DAFI Annual Report 2019

Refugee students in higher education

UNHCR
The UN Refugee Agency

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DAFI Annual Report 2019

Refugee students in higher education

In collaboration with

Albert Einstein
German Academic Refugee Initiative (DAFI)

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GERMANY. Refugee student delegation holds a two-day workshop to set up a new Tertiary Refugee Student Network

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Foreword

By Hina Shikhani and Felix Sesay, Refugee Co-sponsors to the Global Refugee Forum

In the face of displacement and suffering, the only future there is for us all is a shared future. As refugees, we face two journeys, one leading to hope, the other leading to despair. With access to higher education, we have always thrived on the route of hope. Our chance to access tertiary education has not just been a dream come true but also a great feat in discovering our individual and collective potential. Thus far, we have come to believe that we can affect great change in our society if given the opportunity to access quality education, speak out and act on behalf of fellow refugees.

In June 2019, we were privileged to participate in a major international conference entitled 'The Other 1%' held in Berlin, Germany where we raised our voices in support of refugee education. The conference bestowed on us the pride to promote refugee self-reliance by advocating for greater access to education. During this conference we also contributed to the formation of the Tertiary Refugee Student Network, which we are proud members of today. Our inclusion in finding solutions to the refugee education crisis has been a great motivation for us to strive hard in restoring hope to the millions of refugees without access to education.

In December, we were honored as young refugee advocates to participate in an unprecedented event, the Global Refugee Forum. The Forum provided us the opportunity to serve as refugee co-sponsors for both Solutions and Education themes. Participating in the Forum was an exciting and meaningful moment for us because we believed that our voices could represent those million voices that were waiting to be heard, understood and acted upon. Indeed, we were amazed by the solidarity and prospects for progress as we witnessed the numerous pledges for refugees. Both of us experienced powerful and enlightening discussions, formed new relationships and were able to integrate our personal insights into this truly global conversation. We left the Forum with a renewed sense of optimism and resolve.

In the end, education must become reality for all refugees, not a slogan; for every refugee deserves quality education. For most refugee youth, their avowed goal is self-reliance. Our interaction with other refugee fellows made us realize not just our common challenges, but rather the resilience, optimism, and dedication towards a bright future that we share.

Living as refugees, we have experienced enormous challenges in our educational journeys, but have never let the refugee label restrict our capabilities and potential. We are enthusiastic to put forward the positive potential of refugees to contribute towards helping and supporting our refugee community. Also, we aspire to inspire other refugees to get educated and become a beacon of change in the world.

In all of this, we are grateful to the DAFI programme, UNHCR and all other stakeholders for believing in us, our potentials and all we stand for.

> **"We are not a threat and neither vulnerable, but great players in the team. We're not a burden, but a shared responsibility. Don't pity us! In fact, trust in our potential and see us soar higher than ever."**
>
> **Hina Shikhani**
> Global Refugee Forum co-sponsor, Solutions

Abbreviations

BMZ	German Federal Ministry of Economic Cooperation and Development
CRRF	Comprehensive Refugee Response Framework
CLCC	Connected Learning In Crisis Consortium
DAAD	German Academic Exchange Service
DAFI	Albert Einstein German Academic Initiative
GCR	Global Compact on Refugees
GPE	Global Partnership for Education
GRF	Global Refugee Forum
HOPES	Higher and Further Education Opportunities and Perspectives for Syrians
IGAD	Intergovernmental Authority on Development
IOM	International Organization for Migration
MENA	Middle East and North Africa
MoE	Ministry of Education
MoHE	Ministry of Higher Education
NGO	Non-Governmental Organization
OCHA	Office for Coordination of Humanitarian Affairs
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical and Vocational Education and Training
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
WFP	World Food Programme

Escol and Everline

DAFI SCHOLARS AT KYAMBOGO UNIVERSITY IN UGANDA

Escol is a third-year student in oil and gas production at Kyambogo University, in Kampala, Uganda, on a DAFI scholarship. Everline is a third-year student in accounting and finance, also at Kyambogo University. Escol and Everline, who are friends, are from South Sudan along with the other nine DAFI students who attend Kyambogo University.

Escol was born in what is today South Sudan and is the eldest of five children. He fled to Uganda in 2015 when the war broke out. Having completed his secondary education in 2013, Escol applied for university even though he did not have the money to actually enrol. His mother struggled to support him and a lecturer at school loaned him some funds, which he later repaid. Escol was accepted into the DAFI programme during the second semester of his first year and says, 'Being accepted into DAFI changed my life; it was a turning point for me. I have always found peace in the classroom, ever since I was a child. When I'd see someone with a book, it would make me feel happy and want to be around them, to follow their example'.

'Outside of the classroom', he says, 'there are some negative attitudes towards refugees. Just because of the way I look, people can immediately tell that I am Sudanese. And if they know that I am a refugee, some people might have a negative perception of me, thinking "how come a refugee is not in a camp?" or something like that. Some expect refugees to be necessarily needy, to always ask for things. This makes us feel small. To my countrymen and women, I would like to say: please do everything in your power to stop the conflict'.

Everline was born in South Sudan. In 2014, war broke out again and her family fled to the Morobi settlement in Uganda. Everline loved school, but her family did not support her to continue studying past secondary school. Everline says, 'I lost hope. But I was still determined to be the first girl in my family to reach university, so I applied for the DAFI scholarship and was accepted'. On choosing her major, Everline says, 'My aunt was an accountant. She inspired me. I would go to her office, watch her go through her books and use the computer. I felt like it was a good job, a good career to pursue. I was very good in commerce, accounting and economics. That is why I picked accounting and finance as my major. My message is the following:

PLEASE DO SUPPORT GIRLS' EDUCATION BY ALL MEANS. ANY COMMUNITY GROWS FROM EDUCATING THEIR GIRLS AND WOMEN. WE ARE HIGHLY CAPABLE.

UGANDA. Everline (front) and Escol, refugee students at Kyambogo University in Kampala, Uganda, on DAFI scholarships.

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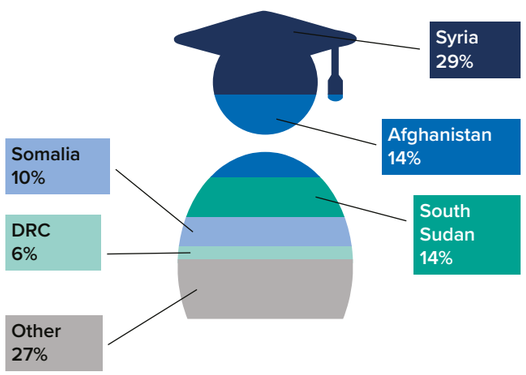
Executive Summary

Over its 28-year history, the DAFI programme has supported more than 18,000 young refugee women and men to pursue their undergraduate degrees. DAFI remains the longest running and largest standalone tertiary scholarship programme for refugees and returnees, currently serving students in 54 countries. The idea underpinning the DAFI programme is simple but powerful: that talented, passionate students should be supported to thrive, pursue their dreams and become leaders in their fields of study and their communities. DAFI scholars have done just that and they continue to succeed beyond expectation. In 2019, a record number of 8,347 students were enrolled on DAFI scholarships. 1,063 of them earned their degrees in 2019, enriching and adding value to the academic communities and countries that host them and inspiring the thousands of young people that follow in their footsteps.

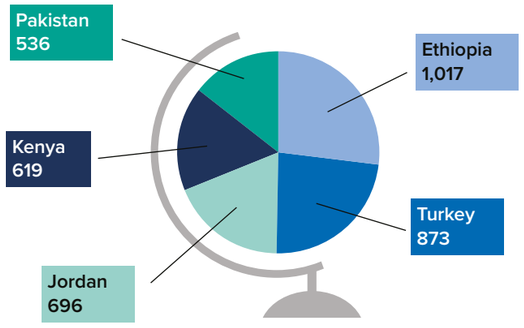
DAFI has grown rapidly since its inception, particularly over the last five years. Throughout this time, the programme has redoubled its commitment to developing the leadership potential of DAFI students. This means listening to the desires and aspirations of all students and ensuring that the programme evolves and adapts to the changing contexts and challenges that students face. Recognizing the persistent need for sustainable livelihoods for DAFI graduates, the programme issued new guidance promoting internships, skills development and career readiness. In 2019, 3,262 students of the DAFI student body volunteered in their communities. 652 students participated in an internship after, or as part of their degree programme. DAFI country programmes have made greater efforts in establishing linkages between refugee students and potential employers and in 2019, DAFI scholars were hired by international organisations, started their own businesses, awarded post-graduate degree scholarships, invested countless hours volunteering in their communities and earned positions working in their fields. DAFI students continue to play an important role in meeting the challenge to keep more refugee youth enrolled through secondary school and to ensure that the transition to higher education is a possibility for all.

In 2019, DAFI students represented 45 nationalities. 40% of all DAFI students were women. DAFI programmes in sub-Saharan Africa accounted for 46% of the total DAFI student body, while those in the Middle East and North Africa made up 28%. Ethiopia had the largest DAFI programme (12% of the programme globally) and Syrian students made up the largest country of origin cohort (29% of the students globally).

Student Nationality



Top countries of study



The global impact of the DAFI programme was evident in a number of international events during 2019. In June, the German Federal Foreign Office, DAAD and UNHCR co-organised 'The Other 1%' international conference on refugees in higher education. Held at the Federal Foreign Office in Berlin, Germany, the event was convened by the High Commissioner for Refugees, Filippo Grandi, alongside the German Minister of Foreign Affairs, Heiko Mass. Over 500 participants attended sessions aimed at improving the understanding of barriers refugees face in accessing higher education and expanding higher education opportunities for refugees. A central feature of the conference was the attendance of a delegation of 20 refugee students who provided expert input on panels and presentations. The student delegation also conducted a two-day workshop prior to the conference that resulted in the formation of a global Tertiary Refugee Student Network (TRSN) which has since expanded its membership to represent hundreds of refugee students in higher education, including DAFI Club members from around the world.

In December 2019, the first Global Refugee Forum was convened in Geneva marking the largest ever refugee-focused global event. Education was one of six themes framing the event and two DAFI students served as refugee co-sponsors on the Education and Solutions themes. Tertiary refugee students were well-represented overall with a delegation of refugee scholars from DAFI, connected higher education, third country education pathways and technical and vocational education and training (TVET) programmes in attendance. Students spoke on high-level panels, at press briefings, spotlight sessions and more. DAFI students collaborated with other tertiary students to advocate, connect and call for greater investment in higher education opportunities for refugees. In doing so, they cited better access to employment, the right to education, empowerment of women, launch of the TRSN, improved social cohesion and host community responsibility-sharing among their objectives and their achievements.

Education sessions at the Forum generated 204 pledges by government, NGO, private sector partners and multi-lateral institutions to expand and improve education for refugees. The scope of the pledges underscore the importance of every stage along the education continuum: the promise of tertiary education can only be realised if there are sufficient well-prepared secondary school graduates to take up available higher education opportunities; there must be comparable numbers of girls and boys completing primary and secondary school to ensure that pathways to higher education and to employment can be accessed by all; and students with disabilities and those with additional protection needs must be supported to access education equally.

2019 also saw the release of UNHCR's education strategy, *Refugee Education 2030: a strategy for refugee inclusion.* The ten-year strategy was the product of consultation with partners across the refugee education sector. For tertiary education, the strategy sets a bold target to achieve enrolment of 15% of young refugee women and men by the year 2030. The road to 15% will require dedicated effort, innovation and sustained contributions in the form of partnership, expertise, funds and advocacy over the next ten years. Important investments will need to be made in national education systems and institutions to ensure that more refugees can access university, college, TVET and online and distance learning, including blended learning options, in their host countries. Coordination with international education and development partners will be central to this project. Refugee students will need access to more and better secondary education and will need to know that the transition to tertiary education is worthwhile, resulting in more jobs, greater self-reliance and corresponding benefits to host countries. As part of the 15%, the DAFI scholarship programme will serve as a model for other student-centred

tertiary scholarship programmes that recognize that students are not just a number among the 15%, they are an inspiration and the driving force.

The DAFI programme is committed to supporting students to achieve the strong and sustainable futures that are possible following higher education. In years to come, the DAFI programme is committed to working with partners to better understand the global impact of higher education on refugee students, their communities and the countries that host them. The impacts of higher education for refugees are felt in terms of academic enrichment, learning outcomes, social cohesion gains, financial stability, individual confidence, motivation of young people, and greater enjoyment of rights. The DAFI programme will continue to work in partnership to better understand linkages between secondary and tertiary education for refugees, to enhance the higher education experience and to ease the transition to employment following graduation

Global commitment to higher education for refugees is growing. The German government, the Saïd, Asfari and Hands Up Foundations and UNO Flüchtlingshilfe remain committed to the objectives of the DAFI programme. Building on that generosity and steadfast commitment, the government of Denmark has also pledged its support to the DAFI programme. With these strong partners, DAFI is poised to continue expanding its pioneering student-centred approach to higher education for refugees.

'The Albert Einstein German Academic Refugee Initiative increases the likelihood of more refugees being able to realise their full potential by granting young people access to education beyond economic, political and social borders.' –Foreign Minister Heiko Maas, opening remarks 'The Other 1%' conference on refugees in higher education.

Manar

DAFI SCHOLAR AT LEBANESE UNIVERSITY IN LEBANON

'In Syria, I had passed my baccalaureate and was about to start my first year of Arabic literature studies at university, but our family had to flee due to the war. We came to Lebanon. I absolutely wanted to resume my studies in order to be able to have a better life for me and my children.

Until 2017, I was not able to progress. I did not have enough money to pay for the university fees. I applied for DAFI twice and finally got accepted. I am now studying history.

It was difficult to get the equivalency for my Syrian high-school diploma. I had to go to the Syrian Embassy here in Lebanon. It took a lot of time and effort, but I eventually got it.

In my family, I am the only one studying at the moment. My siblings could not continue their studies, although they really wished otherwise. They have to work. I am the oldest by the way.

I lived in Bar Elias refugee settlement in the Bekaa Valley of Lebanon for almost five years. Six months ago, my husband, his family, our three children and I moved to a three-room apartment. It is more comfortable and less noisy. I can concentrate much better when I study. In the winter, there is no more water flooding or electricity cuts. When I lived in the settlement it was difficult for me to concentrate because of the noise, the children running around and everything. The living conditions are very hard.

I study mostly at night when my children are sleeping. During the day, when I go to university, they stay with my mother-in-law. I manage to get very good grades despite everything.

My husband is very supportive. Sometimes, when I am tired and the idea of giving up crosses my mind, he tells me, "You cannot quit. You have to do it for yourself and for your family". He works in the construction sector, on seasonal contracts. We met here in Lebanon.

I very much hope to be given the opportunity to do a master's. I wish to become a teacher. I really love children. They are honest and frank. They come as they are. And the ones here, in the community, really need to receive support. Many of them do not attend school. Either there is no room for them, or it is too far, or something else makes it impossible. I want to do my best to help them. That is also why I provide homework support to refugee children.

I HOPE TO GO BACK TO MY COUNTRY ONE DAY. OUR LIFE IS HARD HERE. I HOPE TO HAVE A BETTER LIFE THERE. BEFORE, IN SYRIA, WE HAD AN EASIER LIFE. EDUCATION, FOR INSTANCE, WAS FREE.

LEBANON. DAFI student Manar provides homework support to refugee children living in informal settlements.

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DAFI Programme Fundamentals

Launch

The DAFI refugee scholarship programme was launched in 1992 by UNHCR and the German government. To date, it has supported over 18,000 young refugee women and men to access accredited higher education degree programmes in their first country of asylum. The DAFI programme is currently implemented in 54 countries, most of which are in the Global South.

Vision

The vision of the DAFI programme is to enable young refugees, both women and men, who have completed secondary education to pursue higher education in their host country. With the qualifications they acquire through further study, they can build a more secure future for themselves, their families and their communities. They will be able to make informed life choices and contribute to the peaceful development of their host country or country of origin.

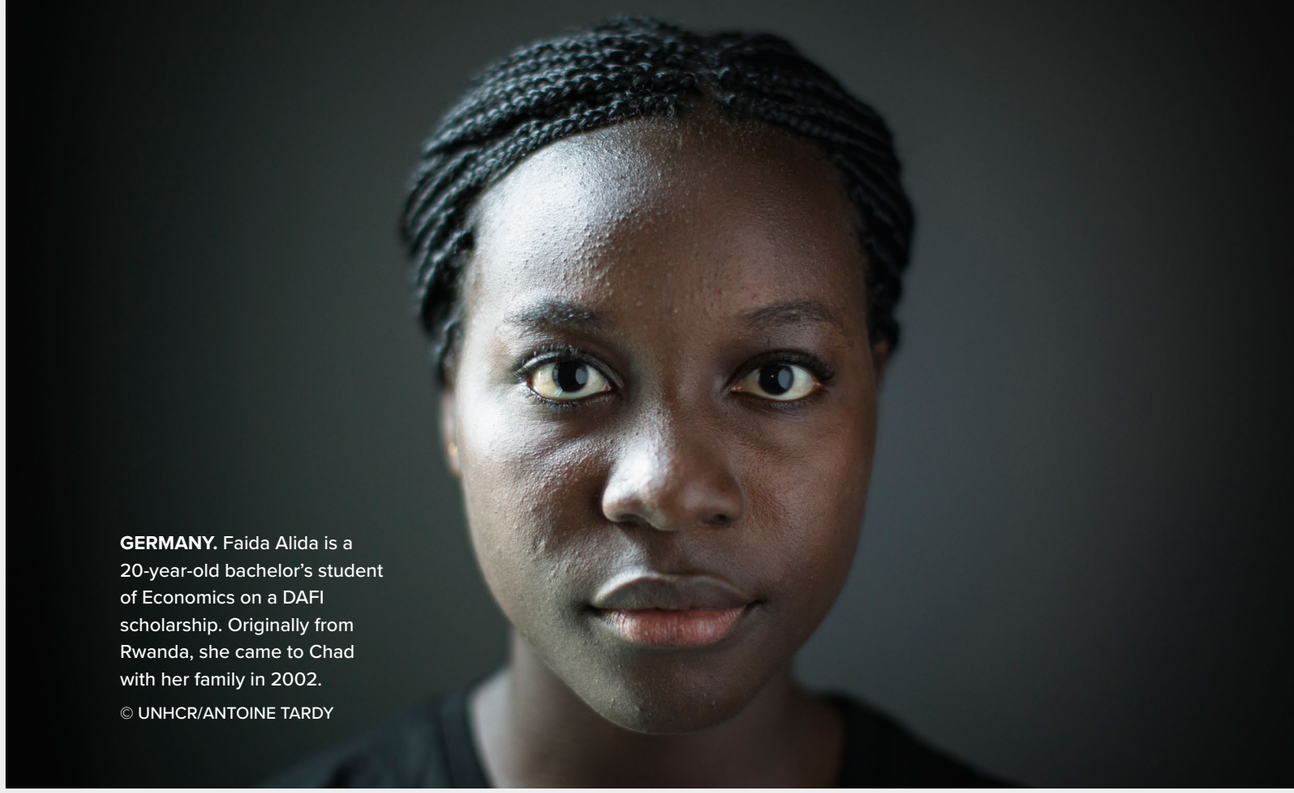
Strategic Objectives

The programme is founded on six strategic objectives:

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

Approach

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



GERMANY. Faida Alida is a 20-year-old bachelor's student of Economics on a DAFI scholarship. Originally from Rwanda, she came to Chad with her family in 2002.

© UNHCR/ANTOINE TARDY

Inclusion

In line with UNHCR's Education Strategy[1], the DAFI programme aspires for the inclusion of refugee students in national education systems and prioritises enrolment in public higher education institutions. Enrolment in public institutions enables refugee students to study alongside their host country peers and pursue nationally accredited degrees. Including refugees in public higher education institutions is a way to advocate for more resources to strengthen education systems overall.

Scholarships

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

Selection Criteria

The programme seeks to support socio-economically disadvantaged and academically qualified young adults who have been granted refugee status in their host country or who are deemed to be in need of international protection. Each scholar has successfully completed upper secondary education; are not older than 28 years of age at the start of their undergraduate studies[2]; are proficient in the language of instruction; and show a strong commitment to giving back to their communities.

Programme Management

UNHCR Education Section, UNHCR regional bureaux and UNHCR country offices.

Programme Implementation

UNHCR country offices, directly or with partner organizations.

GERMANY. Tertiary refugee students attend 'The Other 1%' conference in Berlin, June 2019.

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DAFI Programme at a Glance

2017	2018	2019
6,723 Students	6,866 Students	8,347 Students
41% Female	41% Female	40% Female
547 Graduated	787 Graduated	1,063 Graduated
2,582 Newly admitted	1,134 Newly admitted	2,656 Newly admitted
50 countries of study	51 countries of study	54 countries of study

Top 5 countries of study

2017	2018	2019
Turkey 818	Turkey 834	Ethiopia 1,017
Ethiopia 729	Ethiopia 830	Turkey 873
Jordan 721	Jordan 728	Jordan 696
Pakistan 490	Uganda 469	Kenya 619
Uganda 438	Kenya 436	Pakistan 536

Top 5 countries of origin

2017	2018	2019
Syria 2,528	Syria 2,438	Syria 2,425
Afghanistan 942	Afghanistan 935	Afghanistan 1,193
Somalia 667	South Sudan 801	South Sudan 1,130
South Sudan 475	Somalia 660	Somalia 817
Sudan 404	Democratic Republic of Congo 355	Democratic Republic of Congo 504

Top 5 fields of study

2017	2018	2019
Medical Science & Health Related 1,271	Medical Science & Health Related 1,347	Medical Science & Health Related 1,704
Commercial & Business Administration 1,217	Commercial & Business Administration 1,179	Commercial & Business Administration 1,498
Engineering 962	Engineering 951	Social & Behavioural Science 1,141
Social & Behavioural Science 780	Social & Behavioural Science 734	Engineering 1,006
Education Science & Teacher Training 542	Education Science & Teacher Training 484	Mathematics & Computer Science 679

DAFI Programme Highlights 2019

> "In the Global Compact on Refugees we have a practical plan rooted in principles and values. We have a model for international action based not on cultivating fear, but on offering principled, but feasible, solutions."
>
> **Filippo Grandi,**
> UN High Commissioner for Refugees, opening statement - Global Refugee Forum

In 2019, 8,347 young refugee women and men studied at 925 higher education institutions in 54 countries on DAFI scholarships. The DAFI programme played a leading role in organizing several global events that highlighted the importance of tertiary education for refugees. DAFI students were also in the spotlight as they sought to drive home the importance of delivering access to tertiary education for 15% of young refugees by 2030. Below is a selection of highlights from the past year.[3]

Developing a Student-led Tertiary Refugee Student Network

A group of 20 refugee students from around the world formed a global network for refugee students in higher education. On the margins of 'The Other 1%' conference, the students held a workshop that brought together the experience and expertise of refugee students studying on DAFI scholarships, connected higher education programmes TVET and other higher education programmes. Together they developed a structure and plan for how tertiary refugee students can connect, mobilize, advocate and support one another, and contribute to the 15by30 target.

Using Higher Education to Support Returnees

In 2019, UNHCR opened a new DAFI programme in Afghanistan to expand the support for returnee students[4] for whom higher education would have otherwise not been an option. Programmes in Afghanistan, Mauritania and Burundi support eligible returnees who face the same barriers to accessing higher education as other DAFI scholars. In Afghanistan, 40 returnees became DAFI scholars, while there were 16 returnees in the Burundi DAFI programme and 5 in Mauritania.

Participating in 'The Other 1%': Refugee Students in Higher Education International Conference

'The Other 1%' was an international conference focused on higher education for refugees. Convened in Berlin, it was hosted jointly by the German Federal Foreign Office, the German Academic Exchange Service (DAAD) and UNHCR. The conference brought together a wide range of stakeholders for discussion and exploration of how various programmes and partnerships can contribute to increasing quality, enrolment and financing for refugee youth in higher education.

Creating Viable Pathways from Higher Education to Employment through TVET

In 2019, DAFI supported scholarships for students to enrol in accredited tertiary level TVET courses in 20 countries.[5] Accredited national TVET programmes are often aligned to host country labour market needs and can result in a clearer path to employment after graduation. In line with the DAFI programme's commitment to support refugee self-reliance and sustainable livelihoods, TVET is a strong expansion of the programme's relevance and reach, with 255 students currently enrolled in accredited TVET programmes in 20 countries.

Participating in the Global Refugee Forum

The importance of refugee education was a prominent theme in the world's largest refugee-focused conference, the Global Refugee Forum (GRF). The German Federal Foreign Office worked with a task team of over 30 partners to ensure there was strong representation of higher education and TVET at the GRF. DAFI students and graduates, refugee students representing higher education programmes such as the DAAD's Leadership for Syria, World University Service of Canada's Student Refugee Programme, Southern New Hampshire University's Global Education Movement, and others played a crucial role at the global event.[6] They spoke on panels and spotlight sessions, participated in high level dialogues and bilateral briefings, and were featured at press and media events. During the high-level dialogue on Education, refugee students presented a passionate and compelling case for improving refugee education at all levels and ensuring that the pathway from early childhood development through primary, secondary and on to tertiary education remains accessible to all.

Broadening the DAFI Partnership Base

The German government has been the largest donor to the programme since its inception in 1992. In recent years, other donors have stepped up to offer their support. The Saïd, Asfari, and Hands Up for Syria Foundations, along with other private donors, now contribute approximately 7% of the total programme budget. Coinciding with the Global Refugee Forum, the government of Denmark made a pledge in the amount of USD 1.5M to expand higher education for refugees through the DAFI programme in 2020.

Operational Context: the global displacement situation

Global Displacement Situation

By the end of 2019, the number of people forcibly displaced due to war, conflict, persecution, human rights violations and events seriously disturbing public order had grown to 79.5 million, the highest number on record according to available data.[7] The number of displaced people was nearly double the 2010 figure of 41 million, and an increase from the 2018 figure of 70.8 million.

The Democratic Republic of the Congo (DRC), Burkina Faso, the Syrian Arab Republic (Syria), the Bolivarian Republic of Venezuela (Venezuela) and Yemen represent just a few of the many situations that drove people to seek refuge and safety within their country or flee abroad to seek protection throughout 2019.

The proportion of the world's population who were displaced continued to rise. One per cent of the world's population – or 1 in 97 people – is now forcibly displaced. During 2019, an estimated 11 million people were newly displaced. While 2.4 million sought protection outside their country, 8.6 million were newly displaced within the borders of their countries.[8] Many displaced populations failed to find long-lasting solutions for rebuilding their lives. Only 317,200 refugees were able to return to their country of origin, and only 107,800 were resettled to third countries. In 2019, an estimated 59 million people were newly displaced due to conflict. There were 4.2 million stateless persons, though the true extent of statelessness is estimated to be much higher. Some 5.3 million internally displaced people returned to their place of residence during the year, including 2.1 million in the Democratic Republic of the Congo and 1.3 million in Ethiopia. In many cases, however, refugees and IDPs returned under adverse circumstances in which the sustainability of returns could not be assured.

International Protection

UNHCR is mandated to provide international protection and humanitarian assistance as well as to seek permanent solutions for persons of concern. Over time, UNHCR's mandate has evolved to include returnees and stateless persons, as well as a coordination role in internal displacement situations.

Countries of Origin

At the end of the decade, 8 out of 10 people displaced across borders originated from just 10 countries. Five of them – Afghanistan, Somalia, the Democratic Republic of the Congo, Sudan and Eritrea – remained in the top 10 throughout the decade, highlighting the unresolved refugee crises in those places. Other countries of origin in the top ten include Syria, Venezuela, South Sudan, Myanmar, the Republic of Iraq (Iraq), and Central African Republic.[9]

Syria has been the main country of origin for refugees since 2014. At the end of 2019, there were 6.6 million Syrian refugees hosted by 126 countries worldwide. The vast majority (83%) remained in neighbouring countries or in the region. Turkey continued to host the largest number of Syrian refugees (3.6 million), followed by Lebanon (910,600), Jordan (654,700), Iraq (245,800) and the Arab Republic of Egypt (Egypt), (129,200). Outside the immediate region, Germany (572,800) and Sweden (113,400) hosted the largest Syrian refugee populations.

By the end of 2019, some 4.5 million Venezuelans had left their country, travelling mainly to other parts of Latin America and the Caribbean. It is the largest exodus in the region's recent history and one of the biggest displacement crises in the world. More than 900,000 Venezuelans have sought asylum in the last three years, including 430,000 in 2019 alone.

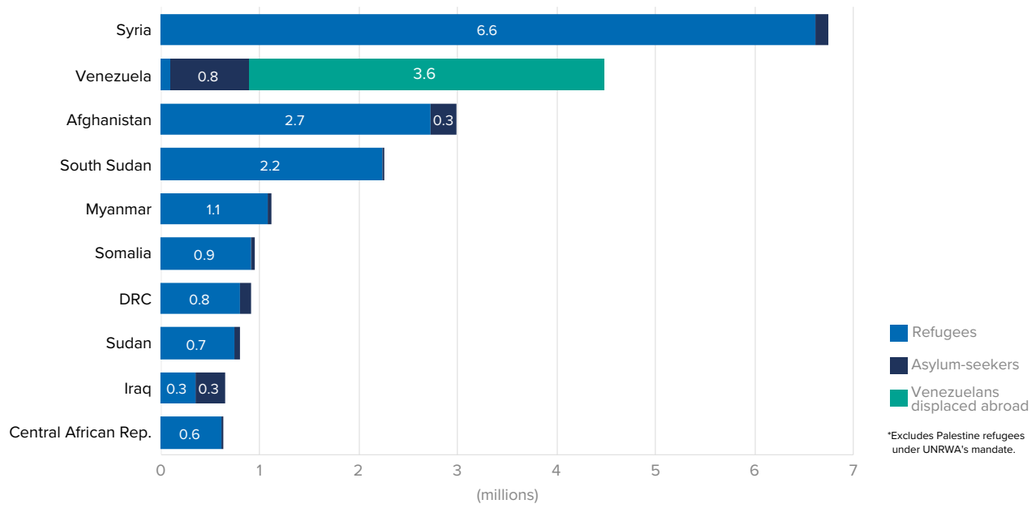
Host Countries

At the end of the decade, just 10 countries hosted nearly 3 in 5 of those displaced across borders: Turkey, Columbia, Germany, Pakistan, Uganda, the United States, Sudan, the Islamic Republic of Iran (Iran), Lebanon and Peru. Developing regions[10] continued to shoulder a disproportionately large responsibility for hosting displaced populations. Nine of the ten countries hosting the largest populations of refugees and Venezuelans displaced abroad were in developing regions. The Least Developed Countries – including Bangladesh, Chad, the Democratic Republic of the Congo, Ethiopia, Rwanda, South Sudan, Sudan, United Republic of Tanzania (Tanzania), Uganda and Yemen – were host to 6.6 million or 27% of the global total of refugees and Venezuelans displaced abroad. Otherwise home to just 13% of the world's population and accounting for only 1.2 per cent of the global Gross Domestic Product, these countries have the least resources to be able to provide for the protection and needs of displaced populations, including education for the millions of children and young people among them.

At the end of 2019, around half of refugees were children, compared to an estimated 31 per cent of the global population who are children. Refugee children

Top international displacement situations by country of origin

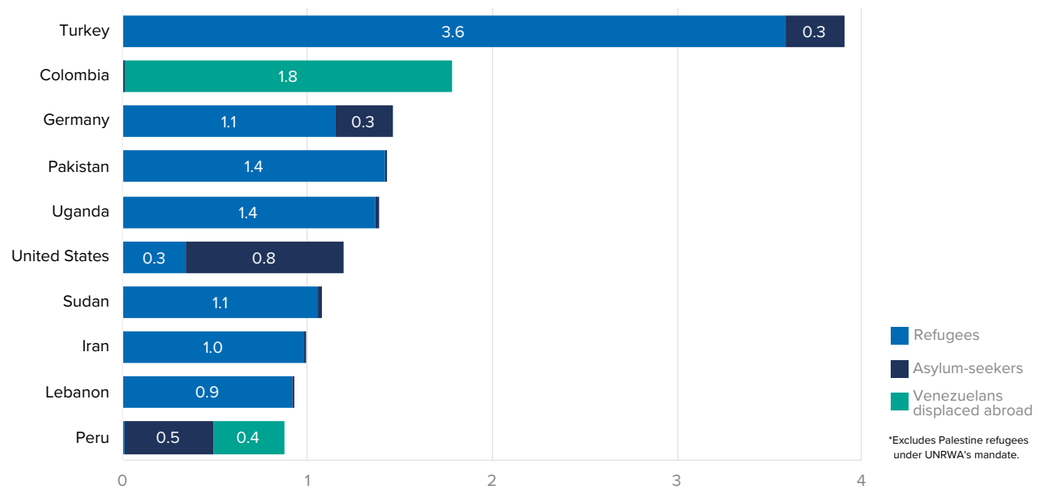
end-2019



access education at rates far below non-refugee children. In 2019, enrolment rates of refugee children at primary and secondary level were 63% and 24% respectively.[11] With only one quarter of refugee children participating in secondary education, it is clear that for more young refugee women and men to reap the benefits of higher education, participation in and completion of secondary school must be an option for more refugee youth. In 2019, only 3% of refugees were enrolled in higher education, compared to a global average of 37% among non-refugees.[12] Refugees access higher education mainly in the countries that host them, but also via online and distance learning and through scholarships to study in third countries.

Top international displacement situations by host country

end-2019



Refugee Education: the evolving policy, planning and financing environment

From the publication of its Policy on Alternatives to Camps (2009), to the United Nations General Assembly adoption of the New York Declaration and Comprehensive Refugee Response Framework (2016), and finally the Global Compact on Refugees (2018), UNHCR has progressively oriented its institutional approaches, strategic directions, frameworks and partnerships to address a 21st century reality of displacement that can often last longer than the formal school cycle.[13]

In 2019, UNHCR released *Refugee Education 2030: a strategy for refugee inclusion*, which outlines ambitious education targets for the next ten years. Among those targets: primary and secondary participation on par with host country student participation, and 15% enrolment in tertiary programmes, including professional and technical programmes. Sustained access to host country education systems, and effective sequencing of amplified humanitarian and development financing for refugee hosting countries are cornerstones of UNHCR's education policy.

Like children and young people everywhere, refugee students from poor families who live in rural locations, start school late or experience educational interruptions, and can't access secondary school in their communities, are at high risk of dropping out of primary school, the gateway to all formal education that follows. Without proof of secondary completion recognized by the host country, access to tertiary programmes for refugee students, including technical and professional programmes, is not possible.

In at least 80% of countries hosting refugees, there are no explicit policy barriers to inclusion in national education systems. Yet even as efforts to finance and programme education so that it is accessible and inclusive of refugee children and youth increase, barriers persist. Refugee children and youth may be legally permitted to participate in education but practically excluded due to a range of conditions. These conditions may include long distances and insufficient numbers of schools; inaccessible facilities; inadequate teaching or learning materials; insufficient teaching staff; lack of systems to assess or recognize prior learning; language barriers; lack of or failure to recognize documentation; discrimination or denial of rights; detention; financial and social limitations.

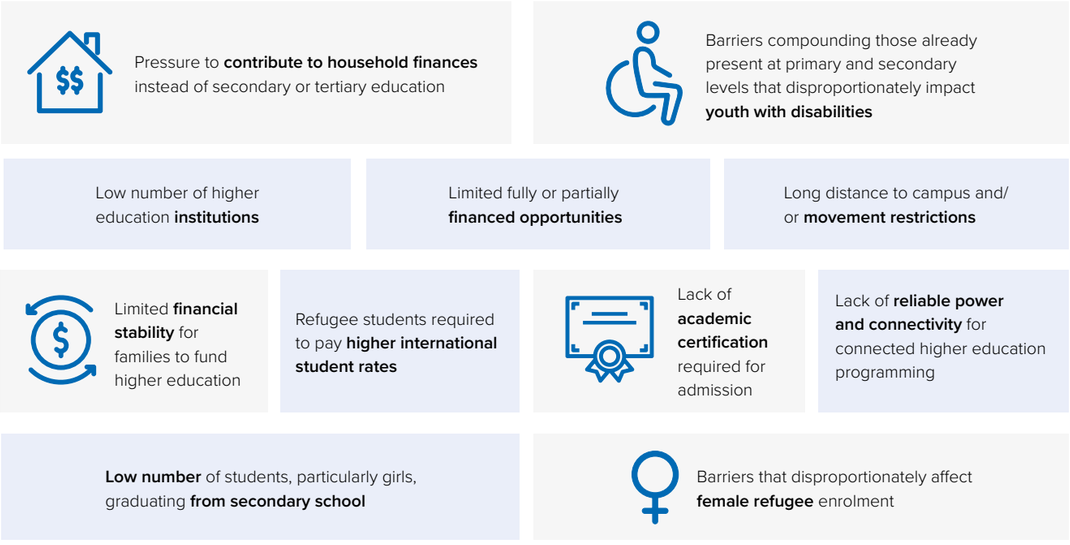
Finally, the historic reflex to segregate even protracted refugee populations into humanitarian planning and financing often results in chronically underfunded services and related quality issues. Not accounting for the particular needs of both refugee and host students affected by displacement means compromises to development investments, and lost opportunities for sustainable multi-year planning that harness economies of scale and reach into communities whose needs often become acutely visible because of displacement crises.

Higher Education for Refugees:
15% enrolment by 2030

Globally, enrolment in tertiary institutions has surged, but largely reflects the participation of students from wealthy households.[14] Displaced populations are often among the most financially disadvantaged with few if any opportunities to access higher education. Innovation, partner action and improved data collection and analysis contributed to a jump in refugee participation in tertiary education, from 1% to 3% between 2017 and 2019.

Raising the level of refugee participation in higher education from 3% to 15% over the next 10 years is an ambitious but realistic goal. Ensuring that more young refugee women and men have access to higher education requires expanding the number and variety of opportunities for refugees, and simultaneous innovation across formal education systems and the humanitarian and development education sectors. The known barriers to higher education for refugee students are best addressed through collaboration and partnerships that reflect UNHCR guidance, national policy and international commitments.[15]

Barriers to higher education for refugees



UNHCR and partners are collectively finding ways to shore up links between government, development, academic, non-governmental, faith-based, refugee and community organisations that support or implement education programmes for refugees. This has meant achievements across a number of areas, including:

Scaling successful approaches

The *Agence universitaire de la Francophonie* (AUF) is a membership organisation of over 1,000 universities in 118 countries, with a strong presence throughout Africa and beyond. In Burundi, AUF and UNHCR identified an opportunity to include refugees in existing AUF higher education programmes through a cost-sharing agreement with the DAFI programme. Today, 20 refugee students study alongside Burundian students in a joint cohort. UNHCR and AUF plan to replicate the model in other countries.

Addressing qualification issues

In 2019, UNHCR and UNESCO jointly piloted the UNESCO Qualification Passport (UQP) for refugees and vulnerable migrants in Zambia. The pilot programme demonstrated the value of the UQP in making qualifications recognition systems available to refugees who lack academic certifications or documentation, having received 67 applications and issued 11 qualifications passports thus far. The nationally recognized certificates allow refugees to validate their skills and prior learning in order to access education or employment.

Linking higher education to civic responsibility

The Lebanese Association for Democratic Elections (LADE) supported elections of a new DAFI student leadership committee by providing election monitoring, materials, a ballot box, an election booth simulator and election observers' vests. LADE's participation in the election process helped to develop students' awareness of the importance of democratic processes and principles, and reinforced buy in to the election process.

"Knowledge and advanced skills are critical determinants of a country's economic growth and standard of living as learning outcomes are transformed into goods and services, greater institutional capacity, a more effective public sector, stronger civil society, and better investment climate. Good quality, diversified, relevant, equitable, and efficient tertiary education and research are essential parts of this transformation."

World Bank, Education Brief: *Driving Development with Tertiary Education Reforms*

Remembering *nothing about us without us*

The Tertiary Refugee Student Network (TRSN) aims to ensure that refugee student voices are included in decisions impacting refugee students and higher education for refugees. Refugee students provide key insights into the best ways to overcome barriers, create inclusive systems and ensure that higher education pays off for both refugee and host community learners. Adapting or augmenting their experiences, working realistically within the constraints they encounter and learning from the challenges they face means that investments in higher education will become increasingly responsive to the real academic, social and economic needs of refugee youth.

Timeline of UNHCR Higher Education Activities Around the World in 2019

January

- 5,674 DAFI students continue their education from the previous year.
- UNHCR co-hosts the 1st bi-annual Connected Learning in Crisis Consortium (CLCC) meeting of 2019 in Kigali at the Kepler Campus and UNHCR Education Section (tertiary) mission to Rwanda.
- High-level meeting between DAAD Secretary General Dr. Dorothea Rüland and UNHCR Division of Resilience and Solutions Director Daniel Endres.

February

- UNHCR Education Section (tertiary) mission to Iraq.

March

- UNHCR Education Section participates in UNESCO's Mobile Learning Week 2019 and Kolibri Design Sprint in Paris, France.

April

- UNHCR Education Section (tertiary) mission to Jordan.
- UNHCR Education Section participates in HOPES (Higher and Further Education Opportunities and Perspectives for Syrians) conference on 'Higher Education and the Syria Crisis: What's Next?' in Amman, Jordan.

May

- UNHCR Education Section (tertiary) mission to Burundi and Tanzania.

June

- The international expert conference 'The Other 1%' on higher education for refugees takes place in Berlin, hosted by the German Federal Foreign Office, the German Academic Exchange Service (DAAD) and UNHCR.
- Refugee students form the Tertiary Refugee Student Network (TRSN).
- UNHCR co-hosts the 2nd bi-annual CLCC meeting of 2019 in Copenhagen, Denmark.
- UNHCR joins the Strategic Advisory Group for the UNESCO Qualification Passport (UQP).

July

- Annual Consultations with NGOs held in Geneva including a session presented by the UNHCR Education Section titled, *Education: Building Bridges to Inclusion & Quality.*

August

- Tertiary Education Task Team begins meeting in preparation for the Global Refugee Forum.
- Joint UNHCR-UNESCO scoping mission in preparation for roll out of the UNESCO Qualifications Passport in Zambia.

September

- 2,656 new students are awarded DAFI scholarships and accepted to university.
- DAFI Annual Consultations held in Geneva, Switzerland
- UNHCR Education Section (tertiary) mission to Ghana.
- UNHCR Education Section (tertiary) mission to Zambia.

October

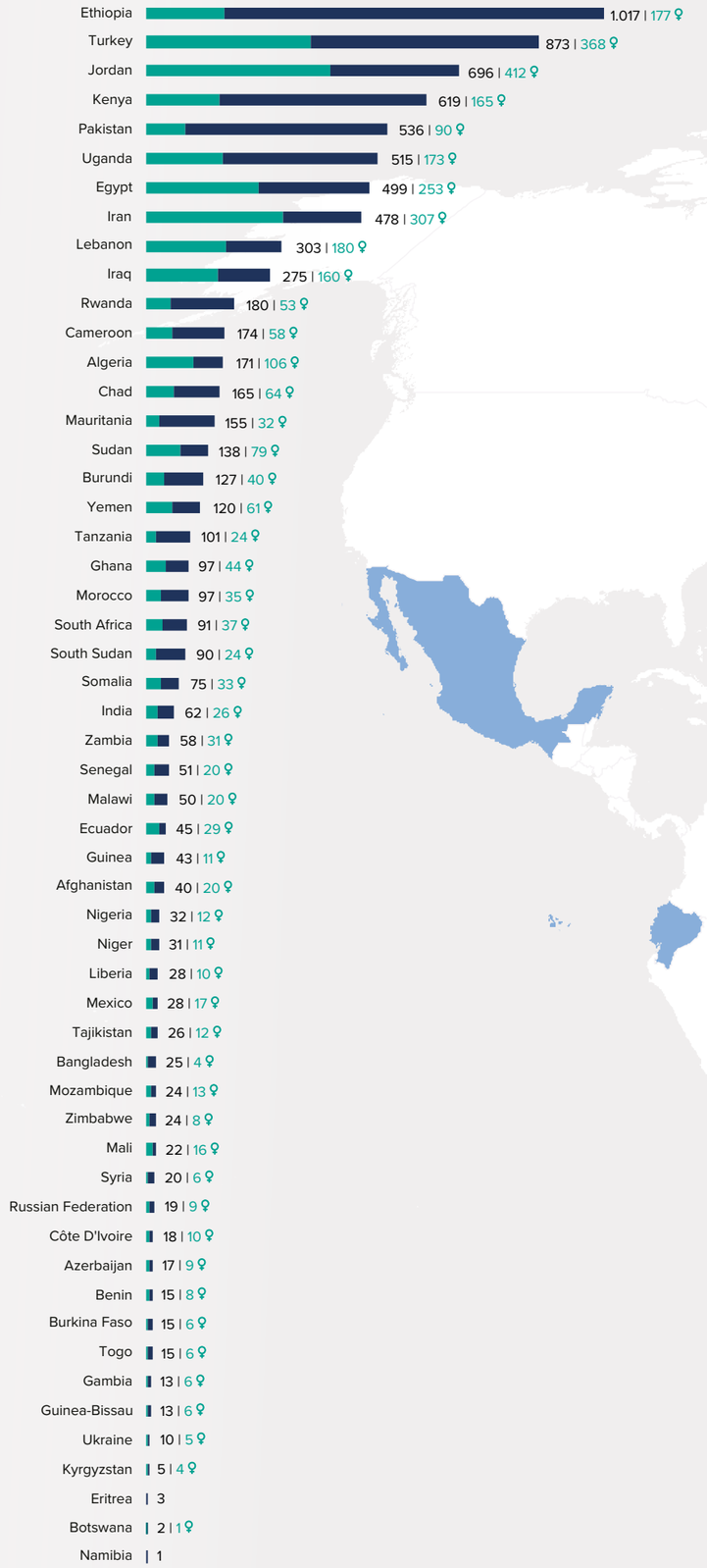
- UNHCR Education Section (tertiary) mission to Lebanon.
- UNHCR Education Section and Livelihoods Unit joint workshop in Entebbe, Uganda to develop and expand technical expertise for transition to employment after higher education.
- With UNITAR, FinnChurch Aid and Omnia, UNHCR Education Section jointly hosts a round table on Technical and Vocational Education and Training (TVET) in Finland.

November

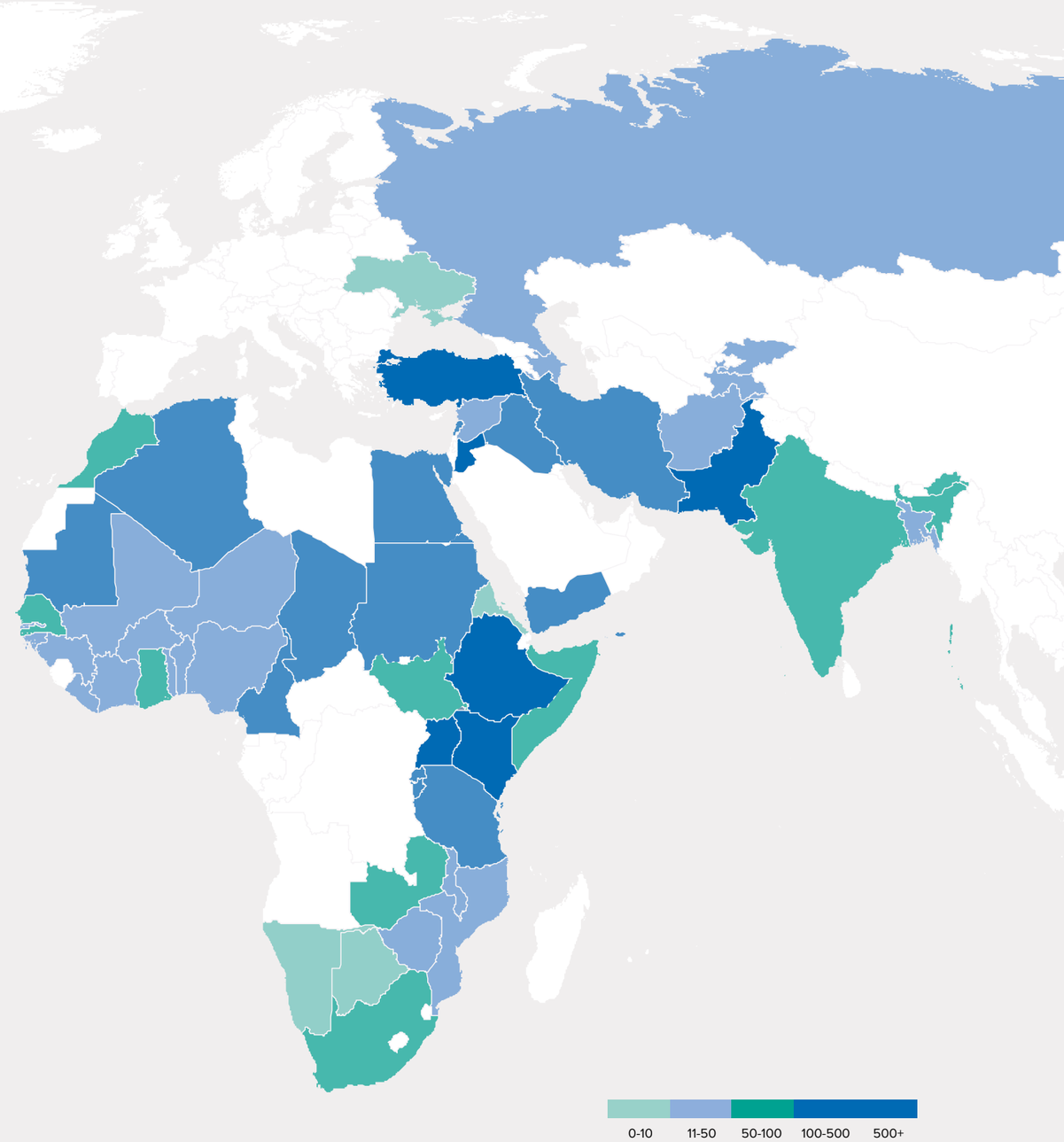
- UNESCO General Conference, including launch of the UQP and adoption of the Global Convention on the Recognition of Qualifications concerning Higher Education.
- UNHCR conducts Regional Education and Livelihoods & Economic Inclusion Workshop in Dakar.
- UNHCR participates in Spark's IGNITE Expert Briefing "Pathway to Prospects" in Amsterdam.
- Conference on Third Country Higher Education Pathways organized by UNHCR, World University Service of Canada (WUSC) and UNESCO at UNESCO headquarters.
- Global Academic and Interdisciplinary Network workshop in Geneva.

December

- 1,063 students graduated from higher education institutions.
- UNHCR, the Jordanian Ministry of Higher Education and Scientific Research, and a CLCC-led team of technical experts convene 'Instructional Design for E-Learning' training course in Jordan.
- The first Global Refugee Forum takes place from 16-18th December in Geneva, Switzerland. A delegation of refugee students, including DAFI students and graduates, attended and contribute as speakers.



Country of Study	2019 Budget	
	Budget	Average Cost
Ethiopia	545.311	536
Turkey	2.152.458	2.466
Jordan	5.490.990	7.889
Kenya	1.930.056	3.118
Pakistan	500.713	934
Uganda	1.141.241	2.216
Egypt	915.819	1.835
Iran	365.892	765
Lebanon	1.343.114	4.433
Iraq	1.576.481	5.733
Rwanda	363.509	2.019
Cameroon	417.848	2.401
Algeria	191.133	1.118
Chad	497.359	3.014
Mauritania	303.084	1.955
Sudan	109.696	795
Burundi	212.553	1.674
Yemen	465.735	3.881
Tanzania	296.843	2.939
Ghana	322.532	3.325
Morocco	265.376	2.736
South Africa	625.094	6.869
South Sudan	424.853	4.721
Somalia	127.500	1.700
India	60.460	975
Zambia	190.238	3.280
Senegal	164.213	3.220
Malawi	134.538	2.691
Ecuador	109.198	2.427
Guinea Conakry	43.311	1.007
Afghanistan	84.000	2.100
Nigeria	48.806	1.525
Niger	192.640	6.214
Liberia	58.850	2.102
Mexico	26.395	943
Tajikistan	33.392	1.284
Bangladesh	46.019	1.841
Mozambique	116.986	4.874
Zimbabwe	140.100	5.838
Mali	101.219	4.601
Syria	89.317	4.466
Russian Federation	42.500	2.237
Cote D'Ivoire	79.427	4.413
Azerbaijan	55.613	3.271
Benin	28.955	1.930
Burkina Faso	46.477	3.098
Togo	16.718	1.115
Gambia	36.415	2.801
Guinea Bissau	33.149	2.550
Ukraine	60.870	6.087
Kyrgyzstan	7.478	1.496
Eritrea	7.470	2.490
Botswana	4.730	2.365
Namibia	320	320
Total	**22.644.990**	**2.713**

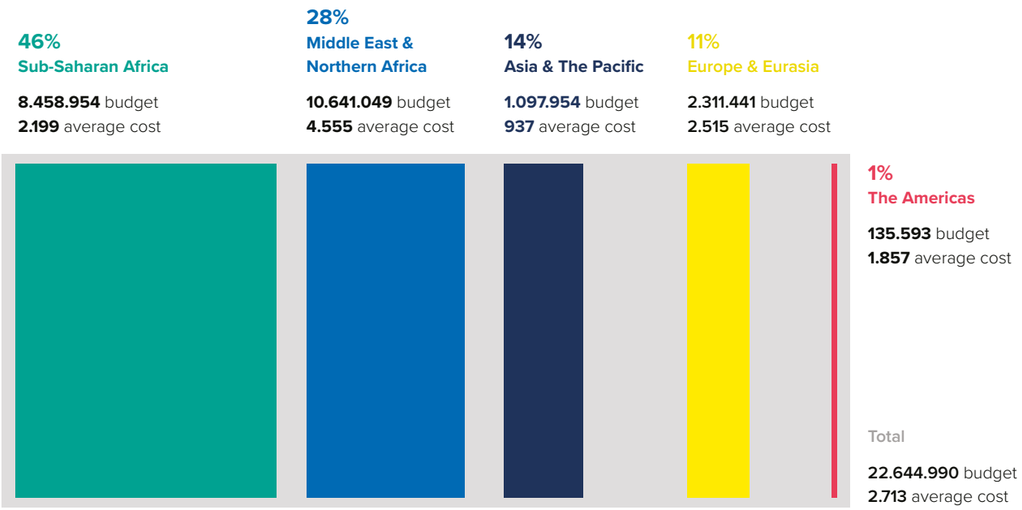


DAFI Students Worldwide

DAFI Programme Regional Summaries

In 2019, a record 8,347 students participated in the DAFI programme in 54 countries around the world. Forty-six percent of DAFI students lived and studied in sub-Saharan African countries. With a total of 3,847 students on scholarship throughout sub-Saharan Africa, the DAFI programme remains a visible and motivating force for refugee students to complete secondary education and pursue their dreams of higher learning. The Middle East and North Africa (MENA) region hosted 28% of all DAFI students, with 2,336 young people studying across nine countries. In Asia and the Pacific, 1,172 students made up 14% of the total DAFI student body. While in Europe, four countries enrolled 919 students, or 11% of the global total. The Americas region had two fairly new DAFI programmes, located in Ecuador and Mexico. Together, they hosted 73 individuals or 1% of DAFI students worldwide.

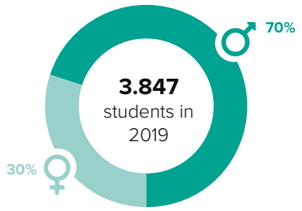
Regional breakdown



SUB-SAHARAN AFRICA

46% students supported

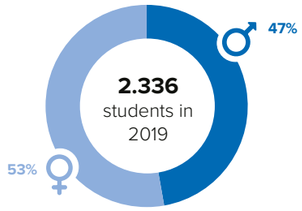
$ 2.199 average cost



MIDDLE EAST & NORTHERN AFRICA

28% students supported

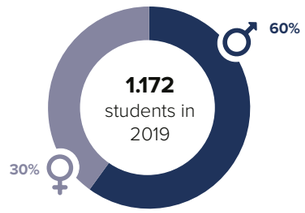
4.555 average cost



ASIA & THE PACIFIC

14% students supported

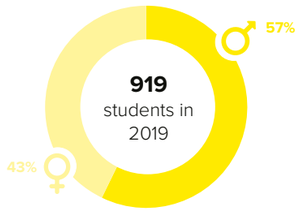
$ 937 average cost



EUROPE & EURASIA

11% students supported

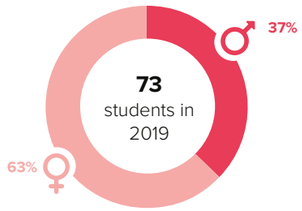
$ 2.515 average cost



THE AMERICAS

1% students supported

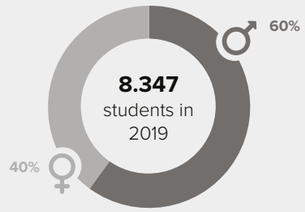
$ 1.857 average cost



TOTAL

$ 22.644.990 budget

$ 2.713 average cost



Sub-Saharan Africa

At the end of 2019, sub-Saharan Africa was hosting 6.3 million refugees, mostly in the East, Horn and Great Lakes regions (4.4 million), and West and Central Africa (1.2 million). In 2019, Ethiopia was home to the largest DAFI programme worldwide with 1,017 students, up from 830 the previous year. Ethiopia has one of the lowest average scholarship costs across DAFI programme countries. This, coupled with the strong capacity of the partner organisation to absorb additional students, allowed Ethiopia to grow its programme significantly during 2019. Kenya and Uganda have the next largest programmes with 619 and 515 students, respectively. Both Kenya and Uganda posted slightly higher student numbers than in 2018. But with more expensive average cost, these two countries were allocated more modest numbers of new enrolments for 2019. Men (70%) far outnumbered women (30%) in the DAFI programmes across sub-Saharan Africa. This was largely due to the fact that men applied in larger numbers than women across the Africa country programmes. It is also the result of mid-year admission of students who had been placed on waiting lists in the various countries, the majority of whom were also men from the initial selection process. Within sub-Saharan Africa these programmes utilized 37% of the total DAFI budget and provided access to higher education for 46% of all DAFI students.

DAFI Programmes in Sub-Saharan Africa

Country of Study	Female		Male		Total	
	Number	%	Number	%	Number	%
Ethiopia	177	17%	840	83%	1.017	26,4%
Kenya	165	27%	454	73%	619	16,1%
Uganda	173	34%	342	66%	515	13,4%
Rwanda	53	29%	127	71%	180	4,7%
Cameroon	58	33%	116	67%	174	4,5%
Chad	64	39%	101	61%	165	4,3%
Sudan	79	57%	59	43%	138	3,6%
Burundi	40	31%	87	69%	127	3,3%
Tanzania	24	24%	77	76%	101	2,6%
Ghana	44	45%	53	55%	97	2,5%
South Africa	37	41%	54	59%	91	2,4%
South Sudan	24	27%	66	73%	90	2,3%
Somalia	33	44%	42	56%	75	1,9%
Zambia	31	53%	27	47%	58	1,5%
Senegal	20	39%	31	61%	51	1,3%
Malawi	20	40%	30	60%	50	1,3%
Guinea Conakry	11	26%	32	74%	43	1,1%
Nigeria	12	38%	20	63%	32	0,8%
Niger	11	35%	20	65%	31	0,8%
Liberia	10	36%	18	64%	28	0,7%
Mozambique	13	54%	11	46%	24	0,6%
Zimbabwe	8	33%	16	67%	24	0,6%
Mali	16	73%	6	27%	22	0,6%
Cote D'Ivoire	10	56%	8	44%	18	0,5%
Benin	8	53%	7	47%	15	0,4%
Burkina Faso	6	40%	9	60%	15	0,4%
Togo	6	40%	9	60%	15	0,4%
Gambia	6	46%	7	54%	13	0,3%
Guinea Bissau	6	46%	7	54%	13	0,3%
Eritrea	0	0%	3	100%	3	0,1%
Botswana	1	50%	1	50%	2	0,1%
Namibia	0	0%	1	100%	1	0,0%
Total	**1.166**	**30%**	**2.681**	**70%**	**3.847**	**100%**

Middle East and North Africa

Instability in the Middle East and North Africa (MENA) region continued to impact patterns of displacement and DAFI country programmes. At the end of 2019, the MENA region hosted 2.6 million refugees with Syrians continuing to be the largest forcibly displaced population worldwide (13.2 million, including 6.6 million refugees and more than six million internally displaced people). The vast majority (83%) remained in neighbouring countries such as Lebanon, Jordan, Iraq and Egypt.

DAFI programmes in the MENA region accounted for 28% of the global DAFI student body and Syrian students continue to be the largest country of origin cohort within the DAFI programme. The largest DAFI country programmes in MENA were Jordan, Egypt and Lebanon. Jordan has one of the highest average scholarship costs within the DAFI programme, so allocation of fewer new scholarships in 2019 resulted in a slight decrease in the country programme from 728 in 2018 to 696 in 2019. Egypt's cost effective scholarship programme allowed the total number of DAFI students in Egypt to increase from 370 in 2018 to 499 in 2019. Women outnumbered men by 6% across DAFI programmes in MENA with a regional average of 53% women. The programmes in MENA were generally more costly than programmes in other regions, with an average scholarship cost of USD 4,555 resulting from high costs of living and comparatively high tuition fees in several countries. The MENA region accounted for 47% of the global budget.

DAFI Programmes in MENA

Country of Study	Female		Male		Total	
	Number	%	Number	%	Number	%
Jordan	412	59%	284	41%	696	29,8%
Egypt	253	51%	246	49%	499	21,4%
Lebanon	180	59%	123	41%	303	13,0%
Iraq	160	58%	115	42%	275	11,8%
Algeria	106	62%	65	38%	171	7,3%
Mauritania	32	21%	123	79%	155	6,6%
Yemen	61	51%	59	49%	120	5,1%
Morocco	35	36%	62	64%	97	4,2%
Syria	6	30%	14	70%	20	0,9%
Total	**1.245**	**53%**	**1.091**	**47%**	**2.336**	**100%**

Walaa

DAFI SCHOLAR AT LEBANESE UNIVERSITY IN LEBANON

Married with two children, Walaa has been in Lebanon since 2014. She is a graduate in Arabic Literature from Lebanese University. “My parents are still in Syria,” she says, “they are not safe there. Before coming to Lebanon, I had been out of school for ten years after my baccalaureate. I was teaching myself and reading independently. I believe my time is best used when I educate myself. I first applied for DAFI three years ago. I had been saving money and the first year I paid for university by myself. It was very difficult, taking care of our children and covering the living expenses. Money was constantly on my mind. It was very stressful. Halfway through the year, I almost gave up. But I didn’t and finally I was accepted into the DAFI programme.

I then got my motivation back. I got my head back into the game. I believe that a university degree will empower me and give me the opportunity to get a better job. My husband and my relatives are very supportive of me studying. My husband always tells me how important it is for me, for our children and our society that I keep on with my studies. For him it is not even negotiable, it is like a red line! He tells me that if I am educated, I can be more independent and have more means to support our family.

I go to campus three times a week, one and half hours away by bus. Life on campus is like a dream come true. Studying there makes me feel totally alive and it has a spill-over effect on all aspects of my life, as well as on my personality. Before that, I was gradually losing confidence. Now I am more cheerful, more sure of myself and I feel like I am contributing more to our society.

Outside of school I volunteer, helping children with their homework. It is one of the most important things I have done and there are benefits both ways: it gives me experience, especially how to teach children and how to help children who are really in need. It is my way of giving back to the community.

DAFI encourages me to always do more. I feel like I am part of a family and I want to be an active member of that family, and I want to give some of it back.

I have both Lebanese and Syrian friends. There is no issue in terms of coexistence, as far as I am concerned. Despite some level of discrimination, I do not feel like a stranger in a foreign country.

LEBANON, ALONG WITH DAFI, HAS OFFERED ME THE OPPORTUNITY TO CONTINUE MY STUDIES AND FULFIL MY DREAMS. I AM VERY THANKFUL FOR ALL THE SUPPORT I HAVE RECEIVED. IT HAS MADE A CRUCIAL DIFFERENCE FOR ME.

LEBANON. Walaa, helping refugee children with their homework after school.

© UNHCR/ANTOINE TARDY

Asia and the Pacific

The Asia and the Pacific region is host to 4.1 million refugees, the majority of whom are Afghan refugees having sought protection, mostly in Pakistan and Iran; and refugees from Myanmar living in Bangladesh, Thailand, Malaysia and India. Women represented only 40% of DAFI students across DAFI programmes in Asia. Asia and the Pacific country programmes have the lowest average scholarship cost worldwide at USD937. The seven Asia-Pacific country programmes account for 14% of all DAFI students, but only 5% of the global budget.

DAFI Programmes in Asia and the Pacific

Country of Study	Female		Male		Total	
	Number	%	Number	%	Number	%
Pakistan	90	17%	446	83%	536	45,7%
Iran	307	64%	171	36%	478	40,8%
India	26	42%	36	58%	62	5,3%
Afghanistan	20	50%	20	50%	40	3,4%
Tajikistan	12	46%	14	54%	26	2,2%
Bangladesh	4	16%	21	84%	25	2,1%
Kyrgyzstan	4	80%	1	20%	5	0,4%
Total	**463**	**40%**	**709**	**60%**	**1.172**	**100%**

Europe

In 2019, Europe hosted 6.5 million refugees, including 3.6 million Syrian refugees in Turkey and 1.1 million refugees of various nationalities in Germany. A number of higher education access programmes exist for refugees in Europe. Therefore, the DAFI programme has prioritised regions in which opportunities for refugees to access higher education are more limited. The exception is Turkey. There, demand for higher education among the large refugee population is high, robust higher education institutions are plentiful and a strong DAFI partner supports a cohort of 873 students, or 95% of all DAFI students in Europe. DAFI programme countries in the Europe region had a mostly even ratio of women to men participants, excepting from Turkey, where men outnumbered women. Programmes in Europe made up 11% of DAFI students worldwide.

DAFI Programmes in Europe

Country of Study	Female		Male		Total	
	Number	%	Number	%	Number	%
Turkey	368	42%	505	58%	873	95,0%
Russian Federation	9	47%	10	53%	19	2,1%
Azerbaijan	9	53%	8	47%	17	1,8%
Ukraine	5	50%	5	50%	10	1,1%
Total	**391**	**43%**	**528**	**57%**	**919**	**100%**

The Americas

Countries in the Americas hosted 600,000 refugees at the end of 2019, though this is not reflective of the 3.6 Venezuelans displaced abroad who are likely in need of international protection but have not applied for asylum. In 2019, Mexico inaugurated a new DAFI programme for the benefit of its refugee population orginating mostly from other Central American countries. The only other DAFI programme in the Americas is in Ecuador which is host to mainly Colombian and Venezuelan refugees. Both Ecuador and Mexico display similar female to male student ratios, with women outnumbering men, roughly 60% to 40%. The average annual scholarship cost was USD1,857, with Ecuador bringing the average up due to its higher cost of living and tuition rates at private universities.

DAFI Programmes in the Americas

Country of Study	Female		Male		Total	
	Number	%	Number	%	Number	%
Ecuador	29	64%	16	36%	45	62%
Mexico	17	61%	11	39%	28	38%
Total	**46**	**125%**	**27**	**75%**	**73**	**100%**

New DAFI Programme Countries

In 2019, three new countries were welcomed into the global DAFI scholarship programme. The programme in Afghanistan commenced with 40 returnee students, all enrolled at Kabul University, 50% of whom were women. In Somalia, the DAFI programme opened with 75 students across Somaliland, South Central and Puntland, 44% of whom were women. The programme in Mexico launched in response to growing displacement in the Northern Triangle of Central America, with 28 students, 61% of whom were women.

The new DAFI programme in Mexico thrived in its first year, co-convening a conference on higher education aimed at establishing better relationships with public and private universities and raising awareness of the need for higher education for refugees. Organised jointly with partners Proyecto Habesha, World University Service of Canada (WUSC) and the Mexican Refugee Commission (COMAR), the conference was held at the Ministry of Foreign Affairs with strong government buy-in. The Afghanistan programme succeeded in providing a much-needed opportunity for returnee students, and the programme in Somalia aims to provide access to returnee students in years to come as well.

The Global Refugee Forum

In December 2019, the first Global Refugee Forum (GRF), in Geneva, Switzerland, brought the international community together in solidarity with the world's refugees and the countries and communities that host them. The governments of Costa Rica, Ethiopia, Germany, Pakistan and Turkey, along with UNHCR, co-convened the Forum to demonstrate commitment, leadership and vision on refugee issues and towards the implementation of the Global Compact on Refugees (GCR). The Forum was an opportunity for participants to pledge to improve the lives of refugees and their host communities, to share good practices and to develop new partnerships. Activities over the three-day event included spotlight sessions, high level dialogues, exhibitions, a marketplace and plenary sessions.

The Global Refugee Forum was structured around six themes: Burden and Responsibility Sharing, Education, Jobs and Livelihoods, Energy and Infrastructure, Solutions, and Protection Capacity. Marking its importance, the Forum was attended by some 3,000 participants, including four heads of state or government, more than 90 officials at the ministerial level or above, the Secretary-General of the United Nations, 55 international organisations (including United Nations system entities and specialized agencies), representatives of more than 130 companies and foundations, 250 civil society organisations and 70 refugees.

GERMANY. Refugee student delegation holds a two-day workshop to set up a new Tertiary Education Student Network

© UNHCR/ANTOINE TARDY

"Refugee youth are resilient and passionate students. If a thousand miles of walking to reach safety, countless numbers of days spent hungry, and frightening escapes from danger and death did not shatter our dreams, surely nothing else will. Refugee students bring diverse cultural traditions. They inspire cross-disciplinary discussions, upend prejudices and are motivated to give back to the organisations and institutions that fought for their rights and recognized their potential. Refugee students are role models to the younger children who follow in their footsteps. Refugee students never take their chance for education for granted."

Joint refugee statement, Global Refugee Forum

Hina Shikhani

REFUGEE CO-SPONSOR ON SOLUTIONS

Originally from Afghanistan, Hina Shikhani is studying business administration at the University of Peshawar on a DAFI scholarship. When not studying, Hina is involved in research and awareness raising related to education for refugees, particularly for girls. She is working as a researcher with Jigsaw and UNHCR on a project entitled 'Voices of Refugee Youth–the Impact of Education on Refugees', which identifies the challenges faced by refugee students in their education journey and in seeking solutions.

Hina is also a community volunteer. She conducts informational sessions on the importance of education for girls. She is also an advocate for young refugees to attend higher education and shares information about scholarships and helps them navigate application processes.

In 2019, Hina participated in the 'The Other 1%' conference on refugee students in higher education in Berlin, Germany. In Berlin, Hina joined other refugee higher education students to form the Tertiary Refugee Student Network (TRSN). In December 2019, Hina became an official refugee co-sponsor for the Global Refugee Forum. In that role, Hina contributed to the thematic area on Solutions, speaking on high level panels, spotlight sessions and the speaker's corner. 'I aspire to inspire other girls to believe in themselves, follow their dreams and get an education to become self-reliant and lead a better life.

I AM VERY KEEN ON CONTINUING AND EXPANDING MY HUMANITARIAN WORK TO CONTRIBUTE TOWARDS A POSITIVE CHANGE IN THE REFUGEE COMMUNITY.

GERMANY. Hina Shikhani, 21, is pursuing a Bachelor's degree in Business Administration.

© UNHCR/GORDON WELTERS

GERMANY. Felix Sesay, 24, studies at St. Karols School of Nursing in Accra.

© UNHCR/GORDON WELTERS

Felix Sesay

REFUGEE CO-SPONSOR ON EDUCATION

Felix Sesay studies nursing at St. Karol School of Nursing in Accra, Ghana, on a DAFI scholarship. Born in Sierra Leone, Felix came to Ghana in 2004 and is now 25 years old. Despite the financial challenges his family faced in displacement, Felix completed secondary school with high marks. He was working as a teaching assistant when he applied for and won a DAFI scholarship that allowed him to continue his higher education. He is now in his third year of studies and looks forward to obtaining his degree in 2020.

When not studying, Felix is involved in community engagement events, sharing his passion and skill in the field of medicine. He leads health screenings among the refugee community, scanning camp residents for diseases and advising them on health and prevention. Felix also conducts workshops focused on eliminating gender-based violence. Felix is a powerful advocate for fellow students and has offered trainings on exam preparation and scholarship applications.

In December 2019, Felix was an official refugee co-sponsor to the first Global Refugee Forum on the theme of Education. 'I want to effect change in society', Felix says.

"MY DREAM IS TO BECOME SOMEONE INFLUENTIAL, WHO TRANSFORMS PEOPLE'S LIVES."

Education at the Global Refugee Forum

The GRF included 68 official co-sponsors who joined the Education Co-sponsorship Alliance to support and prepare the Forum's Education theme. Their work resulted in over 200 pledges within the Education theme, of which 58 focused on higher education. 103 examples of good practices were submitted on the Education theme, including one that held the DAFI programme as an exemplar of higher education scholarship programmes for refugees.

To prepare for the GRF, the German Federal Foreign Office and UNHCR led the Tertiary Education Task Team, as part of the Alliance, ensuring visibility and support for higher education in the lead up and throughout the Forum. The task team had 35 members, including representatives from government, non-governmental organisations, universities, student groups, academic institutions and foundations. Preparatory work over several months resulted in multiple events dedicated to higher education for refugees. A spotlight session, 'The Power of TVET–Skills Training for Sustainable Growth', promoted expanded access to market-driven training that links learning to earning and advocates for the inclusion of refugees in national TVET programmes. DAFI nursing student Emilio Diaz spoke about his experience as a vocational student in Ecuador preparing for a career in healthcare. A second spotlight session, 'Expanding Access to Tertiary Education and Beyond', examined barriers to access and explored myriad tertiary education pathways that allow young refugee women and men to pursue higher education. The session was co-moderated by Vito Cecere, Director of the Federal Foreign Office of Germany, and DAFI alumna Adhieu Achuil Dhieu Kueth from South Sudan. DAFI graduate and UN Volunteer, Mikaelou Demba Dia, who now works for UN Women in Senegal, also provided expert input on the panel, as did Muhammed Shikhani, Syrian PhD student in Germany. Refugee tertiary education students spoke at a number of other GRF events including the launch of the Global Academic Interdisciplinary Network (GAIN), and panels on the Solutions Strategy for Afghan Refugees Support Platform and on Achieving Connectivity for Refugees and their Hosting Communities under the Energy and Infrastructure theme.

Five higher education presentations took place in the 'Speaker's Corner'—a dedicated space for 10-minute presentations on a variety of topics including recognition of qualifications. Subjects presented included recognition of qualifications, student participation and connected education. Higher education was also discussed during the high-level dialogue on Education. A photography exhibition, "#15by30: Making Higher Education Achievable for Refugees", was on display throughout the Forum and featured images and profiles of higher education refugee students from around the word.

The Tertiary Education Task Team will remain dedicated to ensuring broad consultation and regular communication among partners in the refugee tertiary education space. With the Global Refugee Forum slated to occur every four years, the task team will continue to coordinate joint advocacy, consolidate progress towards pledges made and, importantly, share information among partners to ensure a complementary and strategic global response.

Higher Education Outcomes of the Global Refugee Forum

The 58 pledges specific to higher education largely focus on increasing opportunities for refugee students to access higher education. Many also highlight the importance of advocacy, creating welcoming environments and facilitating smooth transitions to work after graduation. Pledges were received from states, private sector, civil society and academic partners addressing a range of barriers to higher education. Four pledges were received on activities and interventions to facilitate recognition of prior learning and language training. Eight pledges supported TVET, and 20 were in support of university scholarships in host countries. These commitments will allow more young refugee women and men to access to quality higher education alongside their host community peers.

Numerous pledges stressed expanding the manner of access to higher education. For instance, 19 pledges focus on blended and connected higher education to expand post-secondary education options and meet the needs and ambitions of a range of refugee students. Additional pledges, recognizing that higher education can also create durable solutions for refugees outside their host countries, sought to expand complementary education pathways for admission in third countries.

Nine more pledges targeted skills development, internships and career readiness, and career counselling to ease the transition to gainful employment and greater self-reliance after graduation. Finally, six pledges committed to working with and enhancing participation of refugee students and communities in the actions and decisions that affect them. Similarly, many partners and pledges recognized that investments in higher education and inclusion in national education systems should benefit refugee as well as host community students. Pledges will be monitored and can be viewed on the Global Compact on Refugees pledge page.

The German government led pledges of financial support for higher education with its commitment of EUR 13.4 million (USD 15.7 million) to the DAFI programme for 2020 and invited other donors to participate. Denmark and the Saïd Foundation accepted the invitation and pledged to contribute DKK 10 million (USD 1.5 million) and GBP 700,000 (USD 912,000) respectively to the DAFI programme.

Refugee Students at the Global Refugee Forum

The Forum underscored the commitment of UNHCR and the international community to ensure that refugees participate in discussions and decisions that impact their lives. 70 refugees attended the Forum, representing 22 countries of origin and 30 host countries. Among them were a group of refugee tertiary students and alumni from DAFI, third country education pathways, connected higher education, national education scholarship programmes and others.

At the GRF, the student group represented the views, demands and aspirations of their demographic as speakers and panellists. They shared insights during the high-level dialogue on Education, the higher education spotlight session, the TVET spotlight session and in the closing remarks at Plenary, where they were recognized by the UNHCR High Commissioner and heads of states.

As part of the joint refugee statement, graduate Wenasa Alaraba drew cheers from the crowd when she said, 'It is no secret that quality education has the power to change lives. Education transforms, and in that transformation, we gain knowledge and skills, we amplify our potential and we find our pathways to self-reliance, with strong values and high expectations. With education, we are better able to achieve improved living standards, safety and security for our families and, most of all, the promise of opportunity for the children who follow in our footsteps. Education makes it possible not only for us to survive but also to thrive'.

"The message that we must send is this: We want greater solidarity in the approach to refugees, greater international cooperation with the host countries, more multilateralism. The fact that people flee from war, hunger, natural disasters or persecution is as old as humanity itself. And it will not go away. However, by acting in concert, we can manage to better deal with the effects of displacement."

Heiko Maas,
Federal Minister for Foreign Affairs, Germany. Opening statement, Global Refugee Forum.

Events in Refugee Higher Education

The Other 1%: Refugee Students in Higher Education Conference

At the start of 2019, only 1% of the world's refugee youth was reported to be enrolled in higher education. The disparity is not indicative of lower demand among refugees: scholarship programmes for refugee students consistently report vastly higher numbers of applications than available scholarships. For example, in 2019, 9,959 applications were submitted for 2,643 appointable DAFI scholarships. Rather, the combination of barriers to higher education result in limited access to tertiary education.

'The Other 1%': Refugee Students in Higher Education was a conference borne out of a shared commitment to increase tertiary education opportunities for refugees beyond the 1% of the refugee youth enrolled in higher education. Hosted by UNHCR, the German Federal Foreign Office (FFO) and the German Academic Exchange Service (DAAD), High Commissioner Filippo Grandi and German Foreign Minister Heiko Maas presided together over the opening of the event.

Held in the German Federal Foreign Office in Berlin, the conference provided a platform for experts in higher education, education finance, refugee protection and education policy to discuss programmes and partnerships that support refugee participation in higher education. The conference also challenged participants to expand existing efforts and initiate new projects in order to achieve enrolment of 15% of refugee youth in higher education by 2030. Session topics included financing, development partnerships, inclusion and access, research and data, connected learning, internationalization and transition to employment. In panel discussions, workshops and roundtable discussions, participants shared good practices as well as opportunities for deeper partnership and joint action. The conference laid the foundation for the formation of the Tertiary Education Task Team, under the leadership of the UNHCR and the German government, which coordinated representation of refugee higher education and the 15by30 goal at the Global Refugee Forum later in the year.

A delegation of 18 refugee students and graduates from around the word attended the conference, representing DAFI and connected learning programmes. They participated in the conference as session organisers, panellists, moderators and exhibition guides. The students' unique perspectives and expertise contextualized discussions and encouraged new perspectives and ideas.

The official opening of a photography exhibition, also titled 'The Other 1%', was the capstone event of the conference. The portrait exhibition featured DAFI and connected learning students living in Lebanon, Senegal, Jordan, Kenya, Pakistan and Rwanda. The portraits, captured by photographer Antoine Tardy, were accompanied by profiles and testimonies of the students featured. Refugee students attending the conference guided visitors through the exhibition and spoke to the experiences and issues highlighted in the images.

> **"Education is an opportunity in itself. It is also the best avenue to self-reliance and perhaps, even more so, to the dignity that people affected by war and by violence are so often deprived of."**
>
> **Filippo Grandi,**
> UN High Commissioner for Refugees,
> opening remarks, 'The Other 1%' conference.

Tertiary Refugee Student Network

DAFI students have long voiced their interest in being able to connect with other refugee students on a global level. Responding to the need for a global network, a delegation of 18 refugee students from 13 countries of origin held a two-day student-led workshop during the lead up to 'The Other 1%' conference in Berlin. After two days of collaboration and strategic development, the Tertiary Refugee Student Network (TRSN) was established. Though every experience of displacement is unique and refugee students' situations vary depending on the country of asylum and individual circumstances, the TRSN recognises and aims to capitalise on the common thread running through the experience of many refugee students, which drives them to help their communities and empower other refugee youth to achieve higher education.

The TRSN is led by a global student leadership team and coordinates closely with UNHCR's Global Youth Advisory Council. Its objective is to increase the number of refugee students with access to higher education worldwide and raise awareness of the need for more opportunities. TRSN members volunteer their skills and time to advocate for refugee education on global, regional and national levels, raise awareness about the importance of education among their communities and empower fellow refugee youth through skills training, networking and peer support. Following the establishment of the network, TRSN members conducted workshops in each of the initial TRSN countries to introduce their peers to the new network and help expand its reach. In 2019, TRSN members organised community awareness-raising sessions in Kenya, while TRSN members in Rwanda and Chad set up IT classes and English language training activities. TRSN members communicate and coordinate via newsletter, social media and email, sharing information about opportunities for further studies and employment as well as celebrating and giving visibility to members' achievements. The TRSN held its second global workshop at the Global Refugee Forum in December 2019, including an official pledge to expand the TRSN to five more countries.

GERMANY. Refugee student delegates attend 'The Other 1%' conference in Berlin.

© UNHCR/ANTOINE TARDY

SWITZERLAND. Wenasa Alaraba participated in the World University Service of Canada (WUSC) student refugee programme, and attended the Global Refugee Forum.

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Launch of the Global Academic Interdisciplinary Network

The Global Academic Interdisciplinary Network (GAIN), called for in the Global Compact on Refugees, was formally established during the 2019 Global Refugee Forum. GAIN seeks to:

1. Facilitate research, training and scholarship opportunities that result in specific deliverables in support of the four objectives of the GCR.
2. Help junior academics and those in regions less well-served by existing networks to 'plug in' to global networks and discussions.
3. Broaden the geographical and thematic scope of disciplines and academics working on refugee and GCR-related challenges and opportunities.

In accordance with its pledge at the Global Refugee Forum, the University of Essex in the United Kingdom will be the initial location for the network's secretariat to foster collaboration between existing forced displacement teaching, refugee student support and research. Prior to the formal launch of GAIN, a meeting of over 40 professors, students and researchers with first-hand experiences of displacement was convened. Papers submitted to the event included a case study of DAFI and several reflections on the tertiary education experience of Syrian refugees in Jordan, Lebanon and Turkey. The overall high volume of papers submitted on the topic of tertiary education for refugees necessitated the establishment of a GAIN working group specifically on refugee higher education aligned to the above aims.

Third Country Education Pathways

In 2019, UNHCR released its Three-Year Strategy on Resettlement and Complementary Pathways (2019-2021).[16] The strategy aligns to the Global Compact on Refugees and aims to expand the number of resettlement countries, increase the number of resettlement spaces and improve the availability and reliability of complementary pathways for refugees. Complementary pathways can be accessed by refugees independently and include opportunities for education, work and family reunification in a country other than the country of origin or the country of asylum. Complementary pathways for admission include labour mobility and education pathways as well as community sponsorship, family reunification and humanitarian admission programmes.

Bilateral, civil society, faith-based and academic partners work together to develop complementary education pathways, which allow refugees to access higher education and protection in third countries. Complementary education pathway programmes in

Lithuania, Japan, France, Mexico, Portugal, Germany, the United Kingdom, Canada and Spain are leading the way. The German Academic Exchange Service (DAAD) is one of the pioneers among complementary education pathways and provided higher education opportunities in Germany for over 200 refugee students in 2019. Complementary education pathways contribute to the target to achieve enrolment of 15% of refugees in higher education by 2030.

UNESCO Qualifications Passport

A chief obstacle to continuing education for many refugees is the fact that academic credentials earned in their home country fail to transfer to their host country. This severely limits their options for accessing higher education or employment. In 2018, the Global Education Meeting (GEM), held in Brussels, urged for a 'commitment to include migrants, displaced persons and refugees in the education and training systems and to facilitate the recognition of their qualifications, skills, and competencies'.[17] The GEM Declaration noted, 'mechanisms such as the European Qualifications Passport for Refugees (EQPR), are important instruments to meet the aspirations of individuals and are beneficial to both host countries, as well as countries of origin'.

Drawing on the experiences and approach of the EQPR initiative of the Council of Europe, with the support of Norwegian Agency for Quality Assurance in Education (NOKUT), UNESCO Member States recommended UNESCO to initiate a qualifications passport at the global level. The resulting UNESCO Qualifications Passport (UQP) for refugees and vulnerable migrants emphasizes the importance of education for building peace, restoring dignity and recovering livelihoods for refugees, as well as the need to implement a comprehensive refugee response and strengthen global migration governance. UNESCO leads the UQP project with support of UNHCR, NOKUT, the Council of Europe and relevant national authorities. The UQP was submitted as a pledge by UNESCO at the Global Refugee Forum.

In 2019, Zambia was the first country to pre-pilot the UQP through the joint efforts of UNESCO, UNHCR, the Zambia Qualifications Authority (ZAQA), the Zambia Ministry of Higher Education, the Zambian Commissioner for Refugees (COR) and NOKUT. The pilot included assessment and training of local credential evaluators, interviews with identified refugees, analysis of qualifications and the eventual issuing of the first UNESCO Qualifications Passports. During the pre-pilot assessment, over 60 applications were received. Half of applicants were invited for the assessment interview, and 11 received their UNESCO Qualification Passports. The UQP will be piloted in several additional countries in 2020.

"Yes, refugees have the right to education and the right to employment, but even in the best of circumstances, the transition from school to work does not have a magic switch. So, UNV focuses on volunteer work as a public good—and as a pathway from education to employment."

Toily Kurbanov,
Deputy Executive Coordinator, UNV

UN Volunteers Project Expansion

United Nations Volunteers (UNV) and UNHCR have partnered to capitalize on the strengths of DAFI graduates and create opportunities for professional placement through the UNV programme. A pilot project launched in Senegal and Ghana in 2018 (with 14 DAFI Volunteers deployed in 8 different UN agencies) expanded to Niger and Nigeria in 2019, with 6 additional UN Volunteers. DAFI graduates have served as UN Volunteers with 11 UN entities, including IOM, UNDP, UNICEF and UN Women. UNV positions allow DAFI graduates to gain professional experience in the UN system and to contribute skills and expertise, such as in communications and public relations, inclusive finance, governance or community development. Despite their title, UN Volunteers receive a monthly stipend. So far, two DAFI UNV's have transitioned to formal employment with the hosting agency following their UNV contract and others have received an extension of their UNV contract continue to serve the UN system.

SWITZERLAND. DAFI graduate Mikaelou Demba Dia attends the Global Refugee Forum in Geneva.

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Mikaelou

DAFI ALUMNI, FORMER UN VOLUNTEER AND UN WOMEN STAFF MEMBER IN SENEGAL

Born in Mauritania, Mikaelou Demba Dia, fled to Senegal with his parents in 1989, following violent border and ethnic clashes. As a participant in the UNHCR-UN Volunteers partnership, Mikaelou was able to transition from tertiary education to employment. After one year serving as a UN Volunteer in Dakar, Senegal, Mikaelou was hired by his host agency, UN Women. Speaking alongside Toily Kurbanov, Deputy Executive Coordinator for UN Volunteers, at a session at the Global Refugee Forum, Mikaelou explained how the programme allowed him to care for his family and play an important role driving change in his community: 'The issue of joblessness is a global issue that is not specific to refugees. That is why refugee graduates must take their destiny into their own hands. I urge my community, the refugee community, to own its past but not to let itself be possessed by it.

WITHOUT FORGETTING OUR PAST, WE MUST SEEK TO HEAL OUR MEMORIES AND TAKE ADVANTAGE OF THE OPPORTUNITIES THAT LIFE OFFERS US TO CREATE OUR FUTURE AND THAT OF OUR CHILDREN.

Higher Education and Transition to Employment

The right to work includes the opportunity for individuals to earn a living through freely chosen or accepted work. The right to work encompasses all forms of work, from self-employment to jobs that pay wages or salaries. People also have the right to just and favourable conditions of work. These two rights provide everyone, including refugees, equal access to decent work opportunities without discrimination and regardless of legal status and documentation.

Under international law, decent work for everyone is provided through Article 23 of the Universal Declaration of Human Rights and is given binding force by Articles 6 and 7 of the International Covenant on Economic Social and Cultural Rights. The International Labour Organisation (ILO) has developed international labour standards that apply to all workers, including refugees. Articles 17, 18 and 19 of the 1951 Refugee Convention explicitly recognize refugees' right to access the labour market. Article 24 sets out the right of refugees to benefit from labour legislation and social security.

Refugees enjoy the right to work in a number of host countries, but even where the right to work is recognised, access to the labour market is not always straightforward, easily navigable or equal. Refugees seeking employment in their host country face many of the same barriers that members of the host community face, particularly in countries with high unemployment. Often, however, refugees encounter additional challenges stemming from misinformation, discrimination or lack of access to services, such as financial services.[18]

DAFI graduates report that employers frequently do not know the regulations that permit refugees to be employed, including when it comes to documentation and legal status or workplace rights. For refugees with higher education, skills and experience, finding work in their field is often a challenge. Some professional fields have restrictions that prevent non-nationals from practicing their profession.

To facilitate access to decent work, refugees should be factored into national labour and development planning, given access to financial services and be permitted to fill high-demand labour market gaps for which they are qualified. Refugees need the ability to exercise their right to freedom of movement, to form and join trade unions and other labour associations, to have their previous qualifications recognized and to have access to vocational and other training opportunities. Refugees also need to be able to contribute to and make use of social security benefits, as well as have access to effective remedies to enforce their right to decent work.

Limited prospects for voluntary repatriation and reduced resettlement places globally make local integration options for refugees ever more important. During the Global Refugee Forum, Mozambique pledged to continue implementing practices that contribute to a favorable integration environment. Despite its reservations to the 1951 Convention, the National Refugee Support Institute (INAR) issues letters confirming the right to work of refugees and asylum seekers. The policy ensures that refugees are not subject to the regulatory quotas for foreigners under the labour law. Nonetheless, 83% of people in Mozambique are considered to be in vulnerable employment situations, illustrating the monumental development challenge that refugees and host community members face in securing livelihoods and sustainable futures.

In Ecuador, there is no restriction on hiring refugees and asylum seekers to formal employment but employers are often unaware of this option. The DAFI implementing partner, HIAS, carries out an annual market assessment to identify the most in-demand opportunities for both formal and self-employment. The assessment draws on a mix of quantitative and qualitative investigation of local businesses and markets, as well as data and research produced by Chambers of Commerce, academic and other trusted sources. The information is made available to DAFI students to inform their academic and career choices.

Antoinette

DAFI ALUMNA IN RWANDA

'My name is Antoinette Muhorakeye. I am 24, and I hold a bachelor's degree in civil, environmental and geometrics engineering. I graduated in July 2016 on a DAFI scholarship. I was happy and proud to have completed secondary school in physics, chemistry and mathematics as the best performer at my school. After graduation, however, it became clear to me that continuing with my studies was close to impossible because I am a refugee. University fees are very high, and I was not considered eligible for public education financing programmes that benefit the poorest students because I am a refugee.

'This meant I had to study as a private student. It was then that I heard about the DAFI programme which offered scholarships to the best performing refugee students. I applied and was selected, and then *the year of tears turned into a year of joy and happiness.*

'I am also happy to report that I got a job working as deputy site engineer and am currently working on a construction site for a vocational training centre in Muhanga District, Southern Province in Rwanda. I couldn't imagine I would get a job in Rwanda when I am a refugee, I was afraid I would be discriminated against.

I THANK THE GOVERNMENT OF RWANDA FOR ALLOWING REFUGEES TO ALSO COMPETE FOR JOBS FREELY.

Higher Education and Transition to Employment Regional Workshop

UNHCR's Division of Resilience and Solutions was established in 2018 to support implementation of the Comprehensive Refugee Response Framework (CRRF) and to coordinate follow-up on the GCR. Its creation led to a closer collaboration between UNHCR's Livelihoods and Economic Inclusion Unit and Education Section, both of which support inclusion and self-reliance of refugees. A taskforce was formed to coordinate joint activities and approaches. The taskforce has since issued 'Key Considerations on Technical and Vocational Training (TVET)' and 'Key Considerations on Higher Education and Transition to Employment' are forthcoming. In October 2019, the taskforce delivered its second regional workshop on higher education and transition to employment, targeting DAFI country programme staff and partners. Focusing on the East and Horn of Africa and Great Lakes countries, the workshop provided a forum for staff from the Education, Livelihoods, Programme and Protection units, as well as partner staff to work together to advance planning and approaches to post-secondary education and livelihoods and to enhance technical expertise.

The DAFI programme portion of the workshop offered a deep dive into monitoring, reporting and planning for country-level DAFI programmes, as well as exploring other post-secondary education opportunities, such as TVET. A representative from the German FFO also participated in the discussions. Participants shared approaches, challenges and promising practices for livelihoods programming and transition to employment. Attendees discussed ways to strengthen retention between secondary and tertiary education, the role of community engagement in building leadership and life skills, how to utilise market information to inform education and livelihoods programming, and optimal roles for partners to engage along the education to employment continuum.

Technical and Vocational Education and Training

TVET encompasses education, training and skills development relating to a wide range of occupational fields. In many countries, TVET is an integral part of many national education architectures and is tied to overall economic development planning by facilitating skilled workforce development linked to labour market needs.

UNHCR has, over the past few years, re-defined its strategic approach toward TVET and considers building strong and effective partnerships to expand TVET opportunities for refugees a critical aspect in facilitating greater self-reliance of refugees. *Refugee Education 2030* underscores the importance of enabling refugee learners to use their education toward sustainable futures. Quality education and training must be meaningful, have utility and lead toward a more dignified existence. Improved access to TVET opportunities plays a fundamental role in this process.

Despite the slightly improved higher education enrolment rate, there is still a dramatic gap between refugee and non-refugee enrolments rates, especially at secondary and tertiary levels. UNHCR seeks to address this gap through strengthened partnerships with host country governments, other UN agencies, non-governmental organisations, the private sector and refugee communities to increase awareness of and access to TVET, such as through the roundtable convened by UNITAR, FinnChurch Aid, Omnia and UNHCR (see page 29).

TVET was one of the focus areas under the Global Framework for Refugee Education at the Global Refugee Forum. Several pledges to support refugee inclusion in TVET programmes were made by governments, including Central African Republic, Ethiopia, Germany and Sudan, the private sector and the civil society. The DAFI programme, recognizing the growing importance of this area of intervention, has increasingly prioritized the enrolment of refugee students at tertiary level in accredited TVET institutions as a valid alternative to university. In 2019, 255 learners in 21 countries received support to access TVET programmes. They study a variety of service and trade fields ranging from hotel management and tourism to electrical engineering, clothing manufacturing and agricultural sciences. Tertiary level TVET programmes are an average of two years in length and result in a professional qualification. Many TVET programmes include an element of business and ICT skills development to support professional success following graduation.

KENYA. Technical and vocational training opportunities, regardless of field of study, should be available equally to men and women.
© **UNHCR/SEBASTIAN RICH**

SWITZERLAND. Nursing student Emilio Diaz attends the Global Refugee Forum in Geneva.

© UNHCR/ANDREW MCCONNELL

Emilio

DAFI TVET SCHOLAR IN ECUADOR

I have lived in Ecuador for sixteen years. I had to flee my country because of the armed conflict caused by the FARC and ELN armed groups in Colombia. Paramilitary men killed my father and they shot my mother. My mother was badly injured, but she recovered. My mother and my grandfather left everything behind and took us to Ecuador, looking for protection and a better future for me and my family.

I started studying my primary school in Ecuador while my mother worked very long hours to meet our most basic needs. We could barely cover our expenses and received a lot of support and guidance from HIAS and UNHCR. My family lived for many years with a kindhearted Ecuadorian couple who took us in and helped us with food, clothes, comforting words and affection. Our neighbors also help us every time that my family goes through economic difficulties and for that I am incredibly thankful.

When I finished high school in Ecuador, I went to HIAS looking for job opportunities so I could help my family with our expenses. My caseworker told me about the DAFI Programme and the opportunity it offered to pursue a higher education degree. I filled my application and I was selected; I could not believe how lucky I was to have the opportunity to fulfill one of my biggest dreams and I decided to enroll in a technological institute to obtain a nursing degree.

A few months ago, I finished my final semester and now I am studying very hard to take an end-of-programme exam, prior to obtaining my degree.

I AM ALSO WORKING IN THE HEALTH CENTER WHERE I COMPLETED MY INTERNSHIPS WHILE I WAS STILL STUDYING, AND IT HAS BEEN THE PERFECT OPPORTUNITY TO PUT INTO PRACTICE ALL MY KNOWLEDGE WHILE I HELP MY COMMUNITY AND SUPPORT MY FAMILY'S ECONOMY. I AM VERY THANKFUL FOR THE LIFE CHANGING OPPORTUNITY THE DAFI PROGRAMME GAVE ME.

Internships and Career Readiness

DAFI country programmes are committed to improving the preparedness and employability of DAFI students to enter the job market after graduation. Transition to employment remains a major challenge for refugee university graduates, who often face restricted access to formal employment or live in countries with high youth unemployment rates. Despite this, students are determined to hone their skills and obtain work experience. Career readiness trainings reached 1,560 students or 20% of DAFI scholars in 2019. In some countries, career readiness approaches anticipate that many DAFI students will pursue entrepreneurship or small business ownership and adapt training content to respond to that reality. Career readiness training offerings included job search skills, CV writing, interpersonal communication, negotiation, programme cycle management, entrepreneurship, basic accounting and more.

Over two days in September 2019, DAFI students in Morocco, alongside non-refugee participants, attended a digital skills training event provided by Google MENA. A follow up workshop on employability was organised jointly by UNHCR, the Moroccan Association for Support for the Promotion of Small Business and The East West Foundation. The workshop focused on increasing awareness among migrants and refugees as to available opportunities and means to access employment and entrepreneurship. The importance of networking and access to information were underlined in sessions on identifying inroads to technical fields, the value of soft-skills, self-employment and business ownership, and available sources of financing.

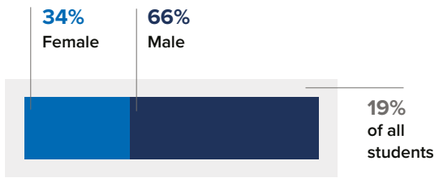
The DAFI club in Mali prioritised career readiness activities, conducting training sessions on business management, sales and negotiation techniques, entrepreneurship, business plan development and project cycle management along with English language lessons. This DAFI club also supported 14 club members to take driving courses and obtain their driver's licenses.

In Tanzania, DAFI students participated in career readiness seminars facilitated by the Mwang'amba Communication Company, a consulting firm based in Dar es Salaam. Despite restrictive access to employment opportunities, UNHCR and partners recognize that exposure to life skills, career guidance, entrepreneurship and negotiation skills development are resources that will serve DAFI scholars throughout their lives and in contexts beyond formal employment.

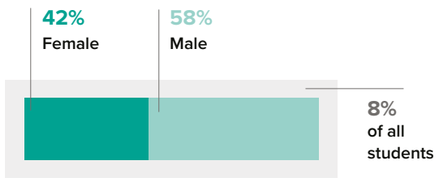
Internships provide an opportunity for DAFI students to apply their academic skills and knowledge in practical settings. Ideally, internships also provide a steppingstone to formal employment, professional networking and a chance to build confidence in one's chosen field. Many technical and professional degrees require an internship in order to complete the programme of study and obtain a qualification. In 2019, 652 students participated in an internship after or as part of their degree programme.

Career Readiness Training and Internships Held by DAFI Students

Career-Related Trainings



Internships



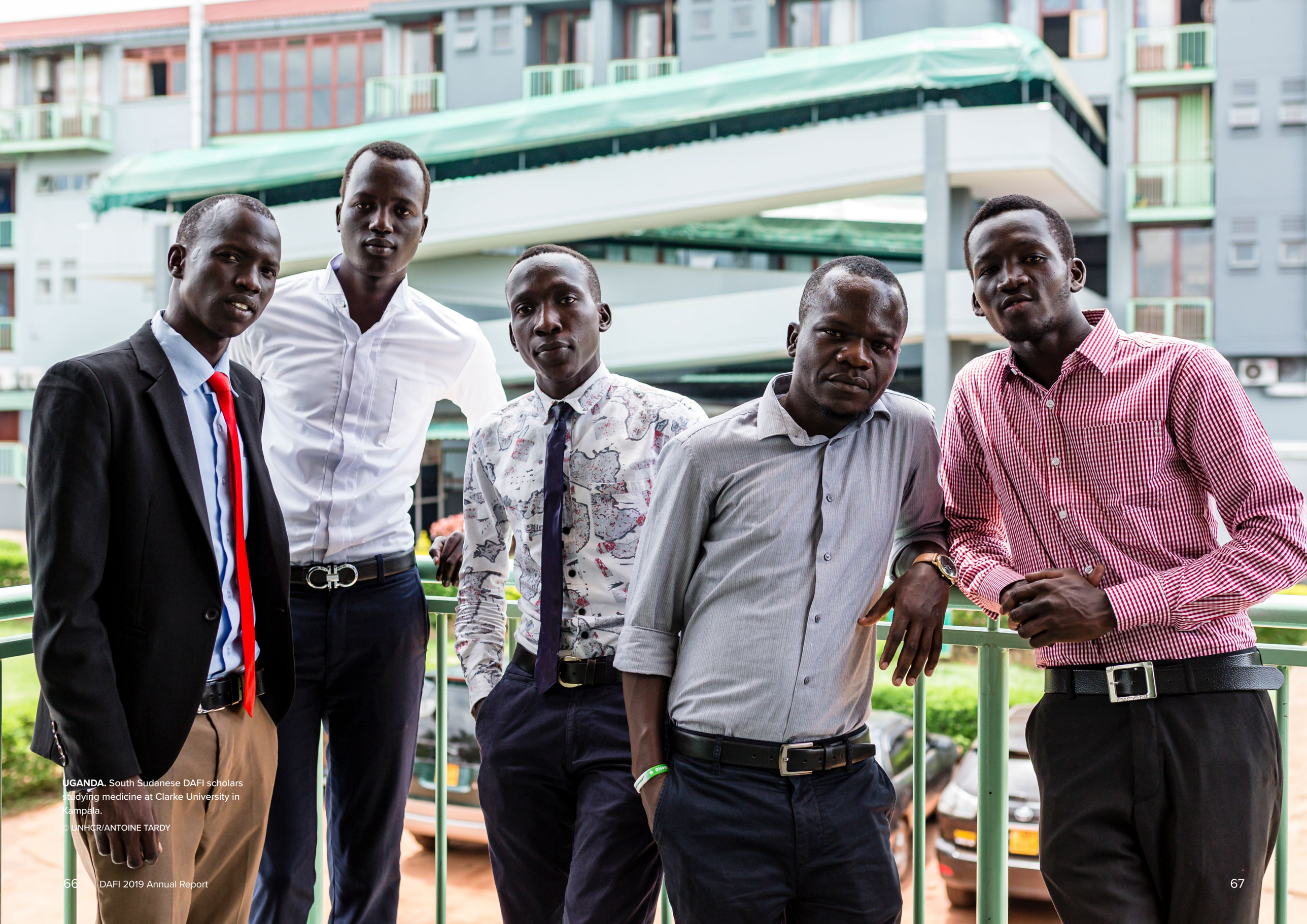
In Rwanda, doing an internship is a requirement for completion of the undergraduate degree and is considered integral to enhancing students' practical skills and employability. The University of Rwanda opened its Career Guidance Centre (CGC) services to students located in a number of provinces outside the capital city, Kigali. The CGC provides comprehensive job search resources, programs and counselling on career development, internships, employment and information on graduate schools. The CGC also facilitates placement of students and graduates through career fairs with prospective employers and site visits to factories, industries and other workplaces to give students first hand knowledge about various career paths and requirements.

In Turkey, Presidency for Turks Abroad (YTB), UNHCR's partner implementing the DAFI programme, organised information sessions on the regulations and the process for obtaining work permits. Qualified DAFI students are able to participate in a new YTB internship programme, which places students in public and private companies and organisations for four-week funded internships coupled with training and travel programmes during the internship period.

> "People with a quality post-secondary education are more employable, earn higher wages, and cope better with economic shocks. A highly skilled workforce comprised of workers who have a solid post-secondary education is a prerequisite for a country's ability to innovate and for its healthy long-term growth."
>
> **World Bank,** *Focus Area: Higher Education, Higher Education Needs to Change to Meet the Demands of a Fast-changing World.*

DAFI graduates in Burundi have the right to work, but most employers require a minimum of two years of work experience before candidates can be considered for employment. As a result, internships fill a crucial gap for DAFI graduates seeking jobs. In 2019, two clinical psychology graduates took up internships at a neuropsychiatric centre, one civil engineering graduate began an internship with a construction company where she supervised several sites, three public health and four nursing graduates began internships in hospitals, and one graduate began a one-month internship supporting the DAFI partner organisation with communications.

Higher education qualifications and professional preparedness continue to support DAFI graduates to successfully transition to employment, such as Iraqi refugee Moheyman Alkhatavi who works as a nurse at the in-patient ward of a hospital in Khuzestan, Iran's most south-westerly province. DAFI students and graduates continuously find ways to utilize their skills and to contribute to their communities, even against the steepest of odds.



UGANDA. South Sudanese DAFI scholars studying medicine at Clarke University in Kampala.

© UNHCR/ANTOINE TARDY

Equal and Inclusive Access

The DAFI programme strives to achieve equal participation of DAFI scholars with a wide range of backgrounds, individual experiences and perspectives. UNHCR's age, gender and diversity (AGD) approach is reflected in the DAFI Policy and Guidelines, which commits to the full participation of diverse students in accessible and inclusive higher education.[19] In the context of the DAFI programme, inclusion of diverse students requires more than simply opening the door wider; country programme staff and students make extra efforts to identify qualified young people from a variety of backgrounds who might not otherwise know about, consider themselves eligible for or apply for a competitive higher education scholarship. Diverse students are encouraged to apply and, in some countries, diversity, protection considerations and other individual experiences are factored into selection decisions.

In Zambia, for example, DAFI programme staff have taken a comprehensive set of steps to ensure that representation of women in the DAFI programme is equal to that of men. Activities towards increasing the participation of female applicants focus on early identification of potential participants and include: calls for applications issued in the three refugee settlements (Mayukwayukwa, Meheba and Mantapala) and in Lusaka, with emphasis on identifying qualified female applicants; five sensitization sessions carried out to encourage parents, guardians and all eligible students to apply; outreach volunteer, community navigators and youth leaders provided training on DAFI scholarship eligibility and procedure; and shortlisting and final selection of students was premised on having 50% representation of qualified women applicants on the scholarship—and the objective was fulfilled.

The resounding message from DAFI students is that a diverse DAFI student body is their expectation and enriches their academic lives and the world around them. Despite strong commitment of refugees, partners and UNHCR, the challenges that face refugees with disabilities, members of minority groups, socio-economically disadvantaged and gender-diverse refugees remain daunting and even dangerous. Lesbian, gay, bisexual and transgender (LBGT) persons, for example, face specific discrimination and are at risk of violence, including sexual and gender-based violence (SGBV), in their home countries and during transit as well as in countries of asylum. In 72 countries[20] same-sex relationships are currently criminalized. In eight, they are punishable by death. But in many others, social norms, traditions and customs make life for LGBT people equally difficult, even if the law is not officially against them. The DAFI programme promotes a welcoming and inclusive environment for all students in all contexts and prohibits discrimination on any grounds. The commitment to equal access and non-discrimination are enshrined in the DAFI programme Policy and Guidelines, including through guidance for in-country calls for application and selection processes, as well as reasonable accommodation and respect for diversity. These commitments are visible in the many activities of the DAFI Clubs (promoting education for girls, HIV awareness, GBV sensitisation and advocacy) and awareness-raising and training sessions offered during annual DAFI events (human rights training, inclusive community development).

In host countries, risks are aggravated, as many displaced people lack legal status and access to support networks and endure hostility towards refugees and other displaced persons.[21] UNHCR operations report that persons of concern belonging to ethnic, linguistic, religious or indigenous groups often face additional risks related to their language, customs, community organisation structures and culture. Displacement challenges the ability of both communities and individuals to preserve these elements, particularly when it comes to marginalization due to linguistic differences and difficulty accessing registration and documentation services.[22]

Participation is key to addressing the real needs of underrepresented and minority voices. UNHCR's AGD Policy and community-based protection approach affirm that, in all respects, persons of concern should be at the center of decision-making and should be supported to utilize their capacities and efforts as agents of change in their families and communities.[23] Full participation depends on factors such as functioning feedback mechanisms, effective referral systems and the rule of law.

The DAFI Policy and Guidelines mirrors these commitments, with provisions to ensure that all students are supported to have safe housing and transportation while undertaking their studies. The guidelines affirm additional measures to ensure women, members of minority groups and those with disabilities have equal access, both in application and selection procedures as well as to education facilities and appropriate teaching and learning materials upon entrance into the programme.

"Our experiences of forced displacement are not just stories. They are knowledge to pass on and learn from. Inclusion of refugees benefits all, refugees themselves and the host communities. We must also ensure inclusion of diverse groups within refugee communities such LGBTIQ people and people with disabilities whose experiences are being constantly erased. Such erasure is violence that prevents people from living their lives to the fullest potential. We cannot claim that everyone counts, when we deny their human rights. For everyone to count, words must translate into actions."

Tina Dixson,
Global Refugee Forum co-sponsor on Protection capacity.

Women as Learners and Leaders

For hundreds of years, higher education was not a welcoming domain for women. Today, however, women are graduating in greater numbers than men in some parts of the world.[24] But this is not the case in the majority of the world's refugee host countries. Lower tertiary participation rates for women in developing countries stem, in part, from social and cultural deprioritisation of girls' education, which then results in lower secondary enrolment and completion rates. Educational de-prioritization often springs from more general gender inequality and discrimination that disadvantages girls and women, such as institutional and structural barriers, discriminatory practices, restrictive gender norms, competing and burdensome household responsibilities. In sub-Saharan Africa, a girl starting school 20 years ago could expect to gain about five years of education throughout her lifetime. Today, that same girl can expect to receive eight years.[25] Evidence suggests that investment in women's participation in secondary and tertiary education is economically worthwhile: women with a secondary school education may earn twice as much money as those with no formal education. Further, women with a tertiary education may make three times as much, and it is the investment in the final years of education that result in the greatest gains.[26]

LEBANON. Yasmine received a DAFI scholarship during her third year at Lebanese University. After completing her Bachelor's, she received a HOPES scholarship to continue with her Master's degree.

© UNHCR/ANTOINE TARDY

Since the 1970s, tertiary enrolment rates have increased dramatically, particularly in regions reporting the lowest initial rates, such as sub-Saharan Africa.[27] Globally, women are enrolling in tertiary education almost twice as often as men. Income, however, is a decisive factor for women's participation at both ends of the tertiary journey: women in poorer countries are not enrolling at the same rates as those in wealthy countries, and across all countries, women's participation in higher education does not result in proportional labour force participation nor wages.[28]

According to the UNESCO World Atlas on Gender in Education, although higher education leads to generally higher income, women often need to have more education than men to get the same jobs. Representation of women in higher education has yet to translate into proportional representation in the labour market, especially in leadership and decision-making positions. Though many women have started to benefit from improved education systems and access to education, they face barriers to the work opportunities readily available to men. Women continue to confront discrimination in jobs, disparities in power, restrictive gender norms, expectations around care of children, the elderly and housework, voice and political representation, and laws that are prejudicial on the basis of gender. As a result, well-educated women often end up in jobs where they do not use their full potential and skills.

DAFI programmes in many countries report these same challenges in efforts to increase the number of women participating in the programme. Lower participation by women in the ten largest DAFI programmes in Africa is part of the reason that rate of participation of women in the programme is consistently around 40%. Female participation in Ethiopia, Kenya, and Uganda stood at only 17%, 26% and 34% respectively, reflecting the real challenge of translating commitment to gender parity into results. Only Bangladesh was lower, with 16% female participation.

The DAFI programme is steadfast in its commitment to the monumental challenge of achieving gender parity. This is in alignment with UNHCR's Age, Gender and Diversity policy, which includes a core action on "women and girls having equal access to economic opportunities, decent work, and quality education and health services".[29] Access to education is central for empowerment processes in terms of gaining knowledge, skills, self-confidence and the opportunity to participate meaningfully in informed decision-making. DAFI clubs often serve as an opportunity for young women to assume leadership roles and to participate in leadership and governance. In Chad, several female DAFI scholars were elected to serve as DAFI club representative liaisons across three student locations and vast geographic distances in the country.

Sharing promising practices among DAFI country programmes is invaluable in ensuring that all country programmes can benefit from effective measures and approaches identified in specific countries. DAFI Clubs and women DAFI students are vital in cultivating the belief that women can and should participate equally in higher education. The DAFI Club in Zimbabwe organised information sessions at Tongogara Refugee Camp to encourage more young women to apply for the scholarship. Sessions included discussion on the challenges of early marriage and the benefits of secondary and tertiary education for girls and women. Ensuring that women and other historically underrepresented groups have equal access, equal voice and equal rights in all aspects of life during displacement remains a pressing global imperative.

Select factors that impact the ways in which girls and boys experience education systems differently:

1. **Constraints within families**
   in many countries, girls take on domestic responsibilities, including the care of younger siblings, and boys may be given preference in choices regarding education.
2. **Constraints within society**
   include pressure for early marriage, sexual harassment and violence in and out of educational settings, religious constraints and vulnerability to HIV and AIDS.
3. **Policies of school system and educational practices**
   are not always empowering for girls, including in the context of curricula, guidance and counseling services, teaching methods, the presence of appropriate female role models and appropriate school infrastructure such as water and sanitation facilities, child-care support and safety.
4. **Benefits of education**
   even when girls achieve parity in access to education or academic performance, this does not always lead to equal benefits of education, especially in the job market of developed countries.

UNESCO, World Atlas on Gender Equality in Education.

Students with Disabilities in the DAFI Programme

Approximately 15% of the world's population has a disability.[30] Across the population of forcibly displaced persons, this amounts to roughly 11 million individuals living with disability. Disabilities are contextual, and people with disabilities are not a homogenous group – they have different capacities and needs and contribute in different ways to their communities. In times of crisis, however, people with disabilities are often further exposed to discrimination, exploitation and violence. Like other forcibly displaced people, they contend with myriad barriers to accessing humanitarian assistance. Most refugee students face barriers to accessing higher education, whether related to funding, documentation, insufficient teaching and learning materials, cultural or other limitations. Students with disabilities face these same barriers and may encounter additional difficulties in accessing physical learning spaces and information, and attitudinal barriers from professionals, peers and within their own families. In 2019, 78 students with disabilities participated in the DAFI programme in 20 countries, though like much data on persons with disabilities, this figure is probably under-representative.

The Convention on the Rights of Persons with Disabilities (CRPD) affirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms—including access to education at all levels.[31] In 2018, UNHCR reaffirmed its commitment to the inclusion of persons with disabilities at the Global Disability Summit, and in 2019 the GCR recognized the importance of disability-inclusive programming and collection of data disaggregated by disability to inform appropriate and evidence-based planning in all areas. The work of UNHCR and partners to ensure access and participation barriers are mitigated for all students, including within the DAFI programme, is guided by three key principles:[32]

Inclusion—is a broad concept that refers to the removal of barriers to enjoyment of rights so that all persons have equality of opportunity with regards to access to services and participation in society. Barriers can be related to policy and law, the physical environment, communication, and social and cultural beliefs. Barriers can manifest in legal frameworks and norms, institutional policies, standard operating procedures and budgets, and in attitudes and

"Disabilities are frequently under-identified in situations of displacement, resulting in critical protection gaps and barriers to accessing food, shelter, inclusive education, health care, [national] protection systems, and livelihood opportunities... Children and youth with disabilities face particularly high risks of physical violence both inside and outside the home. They often have limited access to inclusive education systems and specialized education services. Specialized health services are rarely a given– especially in humanitarian settings–and community-based rehabilitation programmes are seldom an option."

Volker Turk,
former Assistant High Commissioner for Protection, UNHCR

behaviour. The DAFI programme supports policies and practices that allow students with disabilities to participate in all activities on an equal basis with students who do not have disabilities. Thus, it is the responsibility of UNHCR and partner staff to design programmes that are usable and accessible by all students and to make changes to programming to ensure the same opportunities exist for students with disabilities to participate in and benefit from the DAFI programme.[33] Examples include making sure the call for applications is available in a variety of formats, facilitating activities that are inclusive of all DAFI students without exception, and improving awareness among prospective students that the DAFI programme in some countries can provide the appropriate support for students living with disability.[34]

Participation—capitalises on the capacity of refugees to shape the decisions that affect their lives and impact their families and communities. In line with UNHCR's community-based protection approach, persons with disabilities should have equal opportunities to participate in policy and programme formulation, implementation and monitoring processes.[35] Within the DAFI programme, this means that students with disabilities are expected to have the opportunity to participate equally in student leadership, internship and post-graduate placement programmes and to choose their own courses of study and career tracks. In Jordan, one student living with disability participated in maintaining the King Hussein Science Garden as part of her community engagement activities, while another showcased his artwork as part of the first annual DAFI alumni art exhibition. A student with disability in Kenya was selected for a prestigious post-graduate scholarship to continue his studies in the UK (see profile on Daniel Maduk Bol).

Non-discrimination—means that all persons, including those with disabilities, are able to enjoy their rights on an equal basis. In the context of the DAFI programme, all programmes and activities must be universally accessible, which may require the remedy or removal of attitudinal, environmental and communication barriers. Reasonable adjustments should be provided to students who still find barriers to access on an equal basis. Country-level DAFI programmes carry out application and interview procedures that are accessible including to applicants with physical, sensory and other disabilities.

> **"Forced displacement disproportionately affects persons with disabilities who are more likely to be left behind or abandoned. They are often at higher risk of violence, exploitation and abuse, face barriers to access basic services, and are often excluded from education and livelihood opportunities."**
>
> **UNHCR,**
> *Approach to Persons with Disabilities in Displacement*

Technology-assisted tools for learning may be provided to students requiring accommodation, as appropriate.[36] Despite the fact that many host country contexts lack the legal framework and the resources to facilitate reasonable accommodation for students with disabilities, universities are invaluable partners for devising ways to make classrooms and learning and teaching materials appropriate and accessible.

In preparation for the coming academic year, staff from HIAS, UNHCR's partner for the DAFI programme in Ecuador, identify profiles of potential applicants for the DAFI scholarship, including students with disabilities. At the time of the call for applications, proper diffusion of the DAFI scholarship information is ensured through social media and the proactive collaboration of different UNHCR implementing partners present around the country. The call for applications posters and online advertisement and messaging help to encourage young refugees with vulnerabilities or disabilities to participate in the process, and the interview process is proactively inclusive, inviting applicants share any disability-related requirement or other specific measures required to address their needs.

Inclusion of Persons with Disabilities in Higher Education

Even where refugees have full access to education under national law, segregation of facilities for refugees can mean improvised learning centres, often with poor physical accessibility (unmaintained roads, multiple flights of stairs, etc.). Teacher education also matters and staff training for inclusion of students with disabilities is frequently lacking.[37] For those students who succeed through primary and secondary school, young people with disabilities may be relegated to certain courses of study or assumed to be unqualified for higher education.

While education barriers for refugees with disabilities are numerous, DAFI students continue to show that they are not impossible to overcome. Effective inclusion requires safe and accessible learning environments as well as the holistic student support that is at the core of the DAFI programme. The DAFI programme in Rwanda enrolled eight students who have visual impairment. Each student was provided a laptop installed with JAWS software that can record lectures and can read any kind of text. The students were trained on the use of these devices and, subsequently, are able to perform as well as students without visual impairments. The students are still in need of advanced training to enable them to use the devices optimally.

The participation of DAFI students with disabilities in Kenya is supported through a variety of measures, including providing sign language interpreters during selection interviews, placement in higher education institutions that have appropriate infrastructure, such as dedicated vehicles to facilitate mobility around campus, purchase of adaptive learning equipment

> **"The Convention on the Rights of Persons with Disabilities recognizes that impairment alone does not create disability but, rather, it is the failure to accommodate and assist that 'disables'. Such failure is more likely in displacement contexts, which are often therefore more 'disabling'."**
>
> **UNESCO,**
> Global Education Monitoring Report 2019

for students with visual or hearing impairments, and capacity development for DAFI programme staff to better identify and address additional needs of students with disabilities.

Essential to this strategy is working with institutions of higher education to ensure that all learners are supported to achieve their full potential. Half of the 12 students with disabilities enrolled in the DAFI programme in Kenya attend Kenyatta University. Since the founding of its Directorate of Disability Services in 2010, Kenyatta University has pursued the mission "to ensure the full and effective participation of students and staff with disabilities through formulation and implementation of disability policies as well as provision of disability friendly services."[38]

Concrete Actions to Support Inclusion of Person with Disabilities

- Improve **identification** and **data collection**
- **Change attitudes and behaviours**, raise awareness
- Make all facilities **physically accessible**
- Ensure **accountability mechanisms** are inclusive
- Make **information accessible**
- Facilitate **access to assistive technology**
- Mainstream disability and implement **disability-specific initiatives**
- **Strengthen teacher capacity** to teach about disability
- **Consult/involve persons with disabilities** and the organisations of persons with disabilities
- Promote attainment of **comprehensive solutions**
- **Prevent and respond to** all forms of **violence and abuse**

Daniel

DAFI ALUMNI AND MASTERS STUDENT AT THE UNIVERSITY OF BIRMINGHAM IN THE UNITED KINGDOM

Daniel was born in Jonglei State, South Sudan. His father died in the Second Sudanese Civil War, and his mother lives in a refugee camp in Uganda. Among the family's five children, he is the only one who continued studies beyond lower secondary school. Daniel developed physical challenges resulting from polio at the age of three in South Sudan.

'I loved school', Daniel says, 'and back home in South Sudan, every day I used to crawl for 15 kilometres to attend school. My mother used to pad my feet with torn clothes so that I won't get hurt. Eventually, it became unbearable and I dropped out of school.'

'My elder sister carried me on her back all the way from our home to the Lokichoggio border town in Kenya and with the assistance of UNHCR, we arrived in Kakuma refugee camp in 2002. I registered in class 5 at Raja primary school immediately'. Daniel completed his primary school education in 2005. Around this period, education in Kakuma had been scaled down due to the voluntary repatriation process following the peace agreement between Sudan and South Sudan and the subsequent formation of the country of South Sudan. As a result, Daniel missed the opportunity to undertake secondary school in the camp. A well-wisher later supported him to continue his studies until he passed his O-level exams. 'I knew very well my physical disability did not mean my brain was also challenged. I decided to remain focused on my studies. I started teaching in the camp with Lutheran World Federation'.

Daniel studied for a diploma in primary teacher education from Masinde Muliro University of Science and Technology (MMUST) on a DAFI scholarship. Daniel faced many challenges as a new student in a campus hostel. With assistance from the DAFI programme coordinator, the university assigned Daniel a special room to access customized sanitary facilities. Daniel completed his teaching practicum at Ikonyero Secondary School near MMUST. In 2015, he was elected chairperson of the International Students Guild in the Student's Congress, representing the views and interests of international students at the university. He was also elected DAFIKESO (the Kenya DAFI Club) Kakuma representative.

After completing his studies, Daniel became a volunteer teacher at Shambe Primary school in Kakuma refugee camp. Soon after, he was offered a position as an administrative assistant in one of the university campuses and also worked as a zonal leader and community counselor.

MANY PEOPLE USED TO LOOK UP TO ME AS A ROLE MODEL AND I WOULD HELP IN RESOLVING CONFLICT AND BUILDING PEACE AMONG MY PEOPLE.

In September 2019, Windle Trust International awarded Daniel the prestigious Commonwealth Scholarship to undertake a Master of Arts degree in management of special education in developing countries at the University of Birmingham in the United Kingdom. He is expected to complete his studies in September 2020.

KENYA. After graduating on a DAFI scholarship, Daniel worked as a volunteer teacher. Today has is studying a Masters degree in the UK.

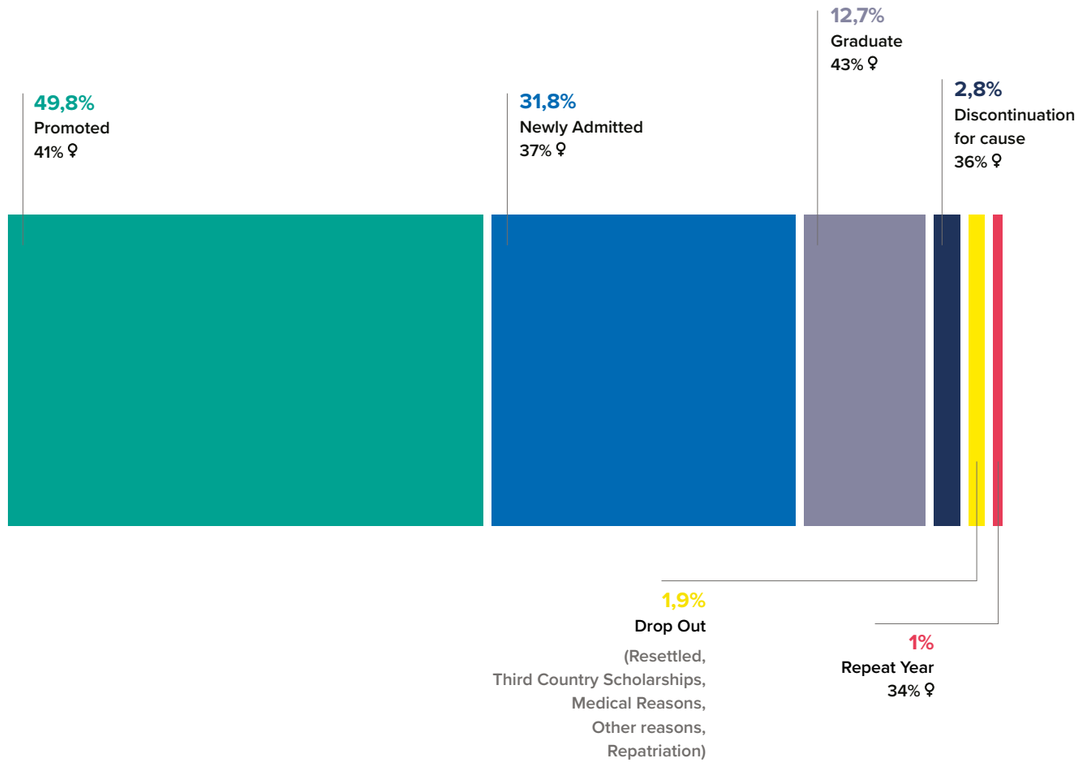
Academic Performance

The barriers that refugees face in accessing higher education did not stop DAFI scholars from excelling in their chosen disciplines. In 2019, 5,691 DAFI scholars successfully passed their exams and were promoted to the next academic year. A further 1,063 students graduated and celebrated their individual achievements in graduation ceremonies across DAFI programme countries.

Throughout their studies, DAFI scholars receive individualised support to address previous educational disadvantages and challenges as they arise. This may mean extra language support to be able to study in the language of instruction, academic tutoring, career guidance or protection services in the case of emergency or family crisis. UNHCR's partner in South Africa, StudyTrust, conducted one-on-one counseling and monitoring session with students to identify challenges and ensure that students who are at risk academically or who face personal difficulties receive support and follow up. Referral to social and legal partners, campus development centres, a designated Mentoring and Support Manager and campus counseling services are utilized to ensure comprehensive support is available to all students. StudyTrust also implemented an online survey to allow students to update their exam results on a quarterly basis; academic standing is verified with university administration.

Peers and campus support structures are especially important in easing the transition into university life where students have missed years of schooling. DAFI scholars often help each other to overcome challenges and succeed in their studies. In many country programmes, students run peer-to-peer study groups as part of DAFI club activities. DAFI students and alumni, through the DAFI club in Rwanda, provided extra teaching courses for students preparing for national primary and secondary leaving exams (P6, S3, S6). Depending on students' needs, country programmes offer bridging courses, information and communications technology (ICT) training, academic tutoring and other educational support. Further, DAFI scholars have access to medical care and counselling to support them to thrive. The comprehensive student support structure contributed to a high retention rate. Only 1% of DAFI students having to repeat an academic year, and only 2% dropped out of the programme.

DAFI Student Academic Status



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Student Support

Regular monitoring of student well-being and access to services has been shown to be a crucial factor in ensuring that DAFI students are safe, healthy and able to participate fully in their academic lives. The components of the student allowance create a comprehensive wrap-around package that allows students to live and study at a level comparable to their peers and to prioritise their studies and personal development.

The DAFI programme in Morocco has adopted a robust student monitoring structure including routine visits to academic institutions and meetings with professors, administrators, community workers and students themselves. In-person monitoring allows DAFI programme staff to develop positive relationships with the universities hosting DAFI students and with individual university staff. Being able to observe students' living and learning conditions also allows DAFI programme staff to identify and address any additional needs that may arise. In Iran, a dedicated telephone hotline was put in place to ensure that DAFI students can access DAFI programme information and request support as needed. The hotline is also a resource for prospective applicants with the hotline receiving an average of 40 calls per day during the DAFI application period in 2019.

DAFI students should be able to find safe housing, have sufficient food and suitable clothing, obtain required books and supplies and utilise public transport as needed. In Benin, home visits allowed DAFI programme staff to identify students who could benefit from improved housing conditions. Students were supported to obtain housing closer to campus, in a more secure location or with a better study environment. Similarly, in Malawi, the implementing partner for the DAFI programme, Jesuit Refugee Service (JRS), negotiated with several universities to accommodate DAFI students in on-campus university hostels, which allows the students to participate more in campus life, avoid costly transportation costs and have better access to all university services and resources.

Access to medical care is another fundamental piece of the student support package. Students need to feel confident that they will be able to obtain health services on campus or via health systems available to refugees in their area, as needed. Some students come to the DAFI programme with pre-existing medical or mental health challenges that may or may not be related to their displacement experience. Most conditions need not prevent them from succeeding at higher education and, indeed, student services provided under the DAFI programme often make a lasting impact on their quality of life and long-term self-reliance. Psychosocial support, access to counselling and referral for specialized services is another important facet of student support. Counselling and medical care may be required to address past experiences of violence, trauma or gender-based violence, as well as current individual or family crises.

Arnaldo

DAFI SCHOLAR IN ECUADOR

'My name is Arnaldo. I am from Colombia. I am 24 years old and I am an international business student at Universidad Tecnologica Equinoccial in Quito, Ecuador. I have been a DAFI scholar since 2018.

When I was younger, I wanted to be an actor, I wanted to act in movies and in plays, but when I finished high school, I found out about the field of international business and ever since I have been passionate about this area of work. I decided to study international business because see a future for myself in large scale business, everything related to trade. I always wanted to travel around the world and discover new cities and places. I feel I am living my biggest dream'.

How have things changed since you became a DAFI scholar? 'My entire life changed since being selected as a DAFI scholar in 2018. Being able to study has given me the opportunity to develop what I consider the most important tool for a person: critical thinking. Being able to study has also helped me become a more mature person, someone better prepared to face the world, and confident about my skills and abilities. It has also given me the opportunity to meet a lot of amazing people from whom I've learnt a lot, like my teachers, my classmates and the other DAFI scholars'.

Can you tell us what you might have been doing if you were not selected as a DAFI scholar? 'Most likely I would be working. Before applying to the DAFI scholarship, I used to work as a waiter in a restaurant. Things were difficult in my house, economically, and my parents weren't able to pay for my tuition, so I definitely had to work. I remember that before becoming a scholar I used to send my CV to many places trying to get a better job so I could start saving for my studies, but I never got an opportunity to do so'.

What is your next step? How you see yourself in the future? 'I really would like to have a job in the maritime transportation field working on import/export processes, because that is what I'm really passionate about. I would also like to start a consultancy business to help entrepreneurs and local businesses to find the tools they need to succeed, using the strategies and information my career is giving me'.

Could you tell us about your health condition? 'I suffer from chronic renal failure since birth, but right now I'm feeling fine. I'm getting medical assistance; I take medication, and three times a week I get my dialysis in a clinic. Usually patients aren't allowed to change their dialysis schedule, but the doctors made and exception in my case because I am studying. Since I became a DAFI scholar, they have given me the chance to choose my dialysis schedule to correspond with my university schedule. Since I became a DAFI scholar, I've never missed a class because of my health condition'.

How do you manage your medical appointments and your studies? 'At the beginning it was really hard, especially when I was in high school, because I had to miss many classes and I was always behind schedule, but right now I go to the clinic three times a week from 4 a.m. to 9 a.m., and after that I get home to study or sleep for a couple hours and then I start my classes in the afternoon. At night I do my homework or get ready for my class the next day. Being a DAFI scholar gave me the opportunity to become more active. I learn and challenge myself every single day, and this had a huge positive impact in my health. Before the scholarship, I had a lot of free time, and I used to think about negative things that made me feel worse, fiscally and emotionally. I could spend the whole day in bed after dialysis just feeling weak and tired, but since I became a scholar the idea of becoming a professional, as well as all of the responsibilities that I must comply with, have given me additional energy that I didn't knew I had, and now I feel fine, both physically and emotionally'.

Can you tell us about your relation with other DAFI scholars and with the people who surround you at university? 'I feel supported and included, by my peers, my teachers and everybody around me at university, everybody is really kind with me. My teachers are always willing to help me with additional classes whenever I need it, so I can keep my good grades. The other scholars of the DAFI programme are also very kind with me, and even though most of them live in different cities, we all share the same objectives, and that generates a very special feeling when we all finally gather in the annual workshop'.

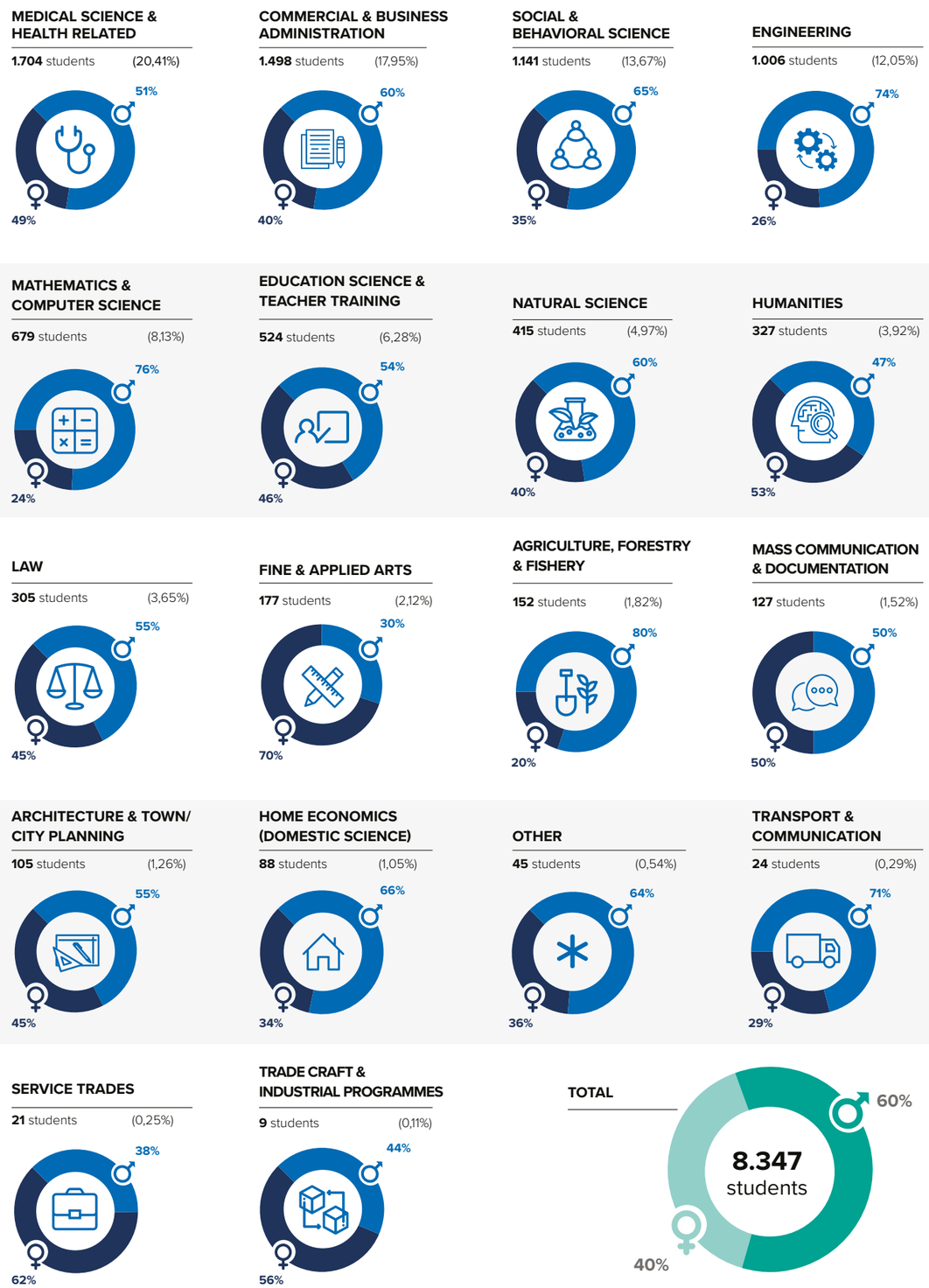
Fields of Study

In 2019, DAFI students were earning their degrees alongside host community students at 925 higher education institutions across the 54 country programmes. DAFI scholars are free to pursue their chosen field of study—the programme does not impose limitations as to certain academic areas or sectors. That said, the largest share of students, amounting to just over 20%, chose to study medical science and health related fields in 2019. DAFI students are passionate about their studies and their chosen fields. A WhatsApp message from one current student to a new DAFI scholar, both studying medicine read, “Welcome to the DAFI family from a fellow student in the noble health profession!” Many DAFI health and medical science students take their knowledge out of the classroom, providing health screenings, disease prevention and other well-being services in under-served refugee and host communities. DAFI medical and health sciences students in Ghana conducted medical outreach in Buduburam settlement alongside the Urban Refugee Project and UNHCR medical officer. Refugees aged 50 and above were provided screening for high blood pressure and diabetes, and counseling for those affected.

Medicine was followed closely by the 18% of DAFI students who took commercial and business administration programmes. Social and behavioural sciences and engineering had 14 and 12% respectively. Women and men were equally likely to study medicine and health, whereas business administration, social sciences and engineering were more popular among men. Fine and applied arts were more popular with women students, while men participated in agriculture, forestry and fishery more frequently than women. The least popular fields in 2019 were transport, service and trade related fields, each with less than 1% of all students.

SWITZERLAND. Refugee delegate visits the Red Cross Museum during the Global Refugee Forum.© UNHCR/ANTOINE TARDY

Fields of Study



Esther

DAFI SCHOLAR AT MAKERERE UNIVERSITY, UGANDA

Esther is a third-year student from South Sudan studying Commerce at Makerere University in Kampala, Uganda. “I don’t know what my life would be like without the scholarship. I come from a very humble family. My parents are uneducated, and I am the only girl from my village who has reached university. For all I know, I could have been forced into marriage by now. DAFI has turned my life around, socially and academically.

Studying at Makerere University in Kampala, Uganda was like a dream for me. I worked hard to get here, but at the beginning I was completely lost. There was no one to mentor or guide me. It affected my performance at first. This is not the standard I am used to, having been an A-student since primary school. Makerere is tough and graduating will not be easy. It was hard to get here and eventually it will be hard to get out! But it will be worth it.

I feel so excited to be here. It feels good to mingle and to be exposed to new people and ideas.

I HAVE SO MANY FRIENDS HERE. WE SHARE OUR STORIES, OUR EXPERIENCES. I AM ACQUIRING A LOT OF KNOWLEDGE AND EXPERIENCE. ONE DAY I WILL TAKE IT BACK HOME AND GIVE IT BACK TO THE COMMUNITY.

UGANDA. Esther is a third-year student in commerce at Makerere University in Kampala.

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Oscar

DAFI ALUMNI IN ECUADOR

Oscar is a former DAFI scholar who works as an English teacher. Born in Colombia, Oscar had to flee his home country due to violence. He arrived in Ecuador in 2009.

"When we first arrived I wondered what my life would be like", Oscar recalls, "my greatest fears were not being able to obtain my documentation or find a job that would give the opportunity to have a quiet, safe life".

Oscar's situation changed when he was selected for a DAFI scholarship, which allowed him to study Tourism at the Universidad de las Americas. After graduation, Oscar started looking for work and ended up being employed as an English teacher in a public school. Oscar fully embraced his new job, quickly noticing that he has a talent for teaching. Today, he is very passionate about his job. "I feel I am contributing with my knowledge to improve the life of my students. Besides teaching them English, I have been able to encourage them to pursue their dreams."

In the future, Oscar would like to further his own education with a degree in Education Studies. Looking back, he concludes:

THANKS TO THE SCHOLARSHIP, DESPITE BEING ALONE IN A NEW COUNTRY, MY LIFE CHANGED COMPLETELY AND NOW, I AM ABLE TO CONTRIBUTE TO THE DEVELOPMENT OF THE ECUADORIAN SOCIETY.

GERMANY. Oscar is a DAFI graduate in Ecuador currently employed as a teacher.

© UNHCR/ANTOINE TARDY

Community Engagement

Volunteering is a core component of the DAFI programme and allows students to share their skills and knowledge and develop new competencies. Community work is a critical way for DAFI students to gain work experience and explore different sectors where professional opportunities are few or restricted. . Community work also strengthens social cohesion among refugees and host communities, allowing refugee and host community volunteers to work alongside one another to address common causes. Crucially, student volunteering brings refugee skills and contributions out of the university and into public life, helping to make visible the positive impact that higher education for refugees can have on the larger community. DAFI scholars in Mozambique worked as emergency community volunteers in the response to Cyclone Idai that struck Mozambique, Malawi and Zimbabwe in 2019. DAFI volunteers assisted with registration of cyclone survivors living in improvised shelters, relocation to more secure settlements, allocation of tents and distribution of core relief items such as solar lamps, kitchen sets and blankets.

In 2019, 3,257 students, or 39% of the DAFI student body worldwide, engaged in volunteer work.[39] Students participated in organised volunteering activities as well as in less formalized roles as mentors, peer advocates and community organisers. DAFI students volunteered with local and community-based organisations and also with international organisations such as Caritas, Care, Humanity & Inclusion, HIAS, INTERSOS, the International Rescue Committee (IRC), Jesuit Refugee Service (JRS), Red Cross, Red Crescent, Save the Children, Terre Des Hommes, UNHCR, UNICEF, UN Volunteers and others.

Community work allows students to respond to real needs they see in their communities and to hone skills that may not be fully developed at university, such as facilitation, community organising, project development, communications and management. The passion with which students respond to the challenges that other young people face is evident: DAFI students frequently initiated volunteering activities to address high drop-out rates among their peers in secondary school, prevention of child marriage and Female Genital Mutilation/Cutting (FGM) and the importance of education for girls. In Rwanda, student outreach activities highlighted the importance of secondary school retention, encouraging young people to stay in school and DAFI students focused on education-related activities for youth, including awareness sessions to underscore the specific link between education, protection and risk prevention for refugee youth.

In Sudan, community engagement activities focused on the value of information sharing to minimize incidence of FGM and early marriage. DAFI clubs in Nigeria also focused on awareness raising about FGM and child labour. In South Sudan, 18 DAFI students organised a debate between secondary schools about the assertion that 'having a professional certification is better than having a child', intended to raise awareness about the impacts of early pregnancy. A DAFI student at the Faculty of Science at Cairo University took part in a community service project promoting women's self-care and hygiene in remote areas through the creation of low-cost sanitary materials. The project was recognized with the grand prize for social responsibility at her university.

MOZAMBIQUE. DAFI student, originally from the Democratic Republic of Congo, takes up volunteer humanitarian role in the wake of Cyclone Idai.
© UNHCR/LUIS FERNANDO GODINHO

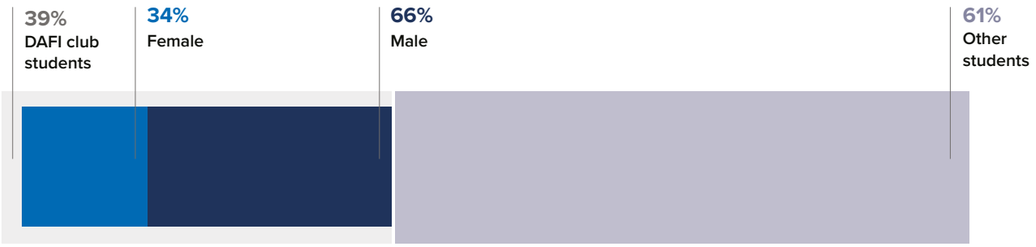
DAFI Clubs

DAFI clubs are student-run networks that are active in most DAFI programme countries. UNHCR country offices and partner organisations support students with setup of the clubs, provide meeting spaces and limited funds for activities. Leadership, organisation, planning and management of each club, however, are undertaken by students. DAFI students take pride in the effective leadership and successful activities and events carried out by club members. In 2019, more than 40 countries had an active DAFI club, some with multiple chapters to account for geographic distance between students.

DAFI clubs provide a platform for collective action and advocacy, including with UNHCR and partners along with students' higher education institutions. In Chad, where students are spread across long distances, DAFI club delegates represent the interests of the students collectively and have successfully lobbied to have their student allowances paid at the beginning of each month in order to better meet the timing of their bills and rent. At Bugema University in Uganda, the DAFI club chairperson was elected president of the university-wide student government, raising the profile and promoting inclusion of refugee students on campus.

DAFI clubs also provide an important platform for new networks for friendship, which benefits the many students who, through displacement, have lost their social networks and face the challenge of integrating to new environments and adapting to campus life. Recognizing the value of networking and mobilizing outside of daily campus life, DAFI students in Egypt organised themselves into three DAFI clubs: one each for Community Service, Social Affairs and Academic Affairs to expand options for student involvement in social activities. Study groups and peer-to-peer communication networks also feature.

2019 saw the 'internationalisation' of DAFI clubs with a number of DAFI students at the forefront of the formation of the Tertiary Refugee Student Network (TRSN). DAFI students serve as regional representatives to the TRSN and some of the large country level DAFI clubs are beginning to forge connections with other clubs to share ideas and to network. It is not clear why more men than women participate in DAFI club activities, though it could be related to the fact that some women have competing obligations in the home or are limited in terms participation in some group activities. What is clear is that young women need to benefit equally from all the opportunities available to develop skills and experience. Even after graduation, alumni often participate in DAFI club activities as a way to remain in contact with their peers in academia, participate in community service activities and to support current scholars.



INDIA. Students participate in DAFI Club activities.

© UNHCR INDIA

The **DAFI Club in India** takes a holistic approach, planning student activities that range from AIDS awareness to SGBV information sessions for adolescents, and from legal rights information sessions for Rohingya youth to prenatal health courses. In 2019, monthly 'DAFI Interactive Sessions' gave DAFI students exposure to a variety of career preparedness and personal enrichment topics including:

- 10 DAFI scholars were invited to join an education campaign with universities that provided 12th grade graduates with information about the admission procedures, required documentation and the types of courses available in each institution.
- A motivational speaker and entrepreneur spoke to the DAFI club on the role of 'entrepreneurship and empowerment in the sustainable economic growth of the individual and society'.
- In June, DAFI scholars held a session on 'Wellness through Yoga' including yoga asanas and a meditation in honor of the International Day of Yoga.
- Several sessions were organised to raise awareness around prevention of sexual exploitation and abuse (PSEA) and gender-based violence (GBV). Scholars later shared their knowledge with younger children during dedicated community outreach projects targeting of Rohingya and Afghan refugee children and youth.

Alumni Networks

With the DAFI programme having experienced rapid growth in the last three years, DAFI is poised to see ever-larger numbers of graduates becoming part of the global DAFI alumni family. The value of student and alumni networks is evident in the recent formation of the Tertiary Refugee Student Network and the growth in the number of DAFI alumni networks worldwide. In 2019, 27 DAFI programme countries had active DAFI alumni networks, up from 17 in 2018. The increase is also partially the result of student and alumni mobilisation to grow and capitalise on their DAFI networks, as well as support for and emphasis on the importance of alumni networks by DAFI country programme managers.

DAFI alumni are proud of the skills and knowledge they have acquired through years of study and hard work. Alumni regularly participate in DAFI club activities alongside current students, sharing their experiences and tips and providing mentorship to younger students. In Zimbabwe, current students have been linked with alumni mentors who share a common field of study. South Africa's active alumni network has over 90 students who participate in a formal structure with elected representatives. They remain connected after graduation through periodic information sharing and alumni lunch events.

In the face of challenges that refugee graduates face in finding internships, traineeships and employment after graduation, DAFI programmes and students alike recognize that networking and peer support are vital resources in competitive and often restrictive environments. For DAFI alumni in Tanzania, for example, movement and work restrictions mean that the only option for most of them after graduation is to return to the refugee camp. With few formal job opportunities in the camp, the DAFI alumni decided to provide in-demand services in the camp such as free English language lessons to secondary students. The alumni group also mobilized funds to support women who need transportation in order to access medical care for FGM related complications outside of the camp. While they see volunteer work as a way to continue to give back to their communities, they are emphatic that more jobs should be available to refugees, especially refugee graduates with valuable skills to contribute.

Charlotte Adjoua Kouame is a DAFI graduate, having studied Business Administration and Education in Ghana. Charlotte organizes guidance sessions for refugee youth, and works as both a teacher and an English-French translator. Charlotte began her career by volunteering in a children's space run by Save the Children in the refugee camp and ultimately applying to teach in the refugee schools in the camp. Having gained some experience, Charlotte won her DAFI scholarship and earned her professional qualification. In 2019, Charlotte attended 'The Other 1%' Conference in Berlin. Upon her return, Charlotte ran for and was elected representative of the DAFI alumni club in Ghana.

GHANA. Charlotte, DAFI alumna in Ghana, works as a school teacher.

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Innovation for Higher Education

Connected higher education uses technology and innovative pedagogies to expand access by combining face-to-face and online learning modalities. It enables students living in remote areas to connect with top universities and to exchange knowledge globally. Since 2010, over 12,500 refugee learners in 23 countries have participated in connected higher education programmes. Expanding connected education opportunities is critical to achieving enrolment of 15% of young refugee women and men by the year 2030.

Connected Learning in Crisis Consortium (CLCC)

Connected higher education programmes complement the DAFI programme by increasing access to quality tertiary education and by providing opportunities for students to improve their skills and academic competencies to qualify for university. The Connected Learning in Crisis Consortium (CLCC) is dedicated to innovative delivery of tertiary education. Co-led by UNHCR and Arizona State University (ASU), CLCC students have access to accredited, cutting-edge blended-learning opportunities. The CLCC brings relevant, flexible higher education programmes to refugee and host community students in both camp and urban settings. CLCC members implement diverse offerings, including diploma courses, associates and bachelor's degrees and English training as well as professional and bridging programmes. For example, CLCC member Kiron Open Higher Education and King's College London create pathways into local universities through their PADILEIA partnership (Partnership for Digital Learning and Increased Access) with Al al-Bayt University in Jordan and the American University of Beirut in Lebanon. ASU collaborated with Jesuit Refugee Service (JRS) in Amman to deliver an instructional course for successful online learning; Bard College then admitted the students into its micro-college programme, and JRS provided critical in-person support. Southern New Hampshire University offers associates and bachelor's degrees in five countries through a competency-based model in which learners must demonstrate mastery over 128 discrete skills. As a network, the CLCC has fostered better coordination among members and partners, and improved connected higher education programming through implementation of its Quality Guidelines.

In 2019, the CLCC held its first transitional leadership election; ASU was chosen to lead the consortium through 2022 and UNHCR was re-elected as co-lead for a second term. One major initiative of the CLCC in 2019 was increased focus on student engagement. CLCC students from a number of programmes joined the CLCC for its annual meeting in June in Copenhagen, both in person and via Webex. The CLCC's Student Engagement Task Force was founded as a standing body within the Consortium and tasked with organising democratic processes for programme representation. Additionally, CLCC students from five countries represented their programmes and their peers at 'The Other 1%' conference. The students spoke about their passion for learning and desire for more of their fellow youth to matriculate to higher education. At the Global Refugee Forum, the CLCC pledged to support greater access to tertiary courses for refugees in order to meet the goal of 15% enrolment in higher education by 2030. Also in 2019, the CLCC received generous support from the Mastercard Foundation to sustain its activities in the following year.

Mobile Learning Week

Mobile Learning Week is an annual event, organised by UNESCO and partners, which convenes education and technology experts from around the world. In 2019, 1500 participants from 130 countries participated in the event that provided the education community, governments and other stakeholders a unique opportunity to discuss the role of Artificial Intelligence (AI) for sustainable development. AI is one emergent technology that will increasingly be used to maximize educational data, quality of instruction, and provide enhanced access to students around the world, including refugee students and others under UNHCR's mandate.

CLCC Digital Playbook

In 2019, the CLCC launched its Digital Playbook, a dynamic and interactive resource comprised of stories, case studies, and testimonials mapped to the four quality guidelines for connected learning in emergency and conflict settings. The Playbook is a repository of knowledge, experience, and evidence to help partners develop innovative and good practice.

Instructional Design for E-Learning (IDEL): A working group of the CLCC

In December 2019, UNHCR, the Ministry of Higher Education in Jordan and an expert team of instructional designers and technologists (3 CLCC members among them) co-designed and delivered a week-long training course in instructional design for e-learning for 50 faculty from 10 universities across Jordan. In response to the government's support for e-learning and the identified need for training in this area, UNHCR convened experts from both national and international institutions to form the IDEL working group, which includes Yarmouk University, Arizona State University, Bard College, Fordham University and Johns Hopkins University, as well as the Carey Institute for Global Good and Centreity Learning Solutions.

The training course familiarized teachers with the tools for designing and delivering connected learning courses at tertiary level and placed special emphasis on when and how to use these tools to maximize learner productivity and engagement. This required a close understanding of both the learner context and the constraints posed by limited connectivity.

JORDAN. Refugee and Jordanian students study side by side at UNHCR's Connected Learning Hub at Nuzha Community Centre in Amman.

© UNHCR

Funding and Work with Partners

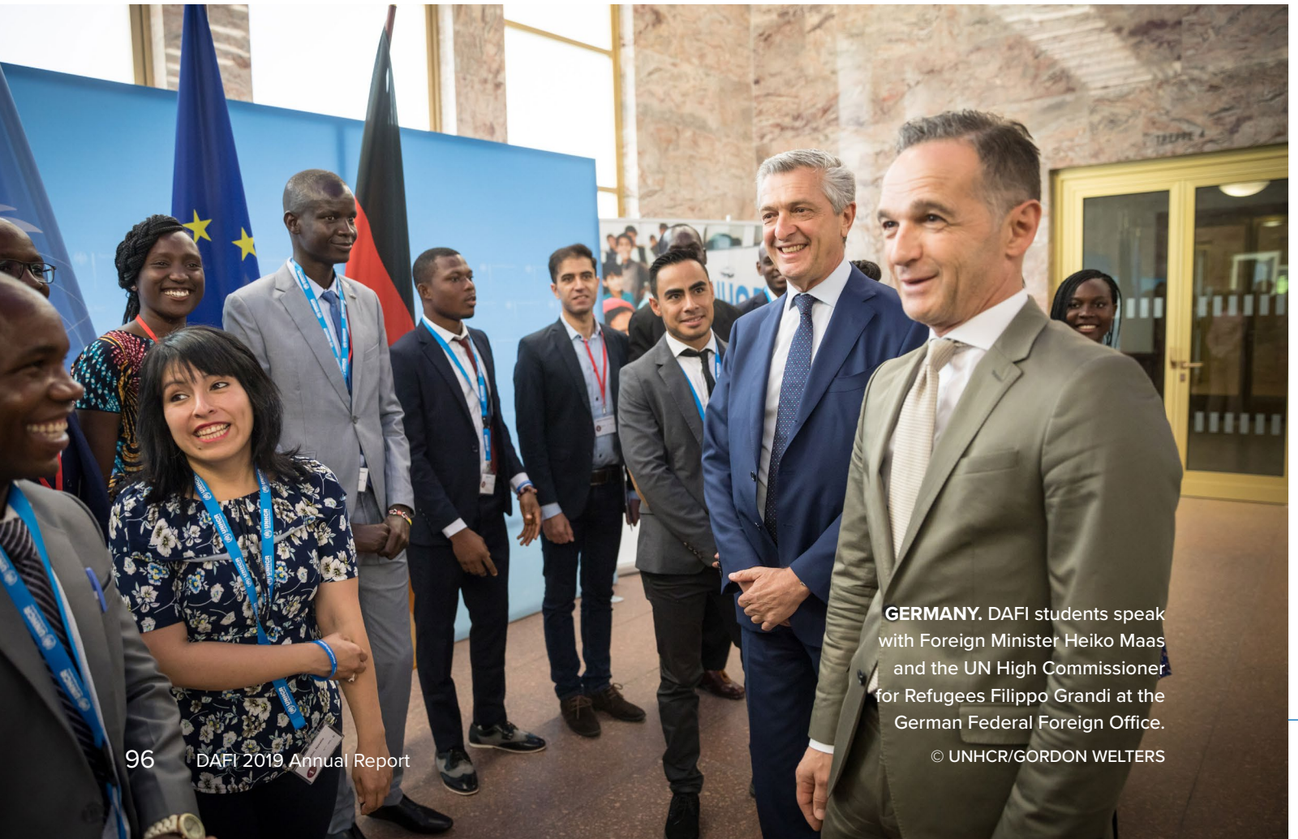
The DAFI programme is committed to a coordinated multi-partner approach to capitalise on the diversity of expertise, networks and partnerships necessary to overcome barriers to higher education for refugees. Country programmes strive to continuously expand the network of local, regional and global partners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

The German government is the primary funder of the DAFI programme, having shown unwavering commitment to educating refugees through the DAFI programme since 1992. The German government demonstrates leadership in the field, inspiring additional private and state contributors to co-sponsor the DAFI programme. In addition to support from the German government, strong partnerships with the private sectors have become increasingly important to the expansion of the DAFI programme through increased funding as well as provision of internships, skills training, mentoring, employment and traineeship opportunities for DAFI students and alumni. These partnerships play a crucial role in strengthening higher education systems, increasing national capacity and resources and supporting innovative education initiatives and advocacy work tied to Sustainable Development Goal 4.

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

In 2019, the DAFI Programme received financial contributions from the German government and private donors. The total budget in 2019 was **USD 22.644.990**[40].

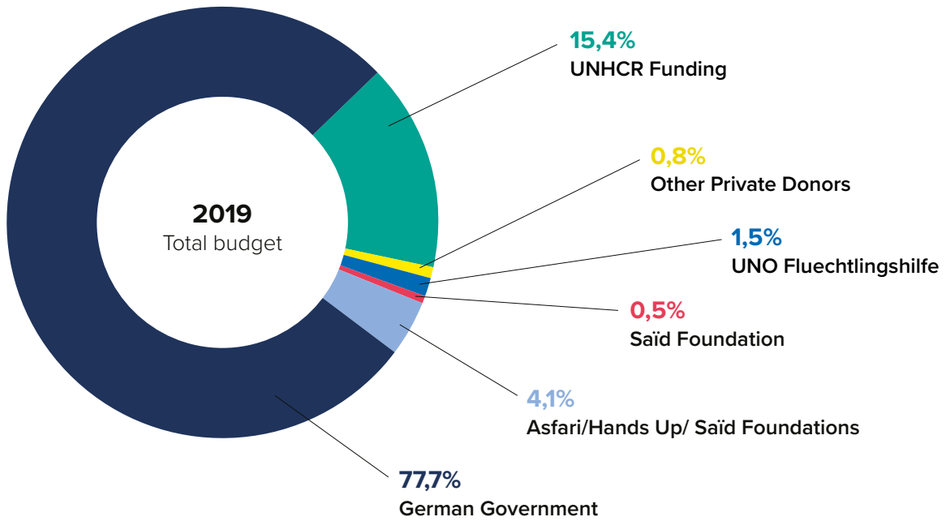
- The German government contributed 78% of the programme budget through its Federal Foreign Office (**USD 17,588,953**).
- Since 2014, the Saïd Foundation, has been supporting Syrian refugee students to access higher education in Lebanon and Jordan. In 2019, it contributed **USD 116,822**, representing 0.5% of the total programme budget.
- Since 2016, a tripartite agreement between three UK based foundations, Asfari, Hands UP and Saïd, has been supporting students in Lebanon and Jordan. Together, they contributed a total of **USD 923,968** in 2019, including a contribution of **USD 59,295** through the Gift Aid funding from the Hands Up for Syria appeal, representing 4% of the total programme budget to support Syrian refugees in higher education.
- UNO Flüchtlingshilfe contributed **USD 329,670** representing 1.5%
- Other private donors contributed **USD 191,461** representing almost 1%
- UNHCR funding in the amount of **USD 3,494,116** representing 15%



GERMANY. DAFI students speak with Foreign Minister Heiko Maas and the UN High Commissioner for Refugees Filippo Grandi at the German Federal Foreign Office.

© UNHCR/GORDON WELTERS

Contributions 2019



Core Funding Partners

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

Saïd Foundation—established in 1982, the Saïd Foundation seeks to improve the life chances of children and young people by providing them with opportunities to receive quality education and care, with a particular focus on those in Syria, Palestine, Lebanon, Jordan and the United Kingdom. The Foundation aims to create a lasting legacy by enabling young people to fulfil their potential, whether by achieving positions of leadership in their future professional fields or by overcoming disadvantages such as disability, through opportunities for learning, skills development and community-based care that will benefit them as well as the wider community.

Asfari Foundation—founded by Ayman and Sawsan Asfari, the Asfari Foundation's mission it is to equip and support young people from Syria, Palestine, Lebanon and the United Kingdom along with organisations that work with them, to become well-educated, productive and engaged citizens working for the common good of their communities and countries. The Foundation's work focuses on helping young people access quality education and make a successful transition to a productive, engaged adulthood; encouraging the development of strong and resilient civil societies that work for the common good; and supporting young people affected by emergencies, largely focused on the Syria crisis.

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

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

Other private donors: NC Soft Korea, Korean Philanthropists, SAP USA and USA for UNHCR (U4U).

Management and Implementation

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

The DAFI management structure capitalises on oversight and budget management at headquarters supporting individual country programmes that reflect the contours of higher education in host countries. The DAFI Policy and Guidelines are the foundation for programme planning, implementation and accountability. Now in its ninth version, the policy and guidelines are consistently undated to reflect the changes and conditions that impact the student experience. The policy and guidelines situate the objectives of the DAFI scholarship programme within the UNHCR programme management cycle and obligations to accountability, transparency and periodic reporting. The DAFI programme strives to be responsive to the changing needs of students and academic communities and is committed to innovation in addressing challenges.

Effective communication between the Education Section and country offices is crucial to the timely, quality implementation of the DAFI programme at country level. The headquarters' team supports country programmes with planning and annual budget allocation, distribution of new scholarships across countries and population groups, financial and operational monitoring, reporting and technical support and advocacy. At the country level, a designated DAFI focal person manages the programme, either directly or in close collaboration with a partner organization. DAFI focal persons communicate and coordinate with multi-functional teams in UNHCR offices, collaborating with a variety of partners including national and local government, national education stakeholders, higher education institutions and refugee communities.

UNHCR offices determination about whether to engage a partner organization for programme implementation is dependent on the number of scholars, the size of the operation and the available capacity of potential partners. Partnerships with local organisations are a valuable way to strengthen and link national education stakeholders and to ensure quality, context-appropriate support for students. In 2019, 28 partners supported UNHCR to implement DAFI programmes at country level. UNHCR and partner staff have access to the newly created DAFI Programme Portal, which went live in 2019. The portal contains an online repository for tools and templates used in DAFI programme management and facilitates the sharing of good practices and global education updates. Webinars on DAFI programme management, planning and budgeting were posted to the portal, for access by UNHCR staff and partners.

JORDAN. Refugee pharmacist Salam brings knowledge and vital support to her community.

© UNHCR/MOHAMMAD HAWARI

Salam

DAFI ALUMNA, UNIVERSITY OF JORDAN

Salam is a Syrian refugee, mother, and trainee pharmacist in Amman. After graduating as a DAFI scholar from the University of Jordan, she is training at a local pharmacy and has become an important bridge between the Syrian community and the healthcare system.

For DAFI graduates, finding work remains a challenge due to the limitations on sectors in which refugees can work in Jordan (manufacturing, agriculture and construction). UNHCR continues to advocate for the Government of Jordan to provide exceptions to the work permit regulations.

THE DAFI SCHOLARSHIP WAS A SPARK FOR CHANGE IN MY LIFE. IT HAS PROVIDED ME WITH ENDLESS OPPORTUNITIES AND GIVEN ME THE MOTIVATION TO SUCCEED.

DAFI Programme Partners

Country	Partner
Africa	
Burundi	Refugee Education Trust International (RET), Burundi
Cameroon	Plan International
Chad	Jesuit Refugee Service (JRS), Chad
Ethiopia	Association of Ethiopians Educated in Germany
Ghana	Christian Council of Ghana
Kenya	Windle Charitable Trust, Kenya
Malawi	Jesuit Refugee Service (JRS), Malawi
Mali	Stop Sahel, Association Malien
Senegal	Office Africain pour le Développement et la Coopération (OFADEC)
South Africa	Studytrust
South Sudan	Lutheran World Federation (LWI)
Sudan	Windle Trust International
Tanzania	Relief to Development Society (REDESO)
Uganda	Windle International Uganda
Zambia	Caritas
The Americas	
Ecuador	Hebrew Immigrant Aid Society (HIAS)
Asia	
India	Bosco Organisation for Social Concern and Operation (BOSCO)
Pakistan	Inspire Pakistan
Tajikistan	Refugees, Children & Vulnerable Citizens (RCVC)
Europe	
Turkey	Presidency For Turks Abroad And Related Communities (YTB)
Middle East	
Algeria	Association des Femmes Algériennes pour le Développement
Egypt	Catholic Relief Services (CRS)
Jordan	Noor-Al Hussein Foundation
Lebanon	World Learning International
Mauritania	ONG ACTIONS Mauritania
Morocco	Fondation Orient Occident
Syria	Ministry of Education
Yemen	INTERSOS Italy

SWITZERLAND. DAFI alumna Adhieu Achuil Dhieu Kueth co-facilitates a panel on expanding access to tertiary education opportunities for refugees at the Global Refugee Forum.

© UNHCR/MARKEL REDONDO

Country Factsheets

GERMANY. Refugee students and alumni take part in 'The Other 1 %' conference in Berlin.
© UNHCR/ANTOINE TARDY

Please note: Factsheets are not available for Eritrea or Bangladesh. The programme in Eritrea closed in 2019.

Afghanistan

Higher Education Institutions

1 Public

40 students
20 ♀

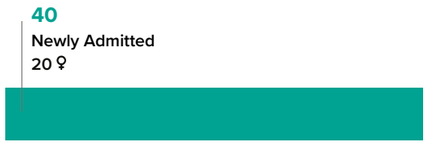
Programme commenced in 2019

Implementation Modality
UNHCR

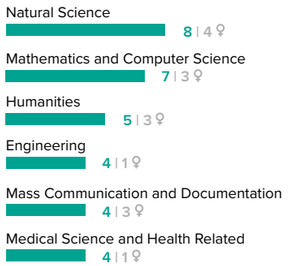
2019 Budget
USD 84,000

Average Scholarship
USD 2,100

Students in 2019



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- The DAFI scholarship programme was launched in 2019 targeting former refugees who have returned to Afghanistan.
- 12 awareness sessions reached over 10,000 returnee youth and over 10,000 programme information leaflets were distributed to provide information and raise awareness about the DAFI programme.
- A hotline managed by female staff and an email address dedicated to enquiries from female candidates support the equal participation of women. Gender parity was achieved.
- A Letter of Understanding was signed between UNHCR and the University of Kabul to facilitate implementation of the DAFI scholarship programme.

Protection and Learning Environment

- Afghanistan is Party to the 1951 Convention and 1967 Protocol.
- The protection situation in Afghanistan is characterized by ongoing conflict and resulting high levels of internal displacement, civilian casualties and human rights violations. The humanitarian consequences of continued insecurity, coupled with natural hazards and socio-economic instability, have wide-ranging impacts in all regions and facets of life in Afghanistan, including on education.
- These factors affect the country's capacity to absorb returning Afghan refugees and those displaced within the country, often leading to secondary displacement, onward movement to provincial capitals and negative coping mechanisms such as early/forced marriages and child labour.
- Women and girls in particular are deprived of basic rights, including access to education, in addition to being disproportionately impacted by gender-based violence.

Algeria

Higher Education Institutions

60 Public

171 students
106 ♀

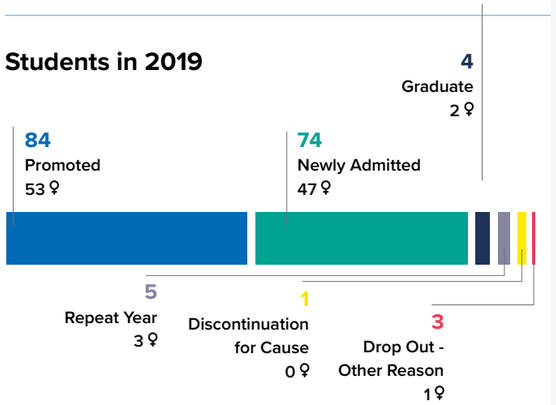
Programme since 2008

Implementation Modality
UNHCR for Sahrawi students
Partner: Association Femmes Action et Développement for non-Sahrawi students

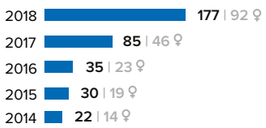
2019 Budget
USD 191,133

Average Scholarship
USD 1,118

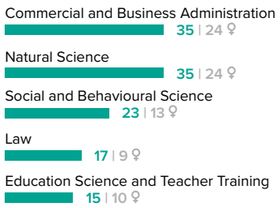
Students in 2019



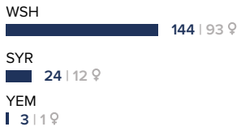
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- UNHCR and DAFI students conducted awareness and sensitization campaigns in schools in five refugee camps to introduce students to the DAFI programme as a means to motivate them to stay in school and succeed in their studies.
- Activities and campaigns also addressed the importance of education, minimizing school dropout, personal hygiene, as well as social activities and entertainment for younger children in the primary schools.
- The annual DAFI meeting was attended by 70 Sahrawi students along with DAFI alumni, UNHCR staff, education partners, refugee leadership and education authorities from the host community.
- A Sahrawi female DAFI alumna won the Mwalimu Nyerere Scholarship to undertake Masters degree studies.
- 25 non-Sahrawi refugee students based in urban areas received DAFI scholarships in 2019; the students received supervision, preparation and language course, as well as needs-based psychosocial support.

Protection and Learning Environment

- Algeria is Party to the 1951 Convention and 1967 Protocol.
- Sahrawi refugees are recognized as prima facia refugees by the Algerian government under the 1969 African Union Convention. Sahrawi refugees are given full access to public health facilities and education systems at all levels under the same conditions as nationals.
- As of end of February 2020, 10,689 non-Sahrawi persons of concern were registered with UNHCR Algeria, 90% of whom originate from Syria.

Azerbaijan

Higher Education Institutions

3 Private **5** Public

17 students
9 ♀

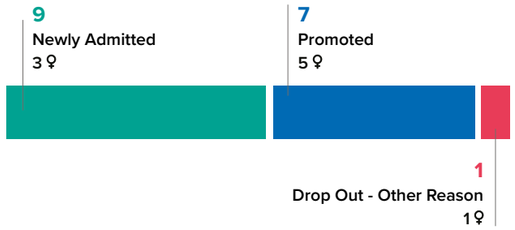
Programme since 2009

Implementation Modality
UNHCR

2019 Budget
USD 55,613

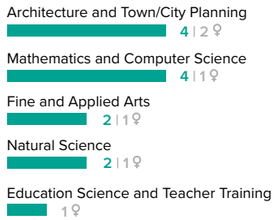
Average Scholarship
USD 3,271

Students in 2019

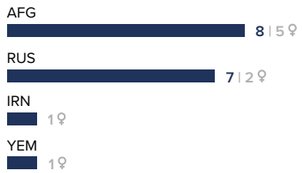


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- Private sector firm, Azersun Holdings, hosted three DAFI students as interns for the first time.
- DAFI students formed a WhatsApp group to facilitate better connection and communication; students use the the platform to ask questions and share concerns. It was also useful for disseminating announcements and messages from UNHCR.
- DAFI students participated in Refugee Cultural Days and in the #StepWithRefugees campaign.
- DAFI students received financial support to pursue English language and other pre-professional skills development to improve their competitiveness in the labour market.

Protection and Learning Environment

- UNHCR advocated for expanded access to residence permits and rights for legal employment, including for DAFI graduates. Even with the required documentation, high annual fees for registering labour contracts makes hiring of refugees difficult for employers.
- Azerbaijan is Party to the 1951 Convention and 1967 Protocol. The national law “On the Status of Refugees and Displaced Persons” was adopted in 1999.
- Refugees have access to free primary and secondary education and primary healthcare services. Access to higher education is difficult due to limited availability of free study places at public universities and substantial tuition fees that otherwise apply.
- Refugees with a foreign secondary school completion certificates pay significantly higher international student fees. Indirect study costs pose an additional burden for those interested in pursuing higher education.

Botswana | Namibia

3 students
1 ♀

Programme since 1994

Higher Education Institutions

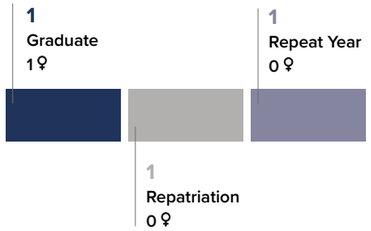
2 Public

Implementation Modality
UNHCR

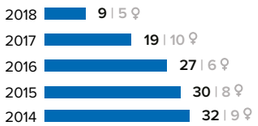
2019 Budget
USD 5,050

Average Scholarship
USD 1,683

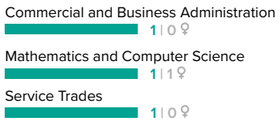
Students in 2019



Scholarships Over Time



Top 3 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- Due to an increase in the number of refugees in the country, Namibia has been allocated eight new scholarship slots for 2020; the Botswana programme is being phased out with no new intakes for 2020.
- In Namibia, preparatory activities have been conducted to select applicants for the 2020 academic year, including disseminating information to target groups with the support of the new implementing partner Society for Family Health (SFH), receipt of applications, liaison with universities and revival of the DAFI committee.
- Graduates in Botswana and Namibia stay connected through social media. The students and alumni use social media platforms for information sharing, moral support and networking.
- Student support activities in Namibia are planned for the new cohort of DAFI students to start in 2020. These activities include regular engagements and follow-up sessions with students to ensure that they are receiving the needed support and are active in setting up a DAFI alumni network.

Protection and Learning Environment

- Both Botswana and Namibia are Party to the 1951 Refugee Convention and 1967 Protocol.
- Refugees and aslylum seekers have access to free primary and secondary education within the national systems of both countries. Both Botswana and Namibia have reservations concerning several areas of the the 1951 Refugee Convention.
- Asylum-seekers and refugees in Botswana benefit from a comprehensive humanitarian assistance program, including food and non-food items, water, sanitation, education, psychosocial services

Burundi

127 students
40 ♀

Programme since 2008

Higher Education Institutions

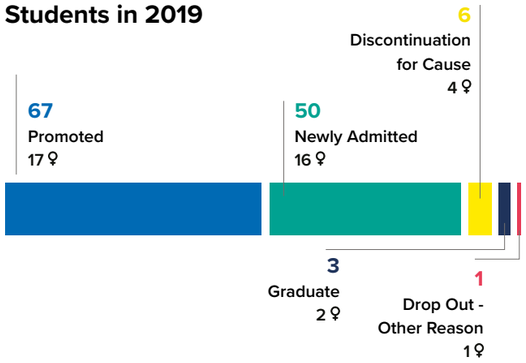
5 Private

Implementation Modality
Partner: RET International

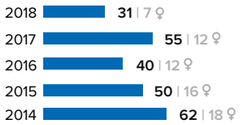
2019 Budget
USD 212,553

Average Scholarship
USD 1,674

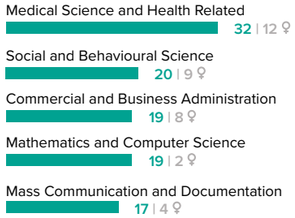
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- UNHCR and Agence Universitaire de la Francophonie (AUF) partnered on a cost-sharing modality to support 20 young refugees in their university studies at an AUF member university in Ngozi; DAFI pays for student allowances.
- The DAFI Club was recognized and approved by the Burundian Ministry of Home Affairs. Club members participated in World Refugee Day activities including collecting clothes and other items to assist people in need.
- Extracurricular trainings for DAFI scholars focused on workplace skills such as personal organisation, time management, stress management and public speaking.
- 55 students participated in a 3 day training on financial management.
- The alumni network utilises WhatsApp and Facebook groups to facilitate information sharing about professional opportunities and alumni activities.
- Four DAFI graduates found employment: two as secondary school teachers, one with an NGO and one with a commercial company.
- Three DAFI graduates found professional internships for six months: two at the Neuropsychiatric Center of Kamenge and one with construction firm.

Protection and Learning Environment

- Burundi is Party to the 1951 Refugee Convention and 1967 Protocol.
- Refugees have the same rights as nationals to move freely and undertake income generating activities and education.
- Refugees have the right to work in Burundi with an easily available work permit, and opportunities for employment in the private sector.
- Urban refugees are integrated into the national education. For tertiary education, refugees may access private institutions under the same conditions as nationals but must pay international student fees to enroll in public institutions.

Cameroon

Higher Education Institutions

31 Private **10** Public

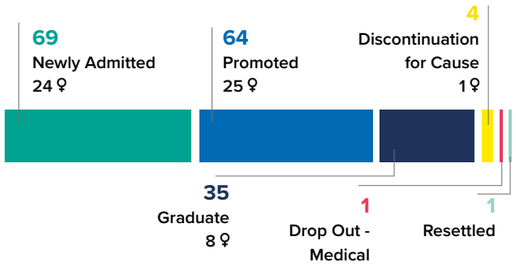
174 students
58 ♀
Programme since 1992

Implementation Modality
Partner: Plan International

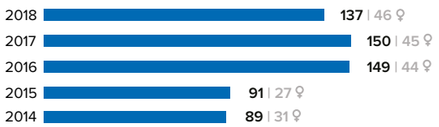
2019 Budget
USD 417, 848

Average Scholarship
USD 2,401

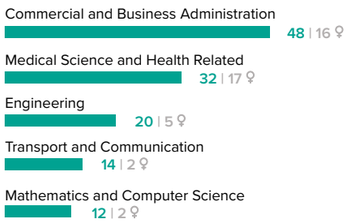
Students in 2019



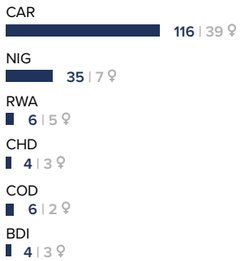
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- One DAFI student was selected to participate in the Global Youth Advisory Council (GYAC) of UNHCR.
- Partnership between UNHCR and FNE (National Employment Fund) enabled capacity building for refugees seeking salaried employment or setting up income-generating activities.
- Agence Universite Francophone (AUF) provided training on documentary research, the use of the New Francophone University Space (BNEUF) Library and French as a foreign language.
- The DAFI 'girls leadership group' participated in a 'Clowns without Borders' event for the benefit of vulnerable refugee children in Yaoundé.
- Fourteen DAFI graduates obtained employment: seven in private sector companies (Nexttel, Crédit Lyonnais, Assurance ASCOMA, SORACO); five as bilingual teachers at a primary school in Minawao camp; and one at an NGO in the Central African Republic.
- Workshops on job search techniques and entrepreneurship were provided to DAFI scholars in collaboration with three professional recruitment firms.

Protection and Learning Environment

- Cameroon is Party to the 1951 Convention, its 1967 Protocol and the 1969 OAU Convention.
- Although refugees have the same access as nationals to public services, including education, the spread of the conflict in Cameroon since 2014 continues to impact communities and negatively affects access to services.
- Some private universities offer reduced tuition fees for refugee students.

Chad

Higher Education Institutions

10 Private **3** Public

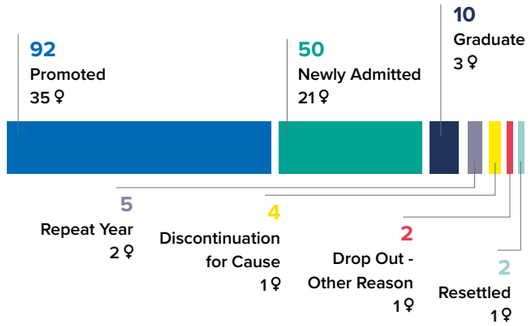
165 students
64 ♀
Programme since 2012

Implementation Modality
Partner: Jesuit Refugee Service (JRS)

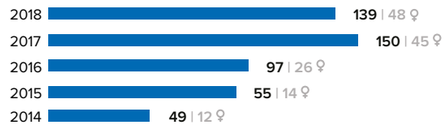
2019 Budget
USD 497,359

Average Scholarship
USD 3,014

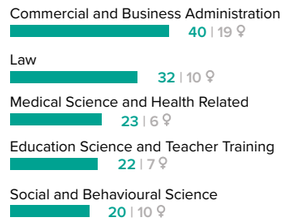
Students in 2019



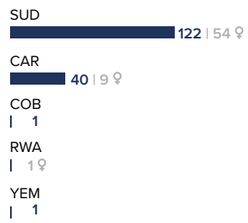
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- Strong relationships with hosting universities and stakeholders led to improved academic monitoring of DAFI students and reduced the drop-out rate from previous years.
- Thirteen Memoranda of Understanding (MoUs) have been signed with universities; seven established equal tuition fees for refugees and nationals at specific public universities and six were signed with private institutions for 50% reduction in tuition fees for refugee students.
- The active participation of the DAFI club led to high community engagement and integration of refugee youth with host community youth during activities and on campus.
- Twenty-four graduates found employment; three graduates continued to Masters level studies; five are interns in health centres in southern Chad; one is an intern at the Société Nationale d'Electricité in Moundou; and one is an intern at the justice department in Abéché.

Protection and Learning Environment

- Chad is Party to the 1951 Refugee Convention and 1967 Protocol.
- Refugees have access to education services at all levels in Chad.
- Ongoing advocacy for inclusion of refugees in higher education opportunities has demonstrated results including the French Embassy Masters scholarship supporting nine refugees, UNHCR's Mixed Movement partial scholarship, which supported 509 refugees and 89 Chadians in undergraduate studies, and the JRS partial scholarship support for 58 students.

Ecuador

Higher Education Institutions

20 Private **5** Public

45 students
29 ♀

Programme since 2005

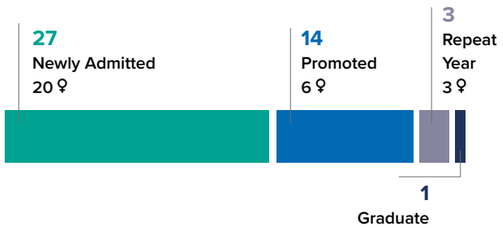
Implementation Modality

Partner: Hebrew Immigrant Aid Society (HIAS)

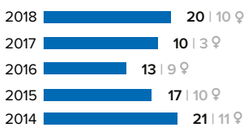
2019 Budget
USD 109,198

Average Scholarship
USD 2,427

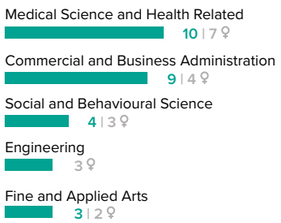
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- Qualified female applicants with specific needs were given priority during programme selection and over 50% of scholarships were awarded to women.
- Once selected for the DAFI programme, students' academic progress and psychosocial needs are monitored by an assigned psychologist, ensuring holistic support to students.
- More than half of DAFI students are enrolled in accredited higher education Technical and Vocational Education and Training (TVET) programmes.
- Two DAFI alumni participated in 'The Other 1%' international expert conference on refugee higher education in Berlin, Germany, and one student participated in the Global Refugee Forum in Geneva, Switzerland, elevating the voice of young refugees in Ecuador.
- In June 2019, DAFI students across the country participated in the World Refugee Day events organised by HIAS and UNHCR. DAFI students took part in entrepreneurship fairs and led recreational activities for children.

Protection and Learning Environment

- Ecuador is Party to the 1951 Refugee Convention, its 1967 Protocol and other instruments of international human rights and refugee law.
- The legal framework in Ecuador provides refugees and asylum-seekers the same rights as Ecuadorians. Refugees and asylum seekers have the right to work in Ecuador, but lack of knowledge among emolyers and tendency to hire nationals, among other challenges, limits refugee economic inclusion.

Egypt

Higher Education Institutions

5 Private **23** Public **12** Semi (HE Institutes)

499 students
253 ♀

Programme since 1993

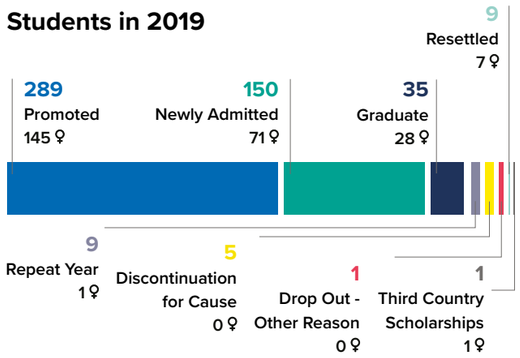
Implementation Modality

Partner: Catholic Relief Services (CRS)

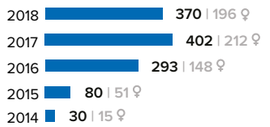
2019 Budget
USD 915,819

Average Scholarship
USD 1,835

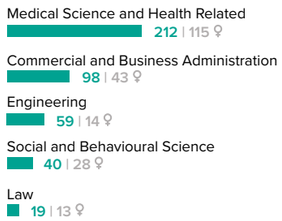
Students in 2019



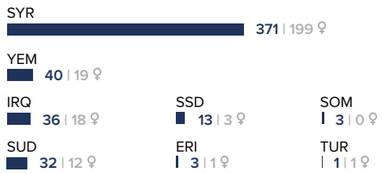
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights

- CRS instituted a robust case management approach including individual monthly check-in meetings with all students and tailored student action plans.
- CRS and UNHCR formed three DAFI social clubs: the Academic Affairs Club, the Social Affairs Club and the Community Services Club. An online platform was created for DAFI alumni to share internship and work opportunities.
- Together with UNHCR and the German Embassy in Cairo, the DAFI program organised a graduation and welcome event attended by 307 scholars, graduates, top academic achievers and newly enrolled students.
- 100 students participated in employability skills trainings in Cairo, Alexandria and Damietta to prepare for internships, volunteering and post-graduation opportunities.
- 125 students secured an internship in 2019.
- Two DAFI graduates are completing their master's degrees at the American University and at the German University, both in Cairo.

Protection and Learning Environment

- Egypt is Party to the 1951 Convention and 1967 Protocol, with reservations regarding articles pertaining to education, access to public services, and access to the labor market.
- Private universities are technically accessible to all refugee populations, however, aside from Syrians and Egyptians with high school certificates, refugees must apply as foreign students and pay international tuition rates.

Ethiopia

Higher Education Institutions

26 Public

1,017 students
177 ♀

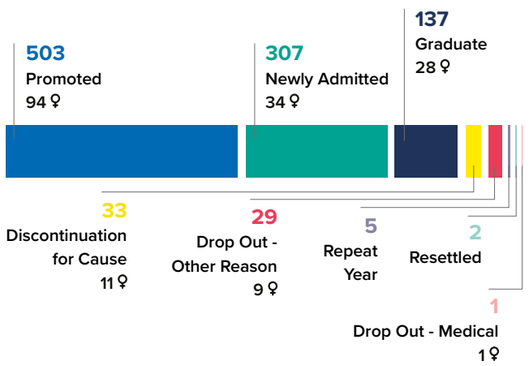
Programme since 1993

Implementation Modality
Partner: Association of Ethiopians Educated in Germany (AEEG)

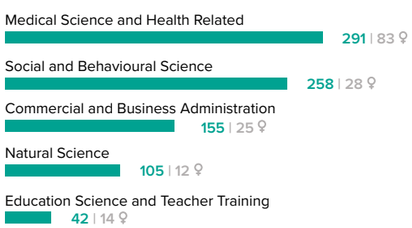
2019 Budget
USD 545,311

Average Scholarship
USD 536

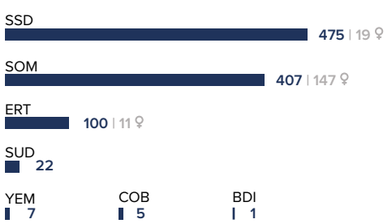
Students in 2019



Top 5 Fields of Study



Countries of Origin



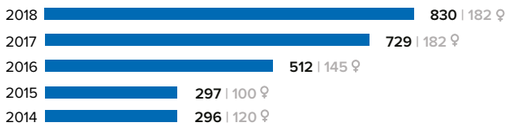
2019 Programme Highlights/ Achievements

- 15% of DAFI scholars earned distinction grades in their studies.
- DAFI students conducted catch-up and tutorial classes in refugee camps, particularly for girls, in order to support academic success.
- DAFI scholars participated in training on CV-writing, job search, entrepreneurship and communication skills.
- DAFI students are provided information on postgraduate education opportunities, including through programmes offered by the German Academic Exchange Service (DAAD) programme and the University Corridors Project for Refugees.

Protection and Learning Environment

- Ethiopia has ratified the 1951 Refugee Convention and 1967 Protocol.
- Ethiopia is one of the largest refugee-hosting countries in Africa with the majority of refugees originating from South Sudan, Somalia and Eritrea. Most refugees in Ethiopia reside in camps.
- The Government of Ethiopia subsidizes 75% of the education costs for the DAFI scholars in order to increase the number of students enrolled and supported in higher education.
- Ethiopia was represented at the first Global Refugee Forum in December 2019 by the Deputy Prime Minister, who announced four new pledges to improve the lives of refugees and host communities.

Scholarships Over Time



Ghana

Higher Education Institutions

11 Private **12** Public

97 students
44 ♀

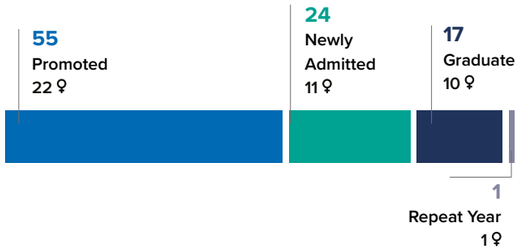
Programme since 1993

Implementation Modality
Partner: Christian Council of Ghana (CCG)

2019 Budget
USD 322,532

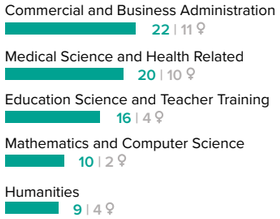
Average Scholarship
USD 3,325

Students in 2019

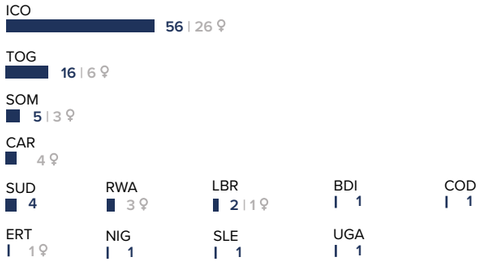


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- 24% of final-year scholars achieved a 'first class' academic level.
- Four graduates were selected, out of 300 applicants, to participate in the UNFPA Youth Leaders (YoLE) Fellowship Program.
- DAFI scholars attended the World Refugee Day Celebration in Egyeikrom Camp, where they donated funds to the camp school and for health screening. DAFI scholars also participated in the '16 Days of Activism' against gender based violence campaign, in collaboration with UNFPA Ghana.
- One DAFI scholar was selected as 'The Best Delegate (Security Council)' at the Ghana International Model United Nations (GIMUN) Conference.
- 18 DAFI scholars (6 women and 12 men) undertook internships in areas of health, teaching, information technology, translation and business studies.
- DAFI graduates continue to take up positions with UN agencies through the United Nations Volunteers programme. Nine graduates started the UNV engagement in 2018. After the end of the UNV contract, four have been retained by their agencies: two graduates are with UNFPA, one is with UNICEF, and one found full employment with IOM.
- DAFI students met with the German ambassador and presented a certification of appreciation to the German Government.

Protection and Learning Environment

- Ghana is Party to the 1951 Refugee Convention and its 1967 Protocol as well as the 1969 OAU Convention.
- Refugees have the right to work provided they have a work permit issued by the Ghana Refugee Board (GRB).

India

Higher Education Institutions

8 Private **9** Public

62 students
26 ♀

Programme since 2002

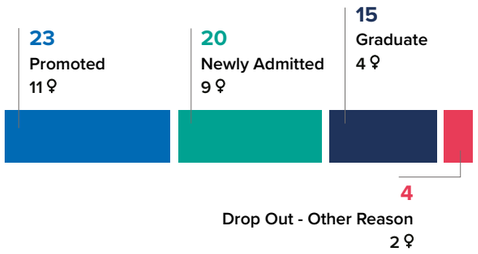
Implementation Modality

Partner: Bosco Organization for Social Concern and Operation (BOSCO)

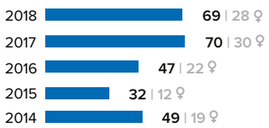
2019 Budget
USD 60,460

Average Scholarship
USD 975

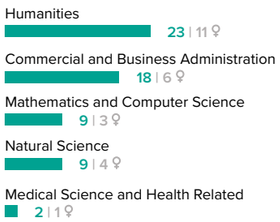
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- DAFI club activities included participation in Youth Meet, an AIDS awareness rally, and the '16 days of Activism' campaign.
- DAFI scholars implemented a community project addressing health and legal awareness for women and stress management for youth, and provided arts and crafts activities for children.
- DAFI scholars visited various public schools to celebrate the International Day of Education and to promote peaceful coexistence among students. They conducted activities to increase awareness of SGBV amongst children through explaining concepts of safe/unsafe/unwanted touch.
- 23 alumni are in formal employment and DAFI alumni participated in the induction and orientation workshop for new students.
- DAFI students participated in interactive sessions on the topics of 'job search skills and employability' and 'entrepreneurship and empowerment'.
- Four DAFI scholars completed internships; one at The Child Trust organisation, one at the Human Hope Foundation and two at PACE 360. One student was employed following the internship, along with a commitment from the employer to support more refugees.

Protection and Learning Environment

- India is not Party to the 1951 Refugee Convention nor 1967 Protocol.
- UNHCR in India works with the Ministry of External Affairs and Ministry of Home Affairs for the protection of refugees.
- Refugees are entitled to access basic services, such as health care, primary education and legal remedies.

Iraq

Higher Education Institutions

3 Private **14** Public

275 students
160 ♀

Programme since 2016

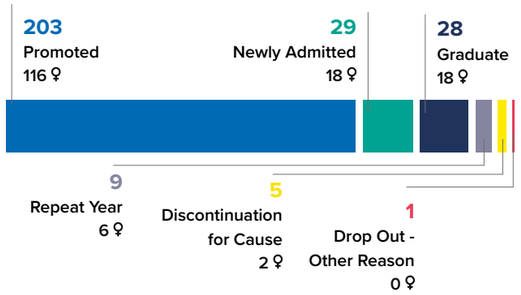
Implementation Modality

UNHCR

2019 Budget
USD 1,576,481

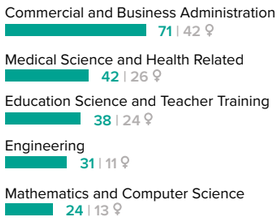
Average Scholarship
USD 5,733

Students in 2019

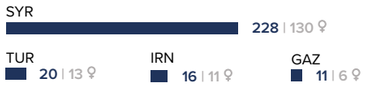


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- The DAFI programme expanded to the Central and Southern governorates of Iraq, enrolling 10 Baghdad-based refugee scholars, in addition to ongoing support for DAFI scholars in the Kurdistan Region of Iraq (KR-I).
- The University of Duhok–College of Medicine generously committed to cover tuition and allowances for two years of study, in addition to the four years of support provided by DAFI, to allow students to complete their full six-year medical programme.
- UNHCR prioritises its strong relationships with institutes of higher education, with a focal point to each university where DAFI students are enrolled and regular meetings to maintain open communication channels.

Protection and Learning Environment

- Iraq is not Party to the 1951 Convention or 1967 Protocol.
- The protection environment for refugees in Iraq is generally favourable, and students from all demographic backgrounds are allowed to study in state universities.
- Strong gender parity is reflected in the application pool, with women representing 56% of DAFI applicants in 2019.
- Political, social, economic and policy dynamics in both the Kurdistan region and Central and Southern Iraq are volatile, with a high degree of unpredictability irrespective of careful programme planning.

Iran

Higher Education Institutions

21 Private **55** Public

478 students
307 ♀

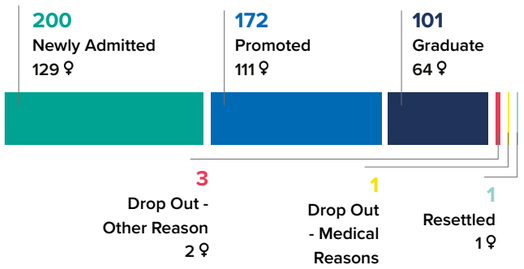
Programme since 1995

Implementation Modality
UNHCR

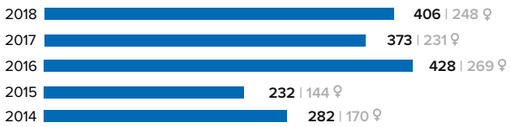
2019 Budget
USD 365,892

Average Scholarship
USD 765

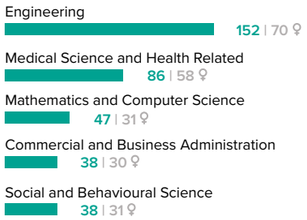
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- UNHCR offices across the country provide information and counselling to potential demale candidates and in 2019, women comprise 60% of DAFI scholars.
- UNHCR, the German Embassy and DAFI scholars attended a 'first family gathering' to discuss issues related to refugees and higher eudcation.
- UNHCR maintained a hotline to support and respond to queries from DAFI scholars and about the DAFI programme for potential candidates. An average of 20-25 individual queries were received daily throughout the year, and 35-40 queries were received daily during the registration period.

Protection and Learning Environment

- Iran is Party to the 1951 Refugee Convention and 1967 Protocol.
- In 2016, the Government of Iran removed 'refugee-specific' fees, ensuring education is accessible to all refugees, including Afghan and Iraqi refugees.
- Refugees can access higher education under the same conditions as nationals. However, they are prohibited from study in certain fields, such as aerospace and nuclear engineering.
- Refugees pay 80% of the tuition fees that Iranian students pay for evening and preparatory classes in order to prepare to register for universities.
- 97% of refugees in Iran live in urban settings, with only 3% live in settlements. Registered refugees with valid registration cards are able to access basic services and work permits for authorised jobs, as approved by the Government of Iran.

Jordan

Higher Education Institutions

10 Private **8** Public

696 students
412 ♀

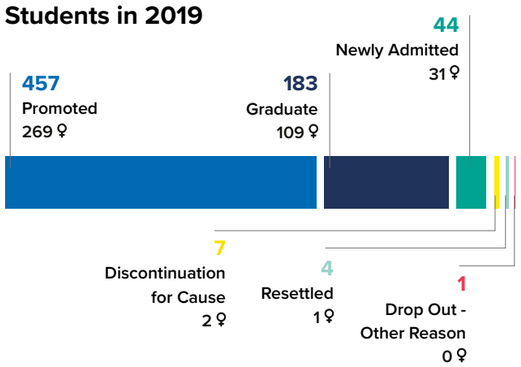
Programme since 2008

Implementation Modality
Partner: Noor-Al Hussein Foundation

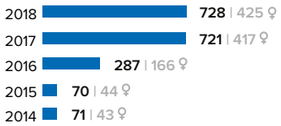
2019 Budget
USD 5,490,990

Average Scholarship
USD 7,889

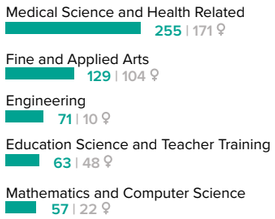
Students in 2019



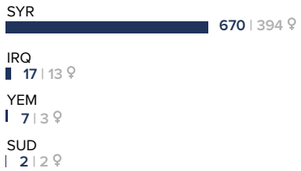
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- Noor-Al Hussein Foundation, and the DAFI club, organised 72 voluntary student activities, including support to unaccompanied children and the provision of basic health information to underprivileged families.
- 233 students participated in language, ICT and career-related training courses.
- DAFI psychosocial and academic counsellors conducted more than 300 counseling sessions for 48% of DAFI students. Counselling addressed reasons for poor academic marks, low motivation and academic planning, as well as providing psychological support.
- In 2019, career counselling became a new feature of the DAFI programme in Jordan, institutionalised through a purpose-designed career counselling manual.
- 10 female DAFI students were trained in problem-solving, conflict management and healthy behaviours in preparation to become ambassadors and mentors to 150 Syrian girls in the Za'atari camp.

Protection and Learning Environment

- Jordan is not Party to the 1951 Refugee Convention nor the 1967 Protocol.
- Cooperation between UNHCR and the Government of Jordan is framed by a Memorandum of Understanding on refugee and asylum-seeker issues. The Ministry of Higher Education has extended its support to improve access to higher education for refugees, including through connected higher education.

Kenya

Higher Education Institutions

11 Private **18** Public

619 students
165 ♀

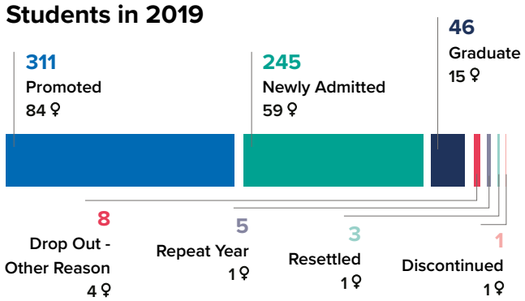
Programme since 1992

Implementation Modality
Partner: Windle International Kenya (WIK)

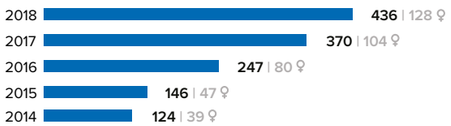
2019 Budget
USD 1,930,056

Average Scholarship
USD 3,118

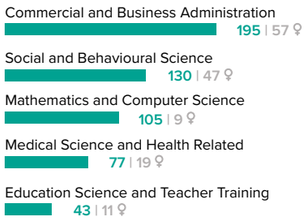
Students in 2019



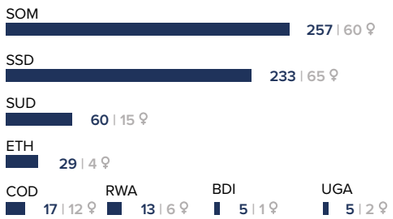
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- Twelve students with special needs enrolled in the DAFI programme. 175 DAFI scholars undertook community-based attachments, voluntary activities, academic and information systems projects. 39 DAFI scholars, mostly from the 2019 graduating class, undertook internships in 2019.
- The annual DAFI Scholars' Conference gave 231 ongoing students a platform to share their education experiences and elect new student leaders.
- The DAFI Finalists Forum provides a platform for DAFI alumni to mentor current scholars and address topical issues such as job searching and CV writing.
- Career clinics were established in secondary schools in Dadaab and Kakuma refugee camps to ensure the submission of quality applications to universities and help guide student career choices.
- DAFIKESO (DAFI Kenya Students Organisation) activities included a leadership summit during the annual students' conference, quarterly meetings with DAFI staff, fundraising for and awarding of diploma-level scholarships to fellow refugees, and career and motivation talks by DAFIKESO teams in Kakuma and Dadaab refugee camps.

Protection and Learning Environment

- Kenya is Party to the 1951 Refugee Convention and 1967 Protocol.
- Refugees have access to the national education system at all levels, though high tuition fees make tertiary education out of reach for many.
- Refugees have the right to access work permits, seek and gain employment, or start a business.
- Though refugees are granted freedom of movement, current regulation requires refugees and asylum seekers to reside in refugee camps and prohibits movement without written authorization from the Government of Kenya.

Kyrgyzstan

Higher Education Institutions

1 Private **4** Public

5 students
4 ♀

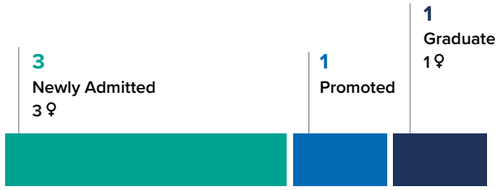
Programme since 1997

Implementation Modality
UNHCR

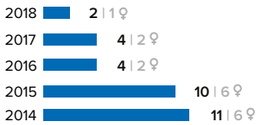
2019 Budget
USD 7,478

Average Scholarship
USD 1,496

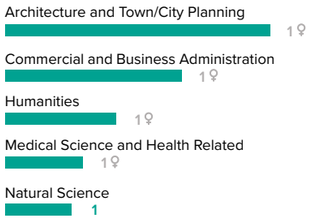
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- DAFI students participated in English, Russian and Kyrgyz language classes; one student engaged in volunteering and community service activities focused on advocacy and arts.
- Two students participated in career and employment promotion events. Three students completed internships related to information technology, health care and translation services.

Protection and Learning Environment

- Kyrgystan is Party to the 1951 Convention and 1967 Protocol.
- Refugees recognized by the government have access to the formal labour market, though other persons of concern under UNHCR mandate face labour market restrictions.
- UNHCR engaged in awareness-raising campaigns, participated regularly in NGO forums and engaged a wider spectrum of civil society in asylum and statelessness issues in order to raise the profile and understanding of refugee affairs in society.
- Growing influence of national security considerations and concerns over irregular migration contributed to tightening of migration and immigration rules in Kyrgyzstan.
- UNHCR reinforced its long-standing partnership with State authorities to enhance engagement with the Office of Ombudsman on Mandate Refugee issues.

Lebanon

Higher Education Institutions

1 Public

303 students
180 ♀

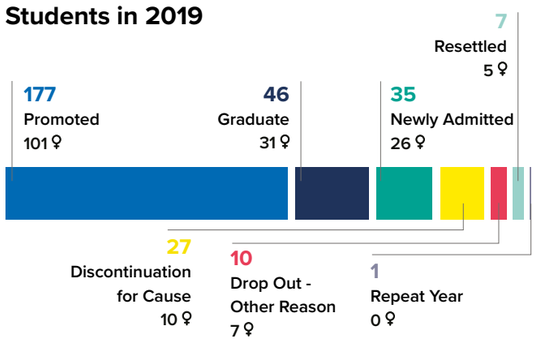
Programme since 2014

Implementation Modality
Partner: World learning

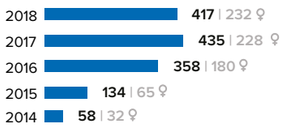
2019 Budget
USD 1,343,114

Average Scholarship
USD 4,433

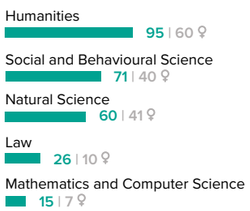
Students in 2019



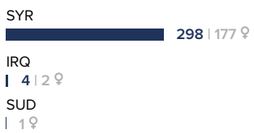
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- An online application system and pre-screening test were introduced to the DAFI selection process in 2019 to better assess applicants' protection needs and academic preparedness, and to narrow the pool of eligible scholars from among the large number of applicants.
- A DAFI alumni network was launched and engages through regular SMS, email messages and gatherings to share information on continuing education and labour mobility options.
- Country level Standard Operating Procedures (SOP) on selection and discontinuation processes and on the payment system used to distribute DAFI student allowances and other payments were developed to streamline processing and improve accountability.
- DAFI alumni took part in a networking workshop with stakeholders for connected learning (KIRON), master's degrees in Lebanon, complementary education pathways abroad (JISR; DAAD-HOPES) and labour mobility pathways (Talent Beyond Boundaries).

Protection and Learning Environment

- Lebanon is not Party to the 1951 Refugee Convention or 1967 Protocol.
- Civil unrest during the year resulted in the closure of all academic institutes, including universities, in October and November and high distributivity throughout December. World Learning, maintained regular communication with DAFI students throughout the closures to provide information and respond to student questions.

Liberia

Higher Education Institutions

4 Private **1** Public

28 students
10 ♀

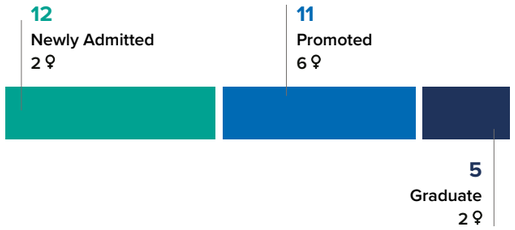
Programme since 2013

Implementation Modality
UNHCR

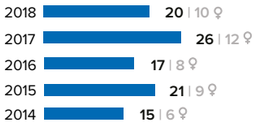
2019 Budget
USD 58,850

Average Scholarship
USD 2,102

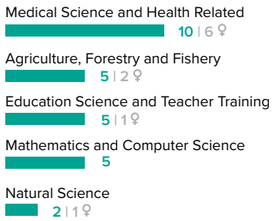
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- The DAFI club established internal leadership to head developmental and voluntary initiatives in the camps. Students repaired damaged hand pumps in one of the camps, led five awareness campaigns on sexual and gender-based violence (SGBV), and organised and participated in community outreach and environmental clean-up campaigns.
- One DAFI alumni found employment while two others are engaged in independent income generating activities. UNHCR provides assistance with applying for work permits should students need them.
- Ten students performed data collection for Forest Income for Environmental Sustainability (FIFES), an agriculture group.
- One alumnus was employed with the ArcelorMittal iron ore company after completion of an internship in the company; discussions are underway to place more students with the company.

Protection and Learning Environment

- Liberia is Party to the 1951 Refugee Convention and 1967 Protocol and is favourable to local integration of refugees who opt to stay in the country.
- Voluntary repatriation of refugees in Ghana is ongoing is ongoing and UNHCR has started handing over services, such as education, health, WASH and social protection, to the respective government ministries. The planned conversion of refugee camps into settlements is underway.
- Refugee students pay tuition fees at the same rate as Liberian nationals to access higher education.

Malawi

50 students
20 ♀

Programme since 2018

Higher Education Institutions

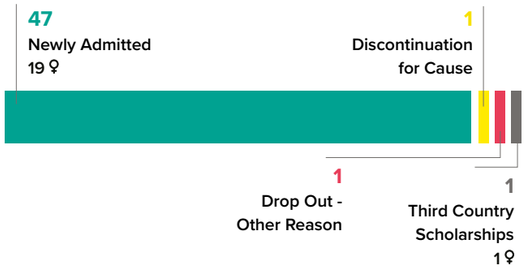
8 Private **7** Public

Implementation Modality

Partner: Jesuit Refugee Service (JRS)

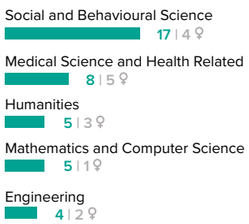
2019 Budget	Average Scholarship
USD 134,538	**USD 2,691**

Students in 2019

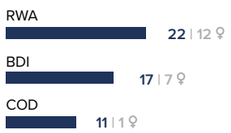


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- DAFI clubs have been established on each campus where DAFI scholars are enroled, and at the national level.
- DAFI scholars organised mobilisation events in conjunction with the International Day of the Girl Child and the '16 Days of Activism Against Gender-Based Violence' global campaign. DAFI clubs provided English language tutoring to secondary school students.
- In June 2019, a public health student at the University of Livingstonia, participated in 'The Other 1%' international expert conference on refugee higher education in Berlin, and became a founding member of the Tertiary Refugee Student Network (TRSN).

Protection and Learning Environment

- Malawi is Party to the 1951 Refugee Convention and its 1967 Protocol; however, the government of the Republic of Malawi does not follow a formal or legally binding framework on the provision of education for refugees.
- Malawi continues to receive new arrivals in Dzaleka camp at the rate of 400-500 per month, according to UNHCR and Ministry of Homeland Security estimates.
- Refugees and asylum-seekers usually access tertiary education at universities and colleges registering as international students, and therefore paying higher fees. Following extensive consultation with various departments of the Ministry of Education, including the National Council for Higher Education (NCHE), 15 DAFI scholars were enrolled in public universities and technical colleges, paying the same fees as nationals.
- The Malawi education sector suffers from lack of infrastructure, qualified teachers, equipment and learning materials, and limited absorption capacity of existing schools. This affects the enrolment, retention and dropout rate of Malawian and refugee children alike.

Mali

22 students
16 ♀

Programme since 2016

Higher Education Institutions

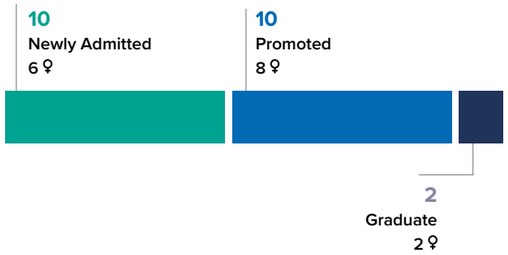
3 Private

Implementation Modality

Partner: Stop Sahel

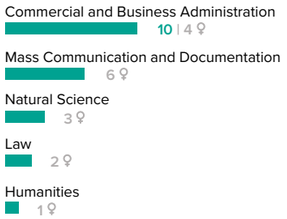
2019 Budget	Average Scholarship
USD 101,219	**USD 4,601**

Students in 2019

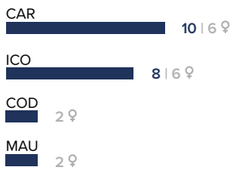


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- DAFI students developed and implemented their 2019 club action plan, under the coordination of the UNHCR education team. A solidarity fund from the voluntary contributions of the 12 students was used to support a childcare centre which caters to orphaned children.
- 12 students and 2 alumni benefitted from capacity-building activities on the following themes: commercial management, entrepreneurship and business planning, project cycle management, and English language.
- Two students were awarded their academic promotions during a ceremony organised by their academic institution, which helped improve the visibility of the programme, both in the refugee community and in the universities.
- Fourteen students were supported in obtaining their driver licenses.
- Four students completed qualifying internships. Two final-year students were placed on six-month qualification internships in commercial companies.
- One student returning from Senegal found employment in an international non-profit organisation.

Protection and Learning Environment

- Mali is Party to the 1951 Refugee Convention and 1967 Protocol.
- The operational environment in Mali continued to be volatile as a result of terrorism, crime and violence, compounded by intercommunal clashes, likely due to lack of basic social services and inequitable access to justice.
- Asylum-seekers have access to refugee status determination procedures and receive government certificates that protect them from unlawful detention and expulsion; recognized refugees receive five-year renewable identity cards.

Mauritania

Higher Education Institutions

8 Private **2** Public

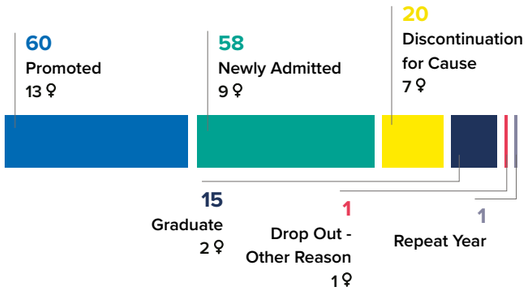
155 students
32 ♀
Programme since 2008

Implementation Modality
Partner: ACTIONS ONG Mauritania

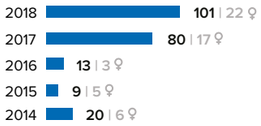
2019 Budget
USD 303,084

Average Scholarship
USD 1,955

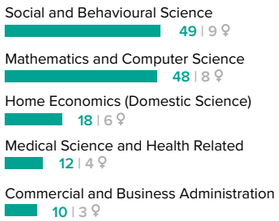
Students in 2019



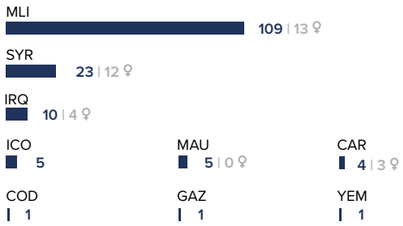
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- The DAFI programme prioritised effective coordination with government authorities and the German Embassy.
- The DAFI club was supported to develop a governance structure and participated in education activities and SGBV awareness campaigns.
- ACTIONS strengthened follow up support available to current scholars as well as guidance to alumni in pursuit of post-graduation continuing studies.
- ACTIONS and UNHCR negotiated fee reductions for students to access certain scientific and technical education fields in private institutions.
- UNHCR and ACTIONS promoted access to internships and carried out advocacy with institutions, local organisations and businesses for employment opportunities for DAFI graduates.

Protection and Learning Environment

- Mauritania is Party to the 1951 Convention and its 1967 Protocol.
- The Government of Mauritania maintained an open-door policy for refugees and demonstrated commitment to further enhancing refugee protection through its pledges at the Global Refugee Forum in December 2019.
- UNHCR provided training for the partner organistion on the themes of protection, programme and procurement in order to enhance operational partnership and service to the students.

Mexico

Higher Education Institutions

17 Private **5** Public

28 students
17 ♀
Programme since 2019

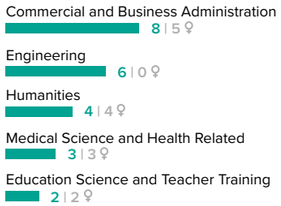
Implementation Modality
UNHCR

2019 Budget
USD 26,395

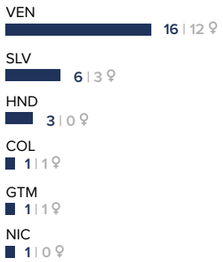
Average Scholarship
USD 943

Students in 2019

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights

- DAFI students are currently studying in 10 different cities across eight states in Mexico (Mexico City, Estado de Mexico, Coahuila, Chiapas, Jalisco, Guanajuato, San Luis Potosi and Quintana Roo). Women comprise 60% of DAFI students.
- Several public universities waived the 'foreigner fee' (cuota de extranjería) for DAFI scholars.
- UNHCR, partner 'Proyecto Habesha', International partner WUSC and the Mexican Refugee Commission convened a conference on higher education opportunities for refugees in Mexico at the Ministery of Foreign Affairs in Mexico City. The two-day conference strengthened relationships with public and private universities, and raised awareness on challenges faced by refugee students enrolling into higher education programs.

Protection and Learning Environment

- Mexico is Party to the 1951 Convention and 1967 Protocol.
- The right to education for all persons in the Mexican territory is reflected in the Constitution. In 2019, the Executive proposed a reform to this article, which also includes the obligation of the State to provide tertiary education through public universities.
- Relocation, job placement and local integration projects facilitate the self-reliance of refugee families by connecting families to formal employment opportunities, ensuring the enrolment of children in school and facilitating access to public services. Refugees may apply for nationality after two years of residency.
- Refugee graduates of higher education have the legal status (permanent residency permit) that allows them to exercise their right to work.

Morocco

Higher Education Institutions

20 Private **17** Public

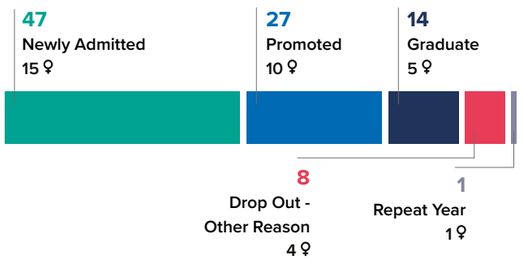
97 students
35 ♀
Programme since 2017

Implementation Modality
Partner: Fondation Orient Occident

2019 Budget
USD 265,376

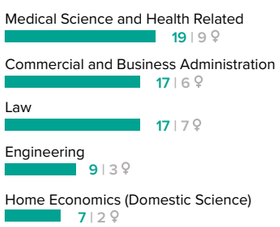
Average Scholarship
USD 2,736

Students in 2019

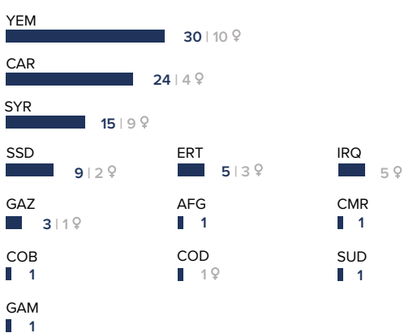


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- A representative of the Embassy of the Republic of Germany attended the first DAFI Club meeting of the year. The event included sessions on access to employment and how to transition from higher education to the professional world.
- The DAFI club recognized the International Day of Zero Tolerance for Female Genital Mutilation and celebrated International Women's Day with an event titled 'Nothing Stops Me, Daily Challenges of Refugee and Migrant Women in Morocco'.
- DAFI club members participated in a holiday camp involving children and youth in solidarity activities, including a beach clean-up, morning yoga and breaking of the fast at Ftour. The holiday camp explored migration, intercultural dialogue and global citizenship themes.
- In September 2019, Google MENA provided a two-day training for DAFI students focused on strengthening digital skills.
- 20 DAFI students completed internships of between one and three months with public and private companies and organisations.
- In October, UNHCR, the Moroccan Association for Support for the Promotion of Small Business (Employment and Entrepreneurship Advisors) and the East West Foundation presented a workshop on improving employability.

Protection and Learning Environment

- Morocco is Party to the 1951 Convention and 1967 Protocol.
- UNHCR works closely with the Moroccan authorities to ensure the protection and regularisation of refugees and asylum seekers. Most DAFI students in Morocco are issued a residence card.

Mozambique

Higher Education Institutions

8 Private **4** Public

24 students
13 ♀
Programme since 2011

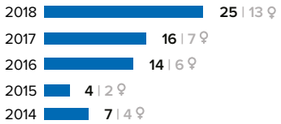
Implementation Modality
UNHCR

2019 Budget
USD 116.986

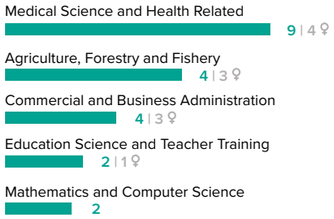
Average Scholarship
USD 4.874

Students in 2019

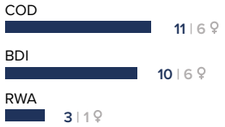
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- 12 DAFI students completed internships including at the Food and Agriculture Organisation (FAO) in the Maratane Settlement, in the Nampula Provincial Direction for Economy and Finance, and the National Company of Electricity. Another student completed an internship exchange programme at a prominent university hospital in Brazil.
- One student was hired by Indigo Africa after completing an internship with the company.
- 12 DAFI scholars engaged in volunteering activities. Among other activities, the students joined UNHCR as emergency responders to Cyclone Idai, participated in an environmental preservation project in the Mozambican Island and engaged in girl empowerment programmes in the Nampula Province.

Protection and Learning Environment

- Mozambique is Party to the 1951 Convention and 1967 Protocol.
- Despite reservations regarding the 1951 Convention, the government supports local integration by permitting refugee access to the national education system, freedom of movement and the right to gainful employment.
- Refugees can access tertiary education under the same conditions as nationals; however, the Government of Mozambique does not offer higher education scholarships to non-citizens.
- Many refugee students and host community students are economically disadvantaged, and their financial struggles result in high secondary school drop-out rates. According to UNHCR estimation, 82% of refugee youth in Maratane Refugee Settlement do not access Secondary Education.
- 83% of people in Mozambique are in vulnerable employment positions. High rates of unemployment among nationals and refugees make it hard for DAFI scholars to find employment upon finishing their studies.

Niger

Higher Education Institutions

6 Private

31 students
11 ♀

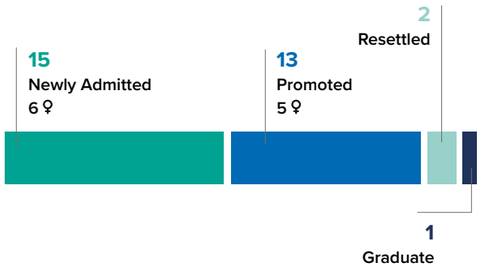
Programme since 2017

Implementation Modality
UNHCR

2019 Budget
USD 192,640

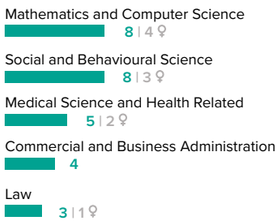
Average Scholarship
USD 6,214

Students in 2019

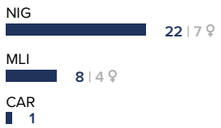


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- A DAFI student integration day to increase awareness of the importance of higher education and to introduce more students to the DAFI programme.
- DAFI and other higher education students came together for cultural and awareness raising activities on World Refugee Day. DAFI students also participated in the official launch of the '16 Days of Activism' campaign against sexual and gender-based violence.
- Partnership between UNHCR, the International Committee for Emergency Aid and Development (CIAUD) and Niger's Agency for the Promotion of Employment (ANPE), has ensured that refugee graduates can participate alongside host community individuals in the World Bank's Youth Integration programme, which provides paid 3-6 month internships.
- Three graduates obtained employment as UN Volunteers in various UN agencies: a communications assistant in UNFPA, communication assistant; a protection assistant in UN Women and a progamme assistant in IOM.

Protection and Learning Environment

- Niger is Party to the 1951 Convention and 1967 Protocol.
- Through Law 97-016 relating to the status of refugees in Niger, refugees legally admitted to Niger receive the same access to education as nationals, as well as other social services and freedom of movement.
- Niger is relatively stable, but it is surrounded by conflict-affected nations such as Mali, Nigeria, Burkina Faso and Libya, and has increased insecurity near border regions.
- UNHCR works with the government towards alternatives to camps and the socio-economic integration of refugees.

Nigeria

Higher Education Institutions

2 Private **11** Public

32 students
12 ♀

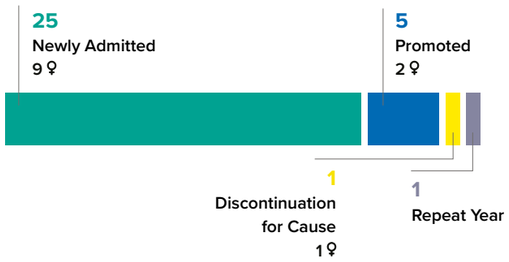
Programme since 1992

Implementation Modality
UNHCR

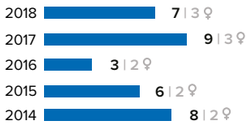
2019 Budget
USD 48,806

Average Scholarship
USD 1,525

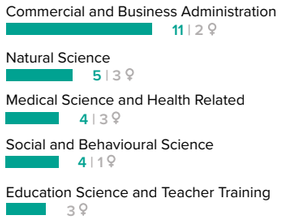
Students in 2019



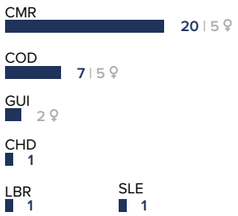
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- DAFI interviews were conducted through video and teleconferencing to ensure the full participation of students with special needs.
- DAFI students were assisted to open bank accounts in order to securely receive student allowances.
- Outreach activities were conducted on the DAFI student network, the importance of lifelong education and to collect data and provide additional support to refugees seeking admissions in higher education institutions.
- Three DAFI graduates were recruited as UNVs in UNESCO, OCHA and WFP under the DAFI-UNV project. One student was placed in an industrial training programme with Cadbury PLC.

Protection and Learning Environment

- Nigeria is Party to the 1951 Convention and 1967 Protocol.
- More than a decade into the crisis in the northeast, Nigeria continues to face immense humanitarian and protection challenges linked to the insurgency. New waves of displacement in 2019 added to increased numbers of IDPs, with the protracted nature of the displacement eroding coping mechanisms, weakening resilience and heightening vulnerabilities.
- Cameroonian refugees continued to arrive in Nigeria in 2019.
- Refugees have the right to work (formal and informal market) in Nigeria as specified by the 1951 Refugee Convention. The National Commission for Refugees provides letters of reference for refugees when required by employers.

Pakistan

536 students
90 ♀

Programme since 1992

Higher Education Institutions

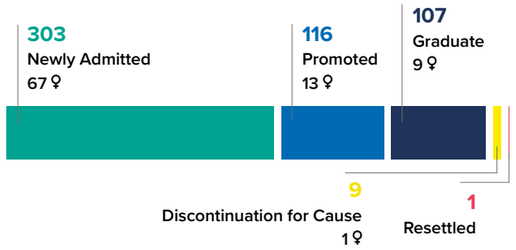
29 Private **42** Public **5** Semi

Implementation Modality
Partner: Inspire Pakistan

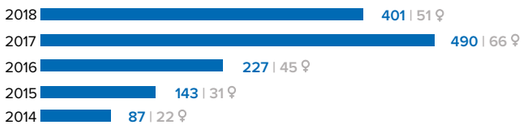
2019 Budget
USD 500,713

Average Scholarship
USD 934

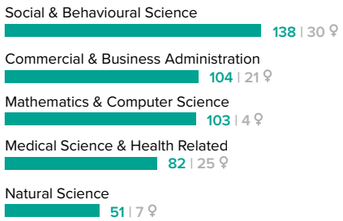
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- More than 400 Afghan settlement and host community members received information about the value of education for women and the DAFI scholarship opportunity. Community outreach and visits to 21 Afghan refugee schools resulted in higher number of female applicants in 2019.
- UNHCR supported the formation of the DAFI club, which saw participation of both ongoing scholars and DAFI alumni.
- DAFI scholars and alumni participated in a panel discussion with the German Embassy associated to a film screening that focused on on refugees in Somalia.
- Refugees do not have the right to work and students are encouraged build their skills for self-employment or for other employment opportunity.

Protection and Learning Environment

- Pakistan is not Party to the 1951 Convention or 1967 Protocol.
- The Federal Cabinet approved the extension of the validity of the Proof of Registration (PoR) cards and the Government concluded registration and documentation of undocumented Afghans.
- The State Bank of Pakistan issued a notification directing all banks to accept the PoR card as a valid proof of identity allowing Afghan refugees to open bank accounts. By the end of 2019, 70 DAFI scholars had opened bank accounts.
- Refugees do not have the right to work in Pakistan but students are encouraged build their skills for self-employment or for other employment opportunities. Inspire Pakistan and UNHCR provided trainings to DAFI scholars on entrepreneurship and skills to improve their employability.

Russian Federation

19 students
9 ♀

Programme since 1994

Higher Education Institutions

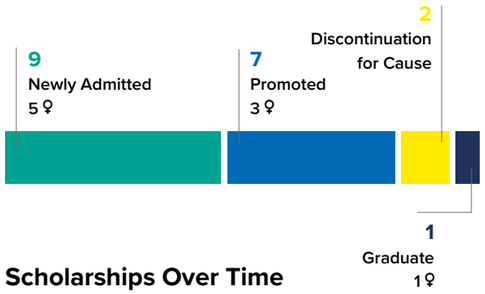
4 Private **14** Public

Implementation Modality
UNHCR

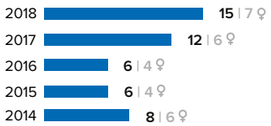
2019 Budget
USD 42,500

Average Scholarship
USD 2,237

Students in 2019

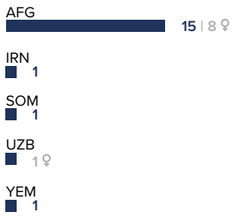


Scholarships Over Time



Top 5 Fields of Study

Countries of Origin



2019 Programme Highlights/ Achievements

- Several DAFI medical students engaged in HIV/AIDS prevention activities at schools and provided assistance in hospitals. Other students conducted sports and charity events or volunteered with animals shelters.
- UNHCR Russia created a WhatsApp group to share information about volunteering, training and employment opportunities and to discuss other issues of interest or concern to the students.
- Sessions on volunteering, employment and professional orientation were included in the annual DAFI meeting.
- UNHCR Russia, the Moscow Department of Labour and Social Protection and the Ministry of Social Protection of the Moscow Region cooperated to place a brochure on official government websites to raise awareness among employers and facilitate official employment of refugee youth.
- UNHCR Russia, together with the Moscow Employment Service, conducted two employment trainings for 21 young people, including high school students, DAFI students and recent graduates to increase socio-economic integration and participation in the labour market.

Protection and Learning Environment

- Russia is Party to the 1951 Convention and 1967 Protocol.
- UNHCR continued to work with the Government to improve access to and quality of the national status determination procedure and promote integration opportunities for recognized refugees and temporary asylum holders.
- Refugees recognized by the state may have access to free higher education within the national system. However, the minimal free places financed by the state are awarded to nationals and refugees on a competitive basis. As a result, most students (nationals and refugees) must pay for tertiary education.

Rwanda

Higher Education Institutions

11 Private **1** Public

180 students
53 ♀

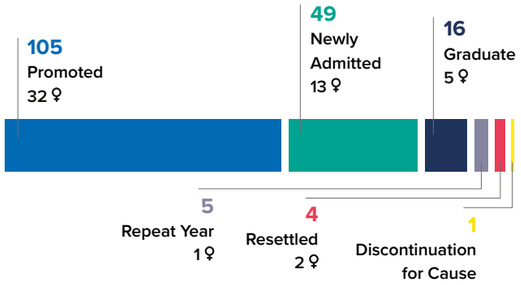
Programme since 1992

Implementation Modality
UNHCR

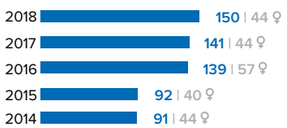
2019 Budget
USD 363,509

Average Scholarship
USD 1,855

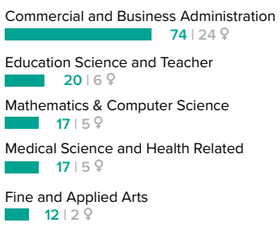
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- The Iteme (bridge) Programme at Kepler provided language skills training, IT knowledge and guidance on quality application for scholarships. The programme supported a number of students to successfully apply to tertiary education opportunities in Rwanda, including those through African Leadership University (ALU), Kepler, Maison Shalom, Adventist Development and Relief Agency (ADRA), and DAFI.
- Eight DAFI students with visual impairment are enrolled in programmes that address their learning needs, including provision of computers with appropriate software.
- The DAFI students and alumni engage with younger students in their communities via education-related activities highlighting the link between education, protection and risk prevention, as well as community information campaigns on topics such as prevention of SGBV and drug abuse, celebrations for International Women's Day and World Refugee Day.

Protection and Learning Environment

- Rwanda is Party to the 1951 Refugee Convention and 1967 Protocol, as well as to the 1969 Organization of African Unity (OAU) Convention.
- Refugees in Rwanda are mostly from the Democratic Republic of the Congo and Burundi, with some Congolese refugees having been in the country since 1996.
- Refugees in Rwanda have access to national services, including education, health and the labour market. In practice, however, accessibility varies depending on the type of service and context.
- Primary and lower-secondary education are free and compulsory, and refugees pay the same fees as national students for tertiary education.

Senegal

Higher Education Institutions

12 Private **6** Public

51 students
20 ♀

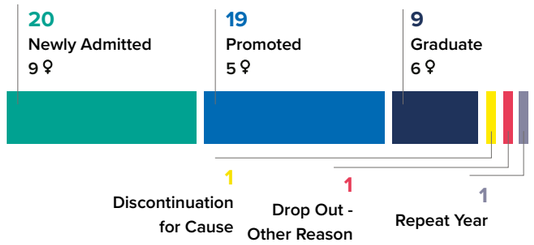
Programme since 1992

Implementation Modality
Partner: L'office Africain pour le développement et la coopération (OFADEC)

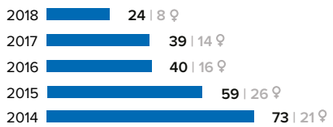
2019 Budget
USD 164,213

Average Scholarship
USD 3,220

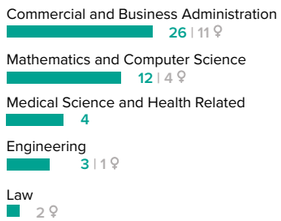
Students in 2019



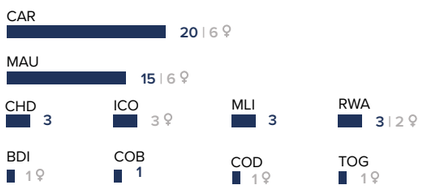
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- Capacity building workshops took a practical approach to student career planning, and provided orientation and advice on the acquisition of skills. necessary to transition into professional environment
- Efforts are made to include DAFI graduates into government structures, such as the National Agency for the Promotion of Youth Employment (ANPEJ).
- As part of World Refugee Day, UNHCR, the DAFI club, OFADEC and the Ashinaga Africa Initiative Program (IAA) organised a workshop to share experiences between DAFI and Ashinaga students, including on transition to employment and professional integration.
- DAFI students collected donations of clothing and other items for distribution to refugees in need.

Protection and Learning Environment

- Senegal is Party to the 1951 Convention and 1967 Protocol, and national legislation grants refugees access to national systems, including education, on an equal basis to nationals.
- Refugees have the right to work in Senegal, though unemployment remains high for nationals and refugees alike.
- UNHCR interfaces with international bodies, NGOs and academic institutions, and regional bodies such as the Economic Community of West African States (ECOWAS) in order to respond to both emergencies and the challenges of prolonged forced displacement and statelessness in the region.
- Memoranda of Understanding signed with public universities contributed to improved terms and costs of enrolment for DAFI students. Repeated strikes in public institutions occasionally disrupted education in the public universities.

Somalia

75 students
33 ♀
Programme since 2019

Higher Education Institutions

7 Private **3** Public

Implementation Modality
UNHCR

2019 Budget
USD 127,500

Average Scholarship
USD 1,700

Students in 2019

Top 5 Fields of Study

Countries of Origin

2019 Programme Highlights/ Achievements

- Community outreach was conducted through female community leaders to raise awareness and encourage female students to apply to the DAFI programme to apply to the DAFI programme. 44% of current scholars are female.
- Despite 2019 being the first year of the programme in Somalia, an active DAFI club in Hargeisa met regularly, with plans to extend the club to other regions.
- The Ministry of Education participated in the selection process of DAFI students, as well as the National Displacement and Refugee Agency in Somaliland, the Ministry of Education in Puntland and the National Commission for Refugees and IDPs in Mogadishu.

Protection and Learning Environment

- Somalia is Party to the 1951 Convention and 1967 Protocol.
- In 2019, there were 35,672 refugees and asylum-seekers, mainly from Ethiopia and Yemen, registered in Somalia.
- The armed group Al-Shabaab remains active, having attacked the UN compound in Mogadishu in 2019, further complicating humanitarian operations.
- Refugee graduate students have the right to work in Somalia. Competition for formal employment is high and the programme intends to emphasize support for business ownership and self-employment in the future.

South Africa

91 students
37 ♀
Programme since 1996

Higher Education Institutions

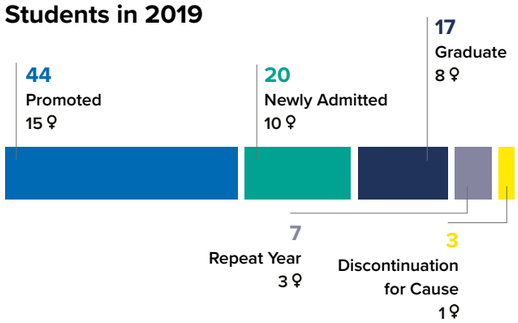
17 Public

Implementation Modality
Partner: StudyTrust

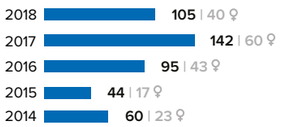
2019 Budget
USD 625,094

Average Scholarship
USD 6,869

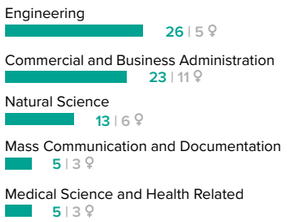
Students in 2019



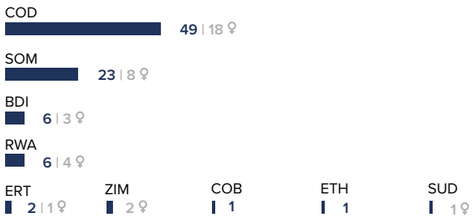
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- The StudyTrust team visited all campuses and conducted monitoring and individual mentorship conversations throughout the year, including a collaborative skills and community-building workshop.
- Three alumni meetings took place, during which new committee members (chairperson and secretary) were elected.
- Four students took on internships in the fields of finance, information and technology, and engineering.
- Seven DAFI students participated in radio dialogues to raise awareness of refugee issues on South Africa's Human Rights Day.
- Three students participated in a United Nations Sustainable Development Cooperation Framework youth consultation workshop focused on integration of youth in development issues and ways refugee youth can contribute to host country economies.
- Six female students met with UNHCR Goodwill Ambassador Kristin Davis sharing the specific challenges that female refugee graduates face.
- Six students participated in a meeting with UNHCR High Commissioner Filippo Grandi, expressing their struggles to find employment after graduation, the impacts of xenophobia, refugee permit issues and language barriers.

Protection and Learning Environment

- South Africa is Party to the 1951 Convention and 1967 Protocol.
- Children documented as asylum-seekers or refugees are entitled to equal access to free compulsory primary education as South African children, through grade nine.
- Government-recognised refugees pay the same fees as national students for higher education, but do not have access to the same funding opportunities.

South Sudan

Higher Education Institutions

3 Private **3** Public

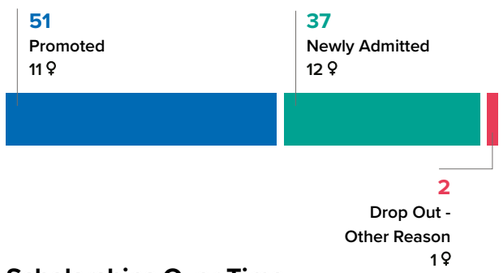
90 students
24 ♀
Programme since 2016

Implementation Modality
Partner: Lutheran World Federation (LWF)

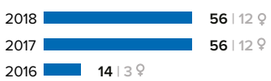
2019 Budget
USD 424,853

Average Scholarship
USD 4,721

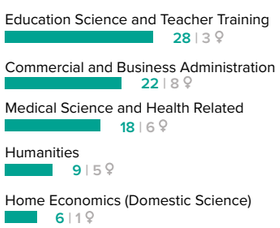
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- Twenty-four DAFI graduates were supported to undertake internship in clinical medical practice.
- One DAFI student from Upper Nile University School of medicine was recognized as the best debater in the inter-university debate competition in Juba.
- Students also conducted outreach on the role of parents in enhancing access to education for girls, HIV/AIDS/Hep-B prevention, and gender based violence. DAFI scholars joined their science teachers to build awareness on the dangers of early and forced marriage, with the objective to empower female students to defend their rights and continue education.
- A DAFI alumni group is in the process of being formed and will participate in the regular DAFI meetings, student activities, and provide motivation and mentorship to other refugee youth.
- DAFI students participated in the World Refugee Day celebrations, including in a fashion show and catwalk.

Protection and Learning Environment

- South Sudan is Party to the 1951 Convention and 1967 Protocol.
- The humanitarian context in South Sudan remains complex and challenging, with ongoing internal conflicts and conflicts in neighbouring countries.
- Refugees have the right to work, however the economic situation in South Sudan limits opportunities for work and full utilisation of the skills gained through higher education.
- Good collaboration with higher education institutions resulted in the allocation of sufficient spaces and support for the new students at universities.

Sudan

Higher Education Institutions

16 Private **5** Public

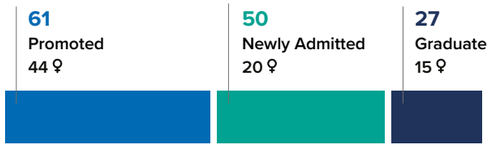
138 students
79 ♀
Programme since 1993

Implementation Modality
Partner: Windle Trust International (WTI)

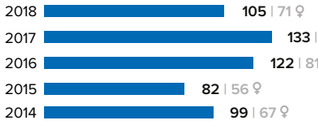
2019 Budget
USD 109,695

Average Scholarship
USD 795

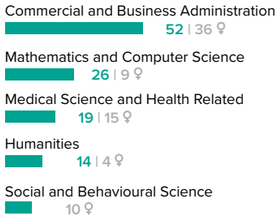
Students in 2019



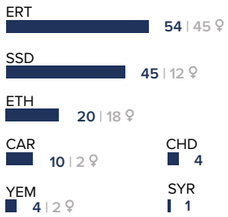
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- In collaboration with the DAFI club, awareness-raising sessions were conducted on the rights of people with disabilities, refugees and women, and how to identify and support cases of abuse or rights violations.
- During periods of political and security instability throughout the year, the DAFI club played a strong role in facilitating connection with and between students, including those living in areas directly affected by demonstrations. The club shared information on how to keep safe during uncertain times in several languages used by refugee communities.
- WTI conducted academic monitoring to all higher education institutions hosting DAFI students each quarter, which also helped to facilitate a good working relationships with the institutions.
- A coordindation workship was convened between UNHCR, WTI and the National Commission for Refugees (COR) and Humanitarian Aid Commission (HAC).
- The DAFI club elected a new executive committee with 11 members, drafted its 2019/20 action plan and developed planning, implementation and reporting processes.
- Nine DAFI graduates participated in an internship programme and two graduates were offered employment opportunities by their host organization.

Protection and Learning Environment

- Sudan is Party to the 1951 Convention and 1967 Protocol, as well as the 1969 OAU Convention.
- Refugees may access national public education systems.
- Sudan is a source, transit and destination country for asylum seekers and refugees.
- The Government of Sudan has an 'open-door' policy for asylum seekers, which allows refugees to access national public education systems.

Syria

20 students
6 ♀

Programme since 2017

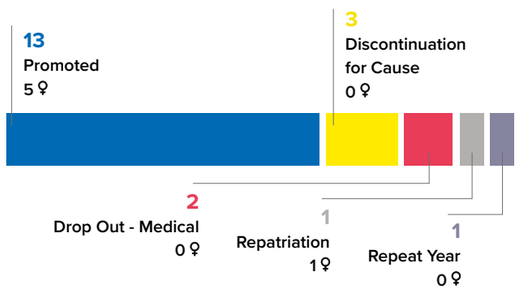
Higher Education Institutions

3 Public

Implementation Modality
Partner: Ministry of Education

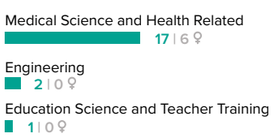
2019 Budget	Average Scholarship
USD 89,317	**USD 4,466**

Students in 2019

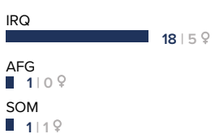


Scholarships Over Time

Top 3 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- The DAFI scholarship programme resumed operation in Syria in 2017.
- UNHCR provided individual counselling and facilitates meetings with DAFI students during the course of the academic year to monitor and provide support.
- DAFI students communicate with each other and UNHCR through social media platforms.
- One DAFI student joined the UNHCR Outreach Volunteer team, which provides a bridge between UNHCR and refugee commmunities. The student supports the community to raise concerns and propose solutions to UNHCR.

Protection and Learning Environment

- Syria is not Party to the 1951 Convention nor the 1967 Protocol.
- Syria allows refugees access to basic and secondary education on equal conditions to nationals, free of charge. For tertiary education, high fees apply for both public and private universities and is the main barrier to accessing higher education.
- Access to safe educational opportunities remains a challenge for all children and youth in Syria. The situation is more adverse for refugees, however, who suffer the additional burden of protection risks, lack of legal protections and limited freedom of movement. Refugees living in Syria are not permitted to work, further complicating options for livelihoods and self reliance.

Tajikistan

26 students
12 ♀

Programme since 2008

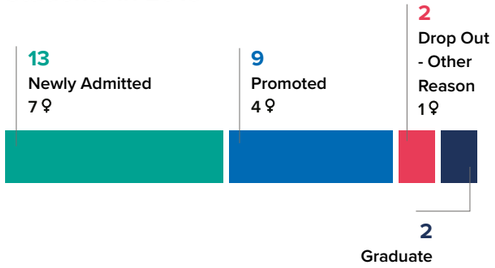
Higher Education Institutions

4 Public

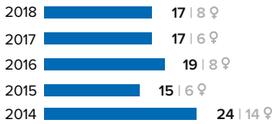
Implementation Modality
Partner: Refugee Children & Vulnerable Citizens (RCVC)

2019 Budget	Average Scholarship
USD 33,392	**USD 1,284**

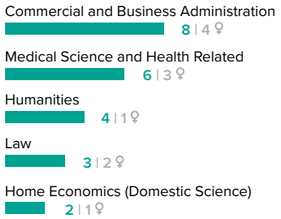
Students in 2019



Scholarships Over Time



Top 5 Fields of Study



Countries of Origin

2019 Programme Highlights/ Achievements

- Partner RCVC, with support of DAFI students, engaged in household outreach encourage more women to apply to the DAFI programme.
- DAFI students have been commended by faculty staff and peers for excellent academic performance, self-determination and readiness to support local peers. DAFI scholars have been assigned by faculty staff and peers to be spokespersons and hold leadership roles at university social events.
- DAFI students volunteered in social and cultural events held by UNHCR and RCVC, including World Refugee Day, the '16 Days of Activism' campaign against gender-based violence, and English lessons for Tajik citizens and refugee children. Activities increased understanding of Tajik customs and fostered better integration.
- Refugees and Tajik citizens alike continue to use the RCVC centre as a place to spend free time, access Wi-Fi, computers and classes in web design, English language and music. DAFI students volunteer as English language instructors at the centre.

Protection and Learning Environment

- Tajikistan is Party to the 1951 Convention and 1967 Protocol.
- In 2019, the political and socio-economic situation in Tajikistan saw improved relations with Uzbekistan, whilst the security situation on the borders with Afghanistan remains a concern.
- The Government permits refugees to access basic education and healthcare, however, access to territory and freedom of residence remain challenging, including a prohibition on residing in urban areas, which limits access to universities.

Tanzania

Higher Education Institutions

5 Private **10** Public

101 students
24 ♀

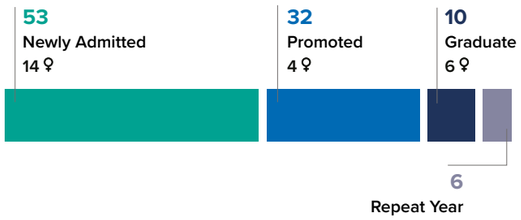
Programme since 1994

Implementation Modality
Partner: Relief to Development Society (REDESO)

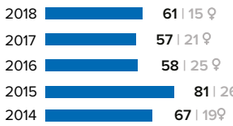
2019 Budget
USD 296,843

Average Scholarship
USD 2,939

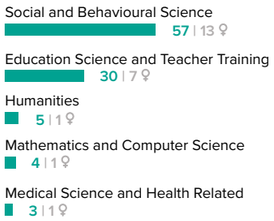
Students in 2019



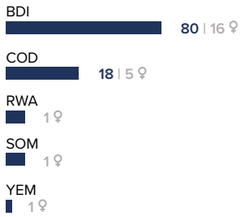
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- The DAFI programme arranged off-campus accommodation for four female students who have children under the age of five.
- Thirty female students were selected by the Vocational Education Training Authority (VETA), in collaboration with partners in Nyarugusu, Nduta and Mtendeli refugee camps. The VETA programme empowers women to gain skills and knowledge to be more self-reliant.
- A workshop facilitated by the Mwang'amba Communication Company, a consulting firm based in Dar es Salaam, was organised to provide training on life skills, career guidance and and instruction on entrepreneurship, communication, interpersonal relationships and negotiation skills.
- The DAFI Student Organisation in Tanzania (DAFISOTA) held its general meeting in December 2019 with attendance of 37 student representatives from each institution at which DAFI students are currently studying.
- One DAFI graduate took up an internship at Singida Regional Referral Hospital. Two DAFI students were supported in their normal clinical rotation at Mloganzila and Bugando hospitals.

Protection and Learning Environment

- Tanzania is Party to the 1951 Convention and 1967 Protocol.
- Refugees can access tertiary education under the same conditions as nationals. Many refugee students, however, face language and financial barriers, and several experienced difficulties obtaining education certificate equivalencies for certificates earned in their countries of origin.

Turkey

Higher Education Institutions

2 Private **90** Public

873 students
368 ♀

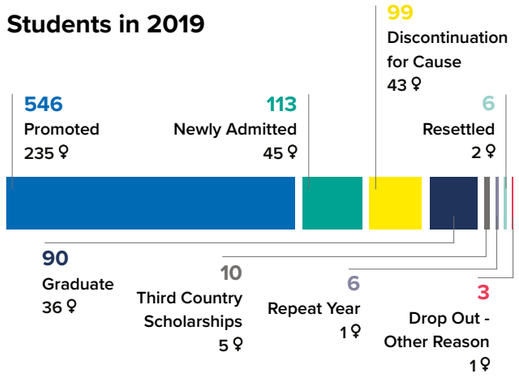
Programme since 2014

Implementation Modality
UNHCR for non-Syrian students
Partner: Presidency for Turks Abroad and Related Communities (YTB) for Syrian students

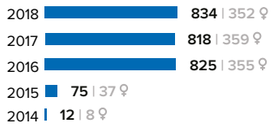
2019 Budget
USD 2,152,458

Average Scholarship
USD 2,466

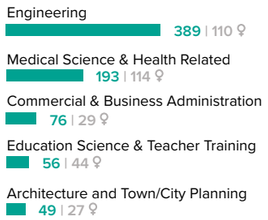
Students in 2019



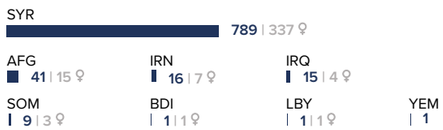
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights

- Turkey has the second-largest DAFI programme in the world. The DAFI programme in Turkey is implemented by YTB for Syrian refugees, while UNHCR manages the DAFI programme for non-Syrians.
- DAFI scholarship holders are supported by 27 higher education advisors assigned to Turkish universities that host a large number of Syrian students. Advisors provide students with extra administrative support and counselling throughout their higher education.
- 280 students attended a series of workshops on building entrepreneurial thinking, leadership and problem-solving skills in the regional hubs of Istanbul, Ankara and Gaziantep.
- In order to expand community service opportunities for DAFI students, the Turkish Ministry of Youth and Sports, YTB and UNHCR developed a platform to match institutions seeking volunteers with student volunteers[41]. 330 Youth Centres in 81 provinces across Turkey host the volunteer clubs, which conduct activities under themes including environment, emergency and disaster, education, health, social, culture, tourism and sport.

Protection and Learning Environment

- Turkey is Party to the 1951 Convention and 1967 Protocol.
- According to the Council for Higher Education (YOK), 27,034 refugees were enrolled in higher education during the 2018-2019 academic year.
- The Turkish government waives tuition fees for Syrian students attending state universities and continues to foster an enabling, inclusive policy towards university environment.

Uganda

Higher Education Institutions

12 Private **5** Public

515 students
173 ♀

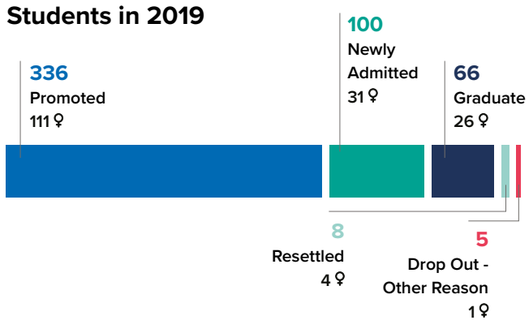
Programme since 1992

Implementation Modality
Partner: Windle Trust Uganda

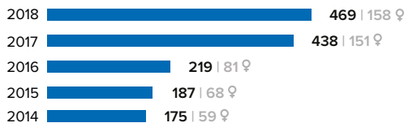
2019 Budget
USD 1,141,241

Average Scholarship
USD 2,216

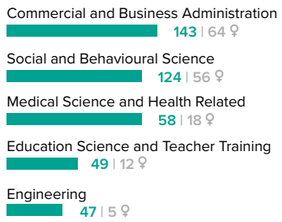
Students in 2019



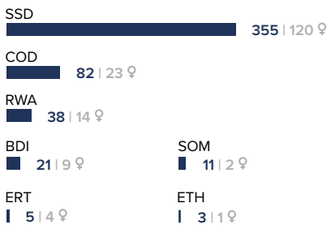
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- DAFI host institution Bugema University signalled its strong partnership with the DAFI programme and UNHCR by offering four partial scholarships to expand enrolment of DAFI students on campus.
- DAFI students established various communication networks through the DAFI clubs, which are used to provide peer to peer support and to plan community outreach programmes. DAFI club outreach activities in refugee settlements focused on peace building and the important of staying in school.
- A group of female DAFI students provided mentoring sessions and career guidance to primary and secondary school children, aimed to improve retention of girls.
- The DAFI Alumni Association was registered as a legal entity with over 300 DAFI alumni participating in activities such as mentoring current students and advising on internships. Alumni leadership at regional levels facilitates coordination in different refugee settlement locations.
- Members of the Alumni Association Executive Committee participated in a television talk show aimed to build awareness among the general public on the importance of higher education for refugees.
- 251 students were supported to carry out internship placements with NGOs (36%), private sector (25%) and government offices (39%).

Protection and Learning Environment

- Uganda is Party to the 1951 Convention and 1967 Protocol.
- Refugees have the right to education on the same conditions as citizens, and have access to free primary and lower secondary education in the settlements and urban areas. Many schools continue to suffer from overcrowding and lack of teachers.

Ukraine

Higher Education Institutions

4 Private **6** Public

10 students
5 ♀

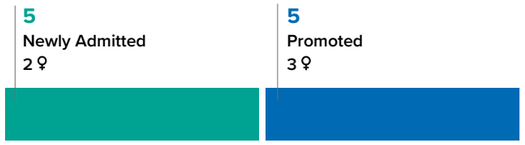
Programme since 2010

Implementation Modality
UNHCR

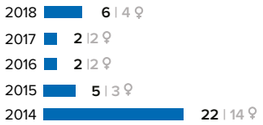
2019 Budget
USD 60,870

Average Scholarship
USD 6,087

Students in 2019

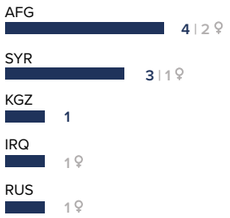


Scholarships Over Time



Top 5 Fields of Study

Countries of Origin



2019 Programme Highlights/ Achievements

- The annual DAFI workshop saw participation of 18 current and potential DAFI students. The workshop focused on developing social activism and soft skills, and led to the establishment of a student group focused on community-based projects supporting the integration of refugees and awareness raising in local communities.
- Students engaged in volunteering activities associated to World Refugee Day, a book fair, an employment festival, a community festival for internally displaced persons, and a cultural festival. Activities allowed students to improve communication, leadership, networking and teamwork skills while contributing to the community.
- 50% of DAFI students engaged in internships facilitated by their universities.
- UNHCR established a cooperation with Hilton Hotel, which provided an internship opportunity for one DAFI student studying management.

Protection and Learning Environment

- Ukraine is Party to the 1951 Convention and 1967 Protocol.
- UNHCR provides free legal aid to refugees and asylum-seekers regarding the asylum procedure, their civil, social and economic rights, and access to public services.
- Registered refugees have access to the labour market in Ukraine.
- In 2019, UNHCR and partners advocated with the Ministry of Education, resulting in an amendment to the Law on Higher Education to ensure refugees and beneficiaries of complementary protection have access to higher education, including state-sponsored education.

Yemen

120 students
61♀

Programme since 1993

Higher Education Institutions

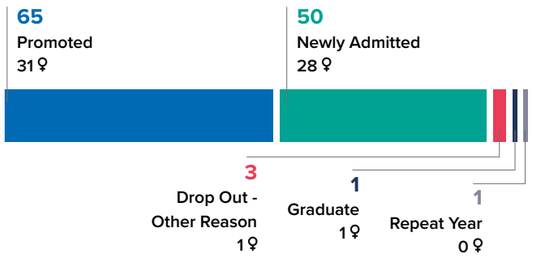
7 Private **3** Public

Implementation Modality
Partner: INTERSOS Italy

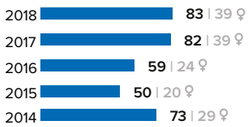
2019 Budget
USD 465,735

Average Scholarship
USD 3,881

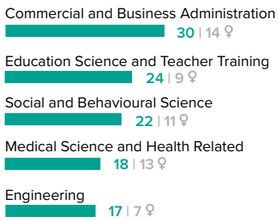
Students in 2019



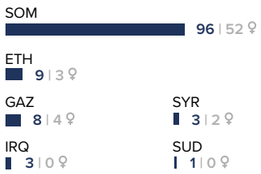
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- INTERSOS signed Memoranda of Understanding with higher education institutions to ensure that DAFI students continue to be charged the same tuition fees as national students.
- 18 career-readiness trainings were provided for DAFI students, including English language, ICT, audio montage, electrocardiogram (ECG), statistical software programmes (SPSS), communication skills, time management, first aid and office management courses.
- The DAFI Students Union (DSU) in Yemen partnered with more than 10 community and youth initiatives to implement 27 community support activities. Projects included a campaign against female genital mutilation, a historical tour, sport competitions and social activities with autistic children and youth.
- INTERSOS identified 14 internship opportunities for DAFI students to build professional experience and career readiness.
- DAFI graduates participate in and stay connected through the DAFI alumni network, which holds regular meetings, provides job search training and support, and keeps alumni engaged in DAFI activities and initiatives of their own design.

Protection and Learning Environment

- Yemen is the only country in the Arabian Peninsula to have signed the 1951 Refugee Convention and 1967 Protocol.
- Persons of concern experience serious challenges in accessing their rights, and the humanitarian crisis in Yemen negatively impacts the protection environment for refugees and asylum-seekers in Yemen, as well as the ability to safely access education.

Zambia

58 students
31♀

Programme since 1993

Higher Education Institutions

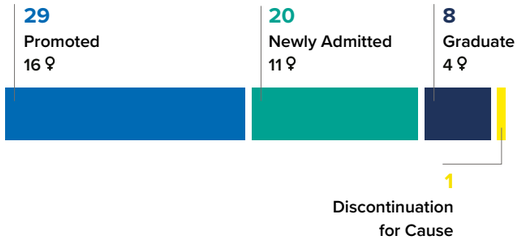
7 Private **5** Public

Implementation Modality
Partner: Caritas

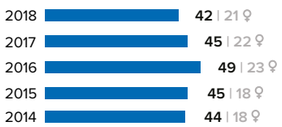
2019 Budget
USD 190,238

Average Scholarship
USD 3,280

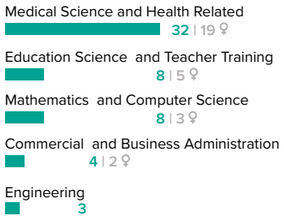
Students in 2019



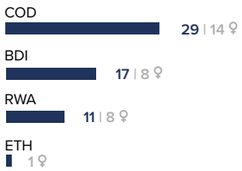
Scholarships Over Time



Top 5 Fields of Study



Countries of Origin



2019 Programme Highlights/ Achievements

- A DAFI scholarship panel was formed comprised of UNHCR, Caritas Czech Republic), the German Embassy and the Office of the Commissioner for Refugees under the Ministry of Home Affairs, to lead on selection, academic performance review, and retention and termination decisions.
- The DAFI annual workshop was attended by 58 delegates representing students and staff from higher education institutions, UNHCR, Caritas Czech Republic and representatives from the German Embassy.
- UNHCR launched the Humanitarian Youth Ambassadors initiative targeting 20 youth in their first or second year of university, with 9 refugee students selected to participate alongside non-refugee youth ambassadors. The students made an excursion to Meheba refugee settlement to learn about the realities of refugee access to education.
- Following an internship, one DAFI engineering graduate secured employment with a construction firm, Seureca Veolia, where he now works as an inspector.
- Ten students were supported to obtain their professional registration and licences from the Engineering Council of Zambia, Health Professional Council of Zambia and General Nursing Council.

Protection and Learning Environment

- Zambia is Party to the 1951 Convention and 1967 Protocol.
- Refugees are allowed to enrol in education, including accessing higher education on the same terms as nationals, and may engage in gainful employment.
- Refugees are required to obtain a renewable study permit and work permit.

Zimbabwe

Higher Education Institutions

6 Public

24 students

8 ♀

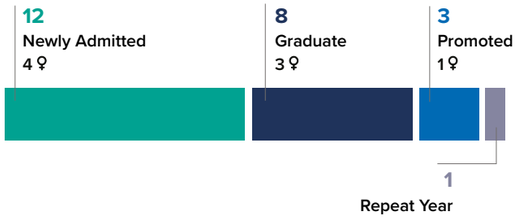
Programme since 1992

Implementation Modality
UNHCR

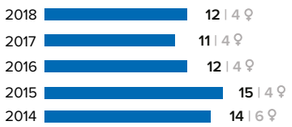
2019 Budget
USD 140,100

Average Scholarship
USD 5,838

Students in 2019

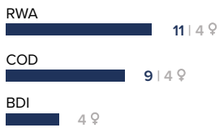


Scholarships Over Time



Top 5 Fields of Study

Countries of Origin



2019 Programme Highlights/ Achievements

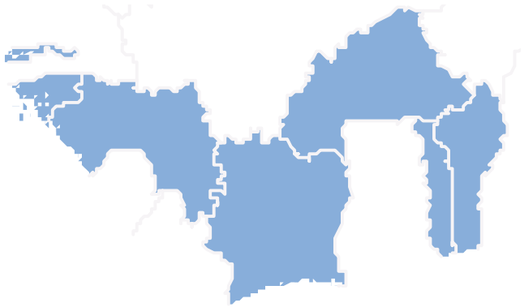
- Students with disabilities were supported to apply to the programme during DAFI sensitisation campaigns in Harare and Tongogara Refugee Camp.
- Individual counselling is open to students on a weekly basis and incoming DAFI students received an induction, including support to access campus accommodation and counselling.
- UNHCR participated in activities to mark German Day at the University of Zimbabwe(UZ). The event provided DAFI students information about postgraduate study opportunities in Germany.
- Twelve DAFI scholars and two DAFI alumni participated in a community outreach campaign at Tongogara Refugee Camp. The campaign focused on the importance of education and prevention of child marriage, and facilitated sports activities with youth.
- Current students have been linked with DAFI alumni mentors in their respective fields. Two DAFI alumni chaired a DAFI club workshop in December 2019 and provided career guidance and mentorship for current students.

Protection and Learning Environment

- Zimbabwe is Party to the 1951 Convention and 1967 Protocol
- Refugees have access to the national education system. Secondary education is provided in refugee camps up to O-level, but not A-level – the level required for university entrance.
- Refugees can enrol in higher education under the same conditions as nationals provided they have refugee status and residence permit documentation.

Countries supported from West Africa Multi Country Office

(Benin, Burkina Faso, Cote D'Ivoire, The Gambia, Guinea Bissau, Guinea Conakry, and Togo)



132 students

53 ♀

Programmes since 2017

Higher Education Institutions

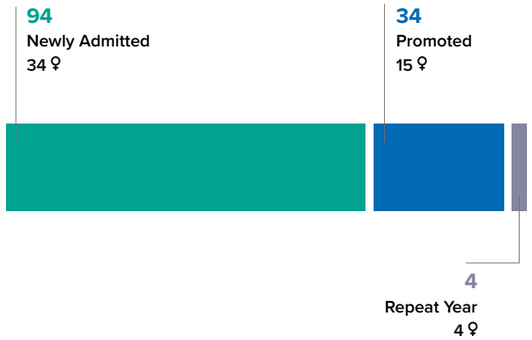
30 Private **21** Public

Implementation Modality
UNHCR & Partners

2019 Budget
USD 284,452

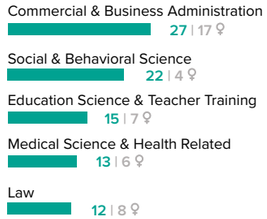
Average Scholarship
USD 2,155

Students in 2019

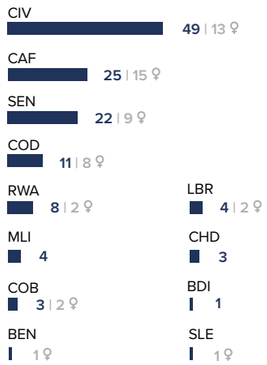


Scholarships Over Time

Top 5 Fields of Study



Countries of Origin



Combined 2019 Programme Highlights/Achievements

- DAFI scholars in Burkina Faso participated in outreach sessions to raise awareness about child marriage, sexually transmitted diseases, sex for survival, and the importance of higher education in refugee and host communities.
- The annual session of the National Commission for Refugees (CNR) was held in Benin with the theme 'Strengthening the Resilience of Refugees through the DAFI Programme'.
- In the Gambia, four scholars found internships to advance their professional preparation.
- DAFI scholars in Guinea Bissau offered tutorial classes for high school students to improve academic performance and preparedness for higher education.
- In Guinea Conakry, dicussions are underway with the Ministry of Higher Education to conclude a Memorandum of Understanding to facilitate inclusion of refugee students in the Guinean public higher education system.
- DAFI management in Ivory Coast supported all students to open bank accounts in order to facilitate secure transfer of monthly allowances and to allow students to utilize mobile banking. The programme successfully enroled majority female students to the programme.
- In Togo, refugee students are able to start on their studies pending the recognition of foreign certificates through the authentication centre.

Overall Protection and Learning Environment

- All countries are Party to the 1951 Refugee Convention and 1967 Protocol.
- Refugees in Burkina Faso, Guinea Bissau, Guinea, Gambia and Togo have access to higher education under the same conditions as nationals at public institutions.
- In Benin, Burkina Faso, Côte d'Ivoire, the Gambia, Guinea, Guinea Bissau, and Togo, refugees have access to the labour market, though generally high unemployment makes finding decent work a challenge for both host and refugee individuals.

Endnotes

1 UNHCR. Refugee Education 2030: A Strategy for Refugee Inclusion. Accessed on 31 July 2020. https://www.unhcr.org/5d651da88d7.pdf

2 Exceptions may be made in line with the DAFI Programme Policy & Guidelines.

3 The goal to achieve 15% enrollment of young refugee women and men by the year 2030 - the 15by30 Roadmap - was announced in Refugee Education 2030. UNHCR. Refugee Education 2030: A Strategy for Refugee Inclusion. Accessed on 31 July 2020. https://www.unhcr.org/5d651da88d7.pdf

4 A returnee is a person who was of concern to UNHCR when outside his/her country of origin and who remains so, for a limited period (usually two years), after returning to the country of origin. The term also applies to internally displaced persons who return to their previous place of residence. Returnees are identified as a target group in the DAFI programme Policy & Guidelines.

5 Tertiary education builds on secondary education, providing learning activities in specialised fields of education. It aims at learning at a high level of complexity and specialisation. Tertiary education includes what is commonly understood as academic education but also includes advanced vocational or professional education. UNESCO Glossary, available at: http://uis.unesco.org/en/glossary

6 For more information: SNHU Global Education Movement, https://gem.snhu.edu/; Kepler, https://www.kepler.org/about-us/; Leadership For Syria, https://www2.daad.de/presse/pressemitteilungen/2016/en/50140-preparing-syrian-scholarship-holders-for-future-leadership-tasks/.

7 These included 26.0 million refugees: 20.4 million under UNHCR's mandate and 5.6 million Palestine refugees registered with the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). The global figure also included 45.7 million internally displaced persons (source: IDMC), 4.2 million individuals whose asylum applications had not yet been adjudicated by the end of the reporting period, and 3.6 million Venezuelans displaced abroad. UNHCR, Global Trends 2019. Accessed on 31 July 2020. https://www.unhcr.org/globaltrends2019/

8 UNHCR, Global Trends 2019. Accessed on 31 July 2020. https://www.unhcr.org/globaltrends2019/

9 UNHCR, Global Trends 2019. Accessed on 31 July 2020. https://www.unhcr.org/globaltrends2019/

10 See: unstats.un.org/unsd/methodology/m49/ for a list of countries included under each region.

11 UNHCR Education, https://www.unhcr.org/education.html. Accessed on 31 July 2020.

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