

DAFI Annual Report 2020

Aiming Higher



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In collaboration with



Federal Foreign Office



Albert Einstein
German Academic Refugee Initiative (DAFI)

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Foreword

Asma Rabi

DAFI graduate in Bachelor of Journalism and Mass communication

I chose journalism for my higher education and got excited as I began to focus on and write about women's rights. Today I am a researcher, and my dreams and talents may take me in other incredible directions in the future. One thing I know is that anything is possible with proper education. Education is a journey that has made me more aware of the vast world around me.

My journey as a researcher began two years ago when I was in the second year of my bachelor's degree. As a refugee, it was an honour to bring to light the inspiring stories and experiences of other refugees. I remember interviewing one young man who worked loading clay bricks by hand. He told me that he wanted to become a doctor. Holding out his hands to me he said, "Do you see these? I wish to hold a stethoscope instead of these bricks." He knew that life had taken him on a journey that he never wanted to experience, but he expected that.

Being a refugee is not easy, it teaches lessons that the classroom cannot teach you. Young refugees learn a lot from their challenges: from forced displacement to discrimination and inequality we learn about the importance of education and equity, human rights, and humanity.

There are thousands of young refugees like him wanting access to higher education. As a DAFI scholarship beneficiary, I got the opportunity to continue my higher education and with that I have found platforms where I can use my skills to help other refugees.

“

OUR JOURNEYS MAY BE DIFFERENT, BUT IT IS UP TO ALL OF US TO RAISE AWARENESS ABOUT THE IMPORTANCE OF INCLUSIVE EDUCATION WITHOUT DISCRIMINATION, WITHOUT BARRIERS.

”

Mark Okello Oyat

Connected learning graduate with Bachelor's degree in Geography and Master's degree in Education

Anyone can become a displaced person at any time in life. Forced displacement is not an easy fact to accept. Still, the displaced person must cope, readjust, embrace the new opportunities that life offers. The fatality for a refugee isn't in the displacement but in the loss of hope in a possible future.

The COVID-19 pandemic drastically impacted the whole world, especially the education sector globally, where millions of students' lives came to a halt. No one could guess the momentum of the spread of the virus. The closure of schools and educational institutions turned a spotlight on the importance of access to education across the globe for everyone, including refugees.

That is the consequence of globalization: we are all connected in many ways. Schools in many parts of the world where refugees reside were equally affected. Countries came with different protective measures to protect their inhabitants. After initial cases were reported, lockdown was imposed, and distance learning approaches took hold around the world. Many refugees faced issues and challenges in adapting to the distance learning approach. Many refugee students in higher education received support to transition to online learning; others were not so lucky. We need better preparedness, digital skills, and connectivity even in the most remote areas where many refugee students and host community youth need to be able to access teaching and learning systems.

Charlotte Kouame

DAFI graduate of Business Administration and Education

I found myself in Ghana after a political conflict in my home country. Having completed secondary school and looking forward to an opportunity to embrace higher education, I confronted language and financial barriers in my new country. I believed my dream had ended.

To my surprise, in 2013, I was privileged to receive the DAFI scholarship and earn my Bachelor of Education. On that foundation, I was able to apply for and receive a DAAD scholarship to pursue a Master's degree in Education (research) at Moi University in Kenya.

I have acquired knowledge, skills, and wisdom that have broadened my perspective. As a professional teacher, I have a chance, and the responsibility, to shape young lives. As a researcher, I intend to

contribute to the development of the education system in my country and Africa at large.

Today I am the West Africa regional leader of the Tertiary Refugee Student Network and the DAFI alumni network president in Ghana. I am the voice of many young refugees. We, as refugees, have inspiring yet harsh and terror-filled stories. As a Tertiary Refugee Student Network (TRSN) leader, I have met hundreds of refugees with a passion for education and a productive future. They all wanted a happy and peaceful life. As an individual, I am deeply grateful to DAFI and DAAD scholarships, which have made my dreams possible. I believe in the journey of education, and I know I owe a service to society.

Note: This foreword is written by three Tertiary Refugee Student Network leaders who each reflect on a different life journey, a different road travelled. Where they come together is in a vision of education – and higher education – for all.

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 Refugee 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
INEE	Inter-Institutional Network for Education in Emergencies
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
TRSN	Tertiary Refugee Student Network
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
UNV	United Nations Volunteers
WFP	World Food Programme

Executive Summary

2020 was an unprecedented year, including for the young refugee women and men pursuing higher education through the UNHCR tertiary refugee scholarship programme (Albert Einstein German Refugee Academic Initiative – DAFI). Closure of universities worldwide began in March as the impact of the COVID-19 pandemic began to take hold. Students were sent home from school in many locations, and the transition to remote or home-based learning commenced. The process was not an easy or straightforward one: students reported feeling stressed about suspended study, uncomfortable with online or distance learning modalities, and neglected where remote learning was inaccessible due to economic, logistical, geographic, or other factors. As the pandemic and its impacts continued, the effects of the ensuing global economic slowdown became apparent: persons of concern located in already economically challenging circumstances experienced more pressure on household resources and real threats to overall well-being.

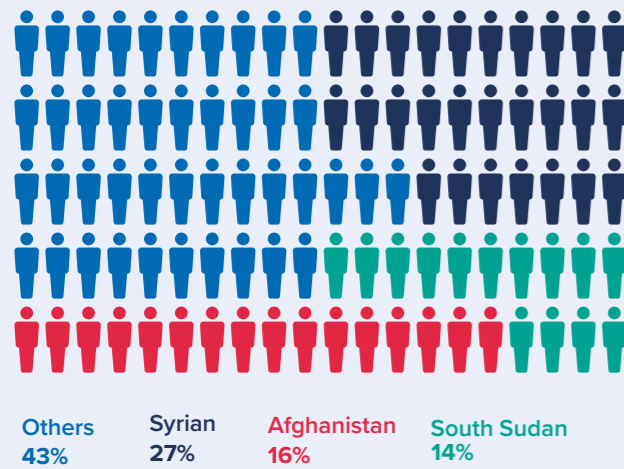
The threat of backsliding on gains made in refugee education across the board due to COVID-19 was immense. Students at all levels were impacted by the closure of schools and the accompanying loss of access to safe spaces and threat to education continuity. The effect of school closures on girls' retention and eventual likelihood of return to school may have detrimental impacts on equitable enrolment of young women refugees in higher education for years to come.

The year was not only one of difficulty but also of opportunity as the demand for innovation in education

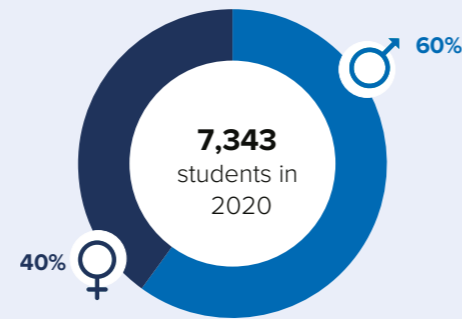
became acute. The importance of access to connectivity and digital skills became increasingly evident the world over. New partners came to the fore and novel initiatives were launched to ensure that learning continued to the greatest extent possible outside of the conventional school environment. Higher education students—refugee and host community alike—experienced uneven access to connectivity, hardware, and teaching and learning content, depending on their location and access to resources. Those in urban areas transitioned to remote learning more easily whereas those located in underserved rural areas, or who returned to refugee camps, experienced the digital divide to a greater extent.

The DAFI programme's well-established policies and tested procedures have supported harmonised, efficient, and accountable implementation for almost three decades. This remained the case during this turbulent year. The programme's long experience and solid foundation allowed the programme to respond in a timely and student-centred way as the pandemic began to impact tertiary scholars. With universities closing and many students being sent home from student housing or forced to move back to refugee camp or settlement situations, DAFI quickly adapted policies to ensure that students' support continued, that learning and teaching materials could be accessed to the greatest extent possible, and that students' safety and stress were monitored and supported. UNHCR's Tertiary Education Team convened webinars during the first quarter of 2020 to update DAFI programme staff on procedural and budgetary implications, provided technical support to individual country programmes and adjusted

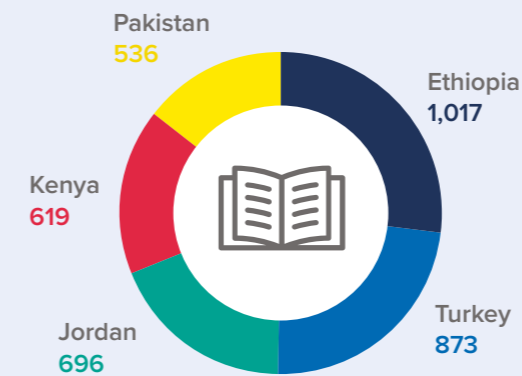
Student Nationality



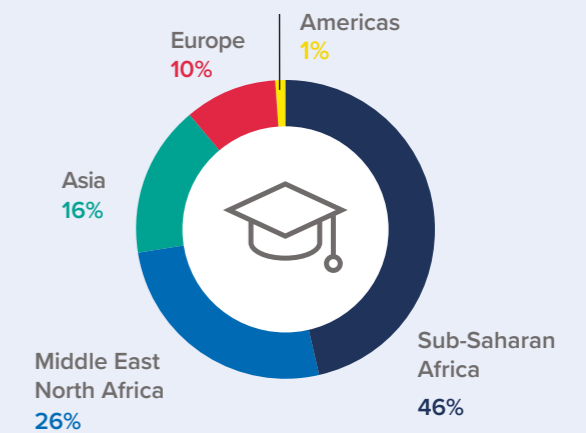
DAFI Programme



Largest Country Programmes



Regional Distribution



monitoring and reporting systems to meet the new realities of learning under COVID.

In 2020, 7,343 young refugee women and men from 47 countries of origin were enrolled on DAFI scholarships in 53 countries around the world. Female students represented 40 per cent of the total DAFI programme. Syrian refugees were the largest country of origin cohort, making up 27 per cent of DAFI students. Students from Afghanistan comprised 16 per cent and those from South Sudan 14 per cent. Programmes in sub-Saharan Africa accounted for the largest share of DAFI students with 46 per cent of the total DAFI student body, while those in the Middle East and North Africa comprised 26 per cent, followed by Asia with 16 per cent. Europe accounted for 10 per cent and the Americas for 1 per cent of all DAFI students. The more heavily subscribed DAFI programmes are also representative of some of the largest or most protracted refugee situations. Ethiopia had the largest share of DAFI students with 816, followed by Turkey with 720 students, Kenya with 567, Pakistan with 536 and Jordan with 531 students.

While university closures caused by the pandemic meant that many students fell behind in their studies or experienced delayed graduation, DAFI scholars used the situation to create opportunities for themselves and to contribute to their communities

and the countries that host them. Students banded together to collect donations of money and supplies for families in need; they conducted information and awareness-raising campaigns on COVID-19 and tutored younger students who were out of school; they made masks and soap and distributed supplies; and medical and health students joined community health workers conducting screening and health sessions in refugee camps and hosting areas. These acts of volunteerism and activism contributed to the overall COVID-19 response and benefited host and refugee communities alike, further demonstrating the valuable impact that refugee students can make wherever they are.

It is important to note that the 2020 DAFI student cohort was smaller than in previous years, with only 402 new scholarships awarded, and that programme staff and students faced unprecedented challenges, the ramifications of which will be felt for years to come. 3,026 young people applied for the DAFI scholarship while only 402 new scholarships were awarded. In order to maximize resources, DAFI programme staff work with local universities and lobby Ministries of Education or Higher Education to waive fees, create refugee-specific scholarships or permit refugees to enrol under the same conditions as nationals. Cost sharing agreements with universities waiving fees, and UNHCR covering living

allowances for refugee students, are examples of the strong partnerships enjoyed with higher education institutions in some countries. Students who were enrolled in 2020 experienced delays in starting their studies and many will be using the coming years to catch up on time missed and will have their planned graduation dates delayed. Often in virtual graduation ceremonies, 1,401 students were awarded their degrees, poised to add value to the communities that host them and inspiring the thousands of young people that follow in their footsteps

This year's report is entitled Aiming Higher. Aiming Higher is also the headline of UNHCR's global fundraising campaign for secondary and tertiary education, which was launched in 2020. Building on the experience and commitments of the Global Refugee Forum, the international community is responding, recognising the need for education opportunities for all. Perhaps the experience of so many children, parents, students, and academic communities deprived of access to their schools, teachers and peers in the context of education, which is central to so many of our lives, created a universal moment where the importance of education for all became undeniable and obvious.

In the pursuit of 15 per cent enrolment of young women and men refugees by the year 2030, we are

together Aiming Higher. As we move forward towards the 15 per cent milestone, the DAFI programme remains the cornerstone of UNHCR's investments in tertiary refugee students. The DAFI programme is also Aiming Higher, having redoubled its efforts to achieve parity among women and men enrolled in the programme; to expand access to students in Asia and the Americas who demand and deserve greater access to higher education; and to amplify the voice of all refugee students who strive to enter and complete tertiary education and to benefit from the opportunity and promise it carries with it.

The voices of the students on these pages are but a small handful of the thousands of refugee students attending university across the globe and the many more thousands who came before them. Their ambitions and dedication demand that we all aim higher to ensure that being a refugee does not mean that higher education is out of reach. Refugee students all over the world are Aiming Higher, overcoming incredible barriers, cobbling together resources, and carving out time to ensure that they do their best and succeed, exploit their talents and contribute to the countries and communities that host them. We invite you to join us in Aiming Higher for refugee higher education and the 15by30 target.

Operational Context

Global Displacement Situation 2020

At the end of 2020, 82.4 million people were forcibly displaced due to persecution, conflict, violence, human rights violations or events seriously disturbing public order. With an overall increase of almost a quarter of a million refugees during the first six months of 2020, this includes 26.4 million refugees under UNHCR's mandate, including 5.7 million Palestinian refugees under the UNRWA mandate and 3.9 million Venezuelan people displaced abroad.

Despite the apparent global slow down due to the COVID-19 pandemic, conflict continued to drive new displacement in 2020. Conflict across the Sahel region in Africa remained one of the major drivers for new displacement in the first half of 2020, while persistent insecurity and conflict continued to drive displacement from the Syrian Arab Republic (Syria), the Democratic Republic of the Congo (DRC), Ethiopia, Mozambique, Somalia and Yemen, Afghanistan and others.

Region of Asylum

Countries in Sub-Saharan Africa host roughly one in every five refugees, with Uganda, Sudan and Ethiopia hosting two thirds of all refugees in the region¹ Uganda and Ethiopia are two of the largest DAFI country programmes. Conflict in the Tigray region impacted operations in Ethiopia as well as Sudan, which received over 50,000 newly arrived refugees.

¹ All figures, source: UNHCR Global Trends 2020. Available at: <https://www.unhcr.org/flagship-reports/globaltrends/>

West and Central Africa saw an increase in refugees of nearly 12 per cent, resulting from the crisis in the Sahel and Northern Nigeria. The situation in the Sahel was further exacerbated by flooding, and attacks against schools remain a concern in the region. In Southern Africa, there was a 3 per cent reduction in the overall number of refugees.²

Europe experienced an overall increase of 3 per cent in the number of refugees hosted in the region, with Turkey remaining the largest refugee hosting country in the world, accounting for 15 per cent of all people displaced across borders. New displacement was seen in the Nagorno-Karabakh region, where armed conflict pushed 170,000 people across borders. Germany, the fifth largest refugee-hosting country, reported a slight decline in 2020 as a result of a number of refugees having had their protection status revoked or withdrawn.

In the Americas, the number of Venezuelans displaced abroad and refugees rose by 8 per cent. The majority of new arrivals were evident in Peru, Mexico and Brazil, while Colombia hosted 7 per cent of all refugees in the world, most from Venezuela. The Middle East and North Africa saw an overall decline in the number of refugees in the region, primarily due to statistical adjustments. Asia and the Pacific also reported a decrease in refugees resulting mainly from improved and updated reporting in certain locations. Pakistan hosted the third largest refugee population, almost all from Afghanistan.

² Reduction was mainly the result of a verification exercise in the DRC which showed a decline in the number of registered refugees.

Country of Origin

In 2020, 82 per cent of people displaced across borders originated from just 10 countries. Since 2014, Syria has been the main country of origin for refugees, with 6.7 million Syrian refugees globally, spread across 128 countries. Turkey hosts over 3.7 million Syrians, which represent more than half of all Syrian refugees worldwide. Other large Syrian refugee populations are hosted in Lebanon (855,000), Jordan (668,000), Iraq (246,000) and Egypt (133,000)³. Germany (572,000) and Sweden (113,000) continued to host the largest Syrian refugee populations outside the MENA neighbourhood region.

Venezuela is the second largest country of origin of people displaced across borders, with 171,800 recognized refugees and 3.9 million Venezuelans displaced abroad. Venezuelans are currently hosted across 66 countries with most in Latin America and the Caribbean, including roughly 1.8 million in Colombia, 453,000 in Chile, 374,000 in Ecuador and 378,000 in Peru.

In mid-2020 there were 2.7 million refugees from Afghanistan located across 96 host countries. Half of them (1.4 million) reside in Pakistan, followed by 951,000 in the Islamic Republic of Iran and 140,000 in Germany.

Achieving Solutions

Achieving durable solutions for forcibly displaced people remains challenging, as conflicts continue to go unresolved and insecurity remains widespread in many countries of origin. The pandemic impacted access to resettlement and repatriation as countries closed borders; countries are accepting smaller numbers of refugees, and host countries are struggling to integrate displaced populations. Only 251,000 refugees returned to their country of origin in 2020, which is 21 per cent less than in the previous year. Resettlement posted an even larger decline with 34,400 refugees resettled in 2020, 69 per cent fewer than the year before.

With millions of refugees unable to return home or access resettlement in a third country, local integration is ever more important. Integration

³ Figures are approximate.

Host Country	People
Turkey	3.652.362
Colombia	1.730.543
Uganda	1.421.133
Germany	1.210.596
Sudan	1.040.308
Islamic Republic of Iran	800.025
Lebanon	870.418
Bangladesh	866.534
Ethiopia	800.464

Figure 1: People displaced across borders by country of asylum | 2020

Country of Origin	People
Syria	4.027.454
Venezuela	2.594.774
Afghanistan	2.189.141
South Sudan	1.103.299
Myanmar	1.103.299
Democratic Republic of the Congo	840.449
Somalia	814.551
Sudan	787.755
Central African Republic	642.437
Eritrea	521.949

Figure 2: People displaced across borders by country of origin | 2020

requires the inclusion of refugees in national systems providing access to health care, education and work. The DAFI programme can play an important role in integration and inclusion of young refugee women and men on campus, in the communities that host them and in the labour market where they are permitted to work.

Dr. Ali Hagggar is the Founder and President of HEC Tchad, a renowned private university in N'Djaména, Chad. From 1980 to 1982, he was a refugee himself, escaping unrest in Chad and seeking protection in Cameroon and the Central African Republic. "I am eternally grateful for what the international community did for me at the time. I graduated from high-school thanks to them."

In 2018, UNHCR and HEC Tchad signed a Memorandum of Understanding (MoU) whereby the university agreed to waive half of the tuition and registration fees for refugee students at bachelor's and master's levels. In the year 2020-2021, the university welcomed 9 DAFI scholars as well as over 30 additional refugee students on scholarship.

UNHCR has signed similar partnerships with five other private universities in the country, as well as with six public universities, allowing for a 50 per cent discount on tuition at the private institutions and a waiver of the international student fees normally required of non-Chadians, so refugees pay the same tuition and fees as nationals.

"I am very glad about this partnership," Dr. Ali says. "Chad remains a fragile country. By being empathetic towards refugees, we keep the war away. Solidarity is a must. Refugees too can be ambitious. They are simply human beings like all of us." When Dr. Ali founded HEC Tchad in 2003, the school had 3 classrooms and 12 professors. Today, it has over 40 classrooms divided into four campuses, providing education to more than 2400 students. "I grew up at a time when public schooling used to abolish differences and affiliations. I have a vision of creating a space of peaceful coexistence."

As a testimony to this vision, many messages are billboarded all over the school. There is one that says: "No to tribalism! No to violence!"

“
BEING A REFUGEE
IS PART OF WHO
I AM DEEP DOWN.
”



© UNHCR/Antoine Tardy

Refugee Higher Education Policy Environment

Across refugee-hosting countries, barriers to higher education prevent thousands of young refugee women and men from accessing advanced training, opportunities to pursue research, develop skills and earn qualifications. In 23 of the 53 DAFI programme countries, refugees pay the same fees as nationals. The other 30 countries subject refugees to higher international student tuition and fee rates or other conditions.

Encampment policies may prevent refugees from accessing universities in urban centres, and different languages of instruction in the host country can mean that refugees are unable to pick up their education where they left off due to flight. Missing or incomplete qualifications and a lack of mechanisms to recognize foreign qualifications or prior learning can prevent refugee students from securing admission or opportunities for funding. The DAFI programme, and the efforts of UNHCR's many partners, aim to support refugees through advocacy, technical expertise, financing and preparatory support to overcome these barriers. Some higher education institutions are going the extra mile to identify where policies can be adapted to address the barriers that refugee students face. In-kind scholarships, or fee waivers to ensure finance is not the decisive barrier, are two examples. Pre-study language training, qualifications recognition processes and academic counselling are other examples, among many more.

Even where higher education is an option, refugees tend to be severely limited in terms of what they can do to utilise their qualifications after graduation. Most students express a deep desire to be able to contribute to the stability of their families, to participate more fully in the countries that host them and to secure work or start a business. Only 18 of the 53 DAFI programme countries allow refugees full access to the labour market. Most countries restrict access to work permits, to certain fields of study or work, or prohibit employment altogether. Despite this, many refugee graduates identify entrepreneurial livelihoods as a route to informal employment. Given that 86 per cent of refugees are hosted in low- to middle-income countries, refugees and nationals alike struggle to find formal work, unemployment rates are generally high and competition can be prohibitive. UNHCR education and economic inclusion colleagues work jointly with national government and other stakeholders to seek ways to maximise the inclusion of refugees in national education and higher education systems and the labour market.



I WAS BORN A REFUGEE. I DON'T WANT TO DIE A REFUGEE.

A former DAFI recipient, Faïda is now studying for a Master's degree in Audit and Management Accounting at HEC Tchad in N'Djaména, on a scholarship provided by the French Embassy in Chad.

She was born in 1998 in Bangui, in the Central African Republic where her family had fled from Rwanda in 1994. The family moved to Chad in 2002, and Faïda grew up and received her education there.

"I grew up not knowing what being a refugee was. My dad had always ensured that we got as much as anybody else. But in high school, I realized that things are difficult for our community. When I tried to integrate, it proved difficult. I understood that I was different. I was told that I did not belong."

Faïda's father always pushed her and her siblings to study and be ambitious, telling them that even though he would not be able to give them any property or money as an inheritance, his legacy would be the education that they would receive.

"As I was about to graduate from high school, I was not sure what to do next. My father was already financing my sister's higher education and could not afford to support mine. So, he told me to be patient. As a result, I lost my motivation. I thought that life was unfair."

Faïda's path took a brighter turn when she obtained the DAFI scholarship in 2018. "At first I was mostly relieved about getting financial support and being independent. Later, I realized that it was actually about building my future."

In June 2019, Faïda was among the student delegates at 'The Other One Percent' conference in Berlin. "It was a turning point for me," she says. "It completely opened my perspective. Growing up, I was always withdrawn and isolated somehow. After Berlin, I started reaching out and helping others. That opportunity gave me confidence and I started telling myself that I was entitled to more. I became hungry for more. I felt that I had been side-lined and that I had to turn things around. Being a refugee should no longer be a limitation in my life."

After Faïda obtained her Bachelor's degree in Economics, she applied for a master's scholarship programme financed by the French Embassy in Chad and was one of the few students selected. "Receiving that scholarship was no longer just about the money or about pleasing my parents. I knew I was doing it for myself and my future." Today, Faïda allows herself to dream big. Her ambition is to work as an accountant. "I want to write a new story for myself and my children, to start afresh. I was born a refugee; I don't want to die a refugee."

Impact of Corona Virus on Refugee Higher Education

Education disruption caused by the COVID-19 pandemic affected over 220 million tertiary-level students around the world. The impact of school closures on refugees worldwide ranged from interrupted learning to isolation and a rise in projected dropouts. The devastating economic impacts of the pandemic meant that many refugee students had to put aside their studies in order to contribute to household income, and fewer resources are available to support education costs as families struggle to get by.

Even before the pandemic, refugee children were at a marked disadvantage in accessing education. COVID-19 has aggravated the situation, with refugee children twice as likely to be out of school as non-refugee children. In 2020, these conditions contributed to a situation where many refugee youth were out of school for most of the year. In total, approximately 1.8 million refugee children and youth in 57 countries were not attending school at the end of the year because of closures intended to limit the spread of the virus. UNHCR and partners worked to ensure that children and youth could access distance or home-based learning despite the many challenges.

For girls and young women, returning to education may be a challenge. UNHCR data indicates that girls are half as likely as boys to be enrolled in secondary level education and the post-lockdown forecast for refugee girls is particularly dismal. Analysis of UNHCR

data on school enrolment by the UNHCR and the Malala Fund estimates that half of all refugee girls in school will not return when classrooms reopen.⁴

The pandemic also accelerated the shift to, and acceptance of, online learning. The benefits and opportunities presented by the increased use of remote teaching and learning, however, are unevenly felt: refugee and host community students in the most under-resourced parts of the world are evidence of the digital divide—many of them never had the chance to access online course work or remote instruction and, as a result, are behind in their studies or unlikely to return to schooling at all.

As the severity of the pandemic became clearer, the DAFI programme worked with all country programmes to ensure the uninterrupted payment of student allowances despite university closures or the suspension of instruction. Continuation of the living allowance meant that students could more safely transition through the upheaval, whether that meant travelling to their family home or refugee camp, replacing campus room and board with alternative situations or paying for internet access where the shift to remote learning was feasible. Many DAFI students will see their graduation date delayed due to the closures that took place in 2020.

⁴ Source: UNHCR [Education Report 2020](#).



CHAD. Mohamed is a masters' student of Human Resources Management, the first and only one from his camp of Djabal so far. He received the DAFI scholarship in 2013.

Despite these difficult and complex circumstances, DAFI and other tertiary refugee students rose to the challenge, identifying their own ways to carry on and to contribute to the public health and community response. Their actions included setting up tutoring groups for younger students who did not have access to remote learning, forming study groups via messaging apps to support and stay connected with

one another, collecting and distributing protective supplies to communities in need, volunteering on public health and information campaigns and serving on the front lines of the response as doctors, nurses, medical technicians and more. Refugee students and alumni launched the #ForYou campaign to highlight the ways that refugees were valuable contributors to the pandemic response.

DAFI Scholarship Programme Question & Answer

Answers to some common questions about the DAFI programme

How are DAFI programme countries determined?

A DAFI programme can be opened in any location where there is the possibility for refugee students to apply to, be accepted and attend a higher education institution. In most cases, the UNHCR country team identifies the need for a tertiary education scholarship programme in their location and makes a request to open a country programme. Together, the headquarters and country teams consider a range of relevant factors—quality of secondary education available, number of refugee students completing secondary school each year, availability of and options for higher education including university, technical and vocational training and online degree options, the security situation, position of the host government, presence of a partner organization to implement the programme, and more. Ultimately, the decision is often made based on availability of funds. In almost all DAFI country programmes the demand for scholarships is far higher than the slots available. Each year, thousands of young men and women who apply to the scholarship programme are not given a place in the programme. All of them have successfully completed secondary school and are motivated to continue their education; with additional funds they too can be given a chance to earn their higher education qualification through the DAFI scholarship programme.

How do refugee students apply for a DAFI scholarship?

In preparation for the start of the academic year, UNHCR and partner organizations issue a call for applications through various accessible means to reach prospective candidates. Candidates may also contact the local UNHCR office for information about application deadlines and selection procedures. In most countries, applicants are required to show that they have successfully completed secondary school and are able to undertake higher education in the language of instruction. Other selection criteria may be determined at country level, such as a demonstrated commitment to giving back to the community or academic reference letters.

Are only university scholarships funded or other kinds of higher education as well?

The UNHCR refugee scholarship programme provides opportunities for young people to pursue tertiary level education in nationally accredited higher education institutions, including through technical and vocational education and training (TVET) programmes or through accredited connected higher education programmes in some locations, depending on what is most appropriate to the context.

Are DAFI scholarships need- or merit-based?

DAFI scholarships are a combination of the two. Individual country programmes may determine the orientation of some selection criteria in order to respond to vulnerability or other need-based criteria. The DAFI programme is generally considered very academically competitive to ensure that most recipients succeed in their course of study and graduate. To that end, the DAFI scholarship is not strictly a need-based scholarship for only the most economically disadvantaged students. Research suggests that scholarship and financial aid recipients perform better than students who do not receive financial assistance.

What entitlements does the scholarship programme include?

Each scholarship award includes payment of tuition and fees, as well as associated costs such as room and board, books, local transportation and health care. The allowance is calibrated to ensure that DAFI students can live in safe conditions that are conducive to their studies. They should not be forced to choose between going to class or working, required to travel a long distance to university, asked to focus on their studies while they are hungry, or give up on their degree because of child-rearing. The programme also incorporates a range of additional activities, services and opportunities to ensure that the university experience for each student includes personal development in the form of leadership, career readiness and relevant skills training. Clubs, peer support networks and individual counselling aim to provide a holistic social, academic and personal experience.

How does higher education specifically impact women and girls?

The scholarship programme is committed to the equal enrolment of young refugee women and men. According to the World Bank, women with a secondary school education may earn twice as much money as those with no formal education, while women with a higher education may make three times as much. Crucially, it is the investment in the final years of education that results in the greatest economic gains. A number of women in the DAFI programme who

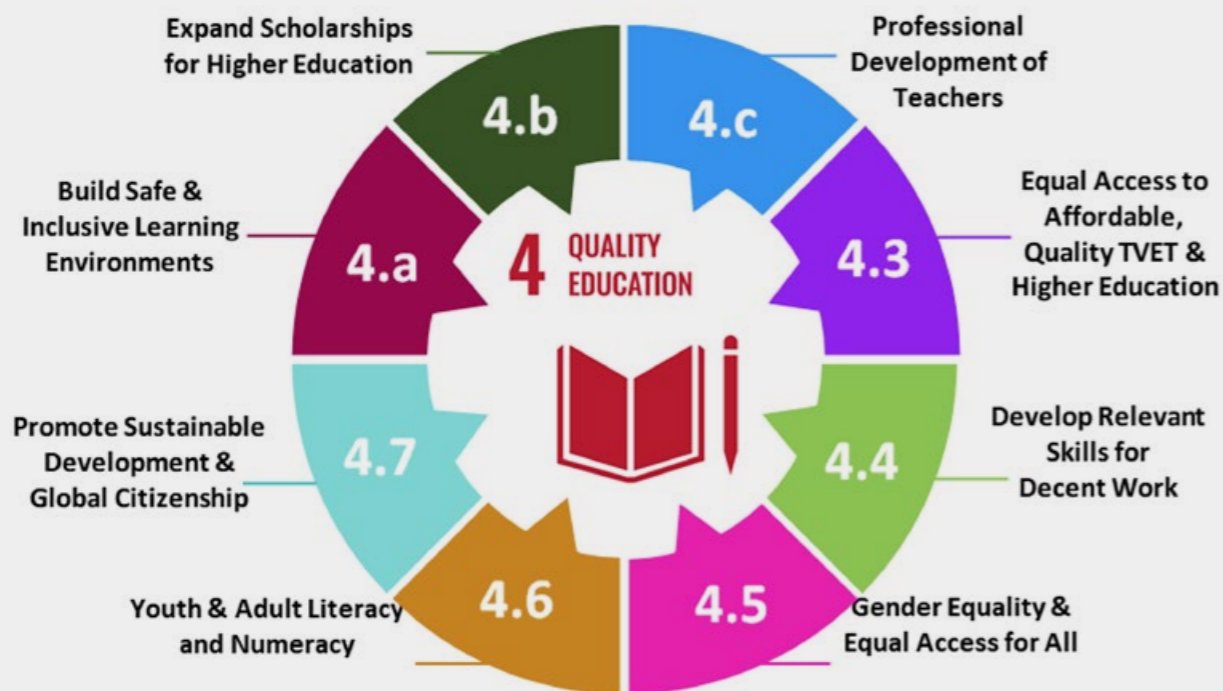
were required to leave their campuses and return to refugee camps during the COVID-19 pandemic observed the sometimes stark difference between themselves and their peers who did not have access to higher education. The women reported that girls and young women lacked knowledge of the higher education opportunities available to them and many were required or opted to get married early because it was ‘the only thing to do’, or ‘the only alternative for a future’ if there was no option to continue their studies. The DAFI programme and other refugee-specific scholarship programmes aim to provide that alternative to more young women refugees.

What opportunities for education are available to refugees in host countries?

In most host countries, refugee children are permitted to access primary education, either within the national education system or in refugee or community schools. Opportunities for secondary school are generally less available, at least partially due to the limited number of secondary schools in many locations. In both instances, barriers such as the cost of transportation, uniforms, books, or registration fees, and the opportunity cost of attending school instead of working, prevent many children from enrolling in or completing primary and secondary education. UNHCR advocates for the inclusion of refugee children and youth in national education systems, including in higher education. Generally, refugee students are not eligible for education finance programmes such as student loans. Some host countries permit refugees to register under the same conditions as national students; others offer fee waivers or refugee-specific scholarships to facilitate access to higher education for refugees. Refugee students may have the option to consider university, technical or online degree programmes, depending on the country.

How does UNHCR’s tertiary scholarship programme contribute to the Sustainable Development Goals?

Sustainable Development Goal (SDG) 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”



by 2030. The SDG 4 targets are also geared towards completion of the full education cycle from early childhood to higher education, with emphasis on literacy and learning. Gains across the education sphere can contribute to improved self-reliance, greater social cohesion, development of skills for work and enhanced understanding of sustainable development and global citizenship. The DAFI programme is designed to address and promote each of these. With emphasis on safe and inclusive learning environments, skills development and career readiness, gender equality and support for national institutions, the DAFI programme is responsive across the spectrum of SDG 4 objectives.

What support is offered to students once they graduate?

UNHCR's refugee scholarship programme aims to improve the preparedness of students for a variety of options after graduation. Many country programmes offer career readiness and soft skills training, digital skills development and internships, especially where transition to the labour market is possible. Other countries may focus on mentoring,

volunteering, entrepreneurship training and networking opportunities where the labour market is less accessible. In most countries, students have access to a combination of the two in preparation for opportunities that may include return to the country of origin, remote work, community leadership, work in the humanitarian sector or business ownership.

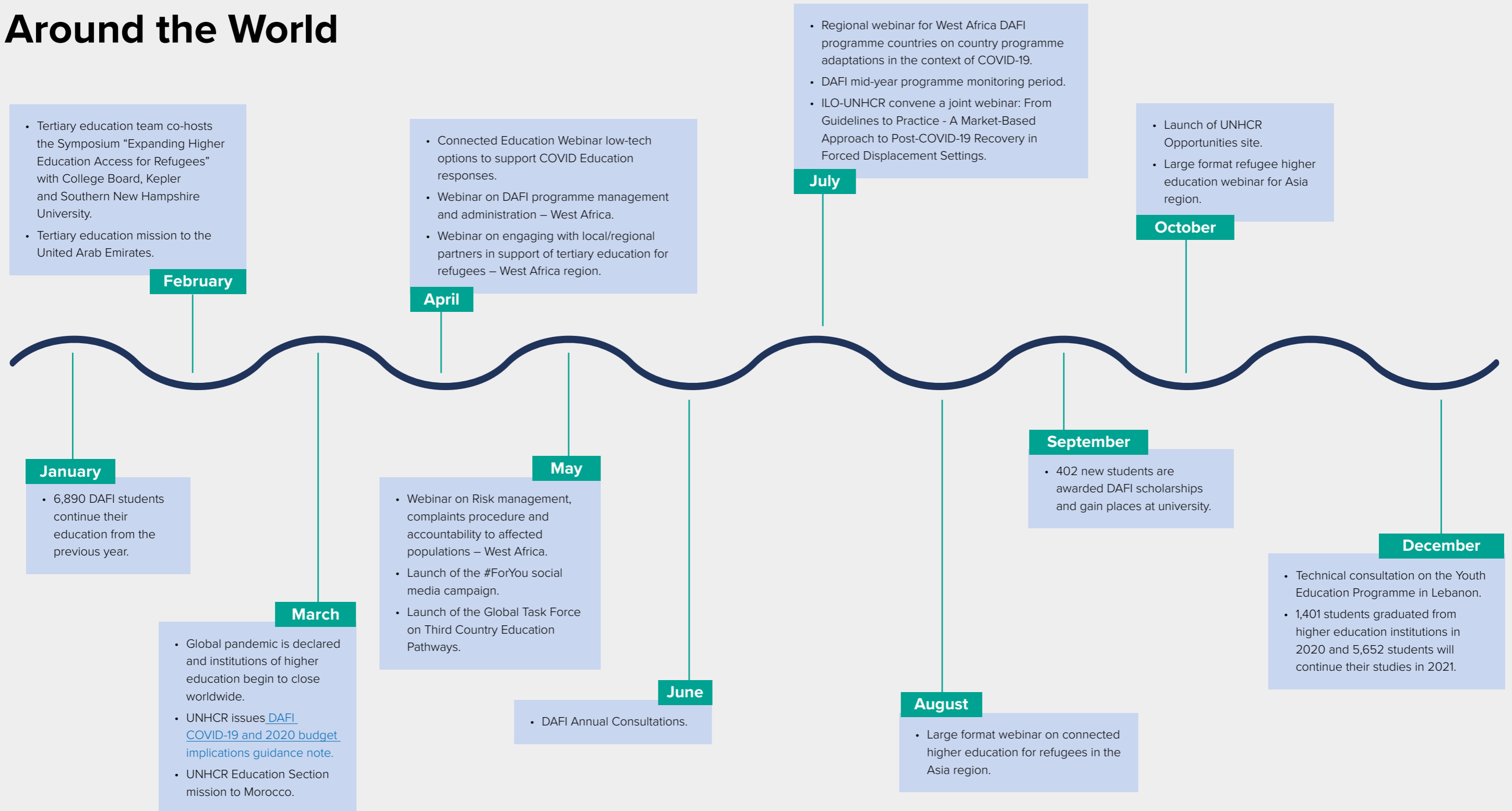
Do scholarships lead to jobs?

Transition to employment remains a major challenge for refugee university graduates, who face restricted access to formal employment. Where refugees do enjoy the right to work, access to the labour market is not always straightforward, easily navigable or equal. Refugees seeking employment may 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, lack of professional networks or lack of access to services, such as financial services. UNHCR and partners advocate for the inclusion of refugees in the labour market and access to financial services in host countries.

CHAD. Sadia, 23, is a third-year student of Administration in N'Djaména.

“ WITHOUT EDUCATION, LIFE IS VERY DIFFICULT AND NOTHING CAN BE DONE IN THE FUTURE. ”

Timeline of UNHCR Higher Education Activities Around the World



15by30 Target

Today, 5 per cent of young refugee women and men are enrolled in some form of higher education – whether in university, college, technical and vocational education and training, or online learning. For refugees, higher education is the crucible for leaders, thinkers and makers, those who will rebuild their countries if they are able to safely return home, and those who will contribute to the futures of their host communities and countries or pursue a future elsewhere. In order to ensure that more refugees have the opportunity to accrue the social, economic and cultural benefits available through higher education, and to promote the ability of refugees to participate in and contribute fully to the communities and countries they live in, UNHCR and partners set the objective to ensure that 15 per cent of young refugee women and men are enrolled in higher education by the year 2030. With higher education that is inclusive of refugees, all students can benefit from a richer academic environment, social cohesion gains, improved academic infrastructure and resources.

Why is the target 15 per cent, and not 100 per cent? The global average enrolment figure for higher education is 39 per cent, with variations between countries at the high end of the spectrum such as Sweden with roughly 72 per cent, Colombia at approximately 55 per cent and several countries in West and East Africa around 3 per cent. Parity with the average national global higher education enrolment figure is not considered a realistic goal at this time. This is largely a reflection of the fact that most of the world’s refugees are hosted in countries that themselves have a lower average enrolment rate, greater economic barriers to access and already high demand for access to higher education. 15 per cent enrolment is considered an ambitious but achievable goal, grounded in the potential of strong partnerships and continued commitment from host and partner governments.

Based on current population data, achieving 15 per cent enrolment in 2030 will mean that approximately half a million young refugee women and men will be participating in and enriching academic life in national universities and colleges, technical and vocational education and training (TVET) institutions, scholarship and connected higher education programmes and complementary education pathways for admission to third countries.

Higher Education Pillars for Refugee Access to Higher Education

The 15by30 roadmap is developed around five core education pillars that refugees utilize to access higher education, and integrates the essential contribution of enabling programmes and services that allow refugees to effectively transition to and succeed in higher education. Access and support programmes address the need for access to valid information about tertiary opportunities, support to facilitate application and acceptance, language training, verification of education credentials and qualifications, information and technology skills development, soft skills training and others.

Key to achieving the 15by30 target is the role of strong partnerships, old as well as new. At the Global Refugee Forum in 2019, over 200 pledges were submitted which were specific to education. Of those, 58 focused on higher education spanning inclusion, skills development, refugee participation and financial support. Translating these pledges into action, stewarding additional partners to join the global alliance to promote access to higher education for refugees, and monitoring progress in actual enrolment terms are central priorities for UNHCR. As partnerships and opportunities expand, the DAFI programme will remain an example for other tertiary scholarship programmes and access interventions for refugee students.



Sample of Higher Education Pledges Submitted to the Global Refugee Forum

Offer guidance counselling for refugees to access higher education in E. Africa, and create resources vetted by refugees and leaders from multiple regions accessible to all online.

Southern New Hampshire University Global Education Movement

Equip refugees with labour market skills (construction, logistics, transport) to help them become self-sufficient, strengthen their resilience as well as encourage them to contribute to the economy.

Government of Djibouti

Empower refugee and host community youth, especially young girls, economically by providing access to market-based skills training, entrepreneurship training, finance and links to apprenticeships and jobs.

The Danish Global Compact on Refugees Coalition

Expand national and local government TVET systems and facilities to provide quality and accredited skills training to 20,000 host community and refugee youth on an equitable basis.

Government of Ethiopia

Pledge of £700,000 to the DAFI Tertiary Scholarship Programme for 2020/2021.

Saïd Foundation

Extend domestic measures to integrate asylum-seekers and refugees into Germany's higher education system until 2021 with an envisaged annual €27.2 million budget. This includes the German Academic Exchange Programme (DAAD) and the new PROFI Programme, which will prepare refugees with a foreign graduation to transition into the national labour market.

Government of Germany

Support the development of a global UNESCO Qualifications Passport for refugees and vulnerable migrants. In 2019 Norway supported the UNESCO pre-pilot in Zambia in 2019 with NOK 1.5 million and anticipates a similar level of support for 2020. Additionally, Norway will support the European Qualifications Passport and the Council of Europe with NOK 1.1 million from 2018-2020 subject to Parliamentary approval for 2020.

Government of Norway

Pledge of 3750 higher education scholarships for refugees and displaced youth. Additional commitment to complement these scholarships by supporting pathways for refugees and displaced youth through investment in bridging programmes.

Mastercard Foundation

Germany supports the DAFI Tertiary Scholarship Programme with a financial contribution of €13.4 million for 2020, while Denmark pledges to fund DAFI for the coming year with DKK 10 million.

the Danish Global Compact on Refugees Coalition

Sponsor 51 additional refugee students annually through WUSC Local Committees, secure long-term funding commitments to ensure the sustainability of the Student Refugee Programme (SRP) and engage other post-secondary institutions to implement SRP on their campuses.

World University Service of Canada (WUSC)

Design a scholarship programme for refugees that allows its beneficiaries to study in Spain. These scholars will also have a special visa for students issued by the Ministry of Foreign Affairs and Cooperation. From 2019 – 2021, the goal is to grant 300 visas / university scholarships.

Government of Spain

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I DIDN'T HAVE A CHOICE. I HAD TO FOLLOW MY OWN PATH.



When Mandela was 13 years old, he lost his entire family to the conflict in Kivu, DRC. Mandela was rescued by a friend of his father and eventually made it to Zambia on his own, ending up in Mayukwayukwa settlement.

"I don't want to remember my past and so I always try to be around people so that at least I can take my mind off of it."

In the refugee settlement, Mandela managed to resume his education in Grade 10. The following year, he moved to the capital city Lusaka where he completed his high school while working in the mornings and studying in the afternoons. After high school, he had no prospect of attending university for nearly four years. Instead, he worked at small jobs to make ends meet.

In 2017, while he was in the settlement on a short visit, he came across an advertisement for the DAFI programme. He turned in his application and sat for an interview, having very little hope of succeeding. A few weeks later, Mandela was at his job in an auto repair shop when his phone rang. "You are in," a voice said. Mandela

was euphoric. "I immediately came down on my knees and started praying. I am going back to school, I thought! It meant so much to me. It showed me that one should never lose hope in life. A door can open at any time. Patience is key."

Mandela enrolled in Computer Science at Cavendish University. "My dream was coming true. It was real. The moment I got this chance, I thought: 'whatever it takes, I will do everything to see it through'".

Mandela will graduate next year and will be looking for a job in information technology. He is also planning on volunteering in the settlements. "I have always believed in giving back to the community. When you have been given an opportunity, it makes sense to help others. I know there are so many people out there with so many needs and very little hope. I have been through this kind of situation when hope was the hardest thing to feel. But along the way, I met people who opened their doors, shared their hope with me and made me believe that as long as there are people available to contribute towards someone else's needs, hope will always be there."

Refugee Higher Education Developments in 2020

Symposium on Expanding Higher Education Access for Refugees, Abu Dhabi

In February 2020, before the first closures and travel restrictions due to COVID-19 took effect, the College Board, Southern New Hampshire University Global Education Movement (SNHU GEM), Kepler and UNHCR co-hosted a symposium on “Improving Higher Education Access for Refugees” at New York University’s Abu Dhabi campus. The Symposium also covered important topics such as education financing, college guidance counselling for refugee students, connected higher education and addressing gender related barriers to higher education.

Among the refugee students in attendance were Tertiary Refugee Student Network (TRSN) members from Pakistan, Ecuador, Malaysia and the United Arab Emirates (UAE). Students shared their experiences as panel speakers and moderators and led roundtable discussions on topics such as financial barriers to higher education, education for girls and young women, highlighting the TRSN as a way for refugee students to systematically connect with each other and other stakeholders, locally and globally. The event was attended by a range of partners including the Al Ghurair Foundation for Education, UNHCR’s Representation for the UAE and a range of higher education institutions.

Broadening the DAFI Partnership Base

For almost 30 years, the German Government has been the principal donor to the DAFI programme. Since 2014, additional donors have stepped up to join the DAFI partnership. The Saïd, Asfari, and Hands Up for Syria Foundations, along with other private donors, now contribute approximately 6 per cent of the total programme budget. In 2020, the governments of Denmark and the Czech Republic committed support and financial backing for the programme amounting to 7 per cent of the programme budget.

UNHCR and the German Government are jointly committed to expanding the partnership base further. If the 15 per cent enrolment is to be achieved by the year 2030, it is vital that additional State partners join this effort. To this end, UNHCR and the German Federal Foreign Office conducted a briefing for State partners in 2020, and will continue these efforts to build support for expanded higher education opportunities for refugee youth. In 2020, UNHCR launched the Aiming Higher campaign to build partnerships and support for refugee secondary and tertiary education through a global fundraising effort which is already seeing a positive response through individual giving as well as through engagement by corporations.

UNHCR Opportunities Platform

Developed in response to needs expressed by refugee students, the UNHCR Opportunities Portal was launched in October 2020 to provide a global database of reliable, up-to-date information on scholarship programmes for refugees, both in their current countries of asylum and abroad. “There has always been a need to centralize information on opportunities available to refugees, especially education opportunities. For most of us refugees, education is the means we use to keep hope and move forward,” said one refugee alumni, “Having a platform where we can see different opportunities and match them with our own expertise and aspirations can change the way we can and will contribute to the societies we live in”.

Many refugee students report being aware of, yet unable to access information about tertiary education programmes available to them in their host countries or abroad. This digital platform aims to fill that gap. As UNHCR Assistant High Commissioner for Protection, Gillian Triggs explains, “Higher education opportunities are very limited for refugees, but they are life-changing. They can help equip them with the knowledge and skills they need to live productive, fulfilling and independent lives. We hope more universities and academic institutions will come forward and offer scholarships for refugees.” The website currently features 49 specific programmes offered by education providers in over 60 countries. Every opportunity is verified independently by UNHCR prior to posting.

Tertiary Refugee Student Network

The TRSN is a global network of refugee students and graduates from a variety of higher education programmes. TRSN has increased its country presence from 12 countries in 2019 to 20 countries in 2020, and continues to connect with more refugee students to achieve the 15by30 goal. Refugee students volunteer their skills and time to advocate for refugee education at global and national level, raise awareness about the significance of education among their communities, and empower fellow refugee youth through skills training, workshops, and peer support. Having established its regional governance structure, the TRSN submitted the following pledge at the Global Refugee Forum in 2019:

“The Tertiary Refugee Student Network, an international refugee-led network of refugee youth in higher education, pledges to work more and harder to connect refugee students across the world to make them stronger students and role models. The Network will expand into five more countries in Southeast Asia, Middle East, Africa, and South America. The network will encourage refugee students to support each other by sharing expertise, best practices, and opportunities worldwide. In addition, the network will work on the regional levels to foster the connection between refugee students by encouraging peer to peer support and mentoring programmes among refugee students.”

In October 2020, the TRSN published a report detailing its formation, objectives and global activities. Also in 2020, TRSN, together with the Global Youth Advisory Council (GYAC), developed the #ForYou social media campaign to highlight the positive contributions of refugee youth around the world, including on the frontlines of the COVID-19 pandemic.

BMZ-UNHCR Strategic Cooperation and Task Force on Technical and Vocational Education and Training (TVET)

Over several months in late 2020, the German Federal Ministry of Economic Cooperation and Development (BMZ) and UNHCR’s Division of Resilience and Solutions strategized ways to strengthen country level cooperation on technical and vocational education and training (TVET). TVET was identified as one of two areas for strategic cooperation, the other being energy.

The cooperation is considered relevant and strategic since BMZ often has well established and long-standing relations with host governments and

relevant line ministries that go beyond UNHCR's traditional governmental counterparts. Furthermore, BMZ possesses the technical cooperation of the Society for International Cooperation (GIZ) and the financial cooperation of the Credit Institute for Reconstruction (KfW), expertise that can complement and improve the response to displacement at a programmatic level, including by adding a more sustainable and mid-term perspective to humanitarian responses.

To the strategic partnership, UNHCR brings its mandated responsibilities and expertise to advance refugee protection and solutions, long-standing engagement with displaced populations, host communities and countries in contexts that may be new to development agencies. With expanded institutional capacity, UNHCR aims to increase cooperation with development actors and advance better linkages between humanitarian and development actors in contexts of forced displacement at country level.

The UNHCR-BMZ partnership will be further articulated through a task team on TVET which will undertake to build a global multi-year partnership between BMZ and UNHCR, including GIZ and KfW, that is not primarily focused on transactional cooperation, but will improve cooperation across political, financial and technical areas to better support persons of concern and host communities, and will identify and address specific knowledge gaps and information or research opportunities to improve cooperation. The task force on TVET and, indeed, expanding refugee access to BMZ/GIZ TVET programmes as well as advancing the inclusion of persons of concern in national systems and services through development investments, are directly aligned to the objectives of the Global Compact on Refugees and the 15by30 target.

Launch of Global Task Force on Third Country Education Pathways

The Global Task Force on Third Country Education Pathways (Global Task Force) promotes and supports the expansion of tertiary education as a complementary pathway for refugee students. Increasing opportunities for refugee students in third countries will not only help grow the number of refugees enrolled in higher education to 15% by

2030, as set forth in the Refugee Education 2030: A Strategy for Refugee Inclusion, but will also help meet the ambitious goals of The Three-Year Strategy (2019–2021) on Resettlement and Complementary Pathways. Global Task Force members include representatives of states, regional and international bodies, the private sector, NGOs, refugee representatives, UN agencies and donors who are engaged in or supporting complementary education pathways and are committed to expanding tertiary education opportunities as a durable solution for refugee students.

The Task Force convenes relevant stakeholders to advocate for an increase in complementary education pathway programmes globally; coordinates a global Community of Practice (CoP) to share best practices and lessons learnt and to facilitate collaboration in setting up complementary education pathways; develops tools and resources to support the design, implementation, and expansion of tertiary education pathways for refugees; and promotes minimum standards for the design of complementary education pathways and provides assistance and capacity building to ensure programmes meet these standards.

UNESCO Qualifications Passport for Refugees and Vulnerable Migrants

The UNESCO Qualifications Passport for Refugees and Vulnerable Migrants (UQP) was developed in recognition of the importance of higher education for building peace, restoring dignity and recovering livelihoods for refugees, as part of a comprehensive refugee response. UNESCO leads the UQP and is currently piloting the Qualifications Passport with UNHCR, the Norwegian Agency for Quality Assurance in Education (NOKUT) and national authorities in Zambia and Iraq. The UQP methodology is a combination of an assessment of available documentation and evaluation of experience gained through a structured interview resulting in a standardized document affirming the qualifications its holder is likely to possess based on the available evidence. The document provides credible information relevant to applications for employment, internships, qualification courses and admission to further studies. The process may also



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CHAD. Firdos, 25, from Sudan, is a final-year student of Nursing in N'Djamena, Chad, on a DAFI scholarship. “Studying nursing was my dream. There is a great lack of health professionals in our community. I want to contribute as much as I can. I am also responsible for my family now and am very close to achieving my dream. At university, some people already call me The Famous Doctor!”

identify cases where there is a need for recognition of prior learning. The methodology is based on that developed by NOKUT and the Council of Europe for the European Qualifications Passport (EQP).

Aiming Higher Campaign

Launched in December 2020, on the 70th Anniversary of UNHCR, the Aiming Higher Campaign aims to contribute to UNHCR's target to have 15 percent of young refugee women and men enrolled in higher education by 2030. The campaign's initial goal was to raise US\$ 900,000 in its first year, supporting 70 refugee scholars with full four-year scholarships. By January 2021, the Aiming Higher Campaign had surpassed its target with a donation

of US\$ 900,000 from CTP Invest. Following this early success, the campaign strategy was redefined to raise funds exclusively for UNHCR's tertiary refugee scholarship programme (DAFI) with the goal of meeting the programme's entire funding gap of US\$ 23 million by 2023.

Today, the campaign has raised a total of US\$ 5.63 million, equating to 24.5 per cent of the overall target. Aiming Higher has been met with great enthusiasm from corporate donors and foundations contributing to this early success and in recent months individual donors have expressed a strong interest. A recent appeal in Italy that raised nearly US\$ 600,000 shows that the campaign has a strong potential with individual donors.



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DAFI Programme in 2020

Programme Fundamentals

Launch

The DAFI refugee scholarship programme was launched in 1992 by UNHCR and the German government. To date, it has supported over 18,500 young refugee women and men to obtain an accredited higher education qualification in their first country of asylum. The DAFI programme was implemented in 53 countries in 2020, almost all in the Global South.

Vision

The vision of the DAFI programme is to enable young refugees, both women and men, who possess a secondary education diploma to pursue higher education in their host country. With the qualifications they acquire through advanced study, they can develop skills and knowledge, earn qualifications and position themselves and their families for sustainable futures and as net contributors to 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:



Promote self-reliance and pathways to solutions resulting from completion of an undergraduate qualification.



Provide role models for refugee children and youth by demonstrating the positive impact of education on individuals, communities and societies.



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.



Contribute to post-conflict peacebuilding and reconstruction for refugees who return to their home countries.



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



Promote social, economic and gender equality.

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 in each programme country, talented young refugee women and men who meet the DAFI programme selection criteria are awarded scholarships by UNHCR. UNHCR and partner organizations provide preparatory courses, monitoring, language and skills classes, and psychosocial support to students throughout their period of study. Tailored to individual country conditions, a comprehensive student support structure helps to maintain the programme's low dropout rate and ensure a high rate of success and a rich academic experience for each student. The programme also emphasizes preparation for the post-graduation period and transition from education to economic inclusion by providing career readiness and soft skills training, internships, mentoring, and opportunities for volunteering and networking.

Scholarship Entitlements

The DAFI scholarship package is designed to ensure that students can live and learn in safe and

appropriate conditions, allowing them to focus on their studies, build networks and participate fully in campus life. DAFI scholarships cover tuition and fees, as well as study materials, food, transport, accommodation and health insurance. Participation in a variety of activities offered through the country DAFI Clubs is an additional component.

Inclusion

The DAFI programme is aligned to the objective for refugee students to be included in national education systems to the greatest possible extent. The programme prioritises enrolment in public higher education institutions so that resources invested benefit host and refugee students alike. Enrolment in nationally accredited higher education institutions enables refugee students to study alongside their host country peers pursuing common goals.

Selection Criteria

The DAFI programme supports academically qualified young refugee women and men who would not otherwise be able to attend higher education due to financial or other barriers. Each DAFI scholar has successfully completed upper secondary education, is not older than 28 years of age at the start of their undergraduate studies, is proficient in the language of instruction, and has demonstrated a commitment to giving back to their communities. Flexibility is maintained for applicants who may have surpassed the age limit due to child-bearing or other delays in completing their education.

Programme Management

The DAFI programme is under the overall supervision and management of the UNHCR Education Section headquartered in Copenhagen, Denmark and managed at country level by individual UNHCR country offices and programme partners.

Programme Implementation

Programme components—from selection to monitoring and student support—are implemented by UNHCR country teams directly and often in collaboration with partner organizations at country level.

DAFI Programme at a Glance

2018	2019	2020
6,866 Students	8,347 Students	7,343 Students
41% Female	40% Female	40% Female
787 Graduated	1,063 Graduated	1,401 Graduated
1,134 Newly admitted	2,656 Newly admitted	402 Newly admitted
51 countries of study	54 Countries of Study	53 Countries of Study
Top 5 countries of study	Top 5 countries of study	Top 5 countries of study
Turkey 834	Ethiopia 1,017	Ethiopia 816
Ethiopia 830	Turkey 873	Turkey 720
Jordan 728	Jordan 696	Kenya 567
Uganda 469	Kenya 619	Pakistan 536
Kenya 436	Pakistan 536	Jordan 531
Top 5 countries of origin	Top 5 countries of origin	Top 5 countries of origin
Syrian Arab Republic 2,438	Syrian Arab Republic 2,425	Syrian Arab Republic 1,979
Afghanistan 935	Afghanistan 1,193	Afghanistan 1,179
South Sudan 801	South Sudan 1,130	South Sudan 995
Somalia 660	Somalia 817	Somalia 698
Democratic Republic of Congo 355	Democratic Republic of Congo 504	Democratic Republic of Congo 456
Top 5 fields of study	Top 5 fields of study	Top 5 fields of study
Medical Science & Health Related 1,347	Medical Science & Health Related 1,704	Medical Science & Health Related 1,511
Commercial & Business Administration 1,179	Commercial & Business Administration 1,498	Commercial & Business Administration 1,303
Engineering 951	Social & Behavioural Science 1,141	Social & Behavioural Science 1,017
Social & Behavioural Science 734	Engineering 1,006	Engineering 895
Education Science and Teacher Training 484	Mathematics & Computer Science 679	Mathematics & Computer Science 624



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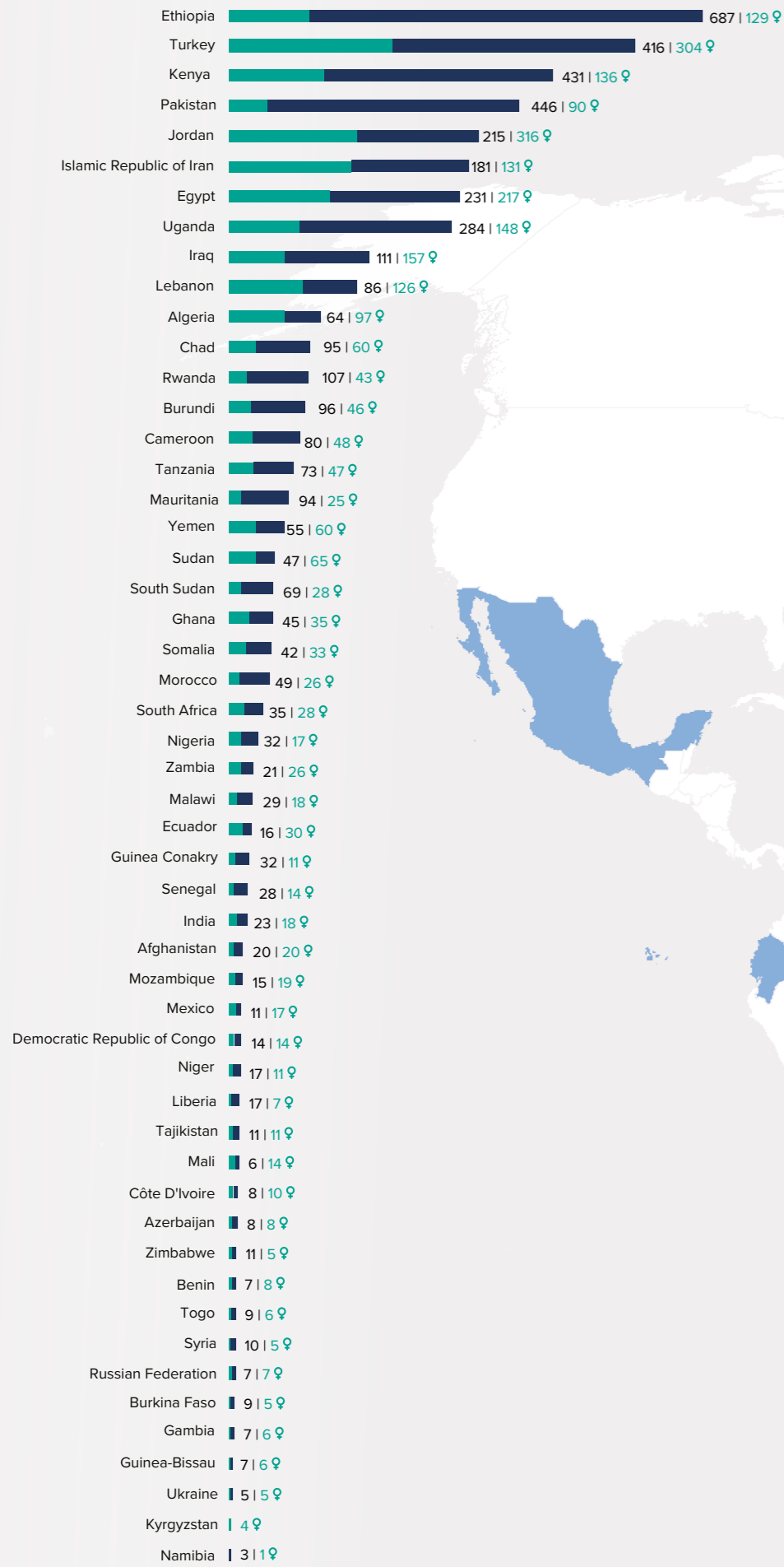
Cavendish University, Lusaka, Zambia

Cavendish University Zambia was the first private education institution to be established in Zambia, in 2004. In 2020, the institution took the laudable step of waiving tuition fees for ten students from the refugee community. Through the DAFI programme, UNHCR committed to cover subsistence and living cost fees for the students. “We are always looking for ways to make education accessible – to all groups,” says Reginald Rainey (centre), Cavendish’s Executive Director.

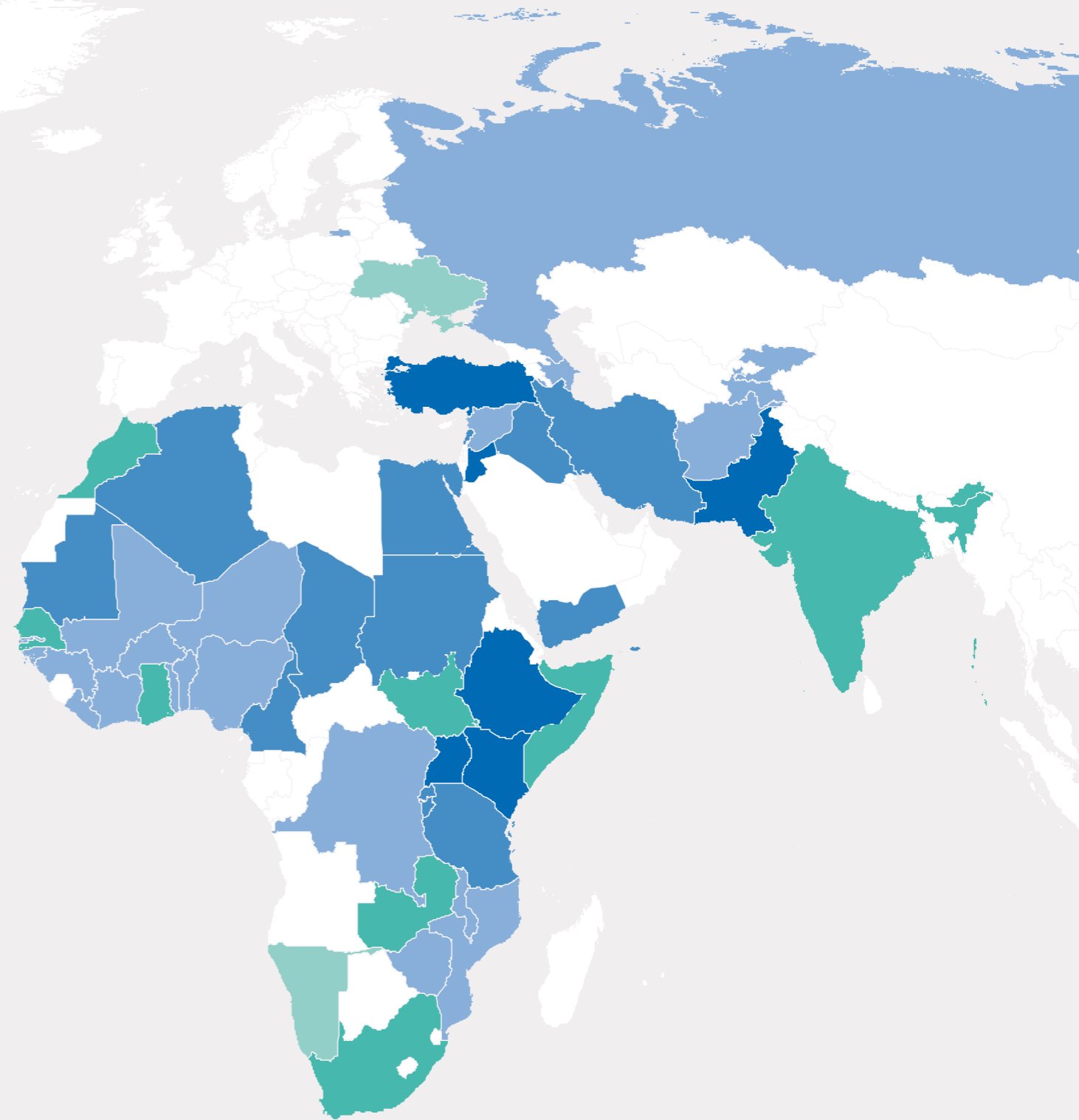
Shimiyana (second to left), is one of the five students benefiting from this new partnership. He is a first-year student in Computer Science. Deborah (second to right), Louis (left) and Mandela (right) are in their final year of their bachelor’s programme, on full DAFI scholarships. Louis and Mandela both came to Lusaka from Mayukwayukwa settlement and are roommates at university.

“
THE SCHOLARSHIPS WE OFFERED THIS TERM IS JUST A BEGINNING.

”



Country of Origin	Female	Male	Total
Syrian Arab Republic	1,026	952	1,978
Afghanistan	472	707	1,179
South Sudan	199	796	995
Somalia	217	481	698
Democratic Republic of Congo	167	289	456
Sudan	100	206	306
Burundi	87	153	240
Central African Republic	82	146	228
Yemen	61	76	137
Western Sahara	84	52	136
Cote D'Ivoire	45	80	125
Eritrea	55	64	119
Rwanda	53	53	106
Mali	16	87	103
Republic of Iraq	47	45	92
Ethiopia	28	55	83
Nigeria	12	31	43
Cameroon	10	26	36
Colombia	25	11	36
Myanmar	7	27	34
Islamic Republic of Iran	18	13	31
Venezuela	18	9	27
Senegal	9	13	22
State of Palestine	10	10	20
Mauritania	8	9	17
Turkey	12	5	17
Togo	6	8	14
Chad	3	9	12
Russian Federation	3	5	8
Liberia	3	4	7
Congo	1	5	6
El Salvador	3	3	6
Sierra Leone	2	2	4
Uganda	2	2	4
Honduras	0	3	3
Angola	0	2	2
Ukraine	2	0	2
Zimbabwe	2	0	2
Angola	1	0	1
Benin	1	0	1
Guatemala	1	0	1
Guinea	1	0	1
Kyrgyzstan	0	1	1
Libya	1	0	1
Nicaragua	0	1	1
The Gambia	0	1	1
Uzbekistan	1	0	1
Total	2,901	4,442	7,343



DAFI Students Worldwide

Fields of Study

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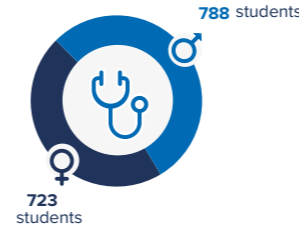
CHAD. Mohammed, 21, is studying for a Bachelor's Degree in Business at HEC Chad University, in N'Djaména. He fled Yemen with his mother and siblings in 2015. A straight-A student, he is also very talented when it comes to graphic design and videography.

Following the trend of previous years, in 2020 Medical Science and Health-related fields was the most highly subscribed area of study, with similar numbers of women and men enrolled. Commercial and Business Administration programmes, Social and Behavioural Sciences and Engineering were the next most popular programmes. Academic counselling

can play a valuable role for young refugee women and men to chart out their goals, strengths and future options as a way to inform degree choices and areas of emphasis. Unfortunately, academic, guidance and admission counselling is lacking in many refugee education contexts. Most DAFI students never benefit from pre-admission counselling or advice.

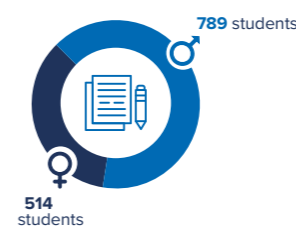
MEDICAL SCIENCE & HEALTH RELATED

1,511 students (20,6%)



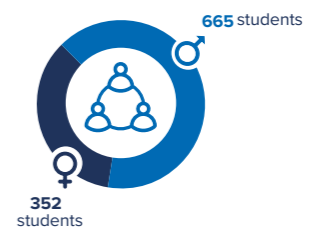
COMMERCIAL & BUSINESS ADMINISTRATION

1,303 students (17,7%)



SOCIAL & BEHAVIORAL SCIENCE

1,017 students (13,8%)



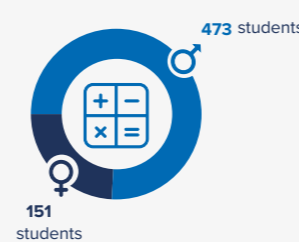
ENGINEERING

895 students (12,2%)



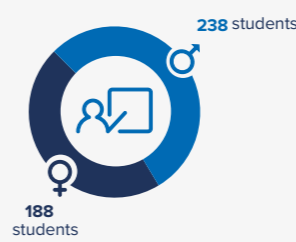
MATHEMATICS & COMPUTER SCIENCE

624 students (8,5%)



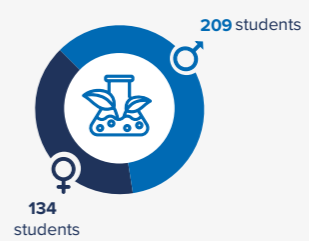
EDUCATION SCIENCE & TEACHER TRAINING

426 students (5,8%)



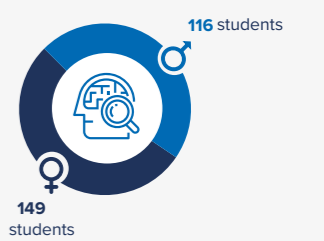
NATURAL SCIENCE

343 students (4,7%)



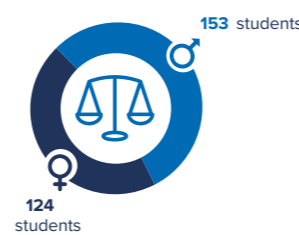
HUMANITIES

265 students (3,69%)



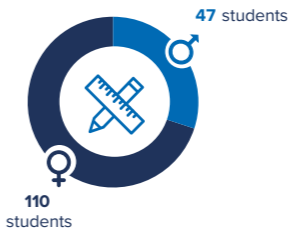
LAW

277 students (3,89%)



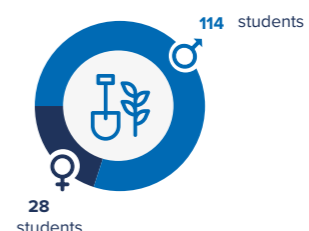
FINE & APPLIED ARTS

157 students (2,1%)



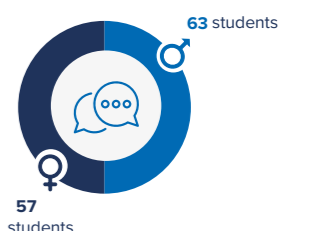
AGRICULTURE, FORESTRY AND FISHERY

142 students (1,9%)



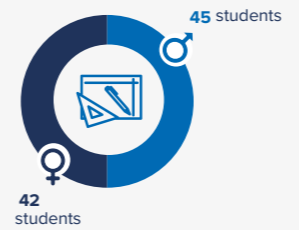
MASS COMMUNICATION & DOCUMENTATION

120 students (1,6%)



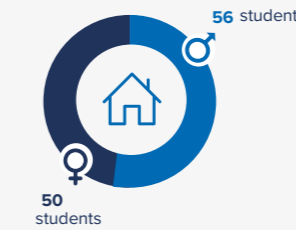
ARCHITECTURE AND TOWN/CITY PLANNING

87 students (1,2%)



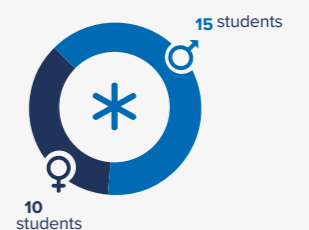
HOME ECONOMICS (DOMESTIC SCIENCE)

106 students (1,4%)



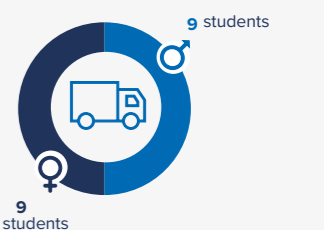
OTHER

25 students (0,3%)



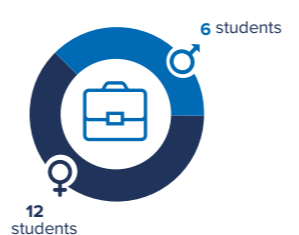
TRANSPORT & COMMUNICATION

18 students (0,2%)



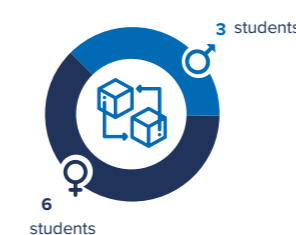
SERVICE TRADES

18 students (0,2%)

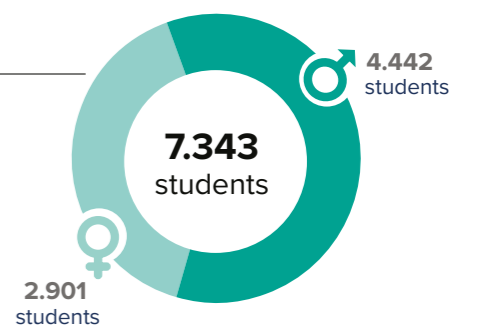


TRADE CRAFT & INDUSTRIAL PROGRAMMES

9 students (0,1%)



TOTAL





“
AT TIMES IT GOT REALLY HARD. BUT I JUST HAD TO MAKE IT AND DAFI GAVE ME THAT EXTRA PUSH. IT HAD TO COUNT FOR SOMETHING.
 ”

Francesca, 30 years old and a DAFI alumnus, is employed as a full-time roving pharmacist for USAID’s Supporting an AIDS-Free Era (SAFE) Programme in Zambia. Francesca was only two years old when her family fled their home country and settled in Zambia’s Northern Province. Having graduated from high school in 2008, Francesca was not able to begin university until 2016, when she finally received the DAFI scholarship. Prior to that, she had completed a certificate in Pharmacy from 2011 to 2013.

Her three years in college were a tumultuous time. While pursuing her degree, Francesca lost both of her parents to illness, got married and gave birth to a baby boy. “With all that was going on during the three years of my degree programme, I would not have made it without DAFI. It was the extra push I needed. I know how privileged I was to get it, so I could not let it go to waste; I just couldn’t. If not for myself, I had to make it count for the person I had deprived of that opportunity. I had so many reasons to give up. At times it got really hard. But I just had to make it and DAFI gave me the will to keep going. It had to count for something.”

Securing a stable job as a refugee is an all too rare accomplishment but Francesca does not dwell on success. Her ambition is to pursue a master’s degree and open her own pharmacy one day.

Student Performance & Support

Academic Performance

In 2020, 5,155 DAFI students were promoted to the next year of study, having successfully completed their courses during the prior year. 1,401 students graduated. The wrap-around support components of the DAFI scholarship programme include language training, psychological support, academic tutoring, career readiness, peer support and others. In many cases, the need for specific support or

supplemental services can be identified and even provided by students themselves, with the support of UNHCR and partners. This comprehensive support network helped to maintain a low dropout rate of only 3 per cent in 2020. This is a remarkable achievement as compared to the average 31 per cent of students across the OECD who drop out of tertiary education.

Academic Status

Scholarships	F	M	Total	%
Discontinued	68	89	157	2%
Dropped out	54	79	133	2%
Graduate	600	801	1,401	20%
Newly admitted	218	184	402	5%
Promoted	1,915	3,240	5,155	70%
Repeat year	46	49	95	1%
Total	2,901	4,442	7,343	100,0%

Dropped Out	F	M	Total	%
Drop out - medical reasons	1	5	6	5%
Drop out - other reason	41	59	100	75%
Repatriation	5	5	10	8%
Resettled	7	10	17	13%
Total	54	79	133	100%



ZAMBIA. Shimiya, 23, was born and raised in a refugee camp in Zambia by his Burundian parents. He is a first-year student of Computer Science at Cavendish University in Lusaka, and was among the first intake of students whose fees were entirely waived by the university, thanks to a partnership with UNHCR.

Funding and Work with Partners

The Government of Germany — Having established the DAFI programme in 1992, the German Federal Foreign Office (FFO) remains the principal donor to the DAFI programme. With a network of around 230 missions, the Federal Foreign Office maintains Germany's bilateral relations as well as relationships with international organizations. The Federal Foreign Office also interfaces with partners from civil society, the private sector and humanitarian organizations.

The Government of Denmark — At the Global Refugee Forum in December 2019, Denmark announced its intention to support UNHCR's Refugee Scholarship Programme. With the contribution coming online in 2020, Denmark became the first new bilateral partner to the programme.

The Government of the Czech Republic — In 2020, the Government of the Czech Republic also pledged its support for refugee higher education with funding for the DAFI programme, alongside the governments of Germany and Denmark.

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

The Asfari Foundation — Founded by Ayman and Sawsan Asfari, the Asfari Foundation's mission

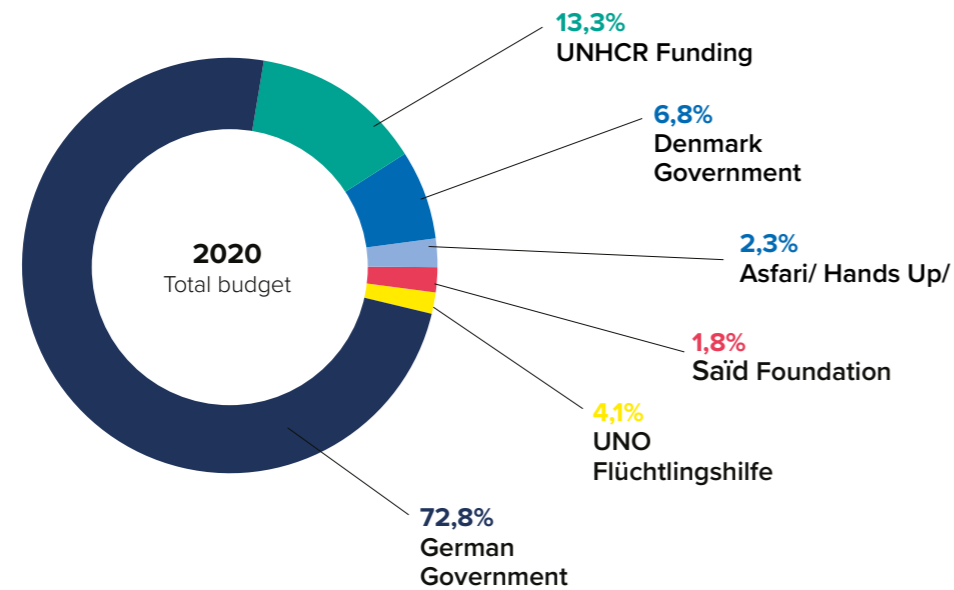
is to equip and support young people from Syria, Palestine, Lebanon and the UK, along with organizations that work with them, to become well-educated, productive and engaged citizens working for the common good of their communities and countries. The Foundation's work focuses on helping young people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

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

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

Other Private Donors — Üsine Foundation, NC Soft Korea, Korean Philanthropists and SAP USA. UNHCR's global Aiming Higher fundraising campaign began in 2020 generating early contributions from donors in Italy, Hong Kong, Sweden and other individual and corporate donors.

Diagram: Financial contributions in 2020



Management and Implementation

The DAFI programme follows a predictable annual management cycle encompassing at least two rounds of scholarship confirmations, mid-year and end-of-year reporting, and continuous budget reallocation to ensure maximum resource utilisation. The Education Section at UNHCR headquarters in Copenhagen is responsible for global oversight of the programme.

Utilising the DAFI Policy and Guidelines within the structure of UNHCR's programme management system, each DAFI country programme is designed according to the unique needs and contours of the country context.

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

with a variety of partners including national and local government, national education stakeholders, higher education institutions and refugee communities.

The DAFI programme strives to be responsive to the changing needs of students and academic communities and is committed to innovation in addressing challenges. 2020 was a test of that commitment as headquarters and country level staff continuously adjusted policy and procedure to adapt to the pandemic and the conditions that arose in response. As a result, the DAFI programme was able to achieve a 100 per cent implementation rate ensuring that, to whatever degree possible, students received the support they needed to remain connected to their institutions and to each other throughout the year. Despite severe limitations as to what was possible to execute in person during 2020, DAFI implementing staff conducted 1,035 visits or consultations with higher education institutions and 121 meetings with Ministries of Higher Education in refugee hosting countries. Partnerships with local organizations are a valuable way to strengthen and link national education stakeholders and to ensure quality, context-appropriate support for students. In 2020, 27 partners supported UNHCR in implementing the DAFI Programme.

CHAD. Zenaba, 26, has a Bachelor's degree in Administration and Business Management. After losing her mother in 2014, she managed to push through and graduate from high school. She then self-financed her studies by setting up a small import business and received a small grant from UNHCR during her third year. Her ambition is to get the opportunity to pursue a master's degree.



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DAFI Programme Implementing Partners

Country	Partner
Africa	
Benin	Secrétariat Permanent de la Commission Nationale chargée des Réfugiés
Burkina Faso	Danish Refugee Council
Burundi	Refugee Education Trust International (RET), Burundi
Cameroon	Plan International
Chad	Jesuit Refugee Service (JRS), Chad
DRC	Association pour le Développement Social et la Sauvegarde de l'Environnement (ADSSE)
Ethiopia	Association of Ethiopians Educated in Germany
Gambia	Gambia Food and Nutrition Association (GAFNA)
Ghana	Christian Council of Ghana
Guinea Conakry	Organisation pour le Développement Intégré Commission
Kenya	Windle Trust, Kenya
Malawi	Jesuit Refugee Service (JRS), Malawi
Mali	Stop Sahel, Association Malien
Namibia	Society For Family Health
Nigeria	Justice, Development & Peace Commission
Rwanda	Adventist Development & Relief Agency (ADRA)
Senegal	Office Africain pour le Développement et la Coopération (OFADEC)
South Africa	Studytrust/ Studietrust
South Sudan	Lutheran World Federation (LWI)
Sudan	Windle Trust International
Tanzania	International Rescue Committee
Uganda	Windle International Uganda
Zambia	Caritas



ZAMBIA. Nasra, 26, is a final-year student of Development at the University of Lusaka. “I love to explore, to take risks and I never take no for an answer. I know where I stand and I don’t let my refugee status hinder me.”

Country	Partner
The Americas	
Ecuador	Hebrew Immigrant Aid Society (HIAS)
Asia	
India	Bosco Organisation for Social Concern and Operation (BOSCO)
Iran	Pars Development Actors Institute (PDA)
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 Arab Republic	Ministry of Higher Education
Yemen	INTERSOS, Italy

Equal & Inclusive Access

Sustainable development goal 4 sets out to ‘Ensure inclusive and equitable quality education and promote lifelong learning and opportunities’ and aims to ensure that all boys and girls complete free, equitable and quality primary and secondary education leading to relevant and effective learning. Implicit to the commitment to achieve inclusive equitable education for all is the obligation to ensure that children and young people living with disabilities, gender fluid youth and others for whom there may be additional barriers to accessing education are included, and that learning environments are safe, non-violent and effective for all.

SDG 5 elaborates international commitments to achieve gender equity, pledging ‘to provide women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes which will fuel sustainable economies and benefit societies and humanity at large’.

On a more macro level, SDG 10 commits to reduce ‘inequality within and among countries by empowering and promoting the social, economic and

political inclusion of all” across the spectrum of age, gender, disability and diversity.

Globally, the DAFI programme is oriented by one of its core objectives, “to promote social, economic and gender equality”. Each country programme identifies and implements context-relevant ways to pursue greater inclusive and equitable participation. In some countries this means partnering with universities that are accessible to and respond to the needs of students with disabilities. In other instances, DAFI scholarship selection committees establish selection criteria that take into account the delays or interrupted education that women applicants may have experienced along their education path. In most countries, investments are made to ensure that girls have the appropriate privacy and safety when using toilet facilities in school. Similarly, many country programmes conduct outreach with community leaders and parents to emphasise that anyone may apply for the DAFI programme, including young women, youth living with disabilities, and other potentially disadvantaged individuals.

Gender representation by country

Country	F	M	Total Students
Ethiopia	129	687	816
Turkey	304	416	720
Kenya	136	431	567
Pakistan	90	446	536
Jordan	316	215	531
Islamic Republic of Iran	311	181	492
Egypt	217	231	448
Uganda	148	284	432

Country	F	M	Total Students
Iraq	157	111	268
Lebanon	126	86	212
Algeria	97	64	161
Chad	60	95	155
Rwanda	43	107	150
Burundi	46	96	142
Cameroon	48	80	128
Tanzania	47	73	120
Mauritania	25	94	119
Yemen	60	55	115
Sudan	65	47	112
South Sudan	28	69	97
Ghana	35	45	80
Somalia	33	42	75
Morocco	26	49	75
South Africa	28	35	63
Nigeria	17	32	49
Zambia	26	21	47
Malawi	18	29	47
Ecuador	30	16	46
Guinea Conakry	11	32	43
Senegal	14	28	42
India	18	23	41
Afghanistan	20	20	40
Mozambique	19	15	34
Mexico	17	11	28
Democratic Republic of Congo	14	14	28
Niger	11	17	28
Liberia	7	17	24
UNHCR Office	3	20	23
Tajikistan	11	11	22
Mali	14	6	20
Cote D'Ivoire	10	8	18
Azerbaijan	8	8	16
Zimbabwe	5	11	16
Benin	8	7	15
Togo	6	9	15
Syria	5	10	15
Russian Federation	7	7	14
Burkina Faso	5	9	14
Gambia	6	7	13
Guinea Bissau	6	7	13
Ukraine	5	5	10
Kyrgyzstan	4	0	4
Namibia	1	3	4
Total	2,901	4,442	7,343

Student Engagement

Despite widespread closures, cancellation of activities and limitations on in-person events throughout the year, DAFI students remained active and engaged, while observing safety and public health regulations. During 2020, almost 3,000 DAFI students invested time in volunteering, contributing to the communities that host them. Many of the activities undertaken during the year were in direct response to COVID-19 and the emergency and public health needs that refugee students saw around them.

- In Jordan, students led a series of videos to address the challenges and opportunities of e-learning for university students during the pandemic.
- In Chad, DAFI students organized free tutoring sessions to refugee Baccalaureate candidates to support their exam preparation, despite school closures.
- In Kenya, a DAFI alumna made soap and masks for distribution in hard-to-reach areas.
- In Cameroon, 21 youth from the 'Girls Leadership Group' and the DAFI Club assisted primary and secondary students in examination years with distance learning to help them get ready for their return to school.
- A student in Ecuador participated in a youth community group that raises awareness about GBV prevention and the increasing risks for HIV-positive persons during the pandemic.
- In Senegal, DAFI students collected donations and hygiene equipment to deliver to vulnerable refugee families.
- Medicine and Pharmacy students in Egypt conducted awareness-raising sessions on the COVID-19 pandemic, risks and preventative measures.
- Scholars in India conducted awareness-raising activities through mobile based video messages and handmade posters which were shared virtually on social media platforms; others sewed and distributed face masks.



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“

PEOPLE LIVING WITH DISABILITIES ARE OFTEN MARGINALIZED; THEY ARE NOT VALUED AS MUCH AS OTHER PEOPLE. HOWEVER, THEY ARE JUST AS CAPABLE AS ANYBODY ELSE AND SHOULD NOT BE PUSHED TO THE SIDELINES.

”

Mahamat, 23, was only two years old when his family fled the Central African Republic to seek refuge in Southern Chad. The family eventually settled in Amboko camp. Several years after their arrival, Mahamat, just a toddler, injured himself with a knife leaving him blind in the right eye. In 2018, an infection partially damaged his left eye, further diminishing his vision.

Despite these challenges, Mahamat worked his way through primary and secondary school, performing and progressing until he was ready for college. Now a DAFI scholar, he lives in the capital city N'Djaména, pursuing a dual degree in Education Sciences at Emi Koussi University and Sociology at HEC Tchad.

Mahamat's ambition is to specialize in Special Education so that he can support people living with disabilities and improve their standing in society.

- In Somalia, students provided counselling to refugee children to understand safety precautions, participated in mass distribution of face masks and gloves, and delivered radio messages on public health and prevention information.
- Medical students in South Sudan delivered a one-hour radio address on COVID-19, including explanation of modes of transmission, signs and symptoms, preventive

measures, and dispelling myths about transmission and susceptibility.

- DAFI students in Tajikistan conducted awareness-raising activities and campaigns targeting Afghan refugees. A variety of online, social media and visual means were used to share prevention information. Students also joined the global #ForYou campaign and worked with UNHCR and partners to distribute food and hygiene kits.

In Kyrgyzstan, DAFI students conducted extra-curricular lessons via WhatsApp for children who face language barriers and cannot fully benefit from online school lessons.

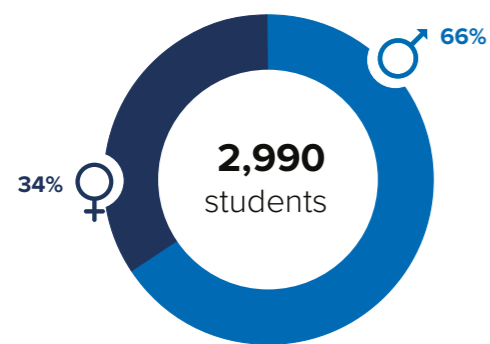
Under normal circumstances, schools would provide additional support to refugee children who do not have a sufficient level of Russian language and teachers would dedicate additional time to ensure that children understand the lessons. These services were not possible to maintain in the context of remote learning and due to increased workload for teachers.

For refugee children the additional lessons were an opportunity to spend quarantine time in a more

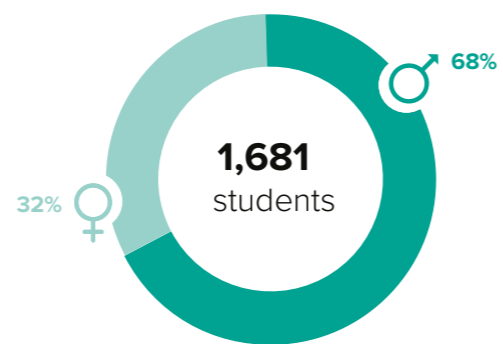
interesting and productive way. "I like these lessons because it is boring to be at home. I also like to learn Russian, because it helps with my studies at school", one of children said.

The initiative also removed some pressure from parents, who expressed concerns about the academic support they can provide to their children while grappling with other challenges related to quarantine: "These lessons are very useful. Children are busy with studies, not games, and they will speak Russian better." In addition, many parents do not speak Russian and cannot always explain homework to children: "I was upset when schools were closed, because my children need to learn Russian. My Russian is poor, so I cannot help them."

Student engagement and career readiness activities



Voluntary work



Job/ Career trainings



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Leah, 21, is a student in Nursing and Midwifery in Lilongwe, Malawi, on a DAFI scholarship. "It had always been my dream to work in the medical field. As a toddler, I suffered from malnutrition and almost did not survive. The nurses and doctors who took care of me are the reason why I am still alive today, and I told myself that other children would also survive thanks to my help. I have seen the way refugees are impacted by discrimination in health care, and I want to help change that mindset. Refugees are human beings just like any other. They can be assisted and they can also assist others."

Leah was born in Tanzania in 1999 after her family fled the genocide in Rwanda. She grew up in Dzaleka camp, in Malawi. When she was 17 and preparing for her final high school examinations, her family left Malawi and crossed into Mozambique. Refusing to give up on her education, Leah decided to stay with her aunt in Malawi so that she could remain in school. "It was not easy at all but I completed my studies nonetheless, and ranked number one in our school. After that I remained home for two years, with no opportunity or possibility to continue my education. I was worried and confused.

My plan had always been to go to university. I was still taking short courses in the camp and working as a lab assistant but I was not satisfied. I was worried that I would have to get married like my three sisters and that would have meant the end of my educational and professional journey. When I got accepted into the DAFI scholarship programme in 2019 I was so relieved and thankful. I was excited to start a new life at university. My door to success had finally opened.

Without education, I would be meaningless, powerless; I would be someone with no identity in the community. My ambition is to help my fellow refugees and everyone who is outcast or in need of assistance. I want to speak for those who are speechless, to advocate for the needy. My message to them is that having a very painful life story does not mean that it is the end. People can still make it, can still reach their dreams through hard work and through putting their whole spirit into what they want to achieve.

Eventually, I wish to be myself, not someone else. I am confident and I try to be a role model for younger girls back in the camp."

Connected Higher Education (CHE)

With the DAFI programme as the cornerstone of UNHCR's efforts to increase refugee access to higher education, the value of connected higher education was underscored by the rapid shift to online and home-based learning necessitated by the pandemic. CHE uses technology and innovative pedagogies to enable students to participate in a range of combined face-to-face and online learning modalities. Through CHE programmes, students living in remote areas can connect with top universities to earn qualifications; participate in bridging programmes to build foundation skills required for future studies; and engage with professional development courses and global knowledge exchanges.

UNHCR co-leads the Connected Learning in Crisis Consortium (CLCC), a network of 33 members working in the field of connected higher education, alongside Arizona State University. In 2020, CLCC member programmes reached 378,000 learners, including nearly 3,000 students who were enrolled in accredited degree and diploma courses. Other programmes include certified short courses as well as bridging and skills development courses to support students in higher education and those looking to enter the job market. In addition to providing learning opportunities for students, members adapted their own delivery in response to the pandemic, developed new initiatives, and conducted research into blended learning⁵ CLCC members also supported other universities in building faculty capacity in instructional design for online courses.

Initiatives

Despite 2020 being a year of considerable challenges, CLCC members launched a number of new initiatives:

The University of Geneva's InZone programme, in collaboration with Yarmouk University, launched a Humanitarian Translation and Interpreting Diploma (HINTTD) for Syrian refugees from Azraq camp and Jordanian students. Modules ranged from language

⁵ Blended learning is a format of course delivery where at least part of the traditional face-to-face classroom interaction is transformed into or incorporates digital learning through the use of digital media and technology.

enhancement and advanced translation/interpretation skills to humanitarian ethics and computer assisted translation tools.

Students in the Borderless Higher Education for Refugees programme launched the Dadaab Response Association, based on their master's degree research. The Association's work focuses on finding local solutions to community problems and they have also been commissioned by the CLCC and the Local Engagement Refugee Research Network to conduct research on connected learning and the impact of COVID-19 in the Dadaab refugee camps.

The Carey Institute created a free, self-paced course for educators called Moving My Course/Programme Online in English and Arabic. Carey also published the Higher Education Connected and Blended Learning Toolkit, developed in partnership with the Open Society University Network and Bard College, which introduces connected learning modalities and effective practices for designing instructionally sound courses that can be taught in both remote and bricks and mortar teaching environments.

Mosaik's English programme supports language acquisition in preparation for university studies. The programme helps teachers integrate a conversation-driven teaching approach, introduces various tools and techniques teachers can use either in remote or in-person settings and includes teacher support through an online community of practice.

The CLCC's Instructional Design for e-Learning (IDEL) group co-designed and delivered training for over 50 university faculty and ministry officials from 9 universities across the Kingdom of Jordan. The training resulted in the transition of over 40 modules into blended or online format. The IDEL team, contracted by the Al Ghurair Foundation for Education (AGFE) is also conducting a needs analysis for 11 universities in the United Arab Emirates.

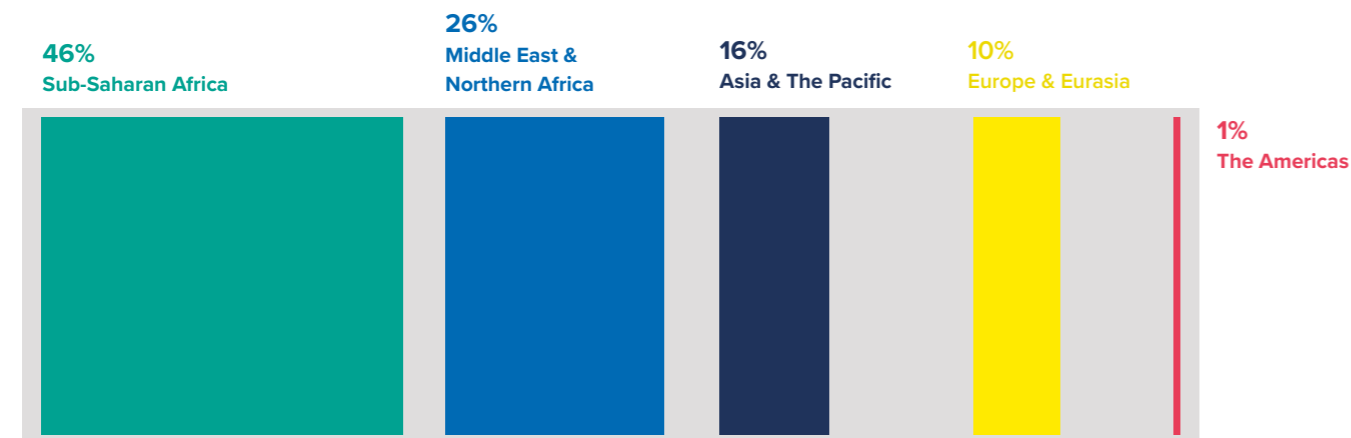
CHAD. Atteib is studying for a Bachelor's degree in Arabic Literature in N'Djaména. He was 12 when he fled Darfur with his family.

“MY WISH IS THAT AS MANY VULNERABLE PEOPLE AS POSSIBLE GET THE OPPORTUNITY TO STUDY.”

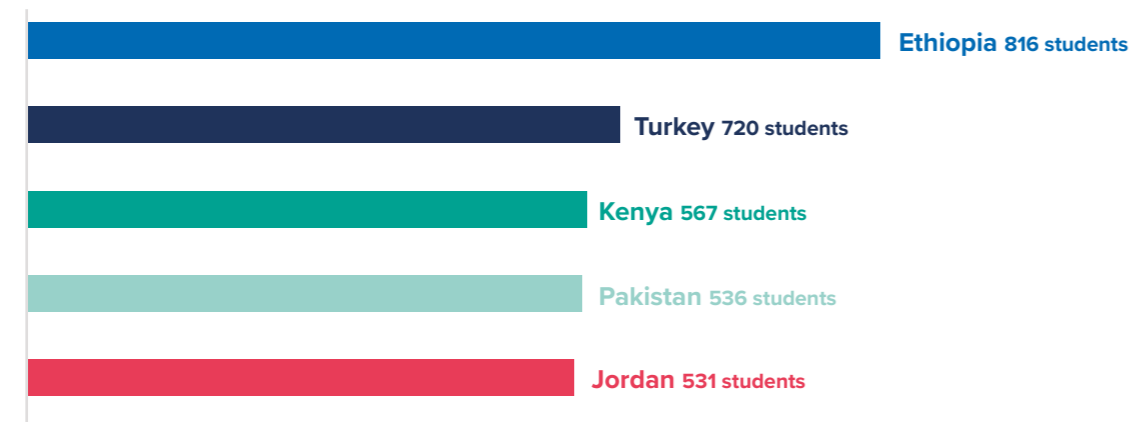
DAFI Programmes by Region

In 2020, DAFI programmes in sub-Saharan Africa accounted for the largest share of DAFI students with 46 per cent of the total student body. Programmes in the Middle East and North Africa comprised 26 per cent, followed by Asia with 16 per cent, Europe with 10 per cent and the Americas with 1 per cent of all DAFI students. The more heavily subscribed

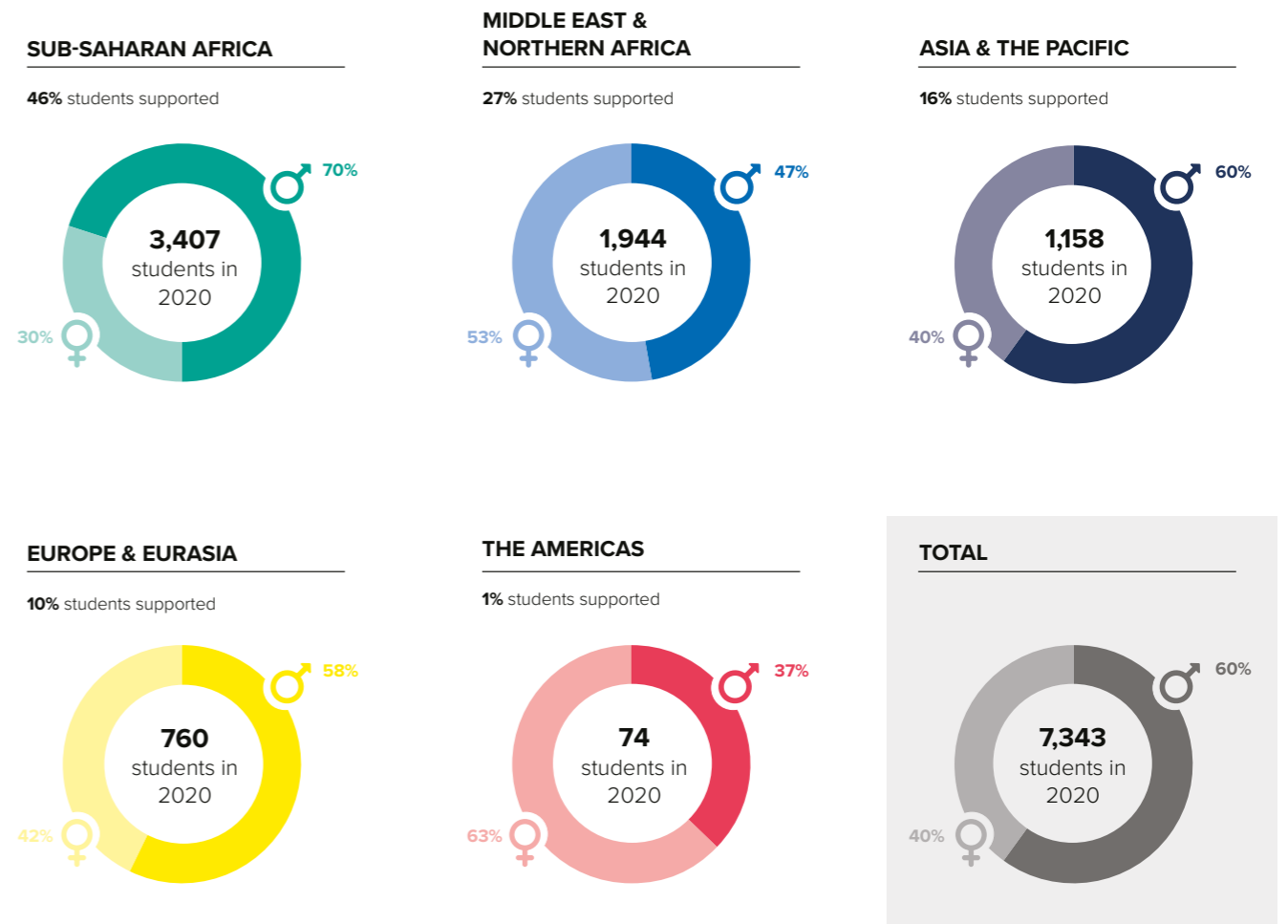
DAFI programmes are also representative of some of the most protracted or largest refugee situations. In 2020, Ethiopia had the largest DAFI country programme with 816 students, followed by Turkey with 720 students, Kenya with 567, Pakistan with 536 and Jordan with 531 students.



Largest DAFI programmes



Regional breakdown



Sub-Saharan Africa

In 2020, the largest increases in people displaced across borders took place in West and Central Africa where displacement was up by 9 per cent from last year. Displacement in East and Horn of Africa was up by 2 per cent, while in Southern Africa displacement increased by 1 per cent during the year. Sub-Saharan Africa was hosting 6.2 million refugees in 2020,

mostly in the East and Horn of Africa (4.2 million) and Central Africa and the Great Lakes regions (1.5 million). After Ethiopia, Kenya and Uganda have the next largest DAFI programmes in Africa with 567 and 432 students respectively.



“
I WANT TO BE A
VOICE FOR THE
VOICELESS.”

ZAMBIA. Noëlla, 25, is a final-year student of Mass Communications in Lusaka. She hopes to address the negative narrative surrounding refugees. Noëlla is the President of the DAFI Club in Zambia and is currently interning in a news agency.

© UNHCR/Antoine Tardy

DAFI Programmes in Sub-Saharan Africa

Country of Study	Female	Male	Total
Ethiopia	129	687	816
Kenya	136	431	567
Uganda	148	284	432
Chad	60	95	155
Rwanda	43	107	150
Burundi	46	96	142
Cameroon	48	80	128
Tanzania	47	73	120
South Sudan	28	69	97
Ghana	35	45	80
Somalia	33	42	75
South Africa	28	35	63
Nigeria	17	32	49
Malawi	18	29	47
Zambia	26	21	47
Guinea Conakry	11	32	43
Senegal	14	28	42
Mozambique	19	15	34
Democratic Republic of Congo	14	14	28
Niger	11	17	28
Liberia	7	17	24
Mali	14	6	20
Cote D'Ivoire	10	8	18
Zimbabwe	5	11	16
Benin	8	7	15
Togo	6	9	15
Burkina Faso	5	9	14
Gambia	6	7	13
Guinea Bissau	6	7	13
Namibia	1	3	4
Total	1,044	2,363	3,407



Middle East and North Africa

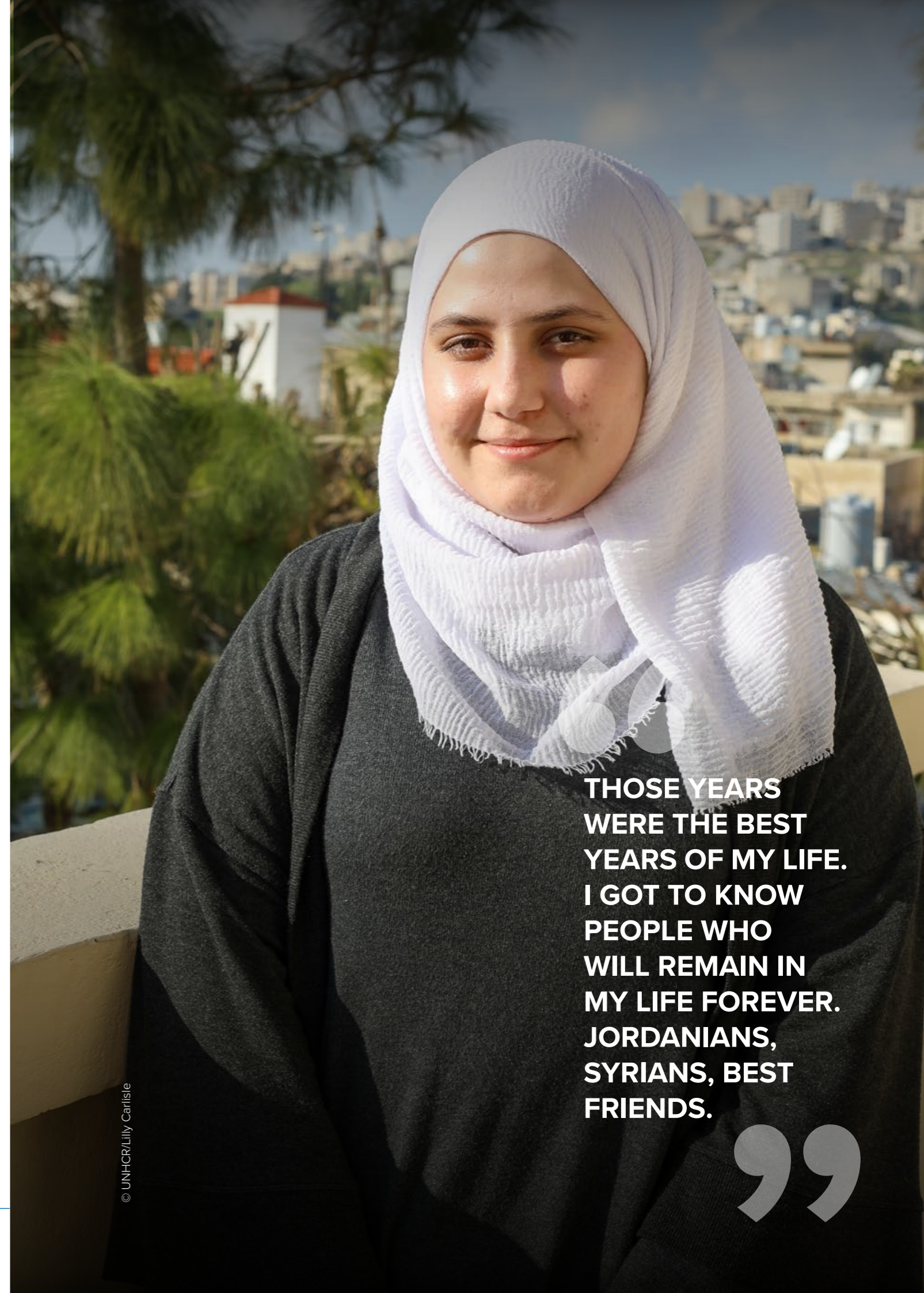
Countries in the MENA region accounted for four of the largest DAFI student cohorts in 2020: Jordan with 531 students, Egypt with 448, Iraq with 268 and Lebanon with 212 students. Women outnumbered

men by 3 per cent on average. Enrolment across the MENA region, as in previous years, continues to be reflective of the ongoing conflict in Syria and the millions of Syrian displaced in neighbouring countries.

DAFI Programmes in MENA

Country of Study	Female	Male	Total
Jordan	316	215	531
Egypt	217	231	448
Iraq	157	11	268
Lebanon	126	86	212
Algeria	97	64	161
Mauritania	25	94	119
Yemen	60	55	115
Morocco	26	49	75
Syria	5	10	15
Total	1,029	915	1,944

JORDAN. Esraa, 23, from Syria, is a graduate of Computer Engineering from Amman Arab University, in Jordan, thanks to a DAFI Scholarship. She says that DAFI has supported her in many aspects, not only financially but mentally by continuously motivating her to make something of her life.



THOSE YEARS WERE THE BEST YEARS OF MY LIFE. I GOT TO KNOW PEOPLE WHO WILL REMAIN IN MY LIFE FOREVER. JORDANIANS, SYRIANS, BEST FRIENDS.



© UNHCR/Lily Carlsie

Asia and the Pacific

DAFI programmes in the Asia and the Pacific region are some of the least expensive programmes, largely due to the relatively lower cost of living in some locations. The large DAFI programmes in Pakistan and Iran, with 536

and 492 students respectively, developed primarily in response to the protracted displacement of Afghan refugees, while other programmes in the region also host smaller numbers of Afghan and mixed populations.

DAFI Programmes in Asia and the Pacific

Country of Study	Female	Male	Total
Pakistan	90	446	536
Islamic Republic of Iran	311	181	492
India	18	23	41
Afghanistan	20	20	40
UNHCR Office	3	20	23
Tajikistan	11	11	22
Kyrgyzstan	4	0	4
Total	457	701	1,158

Europe

Overall, Europe saw a slight decline in the total number of refugees hosted in the region during 2020. Turkey, however, continues to host the world's largest number of refugees (3.6 million), almost all of whom are Syrian. The DAFI programme in Turkey is one of the largest country programmes worldwide with 720 students. A new country programme will open in Serbia in 2021.

DAFI Programmes in Europe

Country of Study	Female	Male	Total
Turkey	304	416	720
Azerbaijan	8	8	16
Russian Federation	7	7	14
Ukraine	5	5	10
Total	324	436	760

Adam, Atteib and Mohamed (left to right) live together in N'Djamena, Chad, along with other DAFI scholars. At their house, they organize IT and English lessons twice a week to support each other.



The Americas

The Americas are home to only two DAFI programmes. In its second year, the programme in Mexico remains active and responsive to the needs of the many refugee students in Mexico who apply for the few slots available. A DAFI programme is likely to open in Colombia in 2021.

The DAFI workshop is an event held annually in most DAFI countries, that allows students and often alumni to convene, network, socialise, attend

training, hear guest speakers, do volunteer projects and grow as a collective network or family of higher education students. The annual workshops held in 2021 looked very different than in previous years, with most countries forced to hold their gatherings online, such as in Ecuador. Despite the challenging and changed circumstances, DAFI students held fast to the opportunity to come together, celebrate their achievements and learn.

DAFI Programmes in the Americas

Country of Study	Female	Male	Total
Ecuador	30	16	46
Mexico	17	11	28
Total	47	27	74

MEXICO. Guillermo, 20, is a student of Electrical Mechanical Engineering at the National Autonomous University of Mexico (UNAM), in Mexico City, on a DAFI scholarship. “The DAFI scholarship has been very important for me. I am thankful to the donors because they give young refugee students like me the chance to study and make a change. This is really admirable. To other young refugees, I tell them ‘don’t stop trying.’”

“
AS FOR MYSELF,
MY DREAM IS
SOMEDAY TO
BE INVOLVED IN
THE PROCESS
OF BUILDING
AIRPLANES
”



Call to Action

In 2018, the international community affirmed the Global Compact on Refugees (GCR) as a framework for all stakeholders to coordinate, partner and innovate to ensure adequate responsibility-sharing with host communities and enhanced support so that refugees can lead productive lives. The GCR affirms that “in line with national education laws, policies and planning, and in support of host countries, States and relevant stakeholders will contribute resources and expertise to expand and

enhance the quality and inclusiveness of national education systems to facilitate access by refugee and host community children (both boys and girls), adolescents and youth to primary, secondary and tertiary education.” The Global Compact further recognizes the importance of “measures to strengthen the agency of women and girls, to promote women’s economic empowerment and to support access by women and girls to education (including secondary and tertiary education).”

Not often positioned as a priority response in emergencies, higher education for refugees assumes greater importance in the context of the humanitarian-development nexus, as increasingly protracted displacement necessitates an inclusive development approach that supports national development in hosting countries and emphasizes sustainable refugee self-reliance and solutions as opposed to temporary aid. **When aligned to national development plans and underpinned by inclusive policy, higher education can facilitate impactful social and economic contributions by skilled refugees alongside their host community colleagues.**

Expanding access to quality secondary education is the first step in building an efficient pipeline to tertiary education and future self-reliance. With 86 per cent of refugees hosted in low to middle income countries, investments in secondary education has the potential to benefit generations of national and refugee youth.

The Global Refugee Forum (GRF) was convened in 2019 in solidarity with the world’s refugees and the countries and communities that host them. The Forum in 2019 resulted in over 200 pledges specific to education, with over 70 focused on higher education spanning skills development, career readiness, scholarships, financial support and inclusive education policy. Translating pledges into action, stewarding additional partners to join the global alliance promoting refugee access to higher education, and monitoring progress is critical to achieving 15by30.

Everyone can take part in this monumentally important effort. UNHCR and partners stand with refugee and host community youth around the world in calling for each person reading this report to identify concrete ways to contribute to the 15by30 target in line with the overall objectives of the Global Compact on Refugees. Here are some ways you can take action:

<p>Admission Pathways</p> <ul style="list-style-type: none"> Leverage alumni networks and refugee college counsellors to strengthen successful secondary to tertiary transition Invest in projects that support girls’ transition from secondary to tertiary education Provide more reliable, transparent information on higher education opportunities 	<p>Partnerships</p> <ul style="list-style-type: none"> Ensure meaningful participation of refugees and host communities in decision-making Realize GRF pledges on secondary, higher education and TVET Strengthen relationships with MoHE and donor partners at country level 	<p>Accessibility & Inclusion</p> <ul style="list-style-type: none"> Identify partners who can meaningfully improve policy and material responses to inclusion of persons with disabilities Promote leadership of female students and teachers Expand accessible, low-cost or free language and ICT learning opportunities for refugees 	<p>Financial Inclusion</p> <ul style="list-style-type: none"> Increase scholarships and education financing opportunities for refugees Provide cash-based interventions (CBIs) for higher education directly to students Right to work On-the-job training 	<p>Policy & Advocacy</p> <ul style="list-style-type: none"> Advocate for inclusive policies (women, students with disabilities, SOGIE youth, stateless persons) Replace restrictive documentation and credential standards with flexible policies Coordinate with development actors to include refugees in national development plans 	<p>Monitoring & Reporting</p> <ul style="list-style-type: none"> Advocate for inclusive policies (women, students with disabilities, SOGIE youth, stateless persons) Replace restrictive documentation and credential standards with flexible policies Coordinate with development actors to include refugees in costed national development plans
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Country Fact Sheets

Afghanistan

Higher Education Institutions

1 Public | 0 Private



40 students

20 ♀

Programme since 2019

Implementation Modality
UNHCR

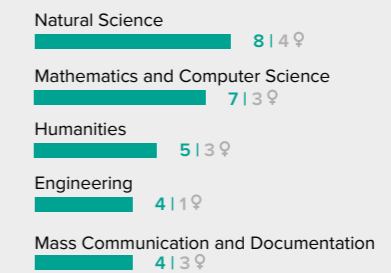
Students in 2020

40

Students continuing from previous year
20 ♀



Top 5 Fields of Study



Country of Origin



2020 Programme Highlights/Achievements

- Students experienced challenges in using the online study system, established by the government in April 2020, due to lack of electricity and poor or lack of connectivity. As a result, students had difficulty meeting learning objectives, such as computer and language courses, or other supplementary studies.
- During meetings with the DAFI students in 2020, over 50% of students reported that they contracted COVID-19 and experienced associated challenges during the year due to lack of access to adequate health care, including testing facilities.
- All DAFI recipients are Afghans and have the right to work after graduating from higher education.

Protection and Learning Environment

- Afghanistan is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- The programme in Afghanistan currently targets refugee returnees, and intends to extend eligibility to refugees and asylum seekers.
- The protection situation in Afghanistan remains difficult due to on-going armed conflict, uncertainties resulting from significant delays in the intra-Afghan peace negotiations and the withdrawal of US troops.
- In line with Afghanistan's Constitution, education - including tertiary education - is offered free of charge in public institutions for all Afghan nationals including refugee returnees.
- Refugees and asylum seekers are not able to enrol in tertiary education due to lack of a clear national policy facilitating access.

Algeria



161 students

97 ♀

Programme since 2008

Higher Education Institutions

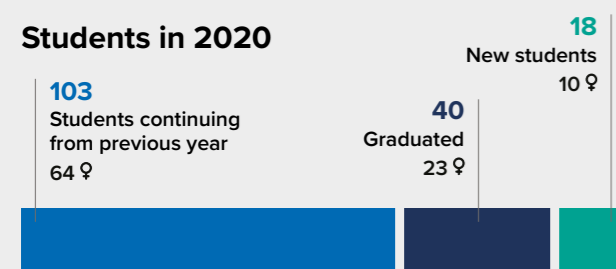
59 Public

Implementation Modality

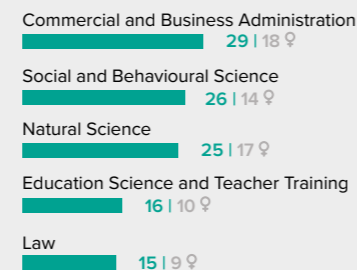
Partner: Association Femmes Action Développement for Sahrawi students

UNHCR: Direct implementation for non-Sahrawi students

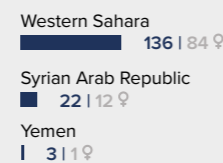
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to COVID-19, final exams for the academic year 2019-2020 were rescheduled for the end of October 2020.
- The DAFI programme in Algeria used online platforms to communicate and maintain connection with the students throughout the year.
- Owing to the COVID-19 pandemic DAFI students had to catch up on missed lectures, receive information and submit assignments to teachers through online platforms. Many Sahrawi students faced difficulties accessing online platforms, particularly in camp locations that do not have internet connectivity. Many students lack the necessary devices to access the online content.
- DAFI students maintained active DAFI clubs through social media platforms, such as WhatsApp and Facebook, to maintain communication, interact with and support each other throughout the pandemic.
- DAFI students conducted awareness-raising campaigns on COVID-19 health preventive measures in the refugee camps.
- DAFI graduates contributed to the development of refugee communities, working in refugee camps as teachers, and health and community workers.

- Four DAFI students collaborated as trainers in the innovative project "Google Mahara" – a digital skills training programme designed to help youth, including young women, to jump-start or advance their careers or to grow their businesses.
- The Algiers DAFI alumni network was created to share and disseminate information on employment and other scholarship opportunities.

Protection and Learning Environment

- Algeria is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Sahrawi refugees are recognized by the Algerian Government under the 1969 African Union Convention and have access to public health facilities and education systems at all levels under the same conditions as nationals.
- Sahrawi refugees, as well as refugees of other nationalities, have access to national higher education institutions and pay the same fees as nationals, if they can present a secondary education certificate.
- Refugees have no access to the formal labour market. Internships are an option.

Azerbaijan



16 students

8 ♀

Programme since 2009

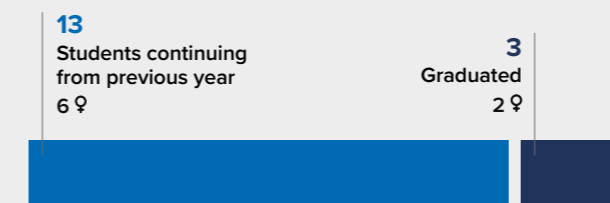
Higher Education Institutions

5 Public | 3 Private

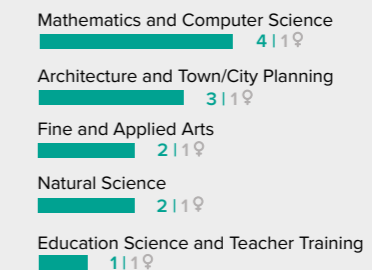
Implementation Modality

UNHCR

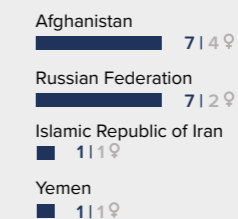
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to the COVID-19 pandemic, UNHCR staff engaged regularly with the DAFI students through phone calls, messaging and social media. DAFI students maintained regular connection and shared information through their WhatsApp group.
- ALL DAFI students were able to participate in online classes and exams.
- Due to the COVID-19 pandemic previously mandatory internships for the students were not possible. The graduating students were, however, able to successfully graduate when the universities waived this requirement for all students after taking the evolving health situation into account.
- UNHCR provided limited funds to non-DAFI refugee students to enrol in higher education at national universities and colleges.
- UNHCR liaised with the State Migration Service in order to register labour contracts required for refugees to access the local labour market.

Protection and Learning Environment

- Azerbaijan is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- In Azerbaijan, refugees have access to free primary and secondary education and primary health care services. UNHCR maintains close cooperation with the relevant authorities and with primary and secondary schools to ensure refugees are able to enjoy continuous participation in education.
- Refugees can enrol in higher education either through a competitive process for limited free study places at public universities after completion of a secondary education in Azerbaijan, or by enrolling as a foreign student directly in a higher education institution, which includes substantial tuition fees.
- In 2019, at the Global Refugee Forum, Azerbaijan committed to facilitate employment and access to the labour market for refugees. As a result refugees are able to obtain labour contracts and the Government of Azerbaijan is in the process of providing access to legal employment, a major step towards inclusion and solutions for refugees.

Burundi

Higher Education Institutions

0 Public | 5 Private



150 students

47 ♀

Programme since 2008

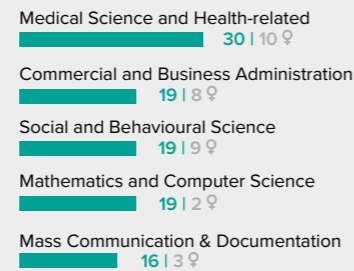
Implementation Modality

Partner: The RET International

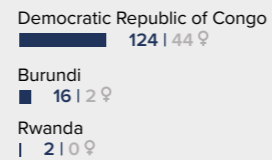
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Universities and other services in Burundi were not disrupted by COVID-19. Universities remained open and no DAFI scholars were reported to have tested positive for COVID-19.
- The DAFI club organized four awareness-raising sessions in refugee camps and in urban areas about COVID-19 transmission and preventive measures.
- UNHCR and RET signed a Memorandum of Understanding with the Université Lumière de Bujumbura to solidify their partnership in expanding refugees' access to higher education.
- RET established a digital space for students to develop digital and other computer skills.
- RET organized training for DAFI graduates on job search and CV writing skills.

- 5 micro projects initiated by DAFI students were supported through a local microfinance institution (DIFO), which granted loans repayable in 12 monthly instalments at reduced interest rates.

Protection and Learning Environment

- Burundi is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees have the same rights to education as nationals in primary and secondary schools, and are included in national education systems.
- Refugees can access tertiary education through private universities under the same conditions as nationals, but have to pay foreign student fees to access public universities.
- Refugees have the right to work in Burundi, but must obtain a work permit.

Cameroon

Higher Education Institutions

7 Public | 29 Private



128 students

48 ♀

Programme since 1992

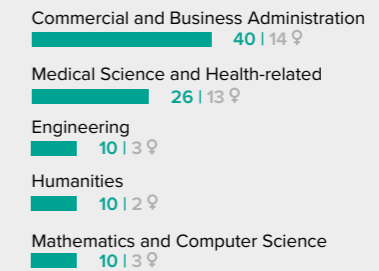
Implementation Modality

Partner: Plan International

Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- All academic institutions were closed and online learning modalities commenced. Online learning was challenging for many students due to lack of computers and connectivity.
- Online learning also presented challenges for DAFI students due to the lack of specialization courses, insufficient support and irregularity in the presentation of the course programme.
- DAFI students did door-to-door awareness-raising campaigns on the COVID-19 pandemic.
- Students supported secondary school children by offering tutoring and catch up courses, and preparing them for their final exams.
- Female DAFI students (the girls' leadership group) conducted back to school awareness campaigns for out-of-school national and refugee children.
- DAFI students participated in the #ForYou Campaign highlighting their support for both refugee and host communities during the pandemic.
- Institut des Sciences Économiques et Informatiques de Gestion (ISEIG) and Institut Supérieur de Technologie le Bon Berger (ISTBER) give DAFI graduates 40% and 45%

reduction in tuition fees respectively to continue their master's studies.

- DAFI scholars and alumni participated in training to develop digital and online collaboration skills to enhance their participation in online training, events and mobilisation.
- DAFI alumni supported and accompanied the DAFI scholarship holders in their search for internships which resulted in five academic and professional internships.

Protection and Learning Environment

- Cameroon is a signatory to the 1951 Refugee Convention and its 1967 Protocol. Cameroon also has its own refugee law, signed in 2005.
- Currently, refugee students at all levels of education are considered on the same basis as nationals, are admitted under the same conditions as nationals and pay the same tuition.
- The National Education and Training Sector Strategy includes a chapter on crises which states that the inclusion of refugees in the national education system will be further strengthened.
- Refugees have the right to work in Cameroon under the same conditions as nationals.

Chad

Higher Education Institutions

2 Public | 8 Private



155 students

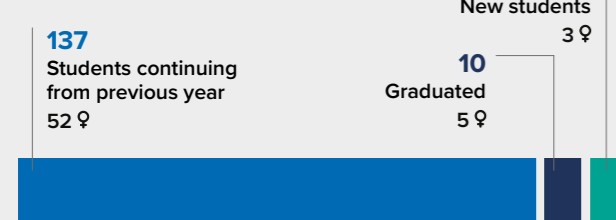
60 ♀

Programme since 2012

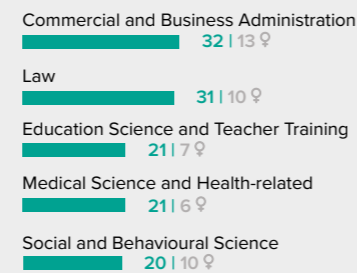
Implementation Modality

Partner: Jesuit Refugee Service (JRS)

Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- All academic institutions were closed and students at all levels remained at home for much of the year, whether in camps or urban areas
- Most face-to-face meetings and training were cancelled in adherence with health regulations.
- DAFI students recorded a video to sensitize the community about COVID-19 and conducted a door-to-door information campaign across N'Djamena, reaching both refugee and host communities.
- Students organized preparatory sessions for refugee youth preparing for the national Baccalaureate exam.
- UNHCR signed a total of 12 MoUs with higher education institutions to facilitate access to universities for refugees, half of which were with public institutions. Private institutions provide a 50% discount on tuition fees, while the public institutions allow refugees to pay the same tuition fees as nationals.
- Students received various trainings during the year, such as French language classes and labour market preparedness, to improve career readiness and soft skills.

Protection and Learning Environment

- Chad is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- The National Refugee Education Strategy 2030 was approved by the Minister of Education in November 2020.
- The General Assembly adopted a national asylum law in December 2020, strengthening the framework for protection and giving refugees the right to participate in the formal labour market.
- In addition to DAFI, UNHCR provides the 'Mixed Movement Scholarship', which is a partial scholarship to study at Bachelor level, and the French Embassy supports a Master level scholarship. In 2020, 598 refugees received the Mixed Movements scholarship and 14 refugees received the French Embassy scholarship.
- UNHCR also provided basic cash support to allow three students to finish their theses in 2020.
- JRS provided 58 full scholarships to support Sudanese refugee students to become teachers.

Democratic Republic of Congo

Higher Education Institutions

4 Public | 15 Private



28 students

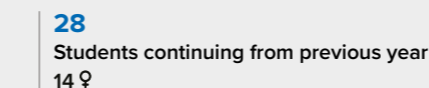
14 ♀

Programme since 2020

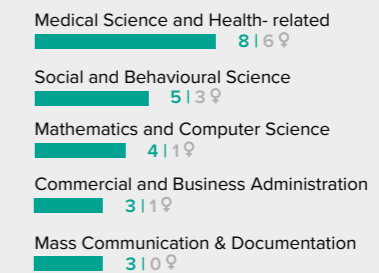
Implementation Modality

Partner: Association pour le Développement Social et la Sauvegarde de l'Environnement (ADSSE)

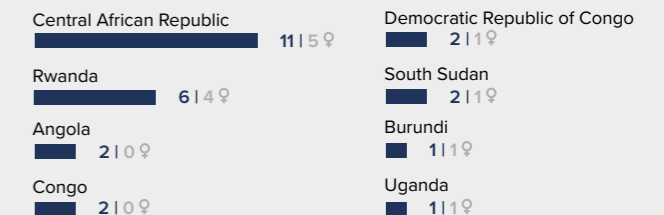
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to the COVID-19 pandemic, online education was initiated for higher education institutions from March to July 2020 and from December 2020 and onwards causing graduation delays for students whose final exams were only administered at the beginning of 2021.
- During the university closures, ADSSE assisted DAFI students to access their online courses, and provided cash for airtime and batteries to charge smartphones or computers.
- ADSSE supported students in printing and photocopying their curriculum, allowing them to study during closure of universities.
- Bilateral meetings with 6 universities and higher institutes in Kinshasa were held during 2020. The new DAFI scholarship programme was presented including articulation of challenges refugee students face in higher education and capacity development for university staff supervising DAFI students.

- Two students held internships in 2020. Internship opportunities for DAFI students will be expanded in the faculties of medicine, nursing, and engineering, recognising the importance of practical experience as an integral part of the academic course.

Protection and Learning Environment

- The Democratic Republic of Congo is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugee children have the right to basic education in primary and secondary schools under the same conditions as nationals in the national education system.
- All refugees have access to all higher education institutions and pay the same fees as nationals. They have the right to certification of their titles earned in the DRC, which they can use in their country of origin or in the country of resettlement.
- Refugees have access to the labour market but recruitment procedures often favour nationals as the labour laws do not provide clear guidelines on hiring refugees.

Ecuador

Higher Education Institutions

6 Public | 22 Private



46 students

30 ♀

Programme since 2004

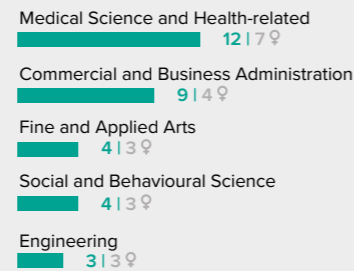
Implementation Modality

Partner: HIAS

Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to the COVID-19 pandemic HIAS conducted weekly student follow-up via phone, video calls and online platforms in order to identify and address students' needs.
- With the mandatory shift to online education, all universities and technical institutions activated online platforms to provide remote lessons. Students facing challenges with access to internet and hardware received credit to access the internet and online platforms.
- HIAS provided all scholars with personal protective equipment.
- Throughout the pandemic, students received academic advice for online classes, tips on adjusting their schedules to their new routines, self-care strategies, the proper use of PPE, handwashing, and other academic and safety information.
- Though community engagement activities were suspended according to national regulations, many DAFI students carried out individual community engagement activities, such as awareness-raising campaigns on sexual education and sexual rights; community clean-up days;

hand-washing and COVID-19 prevention campaigns; delivering food and clothing to persons living on the street; and supporting rural children with online classes.

- Two DAFI students were selected as regional leaders of the global Tertiary Refugee Student Network (TRSN) thanks to their commitment to supporting the refugee community in Ecuador while raising awareness on the importance of higher education.

Protection and Learning Environment

- Ecuador is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- The legal framework in Ecuador provides refugees and asylum seekers with the same rights as nationals to access education at all levels in the national system;
- All refugees pay the same fees as nationals.
- Given the limited number of available places in public universities and technical institutions, access to higher education is limited, even for nationals.
- Refugees have access to the labour market, but lack of knowledge among employers and tendency to hire nationals limit refugee economic inclusion.

Egypt

Higher Education Institutions

22 Public | 5 Private | 11 Semi (HE institutes)



448 students

217 ♀

Programme since 2005

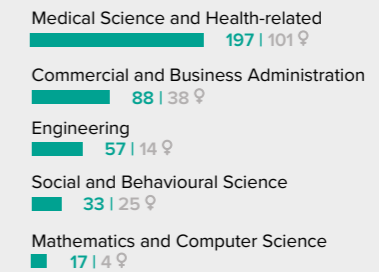
Implementation Modality

Partner: Catholic Relief Services

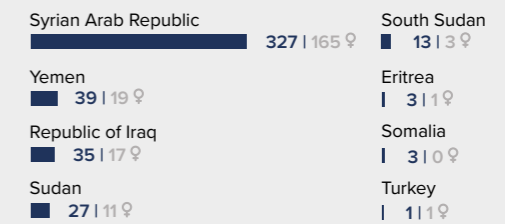
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to the COVID-19 pandemic and subsequent suspension of on-campus education, Catholic Relief Services transitioned all student support services online.
- Limited internet connectivity and unavailability of hardware made participation in online classes and submission of assignments a persistent challenge.
- 105 students participated in DAFI club activities and virtual meetings to provide community service opportunities, academic support, and to continue DAFI Alumni club engagement.
- DAFI students delivered four virtual sessions on academic writing essentials, online freelancing, English proficiency tests and awareness of the importance of volunteering and LinkedIn.
- The 6th of October University exempted a percentage of tuition fees for DAFI students. 40 DAFI students enrolled in 6th of October University and have benefited from this partnership.
- Catholic Relief Services conducted virtual employability skills training for 41 DAFI students, including guidance on preparing for internships, volunteering and post-graduate opportunities, as well as CV writing, interviewing, communication and leadership skills.
- 18 DAFI students were placed in one-month internships to prepare for the job market in fields such as digital

marketing, sales, pharmacy, design, data management and customer relations.

- 66 DAFI students obtained internships by their own means in medical, engineering, and administrative fields of study.

Protection and Learning Environment

- Egypt is a signatory to the 1951 Refugee Convention and its 1967 Protocol, with reservations regarding articles pertaining to education, access to public services, and access to the labour market.
- Refugees from Syria, Yemen, Sudan and South Sudan can access public education on an equal basis with nationals, while refugees and asylum seekers from all other nationalities are allowed access to the private school system under the supervision of Egypt's Ministry of Education and Technical Education.
- Refugees have access to public and private higher education institutions subject to providing a recognized secondary school certificate and paying tuition fees. Syrian refugees who obtained their secondary school certificate in Egypt pay same tuition fee as nationals. Sudanese and South Sudanese refugee students pay a discounted international student rate.
- Egyptian labour laws restrict refugees' access to the labour market and only allow internships and volunteer work. Egyptian investment regulations allow investors in the Egyptian economy to employ a percentage of foreign workers creating additional space for refugees to find employment in such companies.

Ethiopia

Higher Education Institutions

25 Public | 1 Private



818 students

129 ♀

Programme since 1993

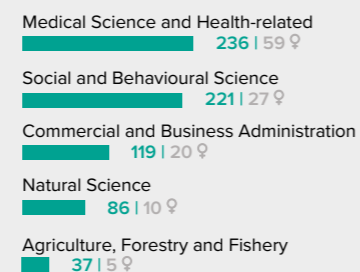
Implementation Modality

Partner: Association of Ethiopians Educated in Germany (AEEG)

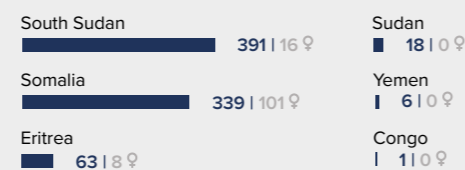
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- All academic institutions were closed from March 24, 2020. DAFI students were required to return to their place of residence in the refugee camps.
- Counselling and consultation for students with academic difficulties were conducted with the guidance of the DAFI focal person.
- AEEG has eight branches at universities across the country where the scholarship holders are studying. AEEG offices were used for student counselling and liaising with higher officials as issues developed throughout the year.

Protection and Learning Environment

- Chad is a signatory to the 1951 Refugee Convention and Ethiopia is a signatory to the 1951 Refugee Convention and its 1967 Protocol.

- Based on Refugee Proclamation No. 1110/2019, every recognized refugee and asylum seeker may access secondary education, higher education, technical and vocational education and training, and adult and non-formal education within the available resources and subject to the education policy of Ethiopia.
- Based on the Djibouti Declaration and Addis Ababa Call for Action, Ethiopia, as an IGAD member state, has committed to the inclusion of refugees and returnees in the national education system.
- The Sixth Education Sector Development Plan (ESDP VI, 2020 - 2025) of Ethiopia integrates the inclusion of refugees in pre-primary, primary and secondary education.
- The Government of Ethiopia subsidises 75% of the education costs for DAFI scholars.
- Refugee youth benefit from post graduate scholarship opportunities including DAAD's Leadership for Africa Programme and the MasterCard Foundation Scholars Programme.

Ghana

Higher Education Institutions

9 Public | 10 Private



80 students

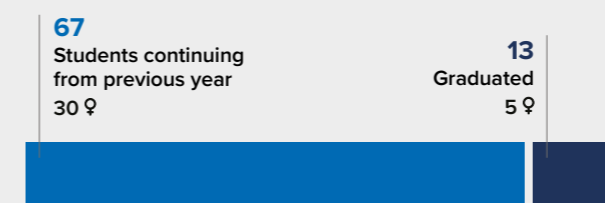
35 ♀

Programme since 1993

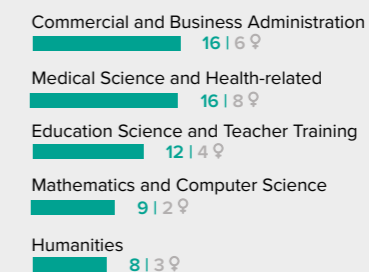
Implementation Modality

Partner: Christian Council of Ghana

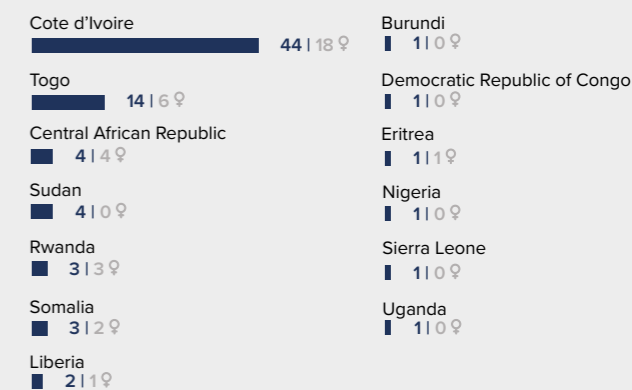
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- All academic institutions were closed during the pandemic and all learning transferred to online.
- Students did not have tools and equipment for online learning and poor connectivity was a further challenge.
- Students studying in health fields conducted information sessions in their communities about WHO and national protocols and precautionary measures.
- DAFI students organized breast cancer education and screening.
- Scholars and alumni (including UNFPA Youth Leaders) joined in the 16 Days of Activism against Gender Based Violence campaign and conducted outreach sessions on reproductive health, sexual and gender based violence (SGBV) prevention and reporting.

- Several trainings, such as work-related stress management, mentoring, research seminar, job search/employability and career education were held to improve students' skills.

Protection and Learning Environment

- Ghana is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees in Ghana have access to health care and education under the same conditions as nationals.
- Jackson College of Education provides 3 year scholarships for 18 refugee students, including tablets to access online learning; the Mastercard Foundation, in partnership with Kwame Nkrumah University of Science and Technology (KNUST), sponsors five additional students.
- Refugees have the right to work provided they have a work permit issued by the Ghana Refugee Board.

India

Higher Education Institutions

17 Public | 5 Private



41 students

18 ♀

Programme since 2002

Implementation Modality

Partner: **Bosco Organization of Social Concern & Operation (BOSCO)**

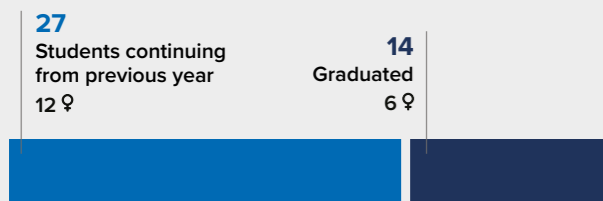
Top 5 Fields of Study



Countries of Origin



Students in 2020



2020 Programme Highlights/Achievements

- Due to the impacts of COVID-19 academic institutions forced students to switch to online learning. Examinations and graduations were postponed and students could not undertake internships.
- The DAFI Club is fully functional and the students are part of 10 youth clubs in the community supported by BOSCO's main project with UNHCR.
- DAFI students took part in a photography competition themed "An Equal World is an Enabled World".
- DAFI students conducted an education campaign with youth to inform them about DAFI scholarship and tertiary education options in India for refugees and asylum seekers.
- DAFI students ran awareness sessions with target groups such as youth, women and the elderly which contributed to the community's overall development.
- Eighteen sessions were conducted virtually under the DAFI Social Project with diverse groups and communities such as Afghans, Rohingyas and Chins on topics such as breast and ovarian cancer, SGBV-PSEA awareness, mental health, a healthy lifestyle, e-learning platforms, and photography skills.
- 13 ongoing DAFI scholars and 17 alumni found employment in 2020.

- On World Refugee Day, DAFI students and students from the host community, 31 in total, prepared an event on the theme "Everyone can make a difference. Every action counts."
- An activity on the theme "Breaking Gender Stereotypes" was conducted with male DAFI students with the aim of motivating people to engage in productive activities by reversing gender roles and overcoming gender gaps in household chores.
- A photography competition was organized for DAFI scholars on the theme "An Equal World is an Enabled World" in March for International Women's Day. The best five entries selected by the German Embassy won prizes and all participants received a certificate.

Protection and Learning Environment

- India is not a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees have the right to access basic services such as healthcare, primary education and legal services.
- Refugees and asylum seekers do not have the same conditions as nationals, and pay foreign students' tuition and registration fees at universities.
- There are no other programmes in India supporting urban refugees to access higher education.

Islamic Republic of Iran

Higher Education Institutions

52 Public | 21 Private



492 students

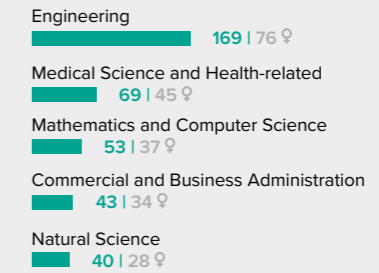
311 ♀

Programme since 1995

Implementation Modality

Partner: **Pars Development Actors Institute (PDA)**

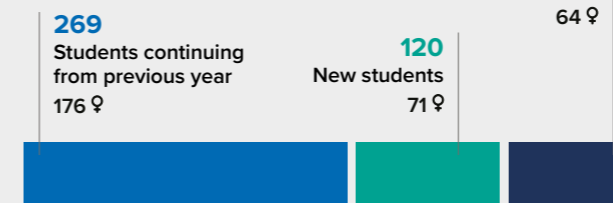
Top 5 Fields of Study



Countries of Origin



Students in 2020



2020 Programme Highlights/Achievements

- The COVID-19 pandemic temporarily closed the majority of academic institutions while the university administration resumed working from March. Classes were suspended until online courses were set up.
- Most students lacked computer equipment or connectivity to undertake the online learning.
- There were no DAFI club or community engagement activities due to the COVID-19 pandemic.
- Most of the sectors that refugees were authorized to work in were limited to low-skills employment, and did not apply to university graduates.
- All planned DAFI activities were implemented, despite COVID-19, and for the first time the DAFI programme was implemented through a national NGO partner.
- All DAFI scholars in Iran were reached for support and monitoring despite being spread throughout the country and many without easy access to the internet.

Protection and Learning Environment

- Iran is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- In 2015, through a decree by the Supreme Leader, all Afghan students regardless of documentation status were allowed to register in Iranian schools
- The Government of Iran has removed 'refugee specific fees' at primary and secondary levels ensuring that education is accessible to all refugees, enabling them to access higher education on the same conditions as nationals. Refugees are, however, prohibited from studying in certain fields such as aerospace and nuclear engineering. Refugees studying at public universities pay 80% of the tuition fees that Iranians pay for evening classes.
- To study in Iran, refugee students must give up their Amayesh status and apply for a student visa, and must return to their country of origin upon completion of their studies.
- There are no other programmes supporting higher education for refugees in Iran.

Iraq

Higher Education Institutions

14 Public | 4 Private



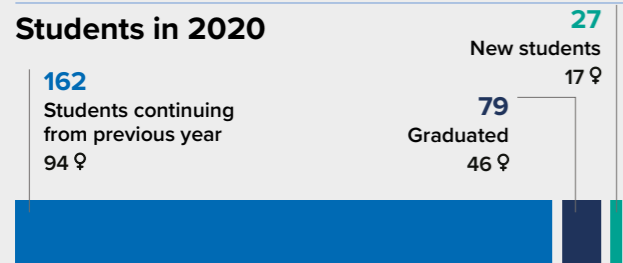
268 students

157 ♀

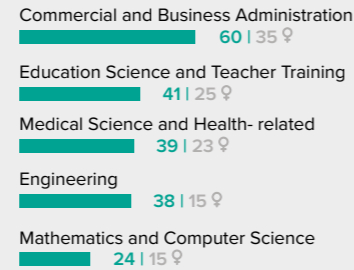
Programme since 2016

Implementation Modality
UNHCR

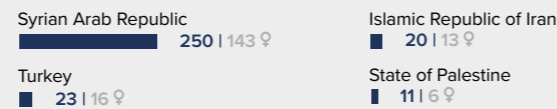
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- In Baghdad all 10 students passed their exams despite civil unrest and protests, consequent closure of HE institutions, and pandemic restrictions.
- UNHCR worked with UNESCO to advocate with both the KRG and Federal Iraq Governments to pilot a UNESCO Qualifications Passport (UQP) programme which represents an innovative response to challenges refugees face in accessing higher education. UNESCO received approval for a pilot in the Central and Southern governorates (C&S)—the first UQP pilot in the MENA region. UNHCR field offices worked with refugee communities to identify potential students who could benefit in Baghdad, Mosul, and Kirkuk.
- Despite significant barriers due to COVID-19, 79 scholars completed their studies and graduated in 2020.
- Plans for additional activities for current and graduated DAFI students in 2020 were hindered by COVID-19 restrictions.
- Despite COVID-19 movement restrictions, UNHCR continued to monitor and support students remotely, including counselling sessions via email, phone and WhatsApp.
- DAFI students played a strong role coordinating with UNHCR to disseminate information on health, mental wellbeing, and protection to their communities during the height of the COVID-19 pandemic.

Protection and Learning Environment

- Iraq is not a signatory to the 1951 Refugee Convention nor its 1967 Protocol.
- The protection environment for refugees in Iraq is generally favourable, and refugees have free access to primary and secondary education.
- Refugees are allowed to study in public state universities but pay international students' fees. With support from the Ministry of Higher Education (MoHE) in KRI, tuition for higher education has been reduced by 45% for refugee students including DAFI students, and the Federal MoHE reduced tuition fees for DAFI students by 50%.
- Refugees who obtained their secondary school certificate in Iraq, or who are able to equalize their secondary school certificates from their country of origin, may access universities. However, equalization requirements pose ongoing barriers, alongside challenges related to de-prioritization of refugee applications to public universities due to limited space, resulting in limited scholarship opportunities, and high costs for refugees enrolling in private universities.
- Refugees have access to the labour market (except permanent contracts in governmental institutions). However, competition for limited jobs in an unstable labour market among highly skilled refugees results in limited employment opportunities.

Jordan

Higher Education Institutions

8 Public | 10 Private



531 students

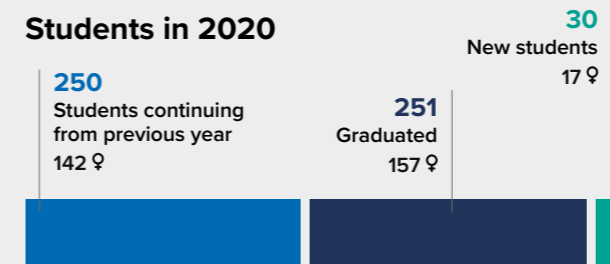
316 ♀

Programme since 2008

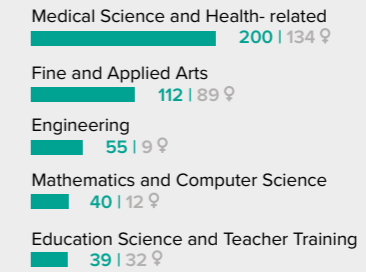
Implementation Modality

Partner: Noor-al-Hussein Foundation (NHF)

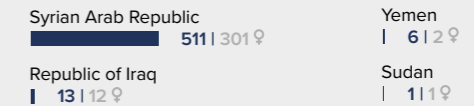
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- 251 DAFI students successfully graduated in 2020. With a high number of applicants for the DAFI programme in 2020 (1,471), the DAFI programme secured funding for 30 new enrolments.
- The DAFI programme in Jordan shared information with DAFI students about COVID-19 through WhatsApp groups to spread awareness about health precautions and educational information.
- Throughout the COVID-19 lockdown the implementing partner facilitated online learning with tutorials on using the mobile applications needed for e-learning which enabled students to access on-line classes and continue their academic year.
- Through the two DAFI clubs, NHF provided students with the resources to develop their skills for academic achievement. 192 students benefited from the DAFI club activities throughout the year except during lockdown.
- DAFI volunteers stepped up to support their community on COVID-19 response, from classes for young children at Za'atari camp to online awareness sessions on different topics.
- The COVID-19 pandemic restricted students' movement, so volunteers helped peers online by sharing information on the academic requirements and other study assignments.
- UNHCR conducted field visits to academic institutions to discuss students' challenges and financial issues.

Continuous coordination and follow up with the universities was achieved throughout the year.

- Through advocacy efforts from UNHCR and NHF, DAFI students received discounted tuition fees from several private universities.
- 203 (F125/ M78) students received free online training courses in subjects related to their studies.
- 286 students had career counselling sessions: CV writing, interviewing, self-reliance, entrepreneurship.
- A DAFI alumni association was established to support the communities with information-sharing on post-graduation opportunities.

Protection and Learning Environment

- Jordan is not a signatory to the 1951 Refugee Convention nor its 1967 Protocol.
- In Jordan, Syrian refugee children can access public schools.
- Although the Ministry of Higher Education has improved access to higher education for refugees in Jordan, Syrian refugees need to present a MOL (services card), whilst non-Syrian refugees need to present a valid passport and a secondary school certificate to access higher education institutions. All refugee students pay international tuition fees.
- Refugees have only limited access to the labour market. Occupations open to refugees are in the agriculture, construction, manufacturing and service sectors.

Kenya

Higher Education Institutions

19 Public | 10 Private



567 students

136 ♀

Programme since 1992

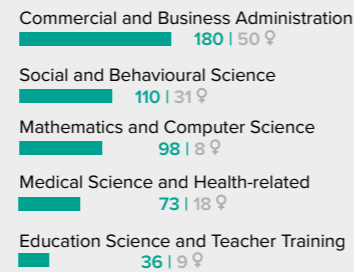
Implementation Modality

Partner: Windle Trust Kenya

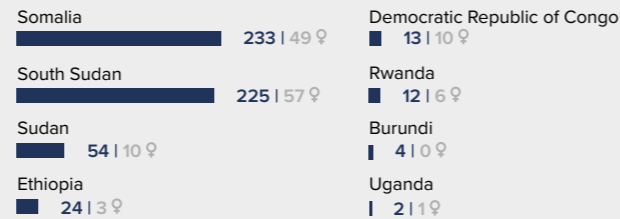
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- All learning institutions in Kenya were closed on 16 March 2020, re-opening in a phased manner from October 2020. Most tertiary education institutions provided classes online.
- Cases of DAFI scholars needing mental health and psycho-social support spiked. The office supported individuals who needed attention and launched joint mental health support e-forums in partnership with JRS.
- Travel authorization documents for camp-based DAFI scholars who were locked down outside the refugee camps expired before the lockdown was lifted. UNHCR negotiated with the Government of Kenya – Refugee Affairs Secretariat to extend the validity date of the expired travel authorization documents.
- DAFI scholars in Kakuma and Dadaab refugee camps and urban locations initiated COVID-19 public awareness campaigns and distributed food, soap and face-masks to vulnerable refugee and Kenyan families. This was done under the umbrella of the DAFI Kenya students Organization (DAFIKESO).

Protection and Learning Environment

- Kenya is a signatory to the 1951 Refugee Convention and its 1967 Protocol.

- Refugees follow the national curriculum and have access to national examinations.
- Refugees may pay the same tuition and registration fees as nationals, but there is no systematic approach and many pay as foreign students.
- Urban refugees have access to public and private primary and secondary schools in the communities in which they reside. Camp-based refugees are supported by the international community to attend primary and secondary schools in the camps that follow the Kenyan national curriculum. As of April 2021, 60% of school-aged refugees were out of school.
- Refugee youth in Kenya are supported by other tertiary education programmes including:
 - Scholarships in Kenya and in third countries: World University Service of Canada (WUSC); KENSAP; DD Puri Foundation Education Grant.
 - Blended and distance learning programmes at the camp level: Borderless Higher Education for Refugees (BHER) and Jesuit Worldwide Learning (JWL).
 - In-person vocational and technical training: Don Bosco, Eastlands College.
- Approximately 13% of refugees in Kenya have benefited from some form of tertiary education.

Kyrgyzstan

Higher Education Institutions

3 Public | 1 Private



4 students

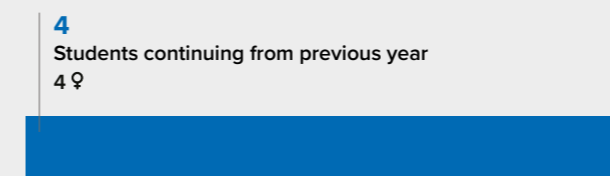
4 ♀

Programme since 1997

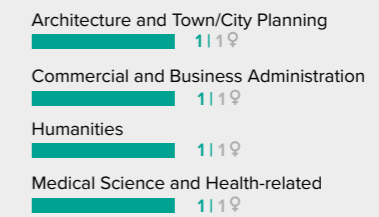
Implementation Modality

UNHCR

Students in 2020



Top 4 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Some DAFI scholars participated in online workshops on human rights of women, climate change and awareness-raising lectures on COVID-19 organized by universities.
- DAFI students conducted online lessons for distance learning during COVID-19.
- One graduate was employed by the local translation agency as an interpreter.
- UNHCR staff maintained close contact with students and responsible departments to support scholars for continuous online studying.
- Despite the COVID-19 pandemic, some DAFI scholars were able to complete the internships required by their higher education institution.

Protection and Learning Environment

- Kyrgyzstan is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Kyrgyzstan has an inclusion policy at primary and secondary levels of education in line with national and international legislation.
- Refugees do not have the same access to education as the nationals and pay the same tuition and registration fees as foreign students.
- Recognized refugees have access to the formal labour market.
- The DAFI programme is the only means for refugee youth to access higher education, which opens opportunities for employment and self-reliance.

Lebanon

Higher Education Institutions

1 Public | 0 Private

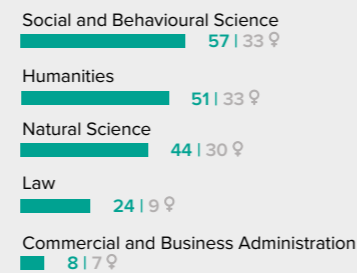


Implementation Modality
Partner: World Learning

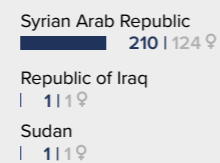
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to COVID-19, the Lebanese University transitioned to e-learning platforms. The implementing partner, World Learning, assisted students through the process.
- World Learning conducted two online gatherings for all DAFI students where students could voice their concerns and encourage one another.
- DAFI students engaged with local communities, providing online homework support and COVID-19 awareness sessions.
- When the Beirut Port blast shattered the capital on August 4, DAFI students responded by arriving from the various governorates and joining the relief initiatives to serve the affected community.
- Over 50 meetings were organized online between UNHCR, partners, donors, and the Lebanese University, to keep tertiary education opportunities at the centre of priorities.
- DAFI students were engaged in 50 online certified training courses during the year facilitated by WL staff and volunteer trainers.

- DAFI students attended the Young Thinkers Programme, an online learning platform developed by the Al-Ghurair Foundation to support students with life skills and English language training.
- UNHCR are engaged with 67 DAFI alumni on topics related to their post-graduation situation, their experience with the DAFI programme, and their expectations moving forward. UNHCR keeps track of the alumni and shares scholarship opportunities Master's, whether in Lebanon or through complementary education pathways.

Protection and Learning Environment

- Lebanon is not a signatory to the 1951 Refugee Convention nor its 1967 Protocol.
- In Lebanon, Syrian refugee children have access to national education systems.
- Palestinian refugees pay the same tuition fees as nationals or at reduced fees. UNHCR works closely with the Ministry of Education and Higher Education (MEHE) and the Lebanese University to allow refugee students without a Residency Permit to access the public university.
- Syrian refugees can only access the labour market in the construction, agriculture, and environmental services sectors, and they require specific documentation.

Liberia

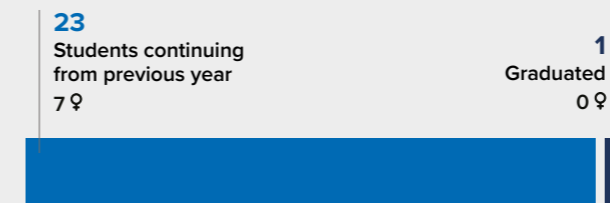
Higher Education Institutions

4 Private

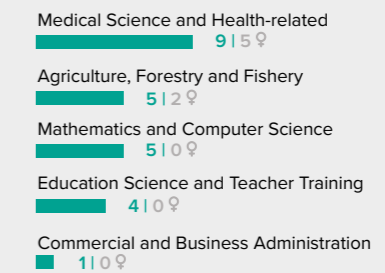


Implementation Modality
UNHCR Direct Implementation

Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Educational institutions were closed and switched to online teaching or other distance learning.
- Students in Grand Gedeh and Nimba participated in community mobilization and sensitization campaigns.
- Eight DAFI students were recruited as Community Volunteers by the UNV office on a UNDP/UNHCR/IOM project to carry out sensitization and tracking of the COVID-19 pandemic in border communities in three counties.
- Three DAFI alumni were engaged to follow up with schools and students in their respective counties.
- The Liberia operation established relationships with two community colleagues and three universities where DAFI students are enrolled.

- Three alumni found temporary jobs despite the difficult job market — two in clinics and one with an NGO.

Protection and Learning Environment

- Liberia is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- The country is open to local integration of refugees who opt to stay in Liberia.
- In Liberia, refugees are exempted from international fees in primary, secondary and tertiary education.
- Refugees pay the same tuition fees as nationals to access higher education.
- Refugees have access to work permits if they find work in the formal sector.

Malawi

Higher Education Institutions

6 Public | 8 Private



47 students

18 ♀

Programme since 2018

Implementation Modality

Partner: Jesuit Refugee Service

Students in 2020

46

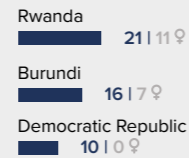
Students continuing from previous year
18 ♀

1
Graduated
0 ♀

Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to COVID-19, colleges and universities provided tuition via online platforms and some universities conducted online examinations.
- Counselling for psychosocial and mental health was made available to support the students to adjust to the situation of the pandemic.
- The DAFI club was formed. Club members donated reusable face masks to 285 students.
- DAFI students hosted a programme on the Yetu community radio programme on the benefits of staying in school and also participated in the Virtual Refugee Conference 2020.
- The collaboration and relationship with higher education institutions was established by entering into a tripartite memorandum of understanding between JRS, UNHCR and three Malawi Universities.
- The implementing partner, JRS, held meetings with officials from the National Council for Higher Education (NCHE), to advocate for an increased number of refugees to access public universities.
- NCHE conducted career guidance talks for refugees on study programmes at the public universities.

- A two-day virtual training on “Youth Engagement Capacity Building on Leadership Skills, Conflict Resolution and Network Building” was conducted in October 2020.
- UNHCR facilitated internship opportunities for several students in the private sector.

Protection and Learning Environment

- Malawi is a signatory 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.
- The Government of Malawi established an encampment policy which limits the access of refugees to education and employment. However, the government is rolling out the Comprehensive Refugee Response Framework (CRRF) and made five pledges during the Global Refugee Forum (GRF) in December 2019. UNHCR Malawi has been engaging ministries and development partners to ensure the inclusion of refugees in the national system.
- All refugees in higher education pay the same fees as nationals, in both public and private universities.
- Refugees are treated as foreigners and need a Temporary Employment Permit (TEP) to work in Malawi. However, the government has employed refugees who are skilled professionals, such as medical personnel, in public health facilities.

Mali

Higher Education Institutions

3 Private



20 students

14 ♀

Programme since 2016

Implementation Modality

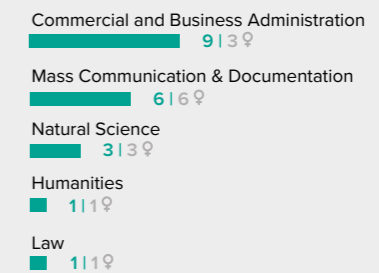
Partner: STOP-SAHEL

Students in 2020

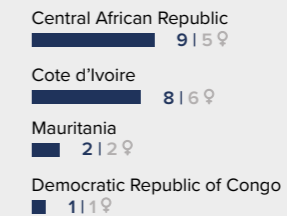
20

Students continuing from previous year
14 ♀

Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- The DAFI club helped circulate information between scholarship holders through regular monthly meetings.
- Communication skills training through sessions on public speaking and storytelling were carried out during DAFI club meetings.
- Twenty alumni helped to fund a childcare centre providing domestic goods for 150 orphan children at the home.
- The twenty alumni also assisted the partner, STOP-SAHEL, with an information sessions on the Basic Studies Diploma (DEF) and the Baccalaureate.
- Monthly meetings are held with institutions to monitor student attendance and performance, which facilitates good communication between the partners allowing better follow-up and supervision of the students of the programme.
- The heads of hosting higher education institutions were invited to the annual workshop of the DAFI programme, which created a framework for exchanges between all

the actors of the DAFI programme and strengthened partnership links.

Protection and Learning Environment

- Mali is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees receive the same treatment as nationals with regard to access to medical care, the labour market, social security and education.
- Refugees in public universities have the same conditions as nationals.
- Asylum seekers have access to refugee status determination procedures and receive government certificates that provide protection. Recognized refugees receive five year renewable identity cards.
- Some refugee youth also have access to State-funded scholarships that support them through higher education.

Mauritania

Higher Education Institutions

1 Public | 5 Private



119 students

25 ♀

Programme since 2008

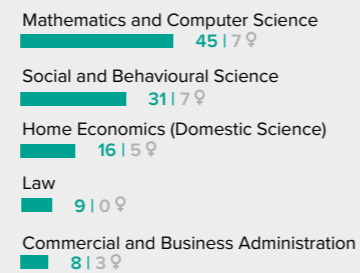
Implementation Modality

Partner: ONG ACTIONS, Mauritania

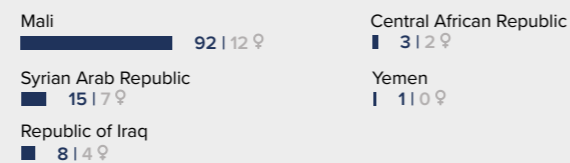
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- During the COVID-19 pandemic, student support was maintained remotely.
- Universities provided tuition remotely. The DAFI programme facilitated internet access for students by providing them with a portable Wifi key.
- DAFI clubs conducted awareness-raising on COVID-19 as well as working with UNHCR to provide free internet connection for students.
- The DAFI clubs also developed an action plan with objectives for inclusion of girls in education, and overcoming barriers to enrolment for refugees.
- DAFI students were engaged with remedial courses for primary and secondary school students and organised cultural and sport activities in refugee camps and urban areas.

- The implementing partner, ONG ACTIONS, initiated discussions with private universities in the field of technical and scientific (STEM) studies. As a result tuition fees have been reduced to 40% and negotiations are ongoing to implement full waiver of tuition fees.
- A DAFI alumni programme was initiated to facilitate opportunities and alternatives for entering the job market and support income-generating activities.

Protection and Learning Environment

- Mauritania is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- UNHCR supports inclusion of refugees in public schools by covering students' school fees.
- Refugees in higher education institutions pay the same tuition fees as nationals.

Mexico

Higher Education Institutions

7 Public | 16 Private



28 students

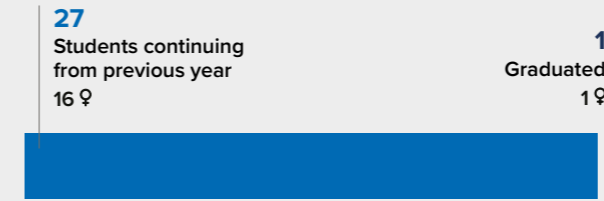
17 ♀

Programme since 2019

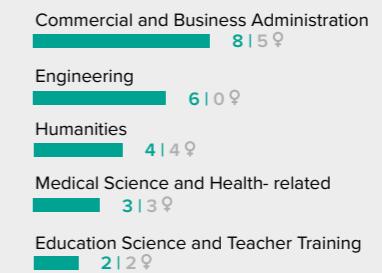
Implementation Modality

UNHCR

Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Two DAFI students submitted naturalization requests for Mexican nationality. National legislation allows refugees from Latin American countries to apply for Mexican citizenship after two years of residency in the country.
- UNHCR provided the necessary support for all students to obtain devices and connectivity in order to follow distance learning modalities during COVID closures.
- A DAFI student was appointed as a member of the Global Youth Advisory Council, enabling young people to share their perspectives and to bring input from their communities into the work of UNHCR.
- Virtual meetings were held with HEIs to discuss access to tertiary education programmes for refugees.
- DAFI students attended online training courses facilitated by the Pro-Empleo Foundation including on entrepreneurship, innovation, new technologies, and development of competencies.

- In 2020, the first DAFI graduate from the DAFI programme in Mexico started work as an accounting assistant in an electronic tolls company.
- UNHCR's relocation, job placement and local integration programme in Mexico has established alliances with solidarity enterprises in several states of the country to increase employment opportunities for young refugees.

Protection and Learning Environment

- Mexico is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- The right to education for all people in Mexican territory is reflected in the Constitution.
- Some public universities charge higher fees to foreign students including refugees. UNHCR and its partners advocate with public and private tertiary education institutions to exempt refugees from this practice.
- All refugees have the legal status (permanent residency permit) that allows them to exercise their right to work.

Morocco

Higher Education Institutions

17 Public | 12 Private



75 students

26 ♀

Programme since 2017

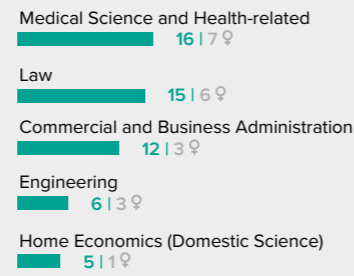
Implementation Modality

Partner: Fondation Orient Occident

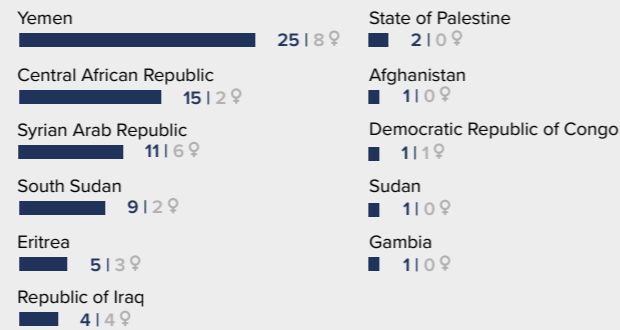
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- During the COVID-19 pandemic, UNHCR and the implementing partner, FOO, maintained student support remotely.
- DAFI students faced challenges in terms of connectivity and maintaining their courses on the online platforms. The DAFI programme was in close contact with the academic services offering online platforms and provided guidance to the students on how to progress in their courses through distance learning.
- The following community engagement activities were performed by the DAFI student association in Morocco.
 - Facilitated remote support classes for children with academic difficulties.
 - Helped the local communities in Rabat and Fez by distributing collected clothes to the most vulnerable population in the communities.
 - Organised face-to-face awareness workshops on COVID-19 and distributed information.

- Produced a video on the importance of education to encourage the community to support the education of refugee children.
- An educational awareness video was produced on the theme 'Education is a Pillar of Protection'. The video included two testimonials from DAFI students sharing their personal stories.

Protection and Learning Environment

- Morocco is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees and asylum-seekers are included in compulsory primary and secondary education within the public-school system regardless of their administrative status.
- Refugee students with a Moroccan Baccalaureate certificate are included in the Moroccan tertiary education system in public universities on the same terms as Moroccan nationals, with free tuition.
- Reforms have been adopted to ensure that refugees have access to the formal labour market subject to obtaining a BRA residence card through the Office for Refugees and Stateless Persons.

Mozambique

Higher Education Institutions

5 Public | 8 Private



34 students

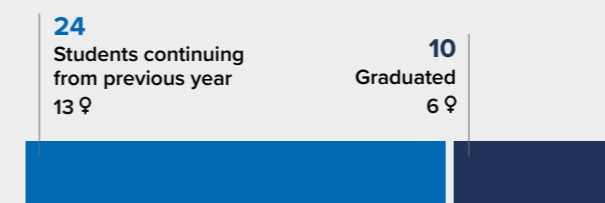
19 ♀

Programme since 2011

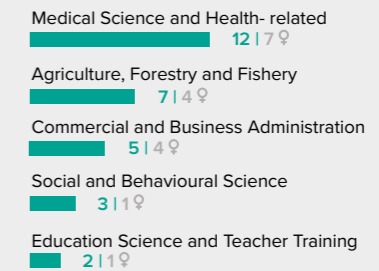
Implementation Modality

UNHCR

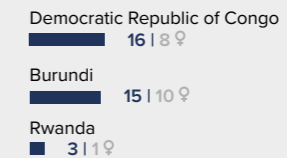
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- The transition to online courses in universities, coupled with connectivity issues, posed a difficulty for DAFI students to maintain their studies. In addition, the high cost of internet airtime were obstacles for DAFI students.
- DAFI students formed a WhatsApp group to share their needs and discuss challenges faced due to COVID-19. Allowances were provided to support students in obtaining data and airtime to access online courses.
- Students created videos for the UNHCR Education Twitter account on COVID-19 prevention measures for the community.
- Together with INEE, DAFI students shared their experience as refugee students in Mozambique during COVID-19 to a wide audience in the 'Lusophone countries' (Mozambique, Brazil, Portugal, Cabo Verde) during an online conference.
- DAFI students in Maratane Refugee Settlement provided support to a women's group and gave sewing equipment and individual solar panels to support their work.
- Two DAFI students were engaged in internships at a psychiatric hospital and the State Office of Finance.

- One DAFI graduate was accepted to do her Master's Degree in Medicines in Brazil.

Protection and Learning Environment

- Mozambique is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Despite reservations on the 1951 Convention, the government supports local integration by allowing refugees access to the national education system, freedom of movement and the right to gainful employment.
- All refugees in higher education institutions pay the same fees as nationals. However, the Government of Mozambique does not currently offer higher education scholarships to non-citizens. The DAFI scholarship is a means to bridge this gap.
- Refugees have the right to work in Mozambique subject to obtaining a Right to Work document issued by the authorities.
- High rates of unemployment among nationals and refugees make transition to employment difficult for refugees, since 83% of people in Mozambique are in vulnerable employment positions, thus impacting employment conditions for both nationals and refugees.

Namibia

Higher Education Institutions

1 Public



4 students

1 ♀

Programme since 1994

Implementation Modality

Partner: Society for Family Health (SFH)

Students in 2020

4

Students continuing from previous year

1 ♀

Top Field of Study

Medical Science and Health- related
311 ♀

Country of Origin

Burundi
411 ♀

2020 Programme Highlights/ Achievements

- During the COVID-19 lockdown, a WhatsApp group was created for the DAFI students to interact and discuss the challenges they face. The implementing partner, SFH, kept in touch with the students individually to follow up on their academic and personal wellbeing during the lockdown.
- Higher education institutions moved to online learning and online tutorials for students. Challenges with unstable internet connection caused delays in the submission of assignments and SFH provided airtime allowance for DAFI students to access the internet and proceed with their studies.
- Although 2020 was a challenging year due to movement and gathering restrictions, all students performed exceptionally well in their academic programmes.

- DAFI students engaged in communal activities, such as gardening, in their camps.
- SFH had four meetings with committee members and representatives from higher education institutions and the Education Ministries concerning the DAFI programme.

Protection and Learning Environment

- Namibia is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees have access to primary and secondary education in camps.
- All refugees in all higher education institutions pay the same fees as nationals, but refugees need a permit to leave the camp.
- Refugees have the right to work on the same terms as nationals, but, in practice, work permits are only occasionally granted.

Niger

Higher Education Institutions

5 Private



28 students

11 ♀

Programme since 2017

Implementation Modality

UNHCR

Students in 2020

28

Students continuing from previous year

11 ♀

Top 5 Fields of Study

Social and Behavioural Science
813 ♀

Mathematics and Computer Science
714 ♀

Medical Science and Health-related
411 ♀

Commercial and Business Administration
210 ♀

Education Science and Teacher Training
211 ♀

Countries of Origin

Nigeria
2117 ♀

Mali
614 ♀

Central African Republic
110 ♀

2020 Programme Highlights/ Achievements

- Monitoring of students had to be done remotely, owing to the COVID-19 pandemic.
- After the closure of academic institutions, online learning was provided but connectivity costs were expensive and the quality was poor.
- DAFI students organized and participated in an awareness campaign during International Women's Day. Themes included education, child marriage and women's leadership.
- The students supported the distribution of personal protective equipment to the community.
- UNHCR has Memoranda of Understanding with Maryam Abacha American University, École de Santé Publique et de l'Action Scolaire, ESIMAD ACADEMY, et École des Cadres de Niamey to ease access to higher education for refugees.

- Three students got placements in UN agencies (UN WOMEN, UNFPA and IOM) as part of the access of young graduates to internship in accordance with national legislation.

Protection and Learning Environment

- Niger is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees in Niger receive the same access to education and to other social services as nationals.
- Refugee youth in higher education are admitted under the same conditions and pay the same tuition and registration fees as nationals.
- Refugee youth in Niger are also supported through a non-DAFI UNHCR tertiary programme for urban refugees in Niamey, which provides support with tuition and living allowances.

Nigeria

Higher Education Institutions

18 Public | 3 Private



49 students

17 ♀

Programme since 1992

Implementation Modality

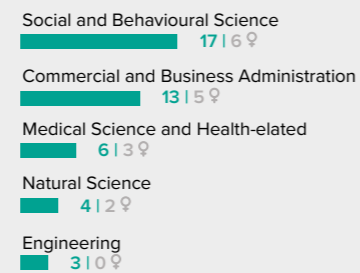
Partner: Justice, Development & Peace Commission

Students in 2020

49

Students continuing from previous year
17 ♀

Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Physical monitoring of students in schools was hindered throughout the period of the lockdown. Remote monitoring was conducted through phone calls, emails, text messages and WhatsApp group chats on a regular basis.
- After the closure of academic institutions, only a limited number of HEIs offered online courses.
- Increase in prices of food and transportation due to the pandemic impacted the students' stability and living situations.
- The DAFI club held a workshop on career readiness with DAFI alumni, covering communication, advocacy, planning skills and time-management, leadership and workplace protocol.
- DAFI students engaged in sensitizing their communities about the COVID-19 pandemic, methods of prevention, the need for social distancing, use of face masks and constant hand washing.
- Students also assisted in coaching secondary school students throughout the period of school closure.

Protection and Learning Environment

- Nigeria is signatory to the 1951 Refugee Convention and its 1967 Protocol.
- In Nigeria, refugees have the same rights as nationals to access primary and secondary education under the Compulsory, Free Universal Basic Education Act (2004). While there is no mention of refugees in the Act, in practice it is applied to refugee children.
- Refugees pay the same fees and have the same access to services as nationals in higher education.
- Nigeria is party to all international and regional refugee and human rights instruments relevant to the protection of refugees without reservations. These are also covered by the National Commission for Refugees Act, which gives the Commission clear responsibility for refugees throughout the country.
- Refugees, by virtue of their status, have a right to work (formal and informal market) in Nigeria. They can work in various sectors of the economy and the National Commission for Refugees provides letters of reference when required by employers.

Pakistan

Higher Education Institutions

68 Public | 46 Private | 6 Semi



470 students

84 ♀

Programme since 1992

Implementation Modality

Partner: INSPIRE Pakistan

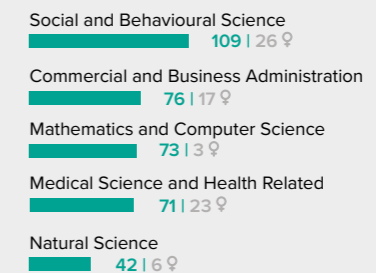
Students in 2020

413

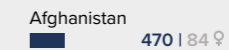
Students continuing from previous year
78 ♀

57
Graduated
6 ♀

Top 5 Fields of Study



Country of Origin



2020 Programme Highlights/Achievements

- Due to COVID-19, universities were closed leading to semester delays. Classes were moved to online learning, but the quality of the online teaching provided was often low and there were issues with internet connectivity.
- DAFI students distributed food rations to vulnerable community members in Islamabad, Ghazi, Haripur and Peshawar.
- DAFI students were involved in awareness-raising about about the DAFI scholarship programme and refugee education from the platforms of DAFI clubs.
- DAFI students organized a blood donation in Mansehra.
- UNHCR and the DAFI partner maintain a strong liaison with higher education institutions to monitor the performance and well-being of the scholars, identify and resolve issues they may face and engage the scholars in development programmes within the universities.
- DAFI students were offered soft skills courses, such as Communication (email use, secure use of bank accounts); Bank Account Opening and use of banking channels; Fear of Public Speaking; and Freelancing.
- UNHCR, in partnership with GIZ and Inspire Pakistan, initiated the DAFI Plus project which supported 110 DAFI scholars for 'on-the-job' training in Islamabad, Karachi, Quetta and Peshawar in sectors including development, corporate and other areas according to the interest level and career path of the scholars concerned.

Protection and Learning Environment

- Pakistan is not signatory to the 1951 Refugee Convention nor its 1967 Protocol.
- According to Article 25-A of the 1973 constitution of Pakistan, all children from age 5-16 years are entitled to receive education in Pakistan. There is no policy that bars or allows refugee youth to receive education in Pakistan. Refugee youth in Pakistan have been receiving education from Afghan schools (40%), private schools (30%) and public schools (25%).
- Refugee youth are required to present a valid passport and visa to be able to continue or gain admission to higher education.
- Public sector universities have reserved quota places for refugee students. Afghan refugee students who apply for Afghan reserved places or compete for merit based places are allowed by the Ministry of Education to pay the same tuition fees etc. as Pakistani students.
- Refugee youth in Pakistan can also access higher education through other programmes such as Allama Iqbal scholarship for Afghan youth, which covers all education expenses.
- Refugees do not have the right to work, but students build their skills for self-employment and other non-formal employment opportunities.

Russian Federation

Higher Education Institutions

9 Public | 4 Private



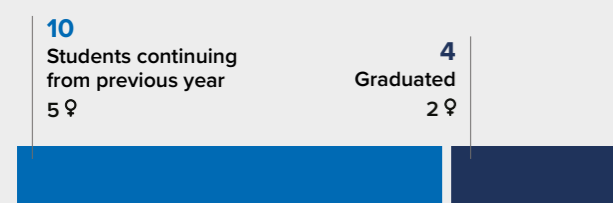
14 students

7 ♀

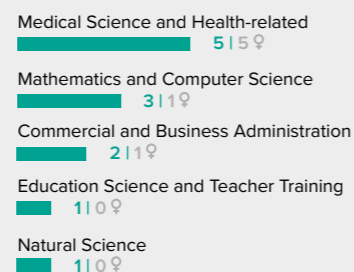
Programme since 1994

Implementation Modality
UNHCR

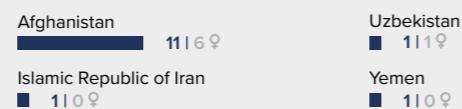
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Since March 2020, the DAFI programme was managed completely online due to the pandemic. UNHCR staff connected with DAFI students through WhatsApp, mobile phones and email.
- In May 2020, an online meeting with DAFI students enabled them to express their concerns about insufficient equipment and connectivity access, lack of guidance from the educational institutions and increased requirements for self-study.
- UNHCR provided two DAFI students with laptops essential for their studies in computer design and medicine.
- Through the DAFI clubs, DAFI students produced and disseminated short video tutorials on how to stay healthy and keep fit during the lockdown period. Eight DAFI students engaged in volunteering activities and one attended a training course to prepare for volunteer activities.
- One DAFI medical student was involved in an online awareness-raising activity concerning pneumonia and melanoma prevention.
- Due to the COVID-19 pandemic and movement restrictions, only one visit to the academic institutions was conducted in 2020.

- Four DAFI students successfully completed their studies and received diplomas. Of these, one was employed in a Fitness Centre; another got a state-funded scholarship to pursue a Master's degree; one received Russian citizenship and is looking for employment; whilst the last graduate plans to pursue a Master's degree in Medicine.

Protection and Learning Environment

- Russia is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees recognised by the government have the same access to education in the Russian education system as nationals.
- In tertiary education, limited free places financed by the state are awarded to nationals and refugees on a competitive basis. Most students (nationals and refugees) must pay for tertiary education.
- Amendments to the Federal Law "On the Legal Status of Foreign Citizens in the Russian Federation" (2020) allow foreign students, including refugees, to study and work without special permission.

Rwanda

Higher Education Institutions

1 Public | 7 Private



150 students

43 ♀

Programme since 1992

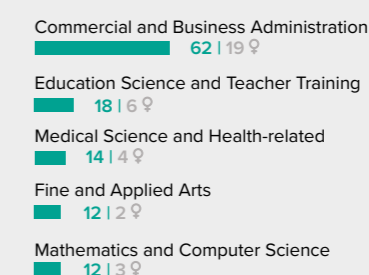
Implementation Modality

Partner: Adventist Development & Relief Agency (ADRA)

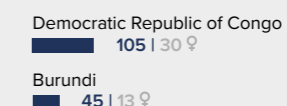
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to COVID-19, universities were closed for 9 months and regular student activities were disrupted.
- Socio-economic challenges due to loss of household income increased the burden on DAFI students to share their small student allowances with their families.
- Students volunteered to support the community in activities linked to protection and prevention of COVID-19 pandemic, youth behaviour and community change.
- Students volunteered in youth training in reproductive health, drug abuse and child protection.
- DAFI students engaged in environment protection and climate change activities by participating in community debates and planting trees in and around the camps.
- DAFI students and alumni helped coach primary and secondary students through online learning platforms and via home-based coaching.
- The government has taken significant steps to ease refugees' access to jobs and services and encourage greater mobility through issuance of national ID cards.

- The government started an information campaign to ensure that refugees and Rwandan nationals and businesses are aware of refugees' right to work and to open bank accounts.

Protection and Learning Environment

- Rwanda is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees have access to national systems and services, including education and the labour market.
- Both primary and lower secondary education are free and compulsory.
- All refugees pay the same fees as national students for tertiary education and have the same access to entrance examinations and student services and resources as nationals. Their previous education credits and certificates are recognized or equivalency assessed.
- Refugee youth in Rwanda have access to full scholarship support on other higher education programmes such as the Kepler programme; Maison Shalom programme; African Leadership University programme and Impact Hope programme.

Senegal

Higher Education Institutions

6 Public | 11 Private



42 students

14 ♀

Programme since 1992

Implementation Modality

Partner: Office Africaine Pour Le Development (OFADEC)

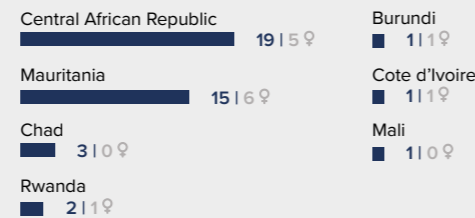
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to COVID-19, academic institutions were closed and courses moved to online learning. However, not all courses were available on the university's online platform and there was a lack of appropriate equipment and connectivity.
- There were no DAFI club activities in 2020 due to the COVID19 pandemic.
- DAFI alumni distributed masks, soaps, hydro-alcoholic gels and basic essential food kits to twenty-five heads of households, mostly single-parent families.
- The Higher Institute of Management (ISM) grants DAFI students a 30 to 40% reduction on tuition fees depending on the number of registered refugee students.
- Discussions are continuing with universities on better support for refugee students.

Protection and Learning Environment

- Senegal is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- National legislation grants refugees the same access to national systems, including education, as nationals.
- Rules and regulations on the registration and tuition fees that refugees pay to enrol in higher education institutions vary according to individual institutions. Refugees at public higher education institutions pay the same registration and tuition fees as nationals if they are nationals of West African Economic and Monetary Union (WAEMU) member states. If they are nationals of non-WAEMU countries, foreign tariffs apply.
- Refugee youth in Senegal can receive support in accessing higher education through programmes such as the Japanese Initiative Ashinaga Fellowship programme, African Union Julius Nyerere Scholarship programme and the German Exchange programme, DAAD.
- Refugees have the right to work in Senegal.

Somalia

Higher Education Institutions

3 Public | 7 Private



75 students

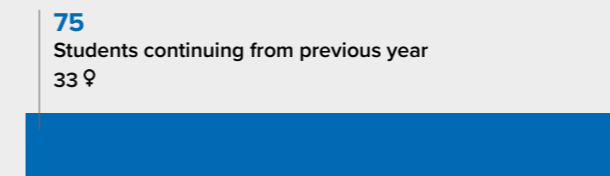
33 ♀

Programme since 2019

Implementation Modality

UNHCR

Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Closure of learning institutions due to the pandemic prevented some students from completing their academic year. Most students did not have access to online learning due to limited access to computers and internet connectivity.
- DAFI Students in Hargeisa organized COVID-19 awareness campaigns and training, targeting refugees and hosting communities. Most DAFI students were involved in risk communication and community engagement activities organised by UNHCR, partner and local government entities.
- DAFI students provided English language training to improve students' literacy. Since the majority of Yemeni students come from a background of Arabic as the medium of instruction, they required support with the English language to improve their performance.
- 98% of DAFI students progressed and transitioned to the next level of their academic year despite the closure of the universities.
- DAFI students in Somalia have taken on leadership roles at the universities: for example, a DAFI student at the University of Hargeisa was elected to represent students in the faculty of Social Sciences.

Protection and Learning Environment

- Somalia is signatory to the 1951 Refugee Convention and its 1967 Protocol.
- The political and security climate in Somalia remained turbulent, tense and volatile owing to the planned elections, armed conflict, and terrorism and crime related incidents. Al-Shabaab carried out various attacks against both government and international forces and their bases, as well as against government officials.
- Despite the challenging education context in Somalia, the Federal Government of Somalia and Federal Member States in 2020 maintained a generous approach, enabling access of children and youth to public schools.
- The Somalia National Education Action Plan -2017 promotes non-discriminatory access for all students – refugees and asylum seekers, and marginalised groups including those with special needs - to primary, secondary and higher institutions of learning. Refugee students enrolled in universities and other higher institutions of learning receive the same standard of treatment as Somalia nationals.
- Refugee children and youth receive scholarship support from the government to access higher education in public institutions. While UNHCR through NRC has been providing similar scholarship support to a limited number of eligible students, this programme will phase out due to funding constraints.
- Refugees have the right to work in Somalia.

South Africa

Higher Education Institutions

14 Public



63 students

28 ♀

Programme since 1996

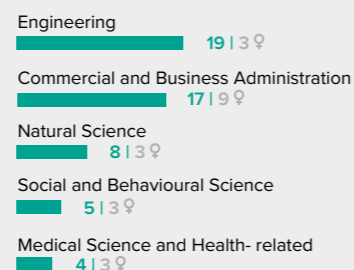
Implementation Modality

Partner: **STUDIETRUST/StudyTrust**

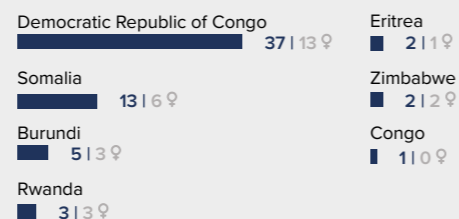
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- When HEI in South Africa switched to e-learning due to COVID-19, the implementing partner, StudyTrust ensured that all DAFI students were granted data allowances to access online classes from April until October 2020.
- StudyTrust used online platforms such as Microsoft Teams, WhatsApp and telephone calls to connect with and support students through mentoring and monitoring conversations.
- The suspension of face-to-face learning affected the academic year in some institutions as not all were prepared for online learning. This led to the second semester of the 2020 academic year in some institutions being extended into 2021.
- StudyTrust piloted DAFI clubs to offer students peer support, community volunteering and networking with internship providers and employers.
- 31 DAFI students were engaged in healthcare support activities during the pandemic and with distribution of food parcels to community members in need.

- In 2020, an official meeting was held between the Department of Higher Education and StudyTrust concerning statistics for refugees studying in South Africa.
- Durban University of Technology hosted a virtual World Refugee Day commemoration where StudyTrust gave a presentation on the DAFI Scholarship.
- StudyTrust hosted a webinar with 34 current students and 9 DAFI alumni in December 2020. This included 2 presentations from working DAFI alumnus on how to secure employment.

Protection and Learning Environment

- South Africa is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees and asylum seekers have access to free primary education (grades 1-9).
- All holders of a government refugee permit are eligible to study at any tertiary education institution and pay the same fees as nationals.
- Although refugees have access to employment, many employers are reluctant to hire refugees due to employment laws, which favour the recruitment of nationals as a result of high unemployment rates in South Africa.

South Sudan

Higher Education Institutions

3 Public | 3 Private



97 students

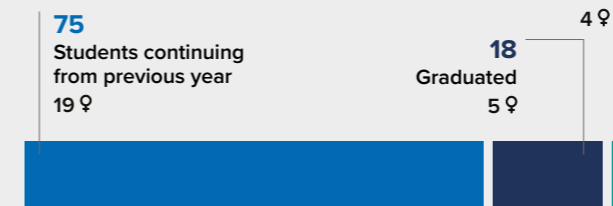
28 ♀

Programme since 2016

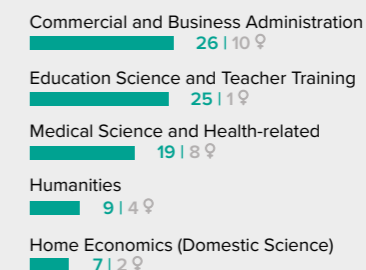
Implementation Modality

Partner: **Lutheran World Federation (LWF)**

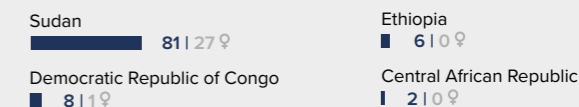
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Students' academic progress was affected by the university closures and lack of online learning with many students unable to travel home due to transportation systems not operating.
- The DAFI drama club celebrated International Women's Day in Gorom refugee camp with a play on the theme "Each for Equal", intended to empower girls and women and for parents to understand the value of educating girls and the role they play in nation building.
- Three female students distributed dignity kits to 100 adolescent girls in Yida refugee reception centre and carried out a sensitization exercise on girl child education, focusing on the value of education.
- Three DAFI students, in collaboration with women leaders at Ajuong Thok refugee camp, carried out an awareness campaign on dangers of early marriage/pregnancy.
- Four DAFI medical students distributed facemasks and soaps to 100 households in Gudele and a new site where many urban refugees are residing. The students sensitized the community on COVID-19 preventive measures and spread.

- Third year students headed a COVID-19 awareness campaign in Maban refugee camp which appeared on Radio Tamazuj.
- Thirty-six students received internship and research support, school practice and clinical practice.
- Two Juba Health Science Institute students received research support for completion of their dissertation leading to awards of Diplomas in Clinical Medicine and Laboratory Technology.
- Five students received support to facilitate their research proposals.

Protection and Learning Environment

- South Sudan is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- In South Sudan, refugees' education is aligned to the national system, and the national curriculum.
- There are restrictions for refugee registration into higher education and refugees pay higher fees than nationals.
- Refugees have the right to work.
- South Sudan maintains an open-door policy, hosting some 310,000 refugees and nearly 3,800 asylum-seekers.

Sudan

Higher Education Institutions

5 Public | 16 Private



112 students

65 ♀

Programme since 1993

Implementation Modality

Partner: Windle Trust International

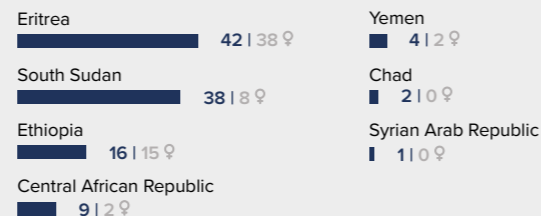
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Universities were closed for most of the year, causing academic disturbance and delay/ cancellation of scheduled graduations.
- The hyperinflation in the country and the consequent increase in prices increased students' cost of living.
- The students participated in community outreach activities providing support at community schools, organising awareness-raising sessions on COVID-19 and other issues concerning refugee communities.
- UNHCR and the partner have been communicating with various universities and college administrations on a regular basis to explain the status of refugee students, and to ensure that they can access fee exemptions and can pay their registration and tuition fees in Sudanese currency.
- The partner organisation made continuous attempts to obtain internship opportunities for all graduates whenever available.

- Self-motivation workshop were organised by DAFI students in early 2020 and students celebrated International Peace Day.

Protection and Learning Environment

- Sudan is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugee education is included in the national sector plan for basic primary and secondary levels of education.
- Refugees have access to national public education systems on the same conditions as nationals.
- The International University of Africa (IUA) offers scholarships for 71 students and the DAFI Programme covers the students' allowances.
- The UNHCR office in Sudan has an urban refugee tertiary education programme supporting 241 students to access higher education.

Syria

Higher Education Institutions

3 Public



15 students

5 ♀

Programme since 2017

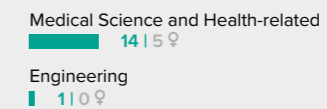
Implementation Modality

Partner: Ministry of Higher Education

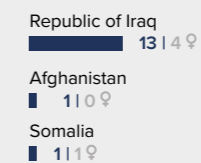
Students in 2020



Top 2 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- University attendance was suspended in March 2020. Some university faculties provided students with remote access to attend lectures online, but slow/lack of internet connection hampered access.
- UNHCR maintained contact with students through the education Facebook page, UNHCR hotlines, and other remote modalities.
- Before the lockdown quarantine, UNHCR met with DAFI students providing them with updates on the scholarship's procedure and requirements, and introducing them to the protection services provided in UNHCR's network of community centres where they and their families could access additional support.
- DAFI students engaged in awareness-raising initiatives on COVID-19 measures targeting elderly refugees in and around Damascus, which included the distribution of hygiene kits.
- DAFI students engaged in an awareness-raising initiative on COVID-19 targeting university students residing in the university dormitory in Damascus, which included the provision of food.

- DAFI students participated in an initiative to provide medical equipment for the mental health department in the public hospital.
- UNHCR has a partnership agreement with the Ministry of Higher Education (MoHE). UNHCR follows up regularly on the implementation of the scholarship, such as the students' registration process in different public universities.

Protection and Learning Environment

- Syria is not a signatory to the 1951 Refugee Convention nor its 1967 Protocol.
- Refugees are allowed to access the same basic and secondary education as nationals, free of charge. UNHCR advocates for the right to a quality education for all persons of concern (PoCs) including refugees by integrating refugee children in the Syrian public schools.
- Refugees are allowed to enrol in Syrian universities, but they are charged a high tuition fee.
- Refugees living in Syria are not permitted to work, further hindering their access to livelihoods and self-reliance opportunities.

Tajikistan

Higher Education Institutions

4 Public



22 students

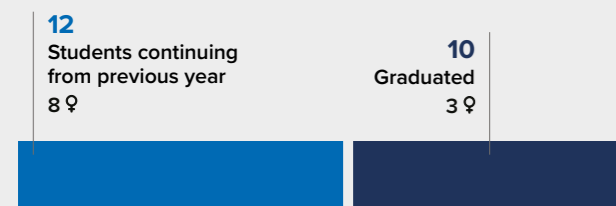
11 ♀

Programme since 2008

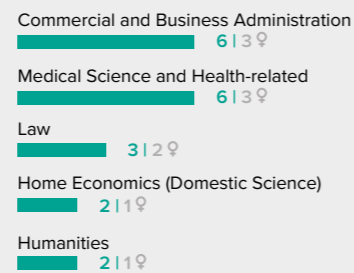
Implementation Modality

Partner: Refugee, Children & Vulnerable Citizens

Students in 2020



Top 5 Fields of Study



Country of Origin



2020 Programme Highlights/Achievements

- Most DAFI programme activities were suspended due to the COVID-19 pandemic.
- Students incurred extra costs for connectivity since most of the activities and services were done online.
- DAFI scholars distributed food and hygiene kits to the refugee community.
- UNHCR has been intensively leveraging partnership with multiple private sector employers through joint initiatives that have created livelihood opportunities for refugees and the host community.
- Online counselling and regular outreach through phone calls have maintained uninterrupted communication with students.
- Female DAFI students and the partner visited secondary schools where refugees study to encourage girls to apply for tertiary education opportunities.

Protection and Learning Environment

- Tajikistan is a signatory to the 1951 Refugee Convention and its 1967 Protocol. The National Law on Refugees was enacted in 1994.
- Refugees and asylum seekers have access to free primary and secondary education and primary healthcare services.
- Afghan refugees have the same right to education and the same conditions as the nationals, but access to higher education is challenged by limited availability of free study places at public universities and substantial tuition fees.
- Refugees recognized by the State have the same right to work/employment and entrepreneurial activities as nationals.

Tanzania

Higher Education Institutions

11 Public | 3 Private



120 students

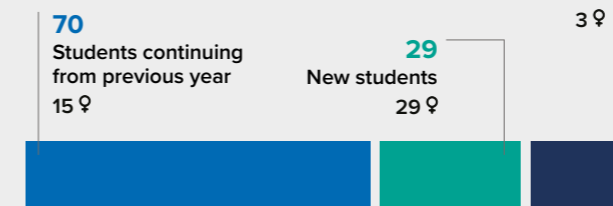
47 ♀

Programme since 1994

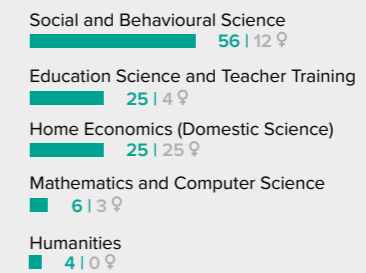
Implementation Modality

Partner: International Rescue Committee

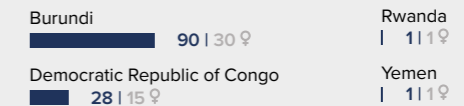
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- All institutions of higher education were closed due to the COVID-19 and there were no alternative forms of learning such as online studies.
- The DAFI club is active in Tanzania and includes both graduates and ongoing students.
- Students from Iringa University provided psychosocial counselling to 41 clients during their field attachment in 2020.
- 65 students were trained by the International Rescue Committee MHPSS unit on HIV/AIDS awareness in Nyarugusu and Nduta camps.
- One-on-one counselling sessions to equip students to deal with the pandemic were conducted by the DAFI monitoring team in students' respective colleges.
- A DAFI Monitoring Mission in 2020, performed by government, UNHCR and IRC officials, visited students in their respective colleges/universities and held group or one-to-one sessions with them to understand challenges faced by students and come up with agreed solutions.
- DAFI alumni established language (English and Kiswahili) learning centres in the refugee camps and provided volunteer language courses.

Protection and Learning Environment

- Tanzania is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Tanzania is running a parallel system of education for refugees, with no inclusion policy at primary and secondary levels of education.
- Refugees can access higher education under the same conditions as nationals. There are, however, language, certificate equivalency and financial barriers to accessing the education systems.
- A strong relationship with higher education institutions results in close cooperation and support for all DAFI-related activities.
- Other higher education support programmes, such as World University Service of Canada (WUSC), exist in Tanzania.
- Refugees in Tanzania do not have the right to work according to the Non-Citizens (Employment Regulation) Act 2015.
- DAFI graduates often get employment as incentive workers within the camps that they reside in.

Turkey

Higher Education Institutions

90 Public | 2 Private



720 students

304 ♀

Programme since 2014

Implementation Modality

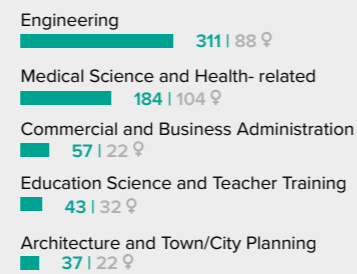
Partner: Syrians: Presidency for Turks abroad and Related Communities (YTB)

Other nationalities: Direct implementation

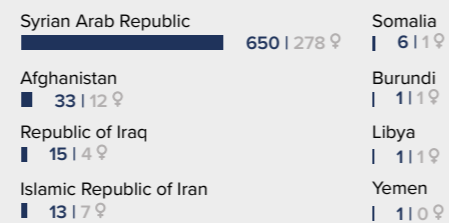
Students in 2020



Top 5 Fields of Study



Countries of Origin



support, including communication skills to support problem solving and conflict resolution, CV writing and Turkish language skills.

- YTB's Turkey Scholarship Alumni Group includes DAFI Alumni. The Turkey Scholarship Alumni group maintains contact with graduates and promotes cohesion and sharing of employment opportunities.

Protection and Learning Environment

- Turkey is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- All children in Turkey, including refugees, have the right to primary and secondary education free of charge.
- The Government of Turkey continues to cover tuition fees at state universities for Syrian students.
- Syrians under Temporary Protection (TP) do not pay tuition fees at state universities, but refugees of International Protection (IP) and from other nationalities pay international fees.
- TP beneficiaries and IP applicants have the right to work in Turkey and can either apply for work permits or permission to establish their own businesses. As of February 2020, over 200,000 work permits had been issued to Syrians under temporary protection.

2020 Programme Highlights/Achievements

- The Ministry of National Education (MoNE) and universities scaled up distance learning with pre-existing or newly established online and digital platforms.
- The DAFI programme continued to support DAFI students through mentoring calls, two online sessions on mental health and psychosocial wellbeing during the pandemic, and distance learning processes.
- The DAFI programme established an online learning platform including modules on Turkish language skills and helped to provide computers to Youth Centres to support access to online learning.
- YTB and UNHCR started the Young Volunteers Programme with the Ministry of Youth and Sports (MoYS) at the beginning of the year. All DAFI students were directed to apply via the Ministry's Youth Centres.
- UNHCR, in collaboration with partners, organized online peer support meetings (role model activities) bringing together DAFI students and young refugees who are preparing for university to share their experience, and to provide guidance on study techniques, university life and adaptation processes.
- The DAFI programme in Turkey developed an online learning platform providing soft skills development

Uganda

Higher Education Institutions

5 Public | 12 Private



431 students

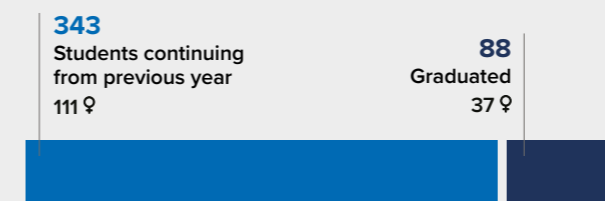
148 ♀

Programme since 1992

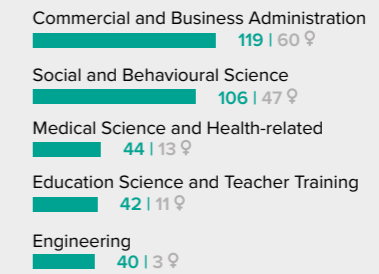
Implementation Modality

Partner: Windle Trust Uganda

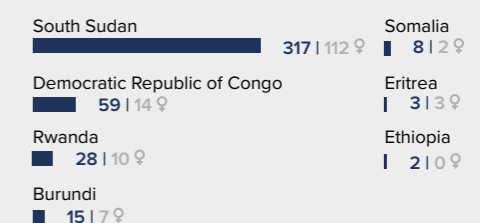
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- All academic institutions were closed, affecting continuity of learning for students, who were unable to complete their academic year.
- The government approved e-learning for tertiary institutions in July, but most DAFI beneficiaries could not benefit due to limited access to the internet and lack of hardware.
- There are nine DAFI Clubs in different institutions.
- Club leaders coordinated an effective complaint management system and provision of feedback during the pandemic, provided counselling and referred cases that required psychosocial support.
- 127 DAFI students undertook voluntary work in their settlements during the COVID-19 pandemic including medical support, economic empowerment related activities and awareness-raising.
- DAFI students formed a farming group in Palorinya, producing maize and groundnut grains.
- The programme collaborated with the private sector and NGOs to get internship placements for students. The alumni network has been effective in providing internships and voluntary work.

- The programme provided additional support for female students with children, resulting in improved academic performance.
- Uganda DAFI alumni engaged with media programmes (TV & social media platforms) to promote the programme's visibility.

Protection and Learning Environment

- Uganda is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees have the same rights to free primary and lower secondary education as nationals, both in urban areas and settlements. Schools are overcrowded due to insufficient classrooms and lack of teachers.
- All refugees have access to higher education and pay the same fees as the nationals.
- Other available education opportunities for refugee youth are Windle Trust International and Commonwealth scholarships; World University Services Canada (WUSC); Mastercard Foundation; Jesuit Refugee Services; European Union; and Congregation of Sisters of St. Joseph.
- The Refugee Act 2006 of Uganda states that all refugees have the right to practise their profession and the right to work. The Ministry of Internal Affairs provides work permits to support the Act.

Ukraine

Higher Education Institutions

6 Public | 3 Private



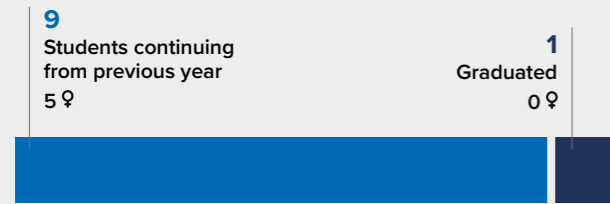
10 students

5 ♀

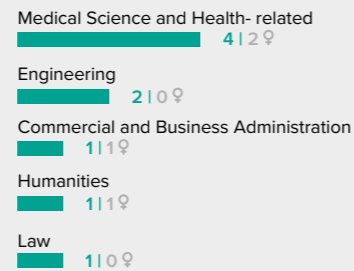
Programme since 2010

Implementation Modality
UNHCR

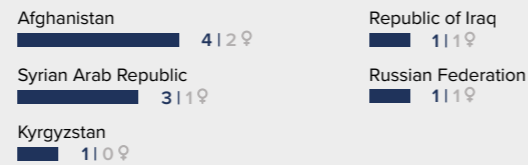
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to COVID-19, almost all universities in Ukraine switched to online learning modalities, and all DAFI students managed to adjust to online study.
- The DAFI programme communicated with DAFI students through the establishment of a social media group (Viber), phone discussions and open-air physical meetings to discuss community events.
- DAFI students supported UNHCR partners through youth clubs in Kiev and Odessa with translation during community events, and conducted various educational, cultural and ecological activities.
- DAFI students were awarded a grant from UNHCR for a community project aiming at improving integration of refugees in Ukraine. As part of the project the students conducted a series of lectures for a wide audience at the universities.
- DAFI students translated government-produced updates on the COVID-19 situation, recommendations and guidance into the languages most commonly spoken by refugees and asylum-seekers in Ukraine (Farsi, Pushto, Arabic, Somali and others). These translations were widely shared across the refugee communities.

- UNHCR was in regular contact with the Ministry of Education (MoE) and higher education institutions about improving access to education for refugees and asylum-seekers.
- A successful advocacy campaign by UNHCR and its partners persuaded the Ukrainian MoE to cancel quotas for state-sponsored education for refugees and beneficiaries of complementary protection and received legislative assurance for refugees' access to higher education on the same terms as nationals.
- UNHCR supported Ukrainian language studies for DAFI students and monitored their performance.

Protection and Learning Environment

- Ukraine is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Primary and secondary education is mandatory for all children, including refugees and asylum-seekers.
- Refugees and beneficiaries of complementary protection pay the same fees as nationals if admitted to universities through a competitive selection process on a par with nationals.
- Recognized refugees and beneficiaries of complementary protection have the same rights to employment as Ukrainian nationals.

Yemen

Higher Education Institutions

3 Public | 7 Private



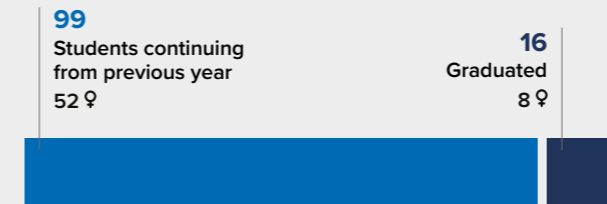
115 students

60 ♀

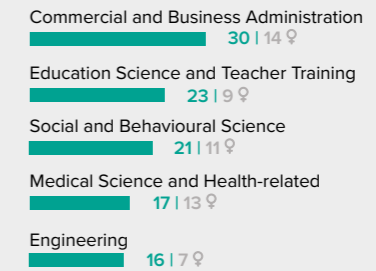
Programme since 1993

Implementation Modality
Partner: Intersos, Italy

Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- During the closure of higher education institutions the implementing partner, INTERSOS, was in continuous communication with the students, collected students' feedback, provided support on protective measures against COVID-19, and kept students' motivation high.
- All communication with students was done via phone or social media. A course was introduced via WhatsApp to educate students based on their need to care for COVID-19 patients.
- INTERSOS arranged the provision of online courses with Top Managers Institute to further enhance students' academic skills.
- Activities were limited to virtual meetings between March and June 2020 and face-to-face meetings resumed in late June 2020. During the meetings, time was dedicated to preparation of exams, possibility of having the graduation ceremony, challenges and new plans for 2021.
- DAFI students under the DAFI Students Union (DSU) took part in the 16 days of activism against Gender Based Violence, International Day for the Elimination of Violence against Women and Human Right Day.
- Before the outbreak of COVID-19 students prepared a cultural activity on Somali and Ethiopian cultures under

the title of 'Together building peace', to enhance cultural awareness in the communities.

- Intersos successfully conducted capacity-building training for all current DAFI students. Courses covered the following topics: language, computer, job-search-skills courses, human development training, and others.

Protection and Learning Environment

- Yemen is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Yemen continues to suffer from a ravaged economy, breakdown of public institutions and services, security concerns and political instability. Despite ongoing efforts to systematically mainstream refugee education into the national system, a significant number of children remain out of school and the country faces considerable challenges in establishing and maintaining a fully functioning education system.
- All refugees pay international fees and additional fees for certificates and academic documents.
- There are no formal restrictions on access to employment.

Zambia

Higher Education Institutions

3 Public | 6 Private



47 students

26 ♀

Programme since 1993

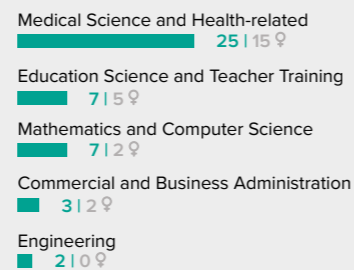
Implementation Modality

Partner: Caritas, Czech Republic

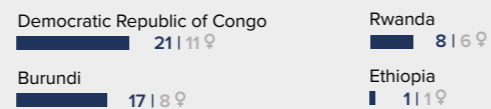
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- Due to closure of higher education institutions in March 2020 and subsequent move to online learning, the implementing partner, Caritas, facilitated a support system for students to share information on courses and study materials.
- Communication with universities was prioritised to help students facing difficulties to access study materials and university platforms.
- The DAFI clubs in Zambia conducted 6 meetings in 2020: one physical meeting before lockdown and five meetings via Zoom to discuss: persistence, problem solving and self-preservation in the time of COVID-19, World Refugee Day participation, employment preparation, CV and entrepreneurship, community engagement, DAFI Annual Workshop planning.
- DAFI students participated in the World Refugee Day celebrations and exhibition under the theme "Everyone Can Make a Difference, Every Action Counts: Support Refugee Education". The event was held in Lusaka on 18th June 2020 and 10 DAFI students participated in an exhibition focusing on Community and Public Health.
- DAFI Zambia continued to enjoy warm relations with 8 higher education institutions. Communication was related to academic progress and wellbeing of DAFI students.

- Cavendish University Zambia, entered a partnership with UNHCR and provided exemption of tuition and related fees for 10 DAFI students.
- Alumni network activities were limited to participation in the DAFI club meetings. Efforts to mobilize additional DAFI alumni members are ongoing and currently 13 DAFI graduates are part of this group.

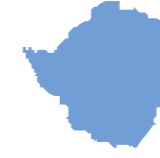
Protection and Learning Environment

- Zambia is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Zambia practises its encampment policy with freedom of movement outside the settlement subject to an urban residence permit which is granted on grounds of employment, education or need for medical care. Thus, refugees are allowed to enrol in education.
- All refugees have access to tertiary education subject to obtaining a study permit. Refugees in all higher education institutions pay the same fees as nationals.
- Refugees have access to the labour market but face systematic barriers such as a work permit requirement. The work permit fees are costly and prevent many refugees from inclusion in the labour market.

Zimbabwe

Higher Education Institutions

5 Public



16 students

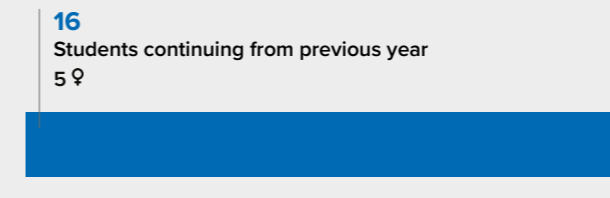
5 ♀

Programme since 1992

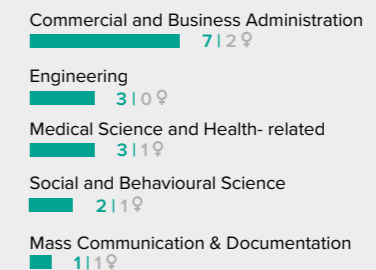
Implementation Modality

UNHCR

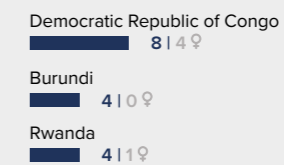
Students in 2020



Top 5 Fields of Study



Countries of Origin



2020 Programme Highlights/Achievements

- UNHCR staff remained in contact with students through phone calls and held two virtual DAFI student meetings during COVID-19.
- Students adapted to the academic instruction via e-learning and registered on online platforms to supplement study materials provided by the universities.
- Due to costly data and connectivity the DAFI programme included an internet allowance to pay for data costs.
- The DAFI programme provided PPE materials (face masks, sanitisers and hygienic wipes) for all students, which are required on campus during examinations.
- A DAFI Club mentorship meeting was chaired by two alumni in January 2020, and focused on career guidance and emerging career trends. Students continued to meet and consult with alumni via online platforms such as WhatsApp groups.
- Students made presentations on Gender Based Violence during the Annual DAFI Workshop and participated in awareness-raising discussions with youth in Tongogara on GBV and behavioural change. DAFI students in Tongogara refugee camp participated in the production of

reusable fabric face masks for distribution to the refugee community and the host community in April 2020.

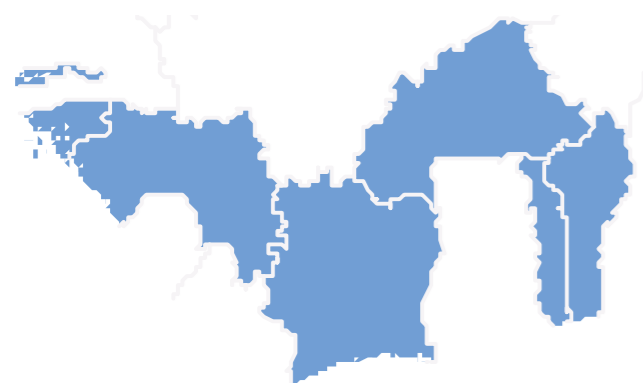
- DAFI Students received training on HIV/AIDS prevention and treatment methods.

Protection and Learning Environment

- Zimbabwe is a signatory to the 1951 Refugee Convention and its 1967 Protocol.
- Zimbabwe has restrictions on freedom of movement but the encampment policy is not strictly enforced. Refugees have access to education at all levels under the same conditions as nationals.
- Refugees can enrol in higher education under the same conditions as nationals and are exempt from the additional fees international students must pay.
- There are restrictions on refugees' right to work but those with qualifications in fields with limited human resources are permitted to work, and refugees with entrepreneurship skills and resources are permitted to register their own businesses.
- Refugee students have access to the United Nation Convention Travel Documents which enable them to pursue international post graduate opportunities.

Countries supported from West Africa Multi Country Office

Benin, Burkina Faso, Côte d'Ivoire, The Gambia, Guinea Bissau, Guinea Conakry and Togo



131 students

52 ♀

Programmes since:

2016 (Burkina Faso)
2017 (the rest)

Higher Education Institutions

18 Public | 33 Private

Implementation Modality

Partners: **UNHCR**

Organisation pour le Développement Intégré Commission (Guinea Conakry)

Gambia Food and Nutrition Association (GAFNA)

Danish Refugee Council (Burkina Faso)

Secretariat Permanent de la Commission Nationale chargée des Réfugiés (Benin)

Organisation pour le Développement Intégré Communautaire (Guinea Conakry)

Students in 2020

118

Students continuing from previous year
48 ♀

13

Graduated
4 ♀

Top 5 Fields of Study (overall)

Commercial and Business Administration

26 | 16 ♀

Social and Behavioural Science

18 | 2 ♀

Education Science and Teacher Training

17 | 8 ♀

Medical Science and Health-related

11 | 4 ♀

Law

10 | 7 ♀

Countries of Origin

Côte d'Ivoire 48 | 13 ♀

Central African Republic 25 | 15 ♀

Senegal 22 | 9 ♀

Democratic Republic of Congo 12 | 8 ♀

Rwanda 8 | 2 ♀

Liberia 4 | 2 ♀

Mali 4 | 0 ♀

Chad 3 | 0 ♀

Congo 2 | 1 ♀

Benin 1 | 1 ♀

Burundi 1 | 0 ♀

Sierra Leone 1 | 1 ♀

Combined 2020 Programme Highlights/Achievements

- Academic institutions were closed and online instruction was introduced in all countries.
- Lack of equipment and poor internet connectivity was a challenge to DAFI students in all countries.
- Monitoring of students was done remotely.
- DAFI club activities were curtailed due to the COVID-19 restrictions, but students communicated with one another by WhatsApp and other virtual platforms.
- DAFI students volunteered in awareness-raising activities about the pandemic both in their own and host communities.
- DAFI students in Burkina Faso helped distribute necessities to poor communities.
- DAFI students in Benin helped facilitate community sessions on sustainable solutions and local integration, and GBV.
- During World Refugee Day events, DAFI students in Guinea Bissau were interviewed by Guinea Bissau Public Television.
- In Guinea Bissau, students benefited from a six-month English course in the last trimester of 2020.
- In Benin the National Employment Agency (ANPE) supports graduates in a professional integration course, which offers them their first professional experience. The government also allows the recruitment of refugee teachers into Benin schools.
- In Guinea Bissau, the DAFI club supports students by providing skills training, internships and mentoring, and organizes volunteering and networking opportunities to prepare them for the job market. Students on practical courses such as nursing can benefit from placements in hospitals with the support of university and health professionals.
- In Togo, the National Employment Agency (ANPE) is working with UNHCR to build the skills of first-time job seekers, and facilitate internships.

- In Togo, UNHCR organized a conference on "Empowerment of young refugees: social, economic and professional inclusion", as a framework for exchanges, ideas-sharing, and the pairing of sponsors and young refugees.

Overall Protection and Learning Environment

- All countries are signatories to the 1951 Refugee Convention and its 1967 Protocol.
- Refugees in all countries have the same access rights as nationals to primary and secondary education.
- At tertiary level, refugees in all countries have the same access rights and pay the same fees as nationals in public institutions, apart from Côte d'Ivoire, where they must pay the same fees as foreigners. UNHCR is currently in discussions with the Ivoirian Ministry of Education to address this.
- In The Gambia, some non-DAFI students are supported to undertake certified vocational training.
- In Benin refugees have benefited from the African Union Julius Nyerere Scholarship, covering tuition and allowances.
- UNHCR Togo has been working with Erasmus+ to include refugees from Togo in the programme. Students can start their studies while awaiting recognition of foreign certificates from the authentication centre.
- In all countries, refugees have the right to work and access the labour market, although in Côte d'Ivoire these are only the same rights as foreigners, not nationals, and in Guinea Conakry confusion over identity documents still creates an obstacle to economic inclusion and labour market access.
- In Guinea Conakry there were political and union protests which affected the education sector.





In collaboration with



Federal Foreign Office



Albert Einstein
German Academic Refugee Initiative (DAFI)