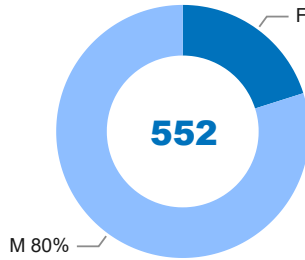
Lutheran World Federation

South Sudan is party to the 1951 Convention and 1967 Protocol.

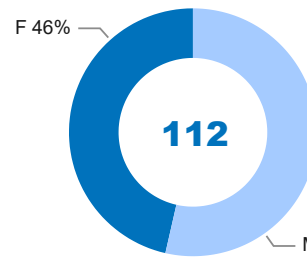
DAFI STUDENTS | 2022



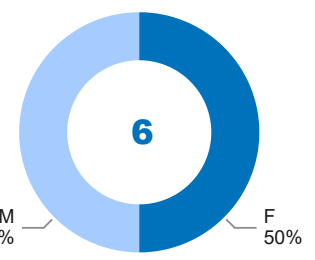
APPLICATIONS | 2022



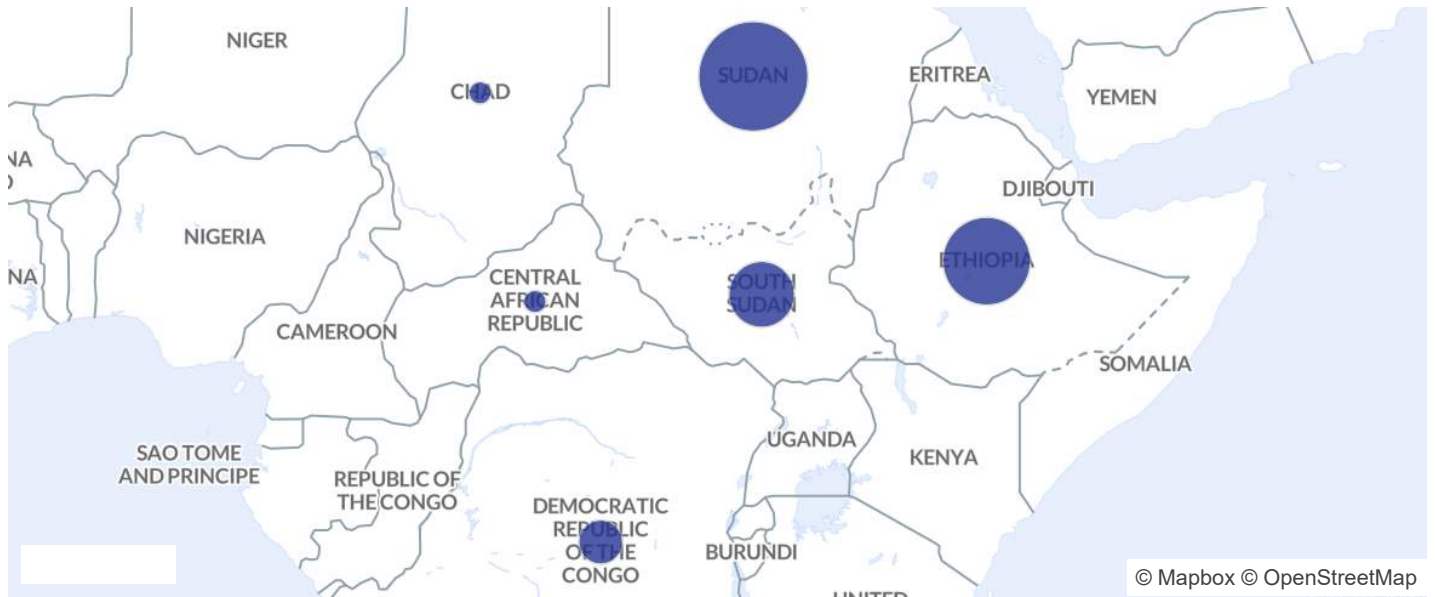
NEWLY ADMITTED | 2022



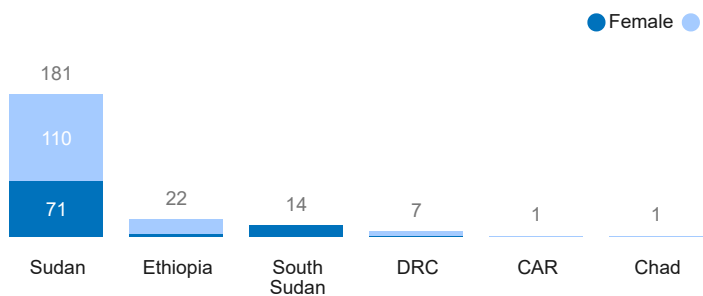
GRADUATES | 2022



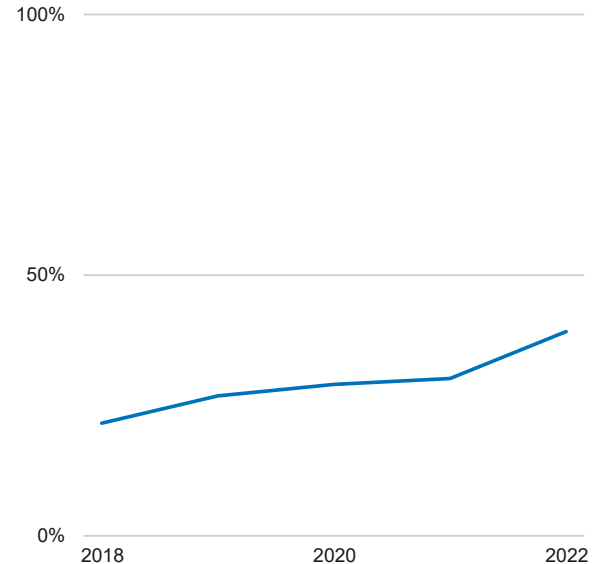
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



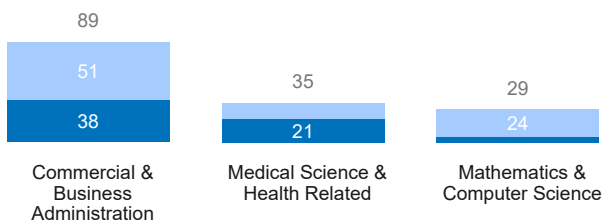
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



South Sudan

Country Context - 2022

Country Context & Challenges

In 2022, overall enrolment of refugees in higher education almost doubled as the partner and UNHCR worked with the African Zeal University to enrol more students at a reduced cost.

South Sudan provides a number of post-secondary education and skill development opportunities via public accredited private institutions that provide equal access to both refugees and nationals. These include accredited Technical and Vocational Education and Training (TVET) institutions that offer certificates and diplomas at a reduced cost. A number of humanitarian organisations are also enhancing the skills development of youth by supporting them to enrol in TVET opportunities. Finally, refugees can participate in leadership trainings, such as the Young African Leadership Initiative (YALI).

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access tertiary education but, in some cases, are required to pay higher fees. Furthermore, when limited spaces are available, priority is given to nationals. Refugees also cannot access national financial aid programmes.

Access to Employment

According to policy, refugees have the right to work. However, in practice, refugees are employed on incentive payment terms in camps that are lower than national salaries. Furthermore, refugees do not have the rights to register businesses nor to open bank accounts.

Country Highlights

DAFI students led community outreach activities focusing on health, career guidance for secondary school girls, child rights and family planning. Also, DAFI students conducted an environmental protection awareness campaign attended by 57 learners and followed by a litter clean-up activity. Furthermore, scholars prepared a news broadcast for World Refugee Day, which covered the work of humanitarian agencies in the camps, the DAFI scholarship, girls' education, school feeding programmes and sport activities.

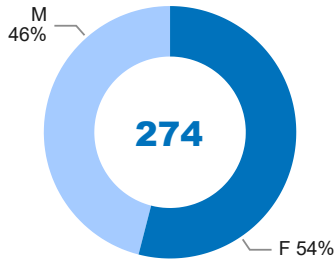
The partner supported DAFI scholars pursuing studies in medicine to secure internships and continuous clinical practice. Scholars were also linked to companies operating in their areas of specialisation to improve their skills.

Sudan

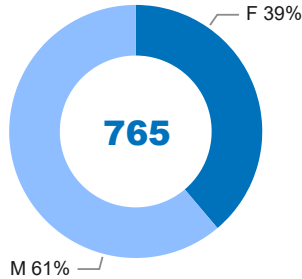
Windle Trust International UK

Sudan is party to the 1951 Convention and 1967 Protocol.

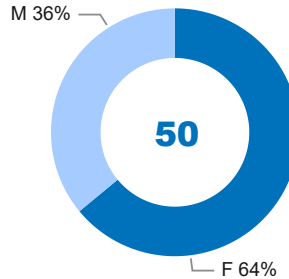
DAFI STUDENTS | 2022



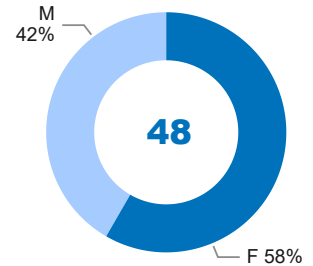
APPLICATIONS | 2022



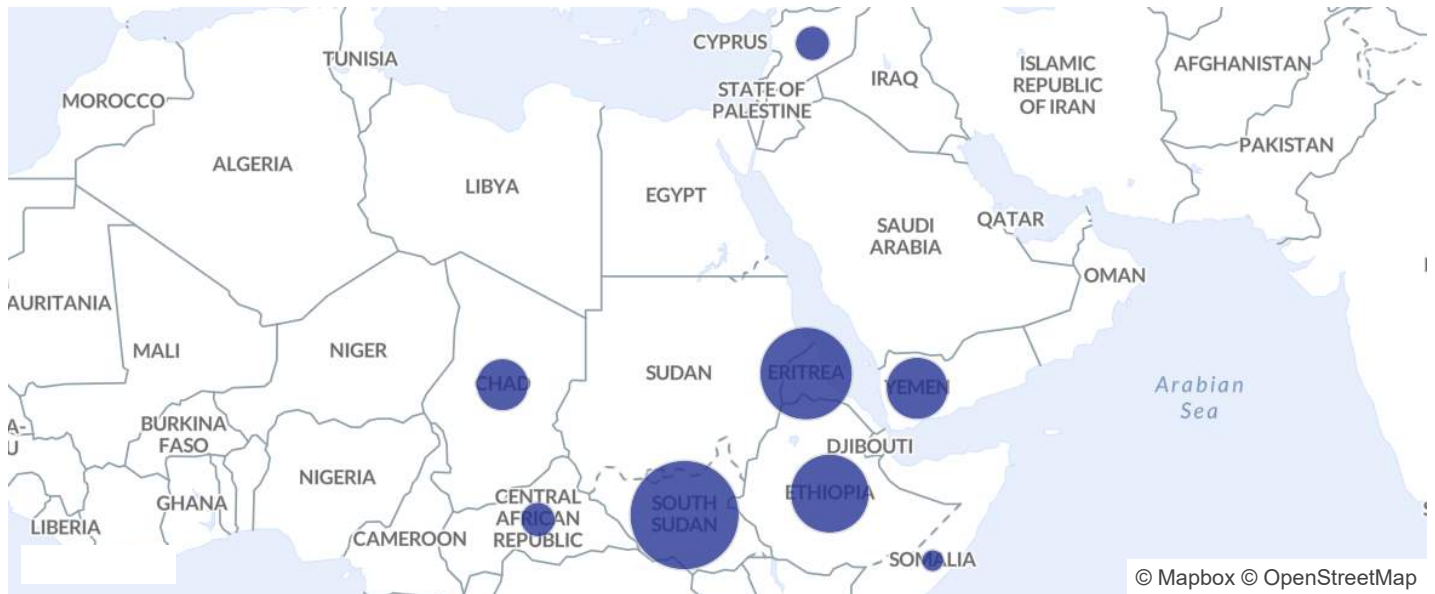
NEWLY ADMITTED | 2022



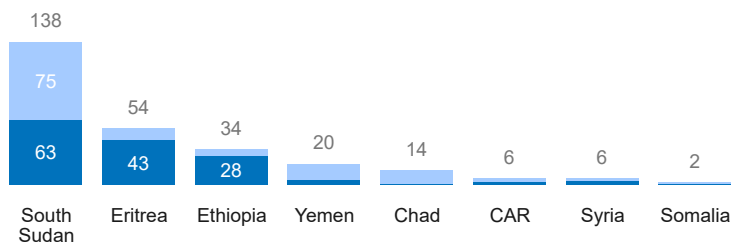
GRADUATES | 2022



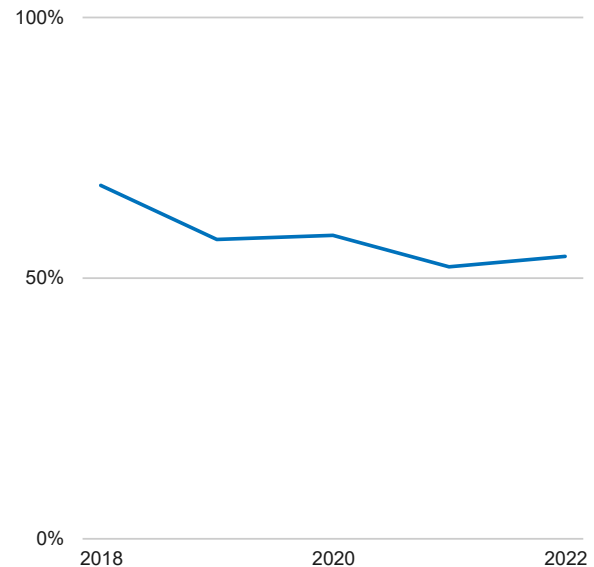
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



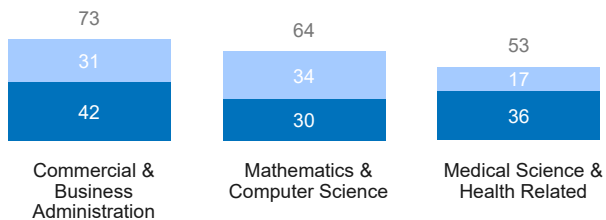
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Sudan

Country Context - 2022

Country Context & Challenges

The political and security instability caused by the military coup at the end of 2021 created a fragile economic and social situation, with outsized effects on refugees. The associated increase in the prices of goods and services resulted in some families choosing to pull their children out of school.

The government provides scholarships for refugees in some public universities, but these are only available to refugees from South Sudan and Yemen, with the possibility that they may be extended to refugees from other countries.

The partner supports the implementation of Technical and Vocational Education and Training (TVET) programmes for refugees and IDPs, with a special focus on female youth. As refugees cannot access services provided by government TVET centres, a new initiative between UNHCR and Don Bosco (St. Joseph's Vocational Training Centre) in Khartoum is an important opportunity for refugees to access TVET services. Refugees also have full access to TVET provided by GIZ.

Access to Basic Education

According to policy, refugees can access basic education under the national curriculum, according to the same conditions as nationals. They have the option to study in either the English or Arabic versions of the national curriculum. However, a newly adopted policy requires refugee students to pay exam fees and the cost of secondary certificate issuance in USD.

Access to Tertiary Education

Refugees can access tertiary education but, in practice, refugees may be classified as international students and are charged higher fees. Refugees also cannot access national financial aid programmes.

Access to Employment

Refugees can obtain work, but only in private sector employment, provided that they obtain a permit. Refugees do have the rights to register businesses and to open bank accounts.

Country Highlights

Ten DAFI scholars attended a workshop on safeguarding that covered issues related to protection from sexual exploitation and abuse and discussed available reporting mechanisms.

Three DAFI graduates obtained internship opportunities and three students were awarded opportunities to study German at the Goethe Institute.

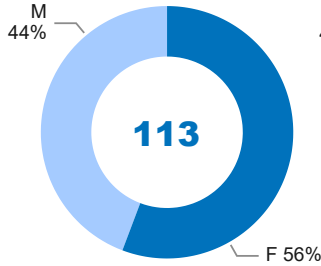
For the first time under the DAFI programme, three South Sudanese students were enrolled in Don Bosco (St. Joseph's Vocational Training Centre) in Khartoum for a three-year TVET Diploma.

Syrian Arab Republic

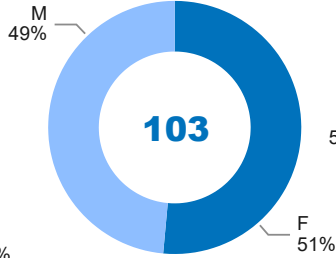
Ministry of Higher Education

Syria is not party to the 1951 Convention and 1967 Protocol.

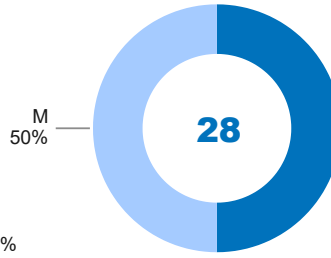
DAFI STUDENTS | 2022



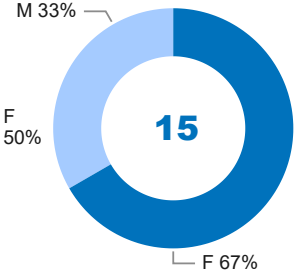
APPLICATIONS | 2022



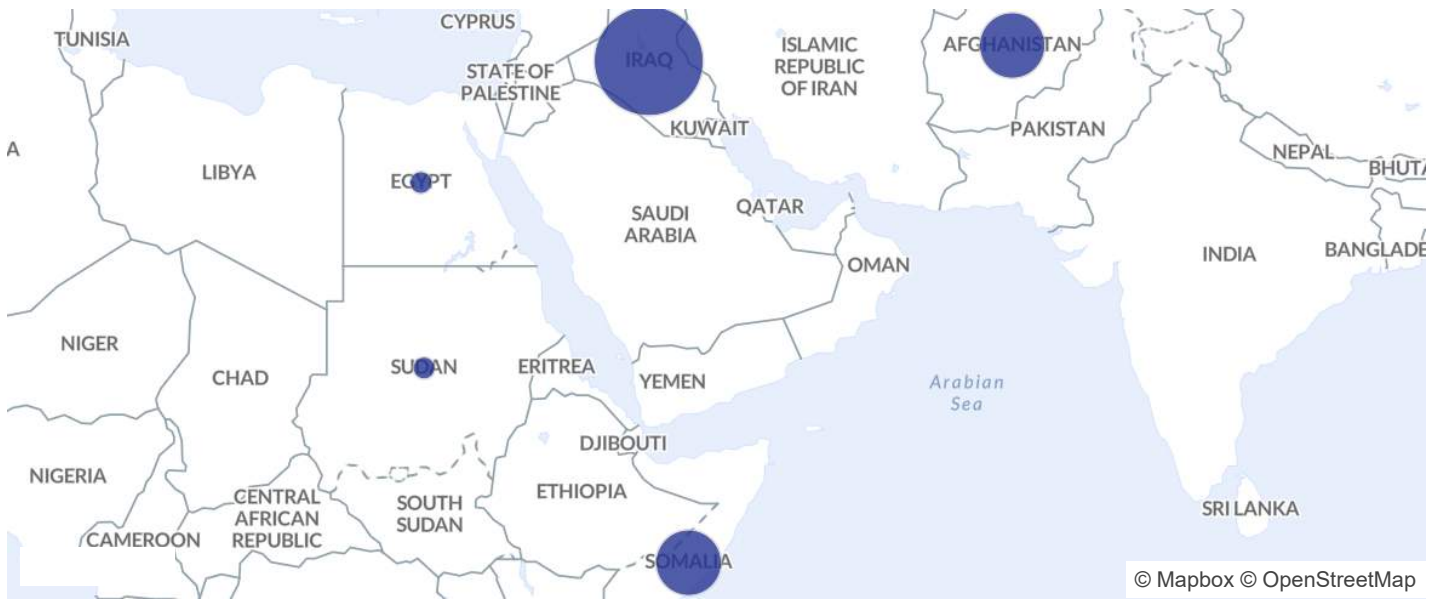
NEWLY ADMITTED | 2022



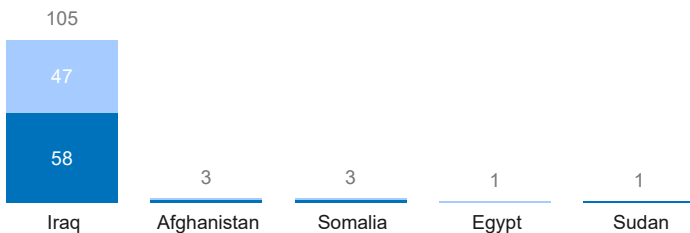
GRADUATES | 2022



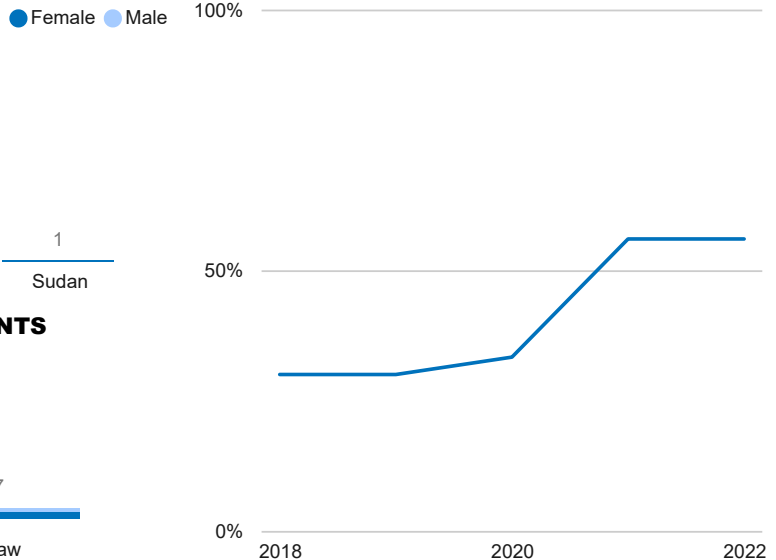
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



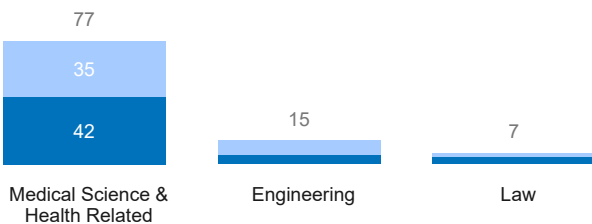
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Syrian Arab Republic

Country Context - 2022

Country Context & Challenges

UNHCR's objective in Syria is to maintain and expand the protection space by ensuring refugees are protected from refoulement, are protected by law enforcement authorities and have access to public services, e.g., health and education. This was made more difficult in 2022 due to rapid inflation, economic deterioration, currency fluctuations and the rising cost of basic commodities and utilities.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access to higher education, but not on par with nationals. Refugees are charged higher tuition fees and must pay in USD.

Access to Employment

Refugees do not have the right to work, register businesses, or open bank accounts. Furthermore, they will lose their residency and refugee status if they obtain a work permit. However, refugees with Syrian mothers may obtain approval to work.

Country Highlights

A group of DAFI scholars at Damascus University provided trainings for their classmates while others held discussions and seminars to exchange expertise and knowledge.

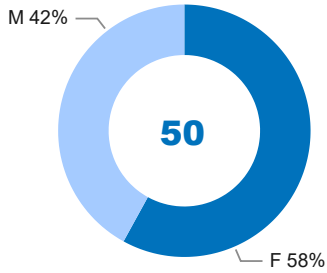
Some DAFI scholars had the opportunity to work for Syrian health centres, helping to provide emergency medical, preventative and primary health care services free of charge.

Tajikistan

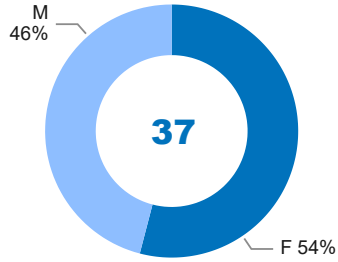
Refugees, Children and Vulnerable Citizens

Tajikistan is party to the 1951 Convention and 1967 Protocol.

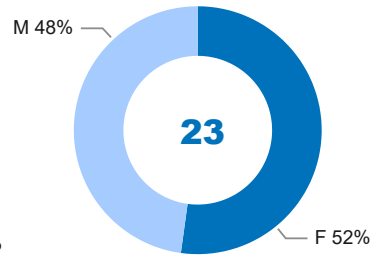
DAFI STUDENTS | 2022



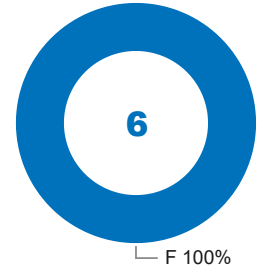
APPLICATIONS | 2022



NEWLY ADMITTED | 2022



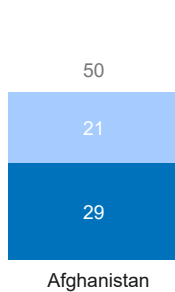
GRADUATES | 2022



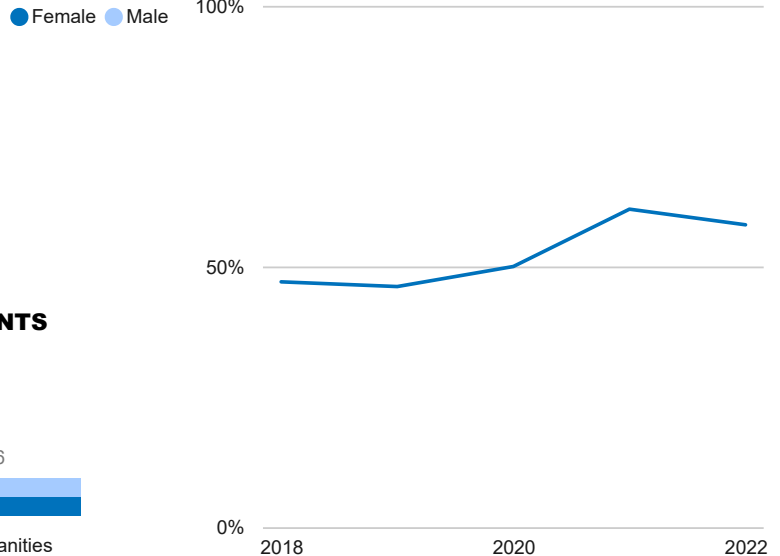
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



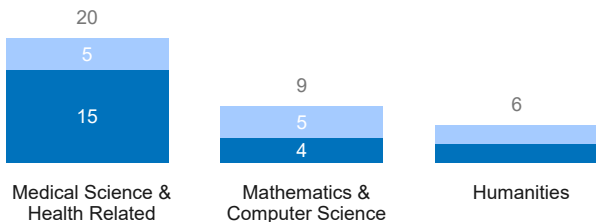
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Tajikistan

Country Context - 2022

Country Context & Challenges

Access to tertiary education for refugees remains a challenge due to high tuition fees, complex admission criteria, competitive entry exams and language barriers. Government resolution 355 limits where refugees can live, which can adversely affect refugees' access to higher education. Refugees also face challenges accessing livelihoods opportunities due to a fragile economy and labour market limitations.

However, there are a number of opportunities for post-secondary youth to develop skills in public and private centres or clubs that develop leadership, law, negotiation, environmental protection, language and other skills. Furthermore, there are non-profit organisations that aim to develop the skills of higher education graduates in their fields of study.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access tertiary education, but are required to pay international student fees, which are considerably higher. Other obstacles to access higher education are complex admission criteria, competitive entrance examinations and differences in language and academic assessment methods. Per policy, some refugees are not allowed to live in the capital Dushanbe, where most universities and colleges are located. These students face higher transportation costs to reach schools.

Access to Employment

Refugees have the right to work. However, their access to bank accounts has been suspended due to national security concerns following the Taliban takeover in Afghanistan.

Country Highlights

DAFI students led and contributed to several events and activities, including an orientation workshop for newly enrolled students, community mobilisation, and contributed to World Refugee Day as well as cultural celebrations between Tajik and Afghan communities.

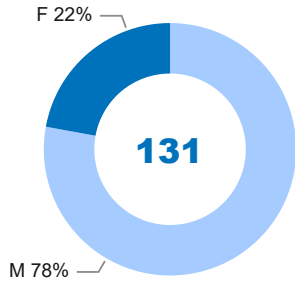
To support the career readiness of DAFI students, the programme offered career counselling as well as resume writing and job search support while individual approaches were made available to DAFI students to overcome academic and employment challenges.

United Republic of Tanzania

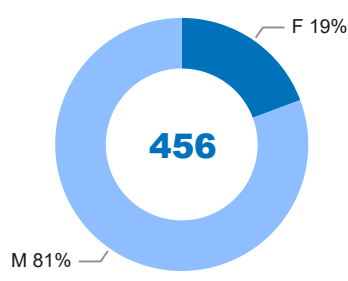
International Rescue Committee

Tanzania is party to the 1951 Convention and 1967 Protocol.

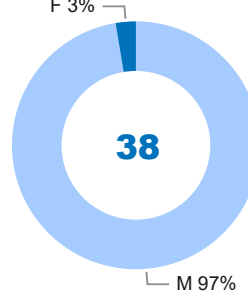
DAFI STUDENTS | 2022



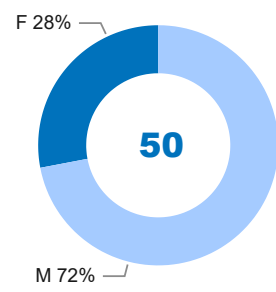
APPLICATIONS | 2022



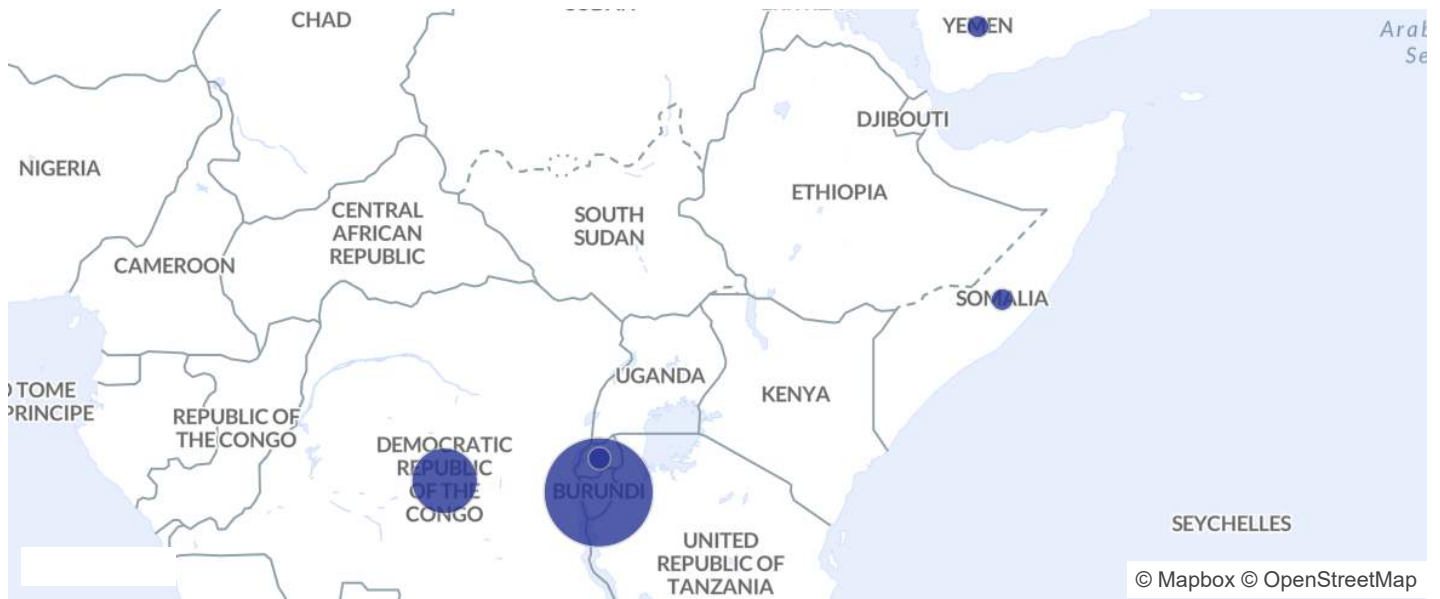
NEWLY ADMITTED | 2022



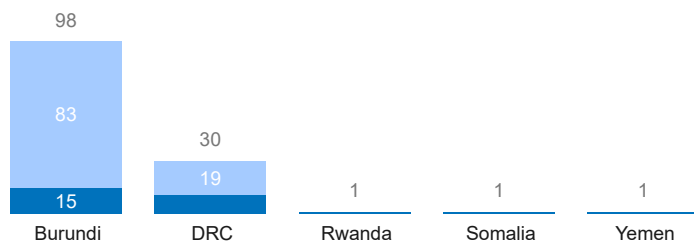
GRADUATES | 2022



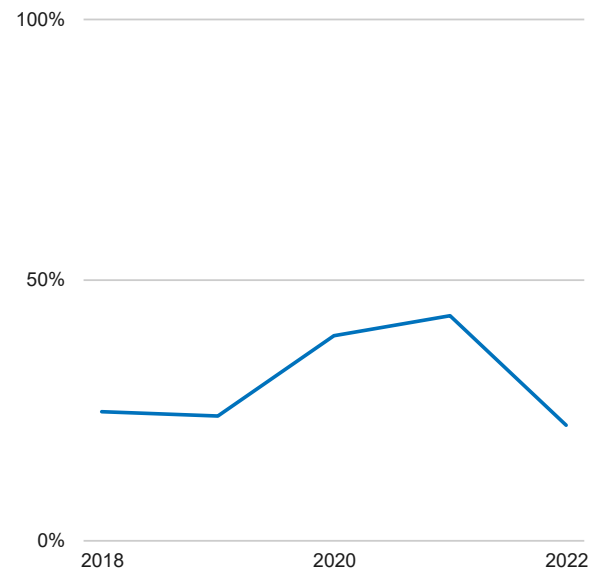
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



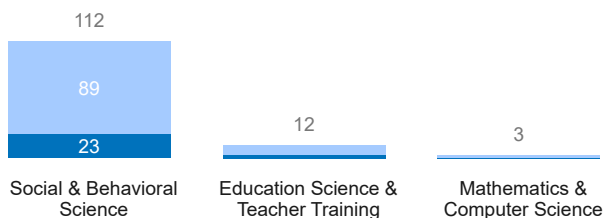
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



United Republic of Tanzania

Country Context - 2022

Country Context & Challenges

Under the latest national legislation, refugees in Tanzania pursue basic education under the curricula from their countries of origin (Burundi, Democratic Republic of the Congo). UNHCR continues to advocate for and encourage refugee inclusion within the national education system.

Nevertheless, the education and skills development opportunities for post-secondary youth include Technical and Vocational Education and Training (TVET) programmes offered by the Vocational Education Training Authority (VETA) or programmes offered by colleges registered under National Council for Technical Education (NACTE). For 2022, all DAFI beneficiaries joined diploma and bachelor's degree programmes offered at the University of Iringa, Dodoma and the Tanzania Institute of Accountancy. Scholarship slots in TVET programmes are often specifically reserved for women, to increase the proportion of women in higher education.

Access to Basic Education

Refugees living in urban areas can access basic education on par with nationals. However, refugees living in camps cannot access host community schools due to the encampment policy and use the curriculum from their countries of origin, which limits their access to national secondary schools and universities.

Access to Tertiary Education

Refugees cannot access tertiary education under the same conditions as nationals. National policy states that refugees must pay the same, higher foreign student tuition fees. Furthermore, refugees cannot access the national financial aid system.

Access to Employment

Refugees do not have the right to work. For skillsets in high demand, refugees can obtain work permits on a case-by-case basis with approval from the Ministry of Home Affairs. Furthermore, additional permits are required for refugees to work outside of their camp. Identity documentation requirements can prevent asylum seekers and stateless persons from registering and operating a business. Finally, few refugees may open bank accounts but, in practice, encounter administrative difficulties.

Country Highlights

Many 2022 DAFI graduates shared their plans to return to the camps as volunteers. A majority of students from Burundi planned to return home to support national development efforts.

The 30th anniversary of the DAFI programme commemoration in Dar es Salaam was celebrated with the participation of high-level officials, including a Representative of the Ministry of Home Affairs and the Deputy Head of the Mission of the German Embassy. Another commemoration was launched at the University of Iringa in July 2022. This included a seminar on refugee rights and international refugee protection as well as a tree planting activity. Other commemorations were held at refugee camps in Nduta and Nyarugusu.

Togo

Direct implementation by UNHCR

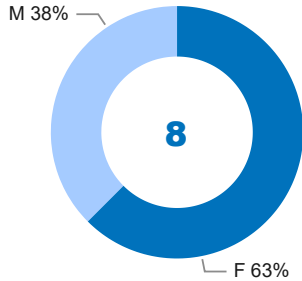
Togo is party to the 1951 Convention and 1967 Protocol.

DAFI STUDENTS | 2022

APPLICATIONS | 2022

NEWLY ADMITTED | 2022

GRADUATES | 2022



N/A

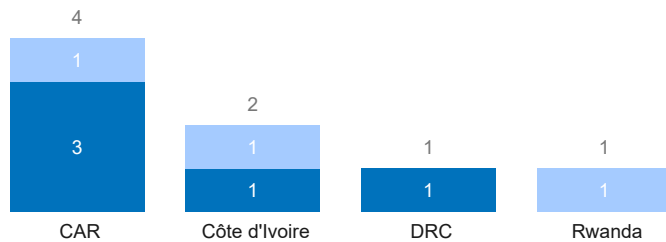
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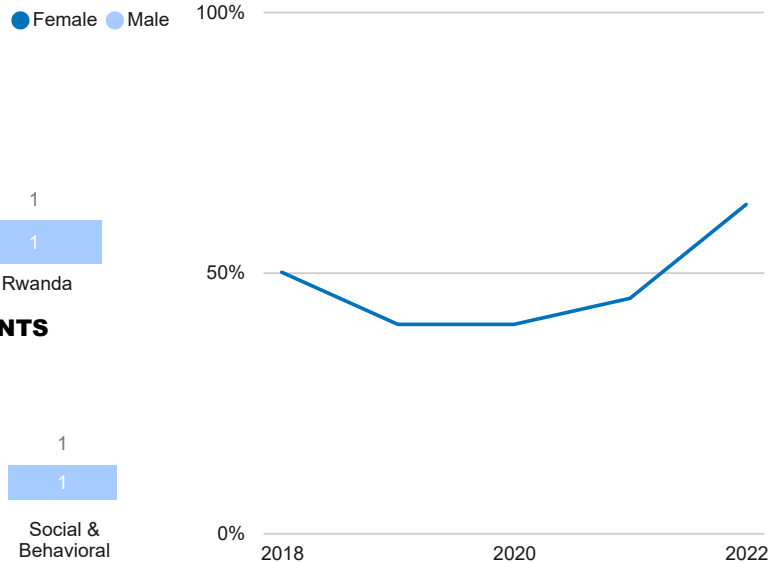
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



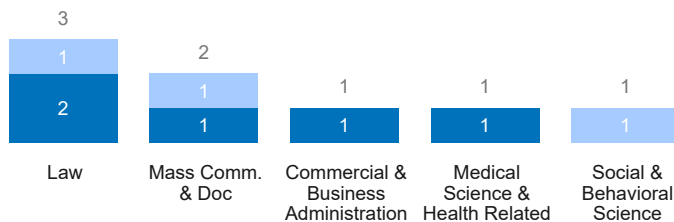
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Togo

Country Context - 2022

Country Context & Challenges

In 2022, the UNHCR operation in Togo focused on the search for durable solutions, especially the voluntary repatriation of Ivorians whose cessation clause ended in June 2022. Togo also experienced attacks by violent groups throughout 2022, which displaced more than 5,000 persons.

Integration of refugees into the labour market is limited, but organisations, such as the Togolese Employers' Council, are helping to facilitate the integration of qualified refugees into large local companies and also into training institutions or higher education establishments. UNHCR relies on the National Employment Agency (ANPE) to training on the job search process and interviewing.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under nearly all the same conditions as nationals, which extends to tuition fees, registration for exams, and admission criteria. However, refugees cannot access national education financial aid.

Access to Employment

Refugees have the right to work in any industry. They can register businesses and open bank accounts.

Country Highlights

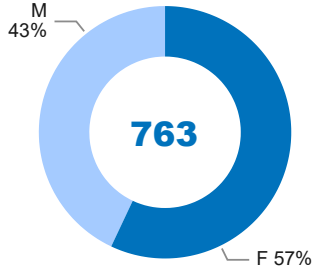
To acknowledge the 30th anniversary of the DAFI programme, a seminar on entrepreneurship brought together ten current DAFI scholars and 15 other refugee students with HR personnel from private sector companies, employment agencies, and entrepreneurs. Students had the opportunity to learn about different workplaces and to prepare themselves for the labour market.

Türkiye

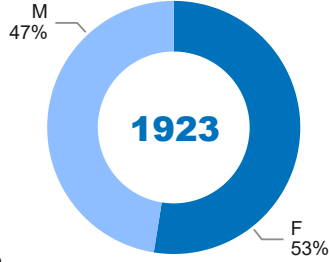
Presidency for Turks Abroad and Related Communities

Türkiye is party to the 1951 Convention and 1967 Protocol.

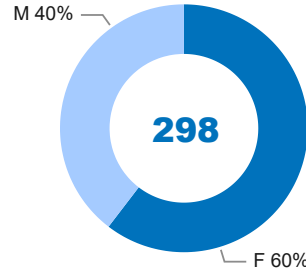
DAFI STUDENTS | 2022



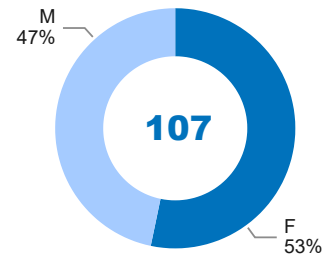
APPLICATIONS | 2022



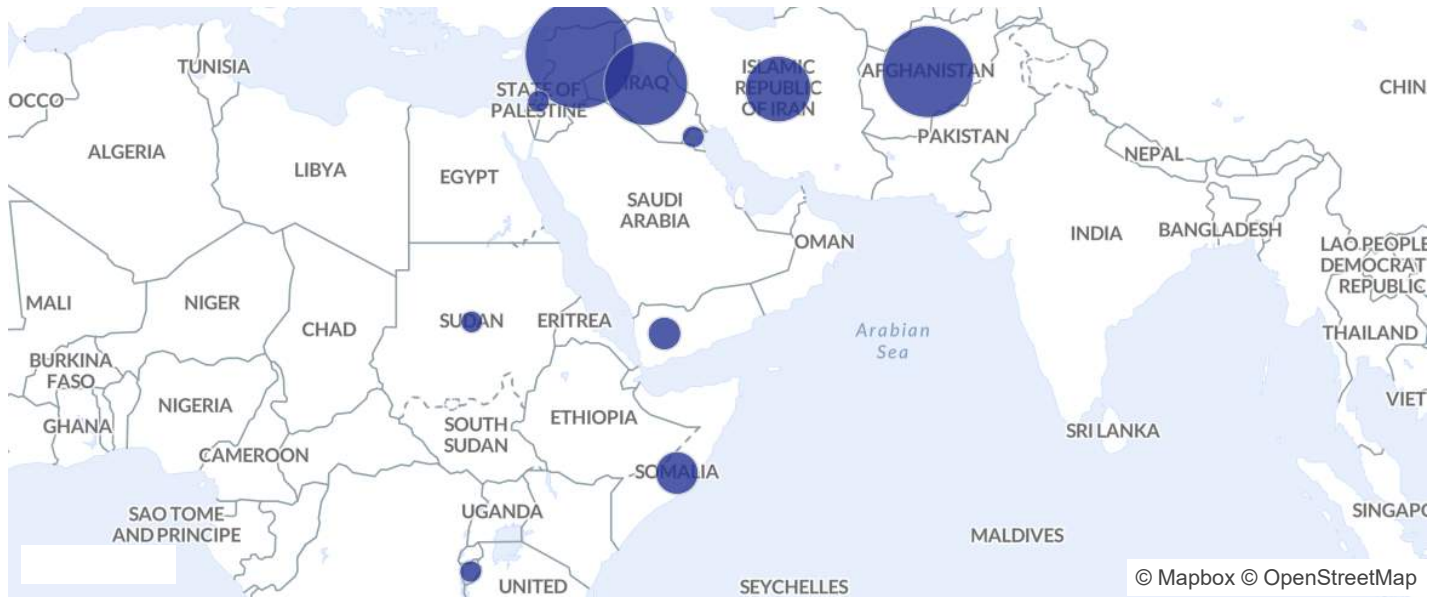
NEWLY ADMITTED | 2022



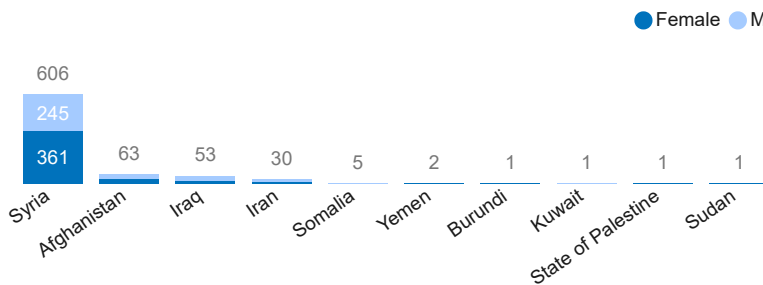
GRADUATES | 2022



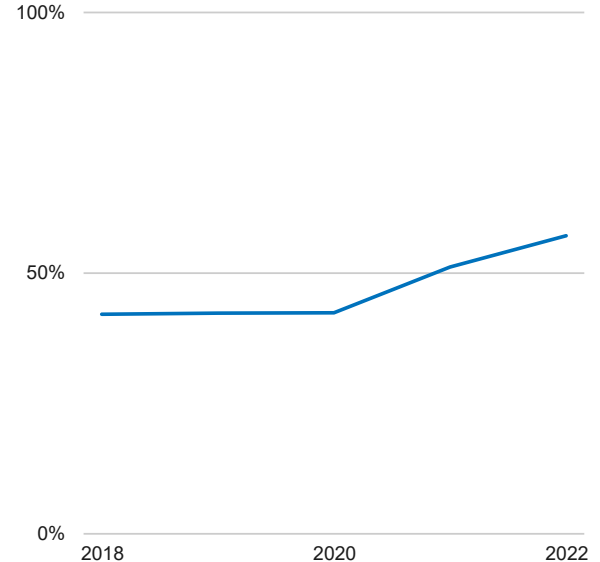
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



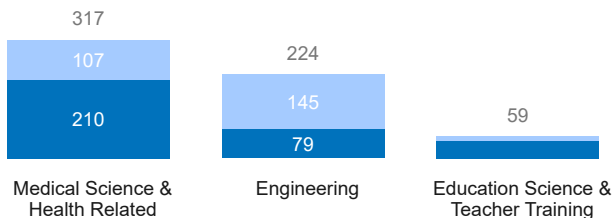
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Türkiye

Country Context - 2022

Country Context & Challenges

Syrians continue to have temporary protection (TP) status, which provides access to education and other forms of social protection through state services. Despite significant achievements to date, approximately 35 per cent of Syrian school-aged children under TP remain out of school and 10 per cent of Syrians are enrolled in university. There is a high demand for post-secondary education as evidenced by the number of applications under the Presidency for Turks Abroad and Related Communities' (YTB) Türkiye Scholarships Programme.

Public Education Centres (PECs) are one of the main pillars of non-formal adult education, which include skills development, vocational training and language training. All refugees can access these courses free of charge.

Access to Basic Education

According to policy, refugees can access basic education free of charge, on par with nationals. However, in practice, refugees face several challenges, including, but not limited to, language barriers and financial difficulties.

Access to Tertiary Education

According to policy, refugees can access higher education on par with nationals. However, in practice, refugees face higher international student tuition fees, which increased considerably in 2022, and take different university entrance exams. Refugees are not eligible for grants and scholarships provided by public institutions.

Access to Employment

Refugees with Temporary Protection (TP) or International Protection (IP) status can enter the formal labour market, but must apply for work permits or permission to register their own businesses. Certain professions are not open to foreign nationals. Refugees are permitted to open bank accounts, but a lack of knowledge about the process creates barriers.

Country Highlights

190 DAFI students participated in volunteer activities in various fields, including environment, health, child protection and animal rights.

20 students secured internships through programmes facilitated by the partner. DAFI alumni were also informed about career opportunities and preparation.

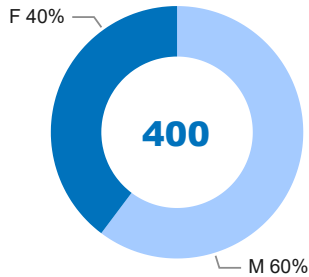
UNHCR and the partner surveyed over 1,200 DAFI alumni and students to assess the impact of the DAFI programme. Analysis of survey findings is ongoing.

Uganda

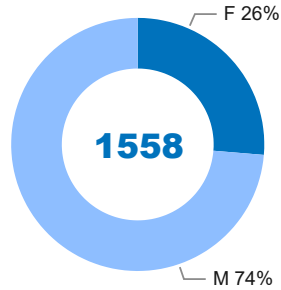
Windle International Uganda

Uganda is party to the 1951 Convention and 1967 Protocol.

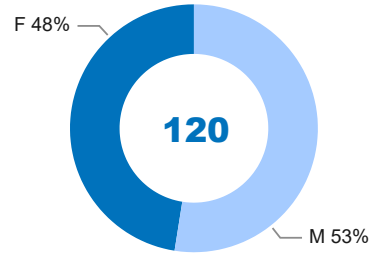
DAFI STUDENTS | 2022



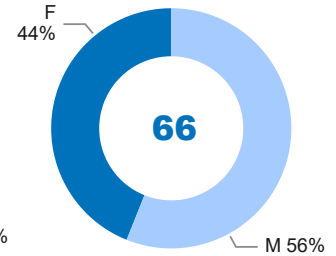
APPLICATIONS | 2022



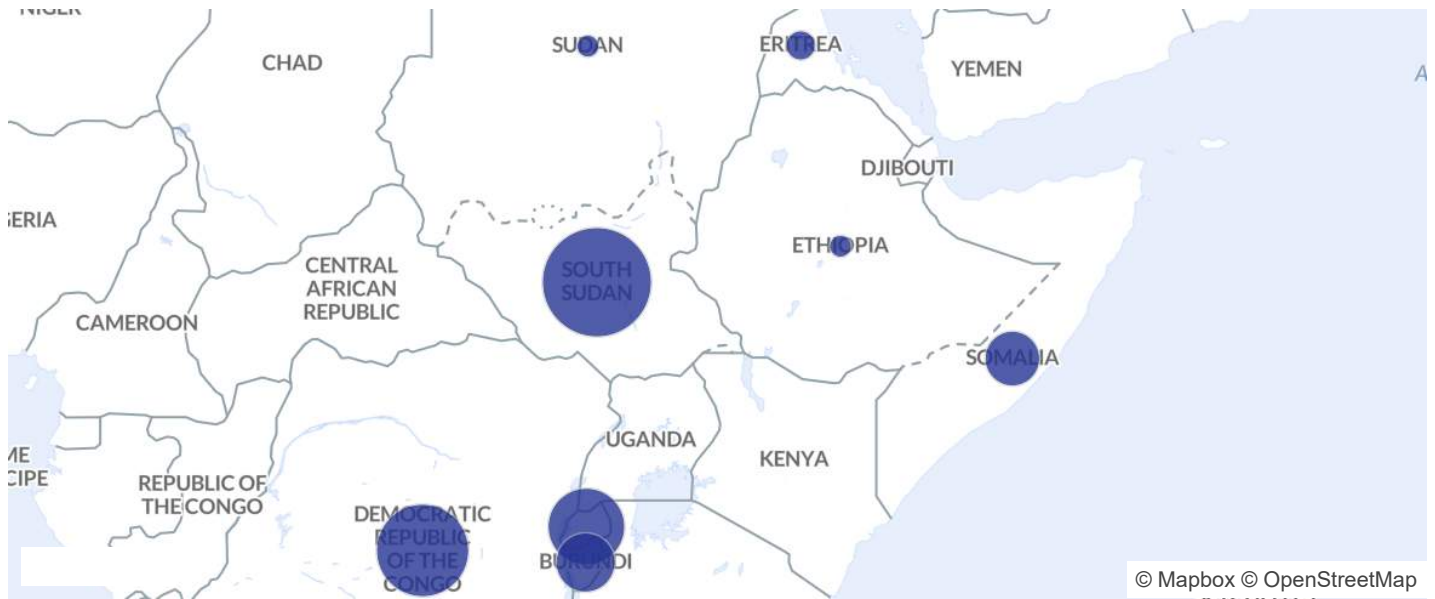
NEWLY ADMITTED | 2022



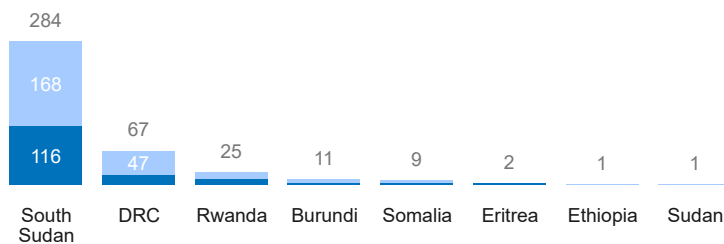
GRADUATES | 2022



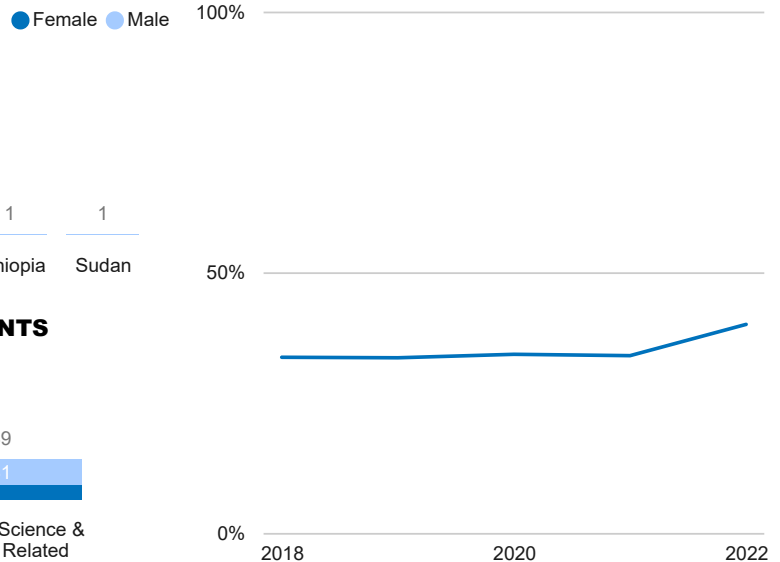
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



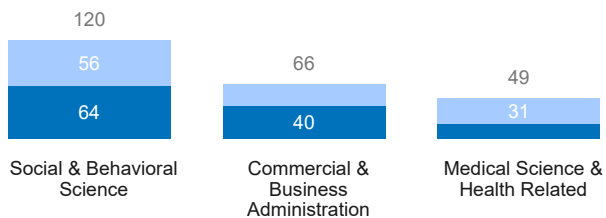
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Uganda

Country Context - 2022

Country Context & Challenges

Following the COVID-19 pandemic, public higher education institutions introduced a third semester to allow students delayed by the pandemic to graduate by the end of 2022. New arrivals, particularly from the Democratic Republic of Congo, further increased the target population for the DAFI programme, which was reflected in growing application rates.

Uganda has made considerable efforts to expand Technical and Vocational Education and Training (TVET) opportunities for young people by strengthening policies, institutions and programmes. UNHCR and partners support skills development through existing vocational training and community centres in refugee camps.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access tertiary education under some of the same conditions as nationals. This applies to exam and tuition fees. However, refugees must equate foreign education documents before admission. Refugees also cannot access the national education financial aid system.

Access to Employment

According to policy, refugees have the right to work, with the exception of jobs in the public sector. In practice, some industries require refugees to obtain special work permits. Refugees can register businesses and open bank accounts.

Country Highlights

245 DAFI scholars participated in community outreach activities in five refugee camps, including dialogues to raise awareness about the importance of education. Scholars also provided career guidance sessions for 2,831 secondary school students.

A group of three DAFI students started a community-based organisation named 'Youth Employment for Self-Resilience', providing psycho-social support for over 200 children in primary and secondary schools. They are partnering with War Child Canada and DAFI alumni to implement a bridging project in Palorinya refugee camp.

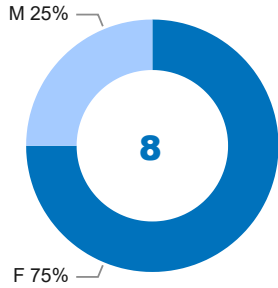
To strengthen gender equity, scholars who are mothers were given additional allowance to support childcare. Mentoring sessions were conducted in five secondary schools to promote retention among girls. Female DAFI students act as mentors to younger refugee girls.

Slovakia

Direct implementation by UNHCR

Slovakia is party to the 1951 Convention and 1967 Protocol.

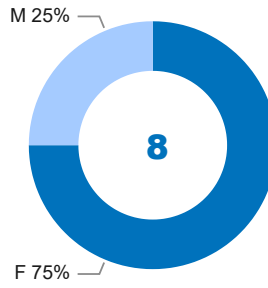
DAFI STUDENTS | 2022



APPLICATIONS | 2022

N/A

NEWLY ADMITTED | 2022



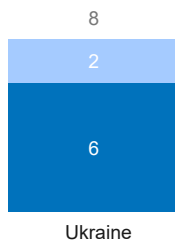
GRADUATES | 2022

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COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS

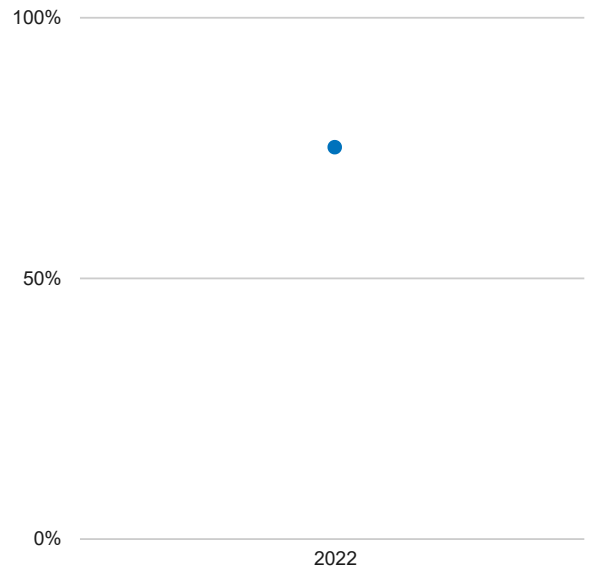


COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME

● Female ● Male



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Ukraine

Country Context - 2022

Country Context & Challenges

The start of the Russian military offensive against Ukraine disrupted the operational context and created serious challenges in Ukrainian higher education, including the forced displacement of a significant number of students and university teachers, destruction and damage of educational institutions and frequent interruptions in the educational process.

More than half of higher education institutions started to provide educational services exclusively online and students who relocated were enabled to resume their studies. New online platforms for blended and distance learning aim to provide equal and free access to quality educational materials and courses as well as assist youth in career development.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education under some of the same conditions as nationals. This applies to tuition fees and exam registration. However, in practice, refugees who did not sit for state national university entrance exams (in the Ukrainian language) can only study as foreign students. This in turn affects eligibility for state-sponsored financial aid.

Access to Employment

Refugees can secure work but are not eligible for employment in specific public and civil service positions. Refugees have the right to register businesses and to open bank accounts, however in practice are barred from opening accounts with some private banks.

Country Highlights

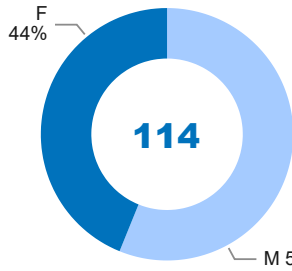
A DAFI graduate was invited to participate as a panellist at a session on education and the Ukraine situation, delivered at the Refugee and Migrant Education Network (RMEN) annual conference in Rome. 100+ RMEN member universities and members, refugee youth leaders, Vatican representatives and others participated in the event.

Yemen

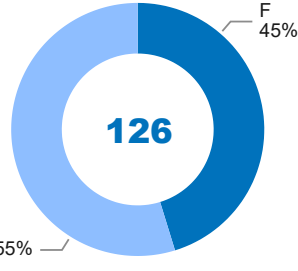
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Yemen is party to the 1951 Convention and 1967 Protocol.

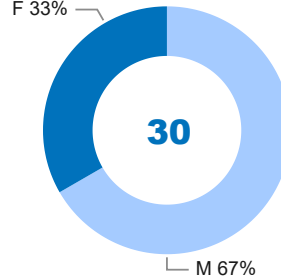
DAFI STUDENTS | 2022



APPLICATIONS | 2022



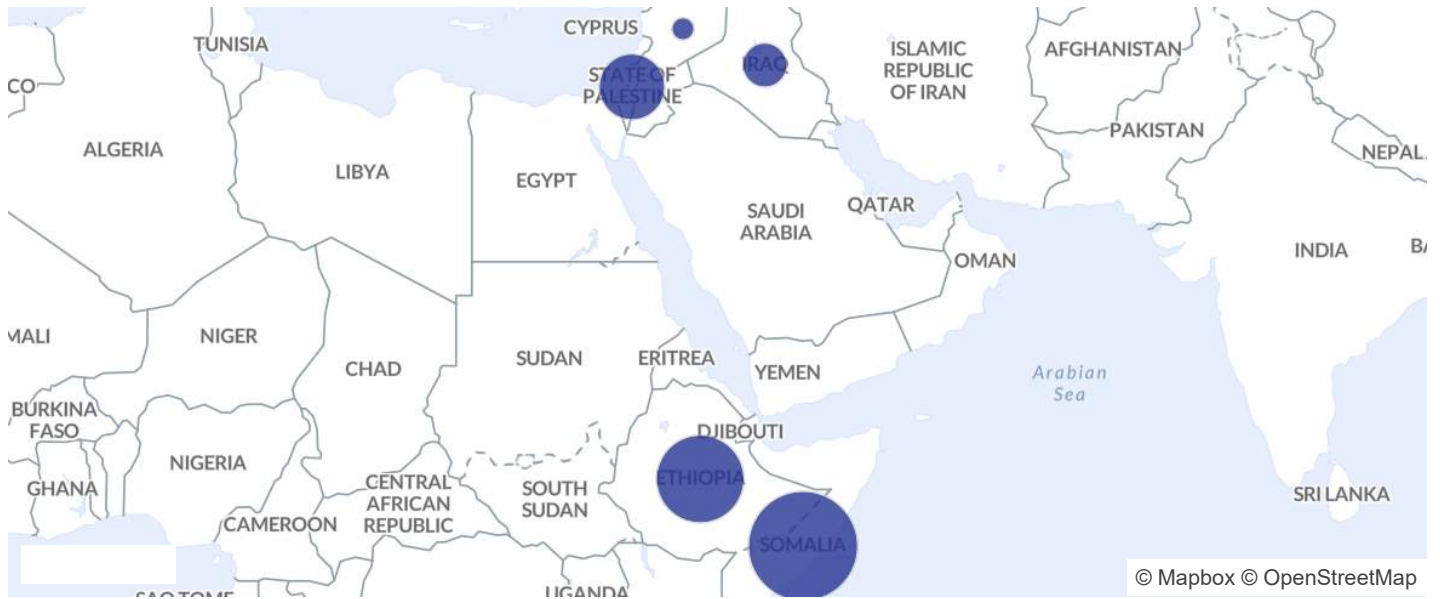
NEWLY ADMITTED | 2022



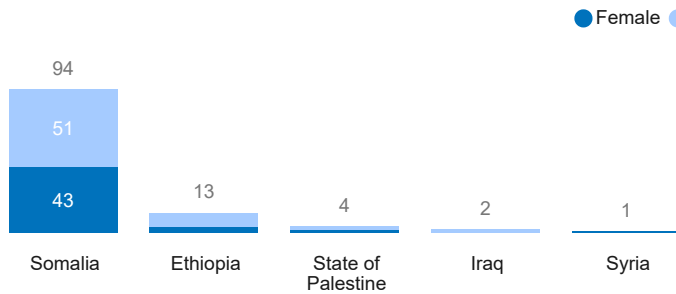
GRADUATES | 2022

N/A

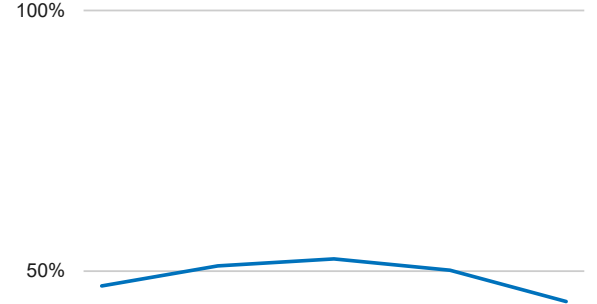
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



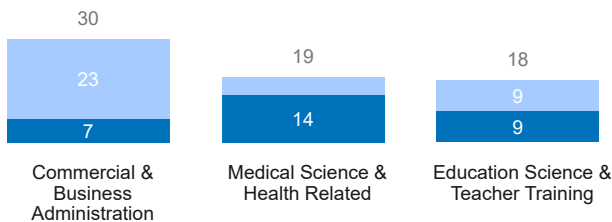
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Yemen

Country Context - 2022

Country Context & Challenges

Access to education in Yemen has been impeded by years of conflict, economic decline, and COVID-19.

Access to Basic Education

Refugees can access the public basic education system free of charge, subject to submission of required enrolment documents. Many refugees cannot provide the required documents, which limits their access to basic education in practice.

Access to Tertiary Education

Refugees cannot access tertiary education on par with nationals and are charged higher tuition and certificate fees. DAFI scholars are able to access higher education via agreements with higher education institutions. Refugees cannot access government-sponsored financial aid options.

Access to Employment

Refugees can secure work in the private sector without needing to present a work permit. However, refugees cannot obtain work in the public sector e.g., with the government. Furthermore, refugees cannot register businesses nor open bank accounts.

Country Highlights

At the 2022 DAFI Student Union meeting, three women and one man were elected to leadership positions. Students proposed social-recreational activities, like a cleaning campaign or scholarship awareness sessions, as well as new training topics, including administrative, protection and skills training to prepare for the labour market.

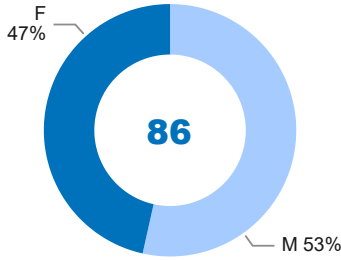
DAFI students conducted several activities to promote community engagement and manage the spread of COVID-19. These included community greening campaigns, education awareness campaigns, recreational activities for children, cultural celebrations and activities around World Refugee Day.

Zambia

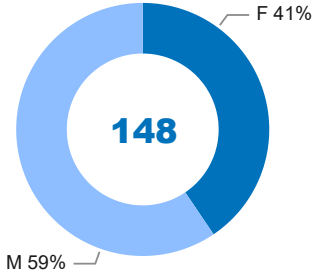
Caritas Czech Republic

Zambia is party to the 1951 Convention and 1967 Protocol.

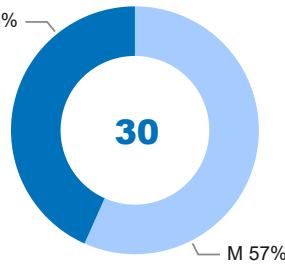
DAFI STUDENTS | 2022



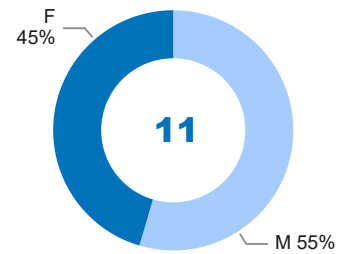
APPLICATIONS | 2022



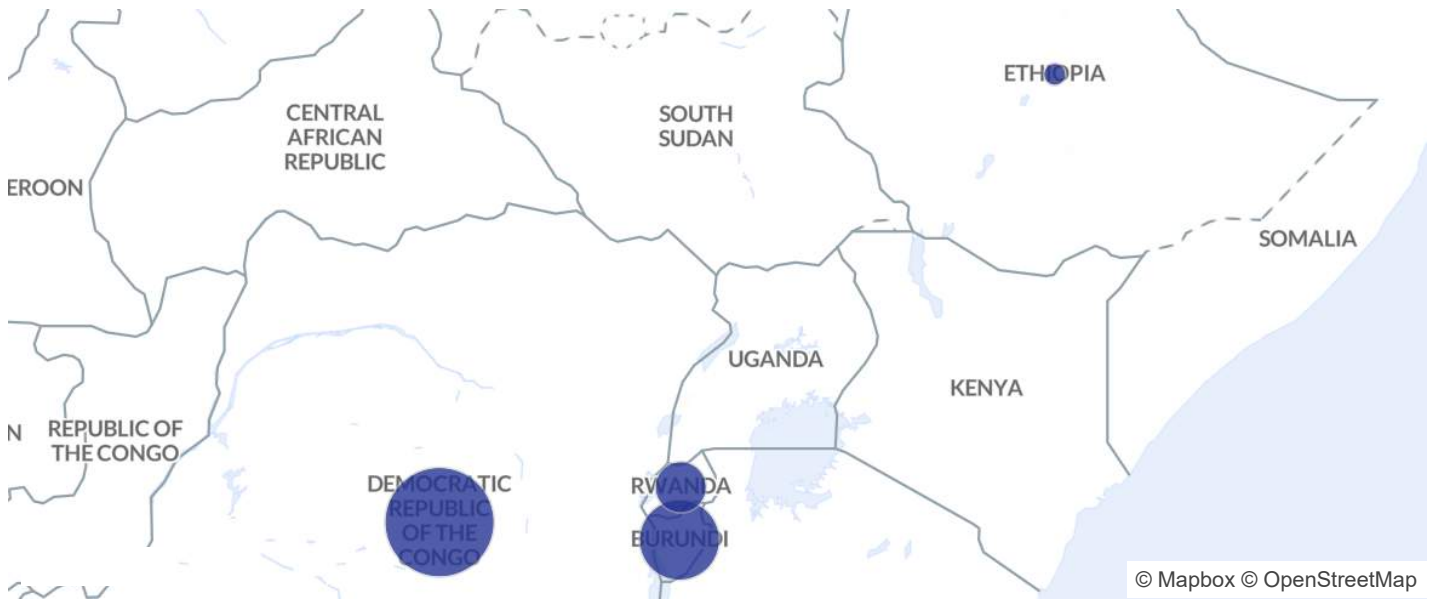
NEWLY ADMITTED | 2022



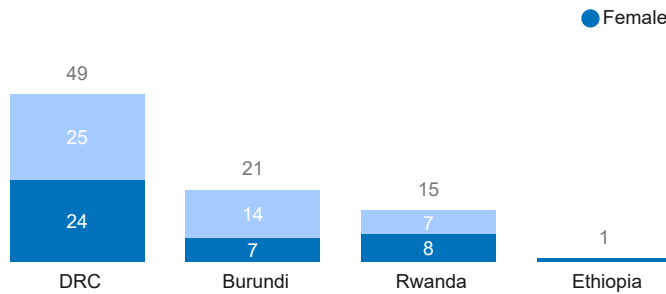
GRADUATES | 2022



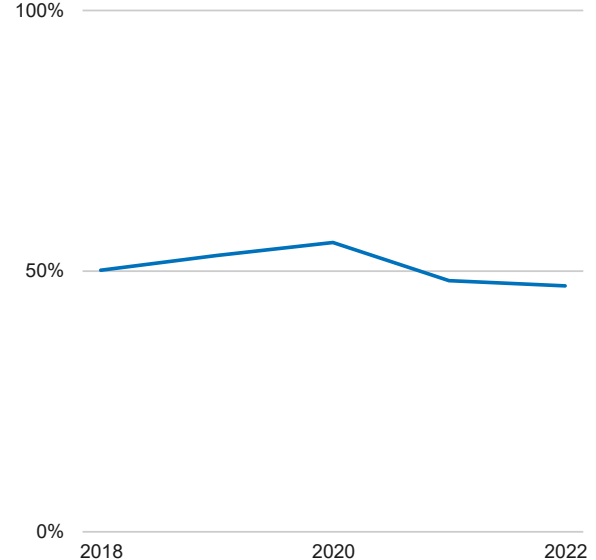
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



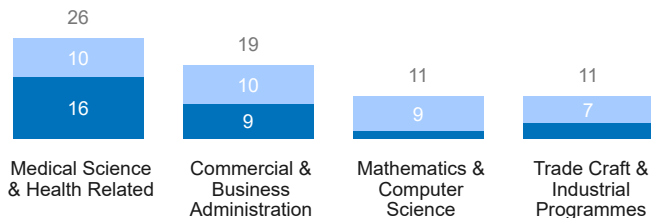
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Zambia

Country Context - 2022

Country Context & Challenges

Some of the primary refugee hosting districts are situated in very remote and among some of the poorest provinces of Zambia, where refugees and locals alike struggle for resources and opportunities. Refugees face restrictions on access to higher education and freedom of movement. Therefore, refugees have very limited access to tertiary education opportunities beyond the DAFI programme. Other opportunities include partial scholarships to Cavendish University and UNICORE scholarships.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

Refugees can access higher education. With a letter from the Office of the Commissioner for Refugees, refugee scholars pay the same tuition fees as Zambian nationals. However, like all foreign nationals, refugees must pay for and present a very costly study permit. Refugees are not eligible for government bursaries or any student loan facility.

Access to Employment

To obtain employment, refugees must present a work permit. Refugees may register businesses or open bank accounts, but are again required to present relevant documentation and an investigation clearance form from the Department of Immigration (to register a business).

Country Highlights

The DAFI club organised a blood drive in support of the University Teaching Hospital in Lusaka and a community cleaning initiative.

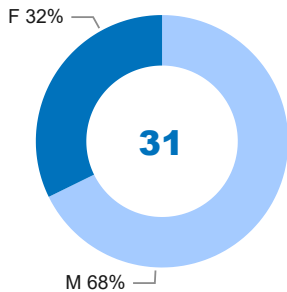
One DAFI graduate travelled to Rwanda to represent Zambia at the Generation Connect Youth Summit 2022. Another DAFI scholar interning at Kanyama First Level Hospital was invited to attend the High Commissioners Dialogue on Protection Challenges in Switzerland. Finally, another DAFI graduate was selected by Sapienza University in Italy to pursue her master's degree in development studies.

Zimbabwe

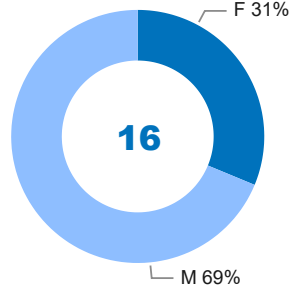
Direct implementation by UNHCR

Zimbabwe is party to the 1951 Convention and 1967 Protocol.

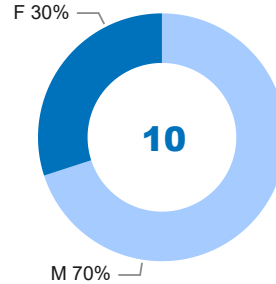
DAFI STUDENTS | 2022



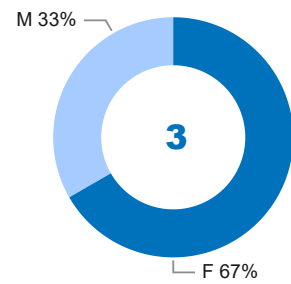
APPLICATIONS | 2022



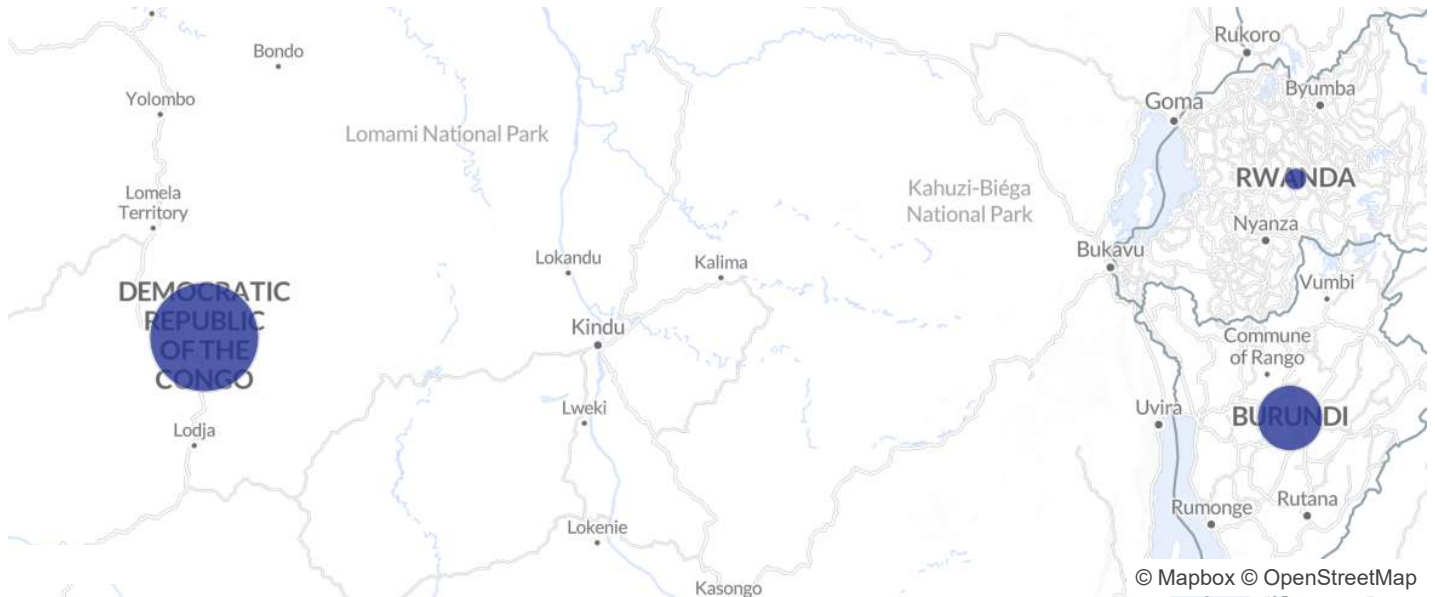
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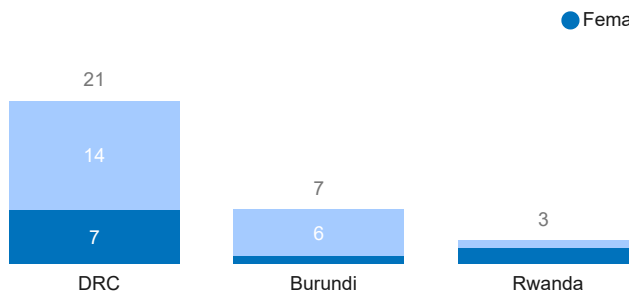
GRADUATES | 2022



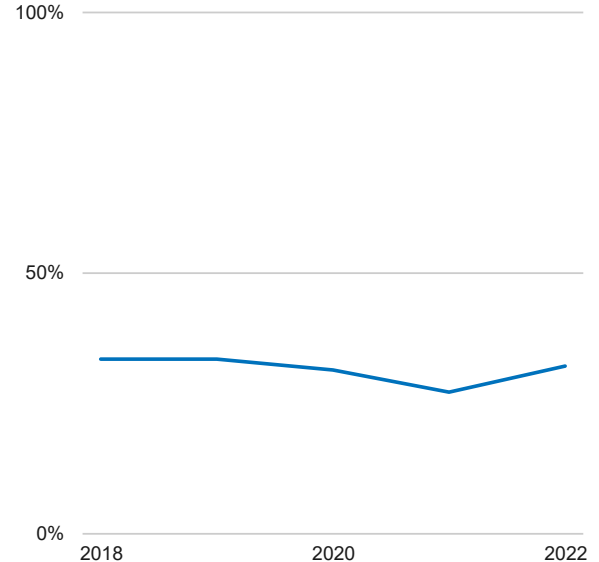
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



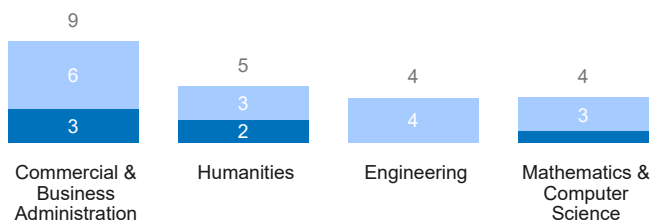
COUNTRIES OF ORIGIN - 2022 DAFI STUDENTS



% FEMALE DAFI SCHOLARS OVER TIME



TOP THREE FIELDS OF STUDY - 2022 DAFI STUDENTS



Zimbabwe

Country Context - 2022

Country Context & Challenges

Despite the encampment policy, refugees are permitted to leave the camp for education, employment, livelihood and medical reasons. The government supports refugees' self-reliance by providing land to refugees in Tongogara Refugee Camp for farming. Refugees are included in the national development strategy and various district development plans. UNHCR continues to advocate for refugee children to be included in national action plans and programmes.

The multicurrency system in Zimbabwe and hyperinflation present challenges in financial planning and risks to the DAFI programme.

Youth in Zimbabwe, especially refugees in Tongogara Refugee Camp, have limited opportunities for skills development. There is some vocational training available in institutions near the camp. Finally, the Music Crossroads Scholarship was launched in 2022 and three youths were selected and are enrolled at a music college in Harare.

Access to Basic Education

Refugees can access basic education under the national curriculum, according to the same conditions as nationals.

Access to Tertiary Education

According to policy, refugees can access tertiary education under nearly all the same conditions as nationals, which also applies to exam and tuition fees. In practice, refugees encounter obstacles certifying their foreign education qualifications. Furthermore, refugees are typically not eligible for national scholarships.

Access to Employment

Zimbabwe maintains reservations to refugees' right to work. In practice, refugees can sometimes obtain work permits in certain fields of employment. However, refugees can only access formal work in industries where there are insufficient numbers of qualified nationals e.g., medicine or pharmaceutical work. Refugees can open bank accounts but are often unable to register businesses due to the high registration fees.

Country Highlights

To increase the number of female applicants and DAFI scholars, the operation continues to hold focus group discussions with female students and put in place initiatives for mentoring and encouraging girls e.g., the refugee-led TWEENS project in Tongogara Refugee Camp.

Five DAFI alumni were selected as beneficiaries of the UNICORE programme to pursue master's degrees in Italy. These students were also selected to participate in an international conference on initiatives in refugee and migrant education organised by the Refugee and Migrant Education Network (RMEN).

One DAFI scholar participated in the Alliance for Child Protection Annual Global Advocacy virtual event, moderated by the Assistant High Commissioner for Protection, and shared how education and the DAFI scholarship positively affected his life.