

DAFI Annual Report 2021

NOW is the time



UNHCR
The UN Refugee Agency



This report was drafted by the Division of Resilience and Solutions, Education Section of UNHCR. The drafters are grateful for the support of colleagues in regional bureaus and country operations, as well as partners and refugee students worldwide.

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Cover Feature Photo:

Nasra, 26, is a final-year student of Development at the University of Lusaka, on a DAFI scholarship. She is the Secretary of the DAFI Association in Zambia. Nasra was born and raised in Zambia to Ethiopian parents. She is the firstborn of nine children.

Her choice of subject was obvious to her: she naturally enrolled in Development Studies. "Nasra" actually means "helper" in Arabic. When Zambia was hit by the COVID-19 pandemic, she helped to collect hand sanitisers and masks for the refugee population. At the moment, she is in the process of starting a community organisation meant to support refugee children and youth.

"Helping is a privilege", she explains, "I like to contribute and help, as long as I have the capacity".

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“While the international community has, together, made great strides in the area of refugee education over the past years, it is critical that even more action be taken to expand opportunities made available to refugees around the world. One of the best ways to help us reach our goal of 15 per cent of refugees in tertiary education by 2030 – or 15by30 as we call it – is through the DAFI scholarship programme.

And there’s nobody better to tell you about this programme’s life saving and life changing impact – done through expanding and matching educational opportunities with the extraordinary talents that refugees carry with them – than the DAFI refugee scholars depicted in these pages. I encourage you to read and be inspired by their stories and to help us redouble our efforts to create and expand opportunities for refugee students throughout the world.”

Filippo Grandi,
UN High Commissioner for Refugees

“Our world today would be different had Albert Einstein and Hannah Arendt not received scholarships after fleeing from Nazi Germany. Scholarships allowed them to continue their ground-breaking research – and to change the way we think about science, society and politics.

Today, we don’t know how many potential young Einsteins and Arendts are living in refugee camps worldwide. But we do know that scholarships can provide them with a future – and with opportunities: To build a better life for themselves, to make positive contributions to their host countries, to do great things for humankind.

That is why, for three decades now, the German Government has been supporting the Albert Einstein German Academic Refugee Initiative (DAFI), which enables young refugees to pursue higher education in the countries that are hosting them.”

Annalena Baerbock,
German Foreign Minister

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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
FFO	German Federal Foreign Office
GCR	Global Compact on Refugees
GPE	Global Partnership for Education
GRF	Global Refugee Forum
MENA	Middle East and North Africa
MoE	Ministry of Education
MoHE	Ministry of Higher Education
NGO	Non-Governmental Organisation
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 Organisation
WFP	World Food Programme

FOREWORD



Khatira is a DAFI alumna and finance officer living and working in Pakistan. Her parents fled Afghanistan in the early 1990s before she was born. She has seven siblings, all of whom are pursuing higher education. She was the first member of her family to complete a master's degree and in fact has two: one in Banking & Finance and one in Human Resource Management. Today, she teaches and guides women from her community who wish to continue their education, and advocates for expanding higher education access and breaking down barriers facing refugees.

“Due to host community restrictions, severe cost and financial barriers, the lack of opportunities for employment, the language barrier, and other factors, access to higher education for a refugee seems impossible. **In these circumstances, opportunities like the DAFI scholarship are nothing short of a miracle.**”

I was awarded a DAFI scholarship during the first semester of my higher education studies in banking and finance. Back then, I was also teaching English, computer coursework and other subjects to refugee students, mainly women and girls who were not allowed to go to school due to cultural norms. In our society, if a family is suffering financially, they sacrifice their daughter's education and pay for their son. They will say, 'Why educate girls if they are just going to stay at home?' But I say that if a woman is educated, she can teach her own children. This will lead to a positive change in society.

“My mother always said that if you educate a man, you educate one person. **If you educate a woman, you educate her entire community, city and the whole world.**”

My parents sacrificed everything to ensure that my siblings and I could pursue higher education. My mother completed her bachelor's degree in Afghanistan, and she was my first teacher. Before I began attending a school for Afghan refugees in class 3, my mother homeschooled me, my siblings and my cousins. In class 9 (upper secondary school), my English teacher advised my parents that I needed to switch to the Pakistan national schooling system. This was a difficult, but very important transition in my life. Despite no experience attending a Pakistani school, I successfully passed the Pakistani board exam.¹ From then on and throughout my future studies, I often considered leaving school to find a job due to the discrimination, rejections and hardships I experienced. But I knew how important it was to not give up.

DAFI makes it possible for refugee women to study at university who would otherwise not have an opportunity to do so. It also promotes such options. Before receiving a scholarship, I did not earn enough money as a teacher to cover the

costs of higher education. My DAFI scholarship helped me to pay my university fee and support my younger sister's education fees. Many other women like me are able to study in universities today just because of DAFI. Beyond the challenges women face, not even 1 per cent of Afghan refugees can pursue higher education due to severe financial and documentation issues, strict admission policies and language barriers.

In addition, Afghan refugees face a severe lack of employment opportunities.² As with education, there is a disproportionate effect on women due to cultural norms. I estimate that 70 to 75 per cent of Afghans do not allow their daughters to travel away from home for their careers, so business careers are not an option. Furthermore, in Afghanistan there are not enough female doctors because families discourage girls' education. However, most families only want their daughters to be treated by female doctors, so families have to travel to neighbouring countries when there are no female doctors practising nearby. It is critical that education stakeholders increase investments in medical and nursing programmes, especially for refugees and particularly for women.

Because of the challenges I faced, I began working alongside my sisters to speak out about the issues that refugees, especially women, face in pursuing their education. We started teaching girls and women in the refugee community who could not attend school or university. Today, I continue to teach. I provide students with guidance on university documentation and admissions processes and I actively volunteer with Inspire Pakistan to spread awareness about DAFI among the refugee community. In 2022, I was selected as a member of the Canadian Government's Refugee Education Council³ to advise on global refugee education policy and initiatives. DAFI has been a turning point for refugees around the world: it has helped increase access to higher education among refugees from 3 per cent to 6 per cent. I believe education is the only treasure that we can take back to our country to build a new and better future.

¹ Afghan children are legally able to attend Pakistani state schools, though in practice these schools are both oversubscribed and hard to access. (Refugee Work Rights)

² Pakistan is not a party to the 1951 Convention nor its 1967 Protocol. Afghan refugees are allowed to freely move but are not guaranteed rights to work lawfully, access education or financial services or buy property. (Refugee Work Rights)

³ World Vision



Rahildaris is a DAFI alumna who completed her bachelor's in Digital Animation at Regiomontana University in Monterrey, Mexico. She fled from Venezuela to Mexico in 2019. Throughout her studies, she connected with other DAFI scholars around the world and represented her university at various events as well as on the radio. She is passionate about expanding higher education access and advocates for increased focus on the need for more scholarships for refugees in the Americas. As a recent graduate, she intends to continue her work in animation and perhaps pursue an additional degree.

“The impact of DAFI in my life can be represented with one word, ‘opportunity’.”

Education is a universal right. When you are forced to leave your country of origin, this right is often treated as a privilege and is no longer a guarantee. DAFI scholarships make it possible for young refugees to pursue university degrees. This is an incredible contribution to their education and professional opportunities and allows them to integrate into the host country by way of the student community. Without programmes like DAFI, the hope of studying would be snatched away, self-reliance for refugees would become almost unattainable and their stay in the country would be increasingly difficult.

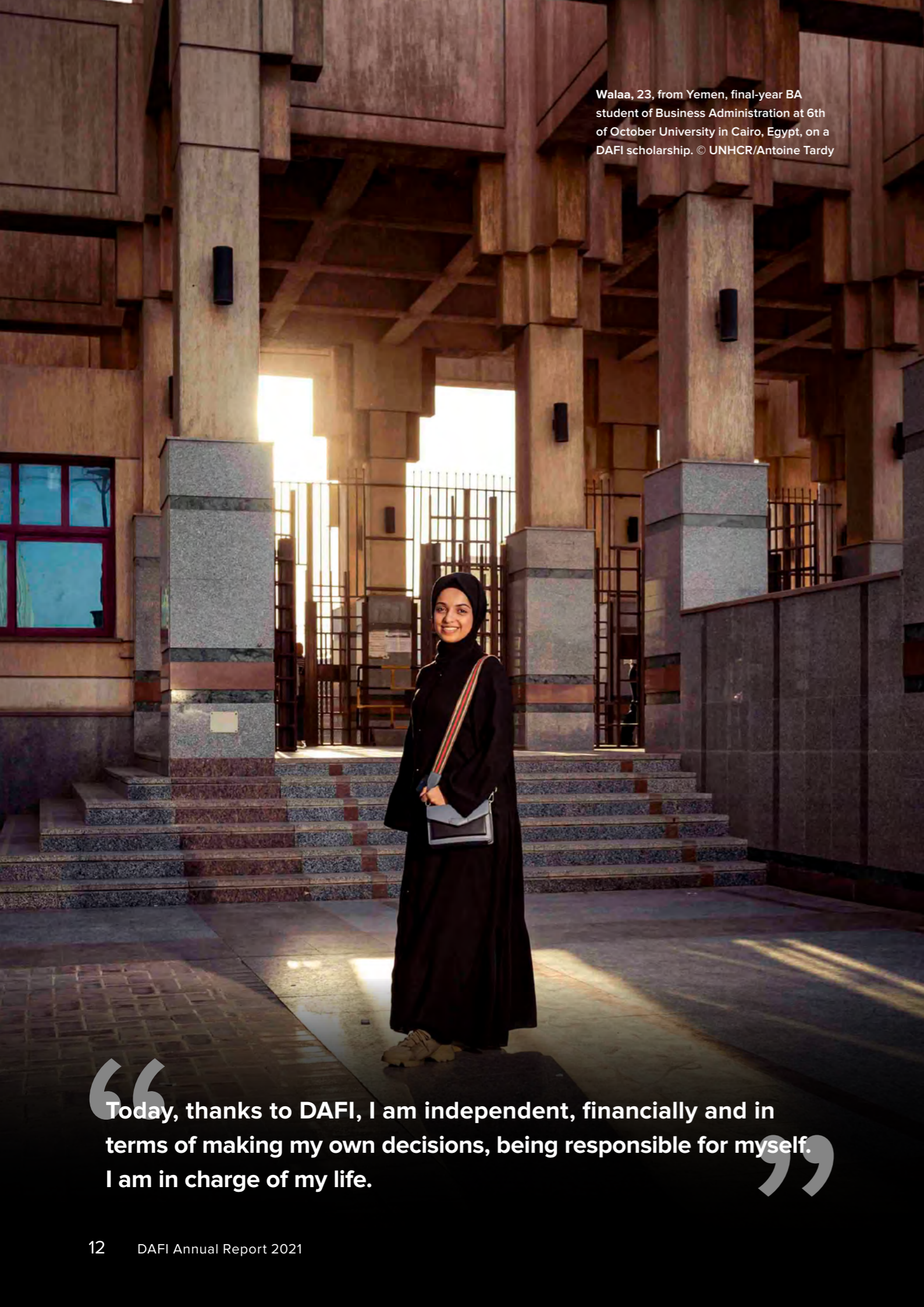
The DAFI programme allowed me to break borders and connect with other DAFI scholars in Mexico and around the world, and to meet non-DAFI students as well. We learned how to communicate despite language differences and were able to form lasting connections because we were all pursuing our passions through higher education.

When I arrived in Mexico, my biggest aspiration was to complete my university studies in the career of my dreams: digital animation. Growing up, I had many passions and in school I explored them all: I always loved plants, animals, other worlds and I used to draw a lot. At one point I had it in mind to study agronomics, then it was communications, followed by

software engineering. I finally found digital animation as a way to bring together my love of drawing, programming and storytelling. Digital animation allows me to bring something new to life and to build new worlds.

In Mexico, public universities are incredibly competitive and private universities are very costly. Most government scholarships are not available to immigrants and refugees. Without DAFI, I am not sure I would have been able to pursue higher education as the costs would have been insurmountable. The scholarship gave me the opportunity to begin a professional career and along the way, doors to further personal and professional development opened to me.

Today's world is full of negative events, but we will not be able to make a difference if we, as young people, are not given the tools, opportunities or education to work together on improving our world. If doors are not opened equally to all the communities and those at risk of being overlooked or left behind, such as refugees, progress will be limited. Every human being has a purpose; refugees leave their homeland carrying with them a suitcase full of dreams, among which education shines brightly. Let's bet on integration, let's bet on progress, but above all, let's bet on dreams.



Walaa, 23, from Yemen, final-year BA student of Business Administration at 6th of October University in Cairo, Egypt, on a DAFI scholarship. © UNHCR/Antoine Tardy

“Today, thanks to DAFI, I am independent, financially and in terms of making my own decisions, being responsible for myself. I am in charge of my life.”

EXECUTIVE SUMMARY

As of 2021, 6 per cent of young refugee women and men have access to higher education around the world. As UNHCR continues to work towards 15 per cent enrolment by the year 2030 (the 15by30 target), the DAFI programme remains the cornerstone of UNHCR investments in tertiary refugee students. Worldwide closures of higher education institutions in 2020 and uneven reopenings throughout 2021 heightened the risk of reversing hard-won gains in education, deepened disparities in educational access and attainment and amplified existing vulnerabilities, particularly among forcibly displaced young people (including refugees) and especially for young women.

This year's report, **Higher Education: Now is the Time**, highlights the urgent and pressing need to invest in higher education opportunities for refugees around the world. Although participation in higher education is growing worldwide, despite the impact of COVID-19, there is a widening disparity in education quality and access between high- and low-income countries,⁴ where a majority of refugees are hosted.⁵ Scholarship programmes for refugees are more critical today than ever before, as a key avenue to increase access to and inclusion in education systems for refugees. Access to higher education has a powerful effect on retention and motivation throughout the education cycle and the DAFI programme is the driving force behind the 15by30 road map. The students and partners who share their work, ambitions and engage in strategic, policy conversations throughout this report are leading on this critical effort and demonstrate the ways, large and small, that we can all work together to achieve 15by30.

In 2021, 8,307 young refugee women and men from 53 countries of origin were enrolled on DAFI scholarships in 55 countries around the world. This is a notable increase of nearly 1,000 students compared to the 2020 DAFI cohort. Female students represented 41 per cent of the total DAFI programme in 2021. Syrian refugees were the largest country of origin cohort, accounting for 21 per cent of DAFI students. Students from Afghanistan accounted for 17 per cent and those from South Sudan 15 per cent. Programmes in the Eastern Horn of Africa and the Great Lakes region accounted for the largest share of DAFI students with 36 per cent of the total DAFI student body, while those in the Middle East and North Africa accounted for 22 per cent, followed by Asia with 17 per cent, Western and Central Africa with 10 per cent and Europe with 10 per cent. Southern Africa accounted for 4 per cent of all DAFI students and the Americas 1 per cent. 2,860 new scholarships were awarded in 2021, compared to 402 new scholarships awarded in 2020 (out of 3,026 applicants). In 2021, the DAFI programme also received the highest number of applications to date, 15,860 in total, reflecting increased demand and greater need for investment in higher education scholarships and opportunities for refugees.

Despite the challenges that plagued education throughout the pandemic, the global higher education sector is experiencing rapid growth. The increase is centred in the Global South, where the number of tertiary students doubled between 2006 and 2018. Although this growth has been accompanied by increases in funding around the world, financial investment remains highly unequal. The number of dollars per student is going up in the Global North and down in the Global South,

⁴ University World News
⁵ UNHCR Global Trends Report, 2021

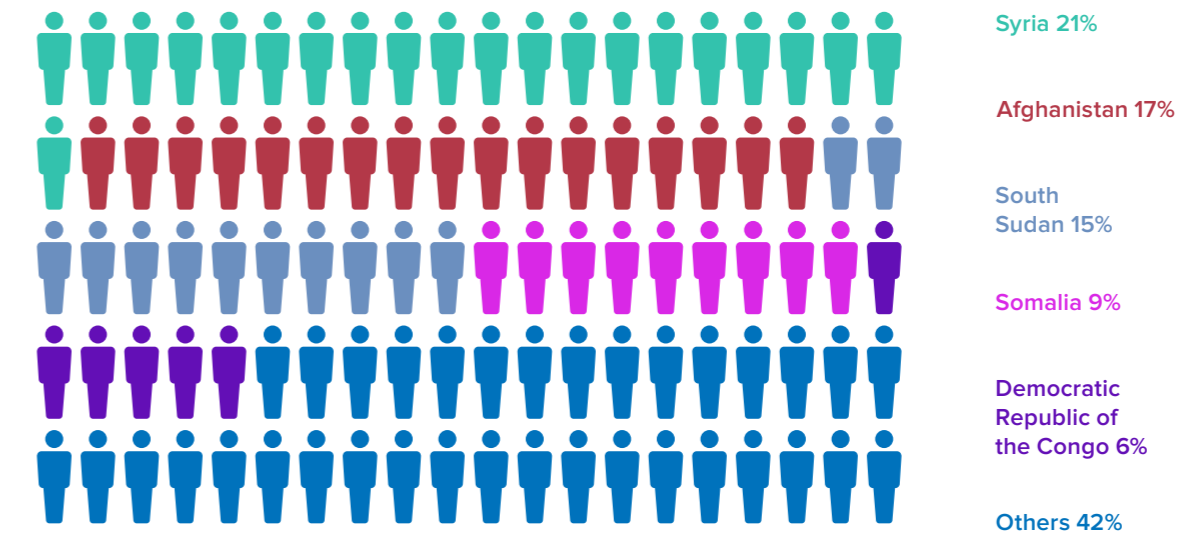
contributing to a growing quality gap between the two.⁶ In 2021, low- and middle-income countries, primarily in the Global South, hosted 83 per cent of the world's refugees.⁷ In 2021, nearly half (43 per cent) of DAFI students were studying in Ethiopia, the Republic of Türkiye, Pakistan, Kenya and the Islamic Republic of Iran, countries that host some of the largest refugee populations worldwide. This growing divide between opportunities available to young people in low- versus high-income countries highlights the pressing need to invest in higher education access and quality now for the most disadvantaged youth.

Higher education is much more than an opportunity, it is a lifeline for young people that has system-wide implications for access and inclusion at all levels of education and sustainable livelihoods. For 30 years, the German Government has been the principal donor to the DAFI programme, enabling it to reach over 21,500 people in the last three decades. In 2021, the Aiming Higher Campaign – the UNHCR global fundraising campaign for tertiary education – raised \$3.3 million, which directly funded scholarships for refugee youth. In 2021, the government of the Czech Republic once again committed support and financial backing to the DAFI programme. Furthermore, the ongoing partnership with the Danish government as well as a range of private sector and philanthropic actors has ensured that DAFI students are able to continue on in their studies. In pursuit of 15 per cent enrolment of young refugee women and men by 2030, it is imperative that more partners signal their support for education for all and particularly for inclusive education systems. There is a critical link between expanded access to quality higher education and sustainable development across the globe, as reflected in the Sustainable Development Goals, and the DAFI programme is an integral component of this call to act and invest now.

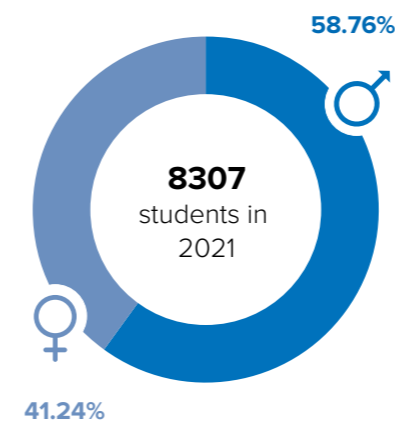
⁶ University World News

⁷ UNHCR Global Trends Report, 2021

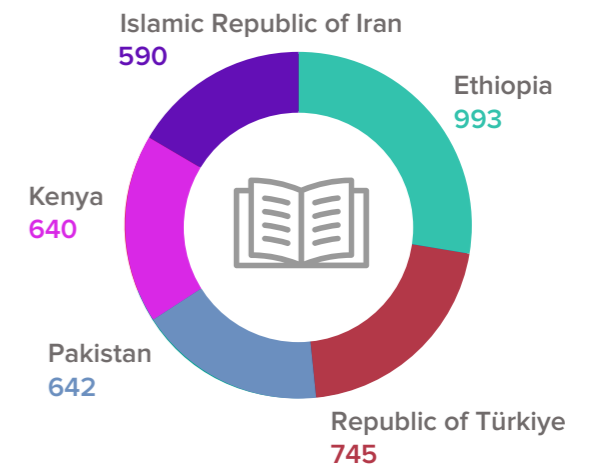
Student Nationality



DAFI Scholars



Largest Country Programmes



Regional Distribution



2021 GLOBAL CONTEXT

At the end of 2021, over 89.3 million people were forcibly displaced due to persecution, conflict, violence, human rights violations and climate change, with young people under the age of 18 accounting for a disproportionate share of this number at 41 per cent. As displacement continued to increase, COVID-related movement restrictions left many seeking international protection stranded. Among the record displacement in 2021 were 27.1 million refugees, including 21.3 million refugees under the UNHCR mandate, 5.8 million Palestinian refugees under the UNRWA mandate and 4.4 million Venezuelans Displaced Abroad (VDA).⁸ Although this report focuses on 2021, it would be remiss not to emphasise the latest and most dramatic forced displacement figures in history. In 2022 the number of forcibly displaced people around the world crossed the staggering milestone of 100 million for the first time on record,⁹ propelled by the war in Ukraine and other new and protracted deadly conflicts.

Escalation of the conflict in Ethiopia's Tigray region forced tens of thousands of refugees to flee to Sudan¹⁰ and 2021 marks a decade since the start of the Syrian Civil War, which forced millions to flee their homes in what remains the world's largest refugee crisis.¹¹ In Myanmar, the military takeover in early 2021 has to date forced an estimated 64,000 people to flee into neighbouring countries.¹²

After more than four decades, Afghan refugees continue to make up one of the largest and most protracted displaced populations under the UNHCR mandate. In 2021, events leading up to the Taliban's takeover of Kabul in August exacerbated displacement throughout and outside the country. Iran and Pakistan host 85 per cent of displaced Afghans, more than 2.2 million registered Afghan refugees in total.¹³

“Together with the UNHCR, we are working to include more women from Afghanistan in the DAFI programme. The plight of women and girls in Afghanistan is particularly dire. They are being denied the opportunity to learn, work and participate in society. Many have fled the country – and we owe them our support.”

**Annalena Baerbock,
German Foreign Minister**



In September 2016, when Arsène and his brother were forcefully enlisted in the military back home, the two boys fled, seeking refuge first in Uganda and then Malawi. Arsène was eventually able to resume his education at the Form Four level (i.e., last year of secondary school) in Dzaleka Camp. After completing high school, he was out of school for six months before applying for and being accepted to the DAFI scholarship programme.

Arsène is a second-year student in Public Health at the University of Livingstonia, in northern Malawi.

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⁸ UNHCR Global Trends report, 2021

⁹ UNHCR press release, 2022

¹⁰ USA for UNHCR

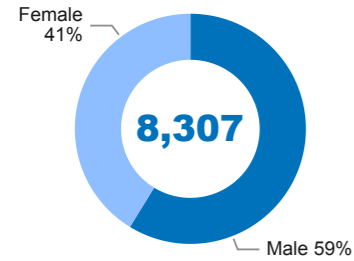
¹¹ UNHCR Spotlight, 2021

¹² UNHCR Reporting, 2022

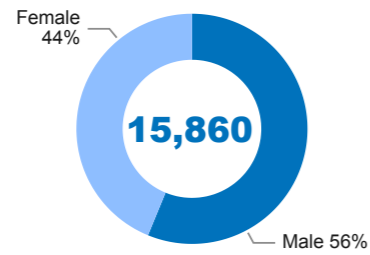
¹³ USA for UNHCR

2021 DAFI SNAPSHOT

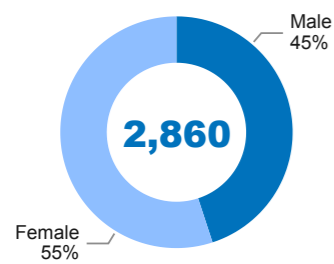
TOTAL DAFI STUDENTS



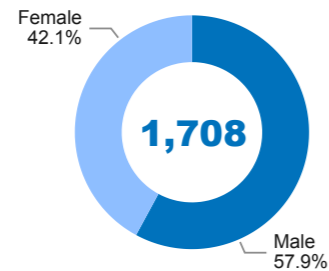
APPLICATIONS



NEW SCHOLARSHIPS



GRADUATES



STUDENT LOCATION



ALUMNI NETWORK PARTICIPANTS

3,493

STUDENTS LIVING WITH DISABILITIES

90

HEI VISITS

999

DAFI WORKSHOP ATTENDEES

2,765

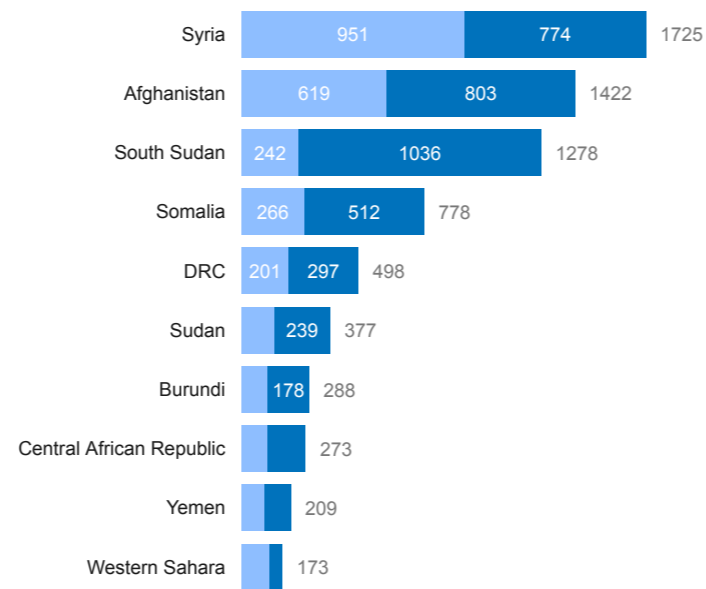
ONE-OFF CASH GRANTS

2,080

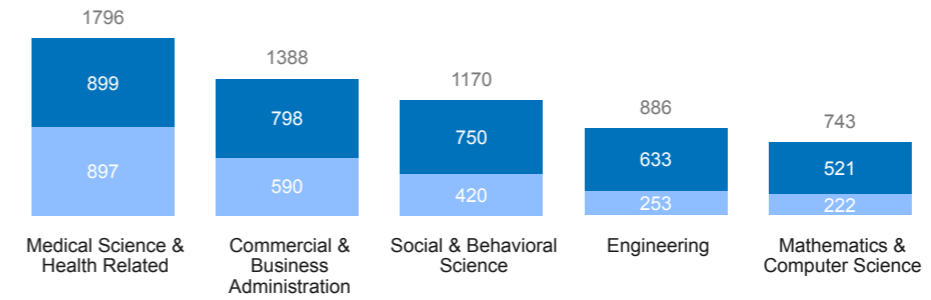
AGREEMENTS WITH HEIS

125

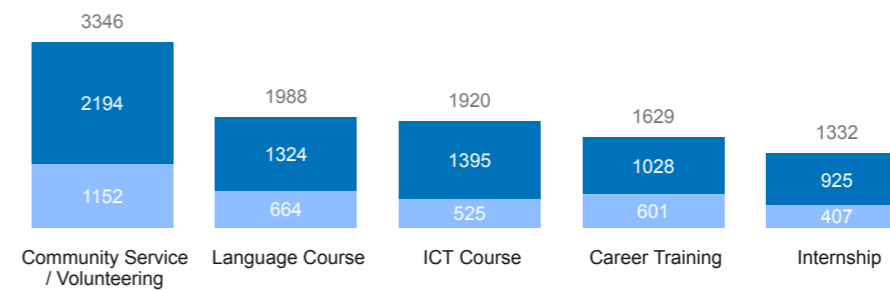
TOP COUNTRIES OF ORIGIN



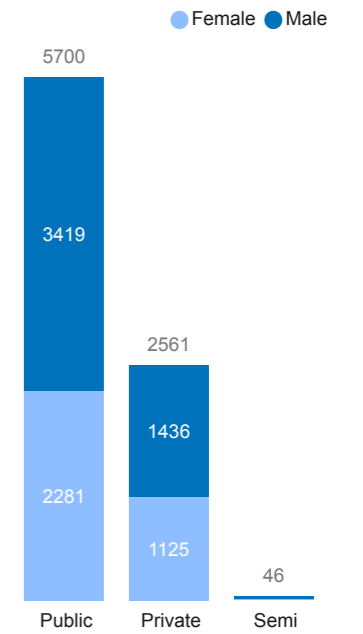
TOP FIELDS OF STUDY



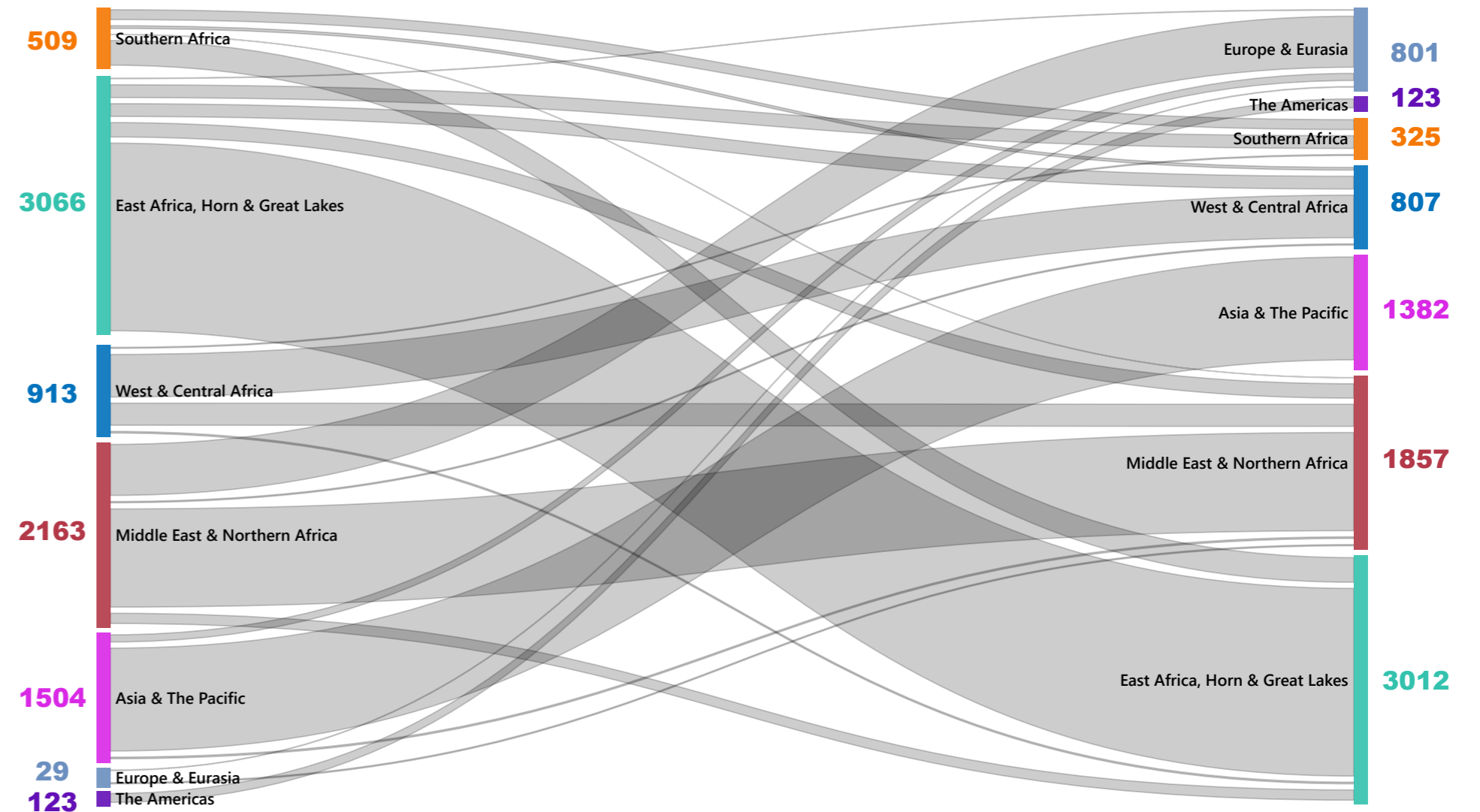
STUDENT COMMUNITY ENGAGEMENT & CAREER READINESS ACTIVITIES



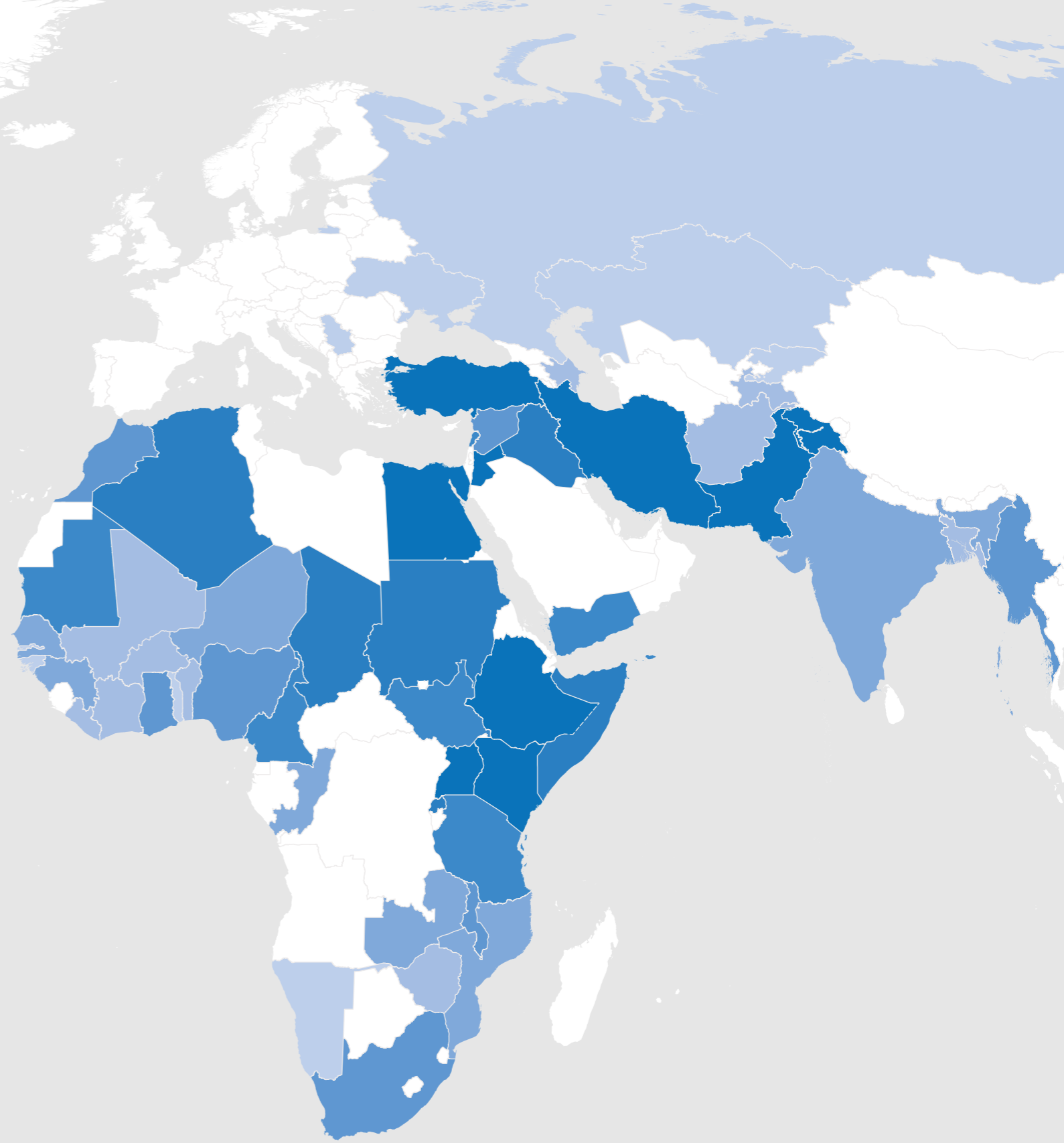
INSTITUTION TYPE



REGION OF ORIGIN



Ethiopia	♀ 162 831 ♂	993
Republic of Türkiye	♀ 380 365 ♂	745
Pakistan	♀ 150 492 ♂	642
Kenya	♀ 148 492 ♂	640
Islamic Republic of Iran	♀ 374 216 ♂	590
Egypt	♀ 278 252 ♂	530
Uganda	♀ 133 256 ♂	389
Jordan	♀ 179 132 ♂	311
Iraq	♀ 145 102 ♂	247
Sudan	♀ 123 115 ♂	238
Algeria	♀ 137 68 ♂	205
Rwanda	♀ 60 124 ♂	184
Somalia	♀ 71 105 ♂	176
Chad	♀ 82 88 ♂	170
Cameroon	♀ 58 85 ♂	143
South Sudan	♀ 42 100 ♂	142
Lebanon	♀ 90 47 ♂	137
Yemen	♀ 64 65 ♂	129
Tanzania	♀ 55 74 ♂	129
Mauritania	♀ 29 99 ♂	128
Burundi	♀ 41 80 ♂	121
Syria	♀ 49 38 ♂	87
Ghana	♀ 38 47 ♂	85
Morocco	♀ 36 47 ♂	83
Nigeria	♀ 34 45 ♂	79
South Africa	♀ 36 34 ♂	70
Malawi	♀ 31 35 ♂	66
Ecuador	♀ 39 25 ♂	64
Zambia	♀ 29 32 ♂	61
Mexico	♀ 35 24 ♂	59
Senegal	♀ 24 26 ♂	50
Democratic Republic of the Congo	♀ 23 27 ♂	50
Niger	♀ 14 34 ♂	48
Guinea Conakry	♀ 17 29 ♂	46
India	♀ 20 23 ♂	43
Mozambique	♀ 25 18 ♂	43
Afghanistan	♀ 20 20 ♂	40
Liberia	♀ 12 21 ♂	33
Tajikistan	♀ 19 12 ♂	31
Côte D'Ivoire	♀ 15 13 ♂	28
Zimbabwe	♀ 7 19 ♂	26
Benin	♀ 11 13 ♂	24
Azerbaijan	♀ 12 11 ♂	23
Burkina Faso	♀ 9 14 ♂	23
Bangladesh	♀ 3 20 ♂	23
Mali	♀ 11 10 ♂	21
Guinea Bissau	♀ 9 11 ♂	20
Togo	♀ 9 11 ♂	20
Russian Federation	♀ 9 8 ♂	17
Gambia	♀ 8 9 ♂	17
Ukraine	♀ 7 5 ♂	12
Namibia	♀ 3 6 ♂	9
Kazakhstan	♀ 5 2 ♂	7
Kyrgyzstan	♀ 5 1 ♂	6
Serbia	♀ 1 3 ♂	4



DAFI Students Worldwide, Countries of Study

“It is critical to increase funding for DAFI scholarships and promote inclusive policies in access to quality education for refugees. There is a big need, and it is a crisis – thousands of refugee students apply but there isn’t space for them. We’ve seen other crises being dealt with quickly. We saw how the international community was quick to find resources in response to the Ukrainian crisis. We know education transforms communities and we know education is the key to enabling refugees to be part of solving problems in communities. We need to invest more in supporting higher education scholarships.”

**Jean-Marie, DAFI scholar
and founder of Youth Voices Community
and the Future with Wakimbizi**

COVID-19: REOPENING IN 2021

Throughout 2021, governments and education sector stakeholders prioritised approaches to mitigating learning losses during ongoing school closures, safely reopening schools when possible and helping students to catch up on missed learning. Despite best efforts to maintain continuity of learning, initial evidence suggests that learning losses were roughly proportional to the length of the closures with, for example, each month of closure leading to a full month of learning losses.¹⁴ These losses varied greatly by location and disproportionately affected the most vulnerable students.

The unprecedented disruption to education worldwide affected more than 220 million students in higher education around the world¹⁵ and new projections reveal that the impact of the pandemic could be more severe than previously estimated. This is especially true for young refugee women and men, including those pursuing higher education through the UNHCR tertiary refugee scholarship programme, the Albert Einstein German Refugee Academic Initiative (DAFI). Prolonged closures and challenges in implementing remote learning in all regions caused learning losses and negative effects on students' mental health and well-being to accumulate, even as schools reopened. According to the World Bank, the current generation of learners risks losing \$17 trillion in lifetime earnings (14 per cent of GDP), compared to an estimated \$10 trillion at the end of 2020.¹⁶

Throughout the pandemic, students faced increased economic, logistical, mobility and psychological challenges associated with shifting learning modalities, dramatically weakened economies, rising inflation and compounded threats to overall well-

being in new and protracted displacement situations. Lessons learned from 2020 and three decades of experience in implementing the DAFI programme prepared the programme to adapt and respond flexibly to a year in crisis.

Across DAFI country operations, UNHCR and partners focused on minimising learning losses and maximising retention as well as enrolment, to the greatest extent possible. To support safe reopenings, funds were made available to purchase Personal Protective Equipment and supplies where needed. In many countries, UNHCR advocated for free access to vaccines and supported vaccination sensitisation campaigns in refugee communities, while working with partners to ensure that safe back-to-school plans were in place. DAFI country operations and implementing partners maintained close contact with students to track progress and provide key psychological support to boost students' well-being and school performance. Depending on the context, funds were allocated to ensure Internet connectivity and the availability of associated hardware, in order to ensure continuity of learning where possible.

Operations continued to prioritise the timely payment of scholarship funds in order to ensure that students' personal safety and basic needs were accounted for despite university and dormitory closures, suspension of transportation services and other restrictions. Finally, UNHCR continued to provide technical support to individual country programmes throughout this period of rapid adjustment and uncertainty.



Khaled, 24, from Yemen, sixth-year student of Medicine at Menoufia University, in Northern Egypt, on a DAFI scholarship.
© UNHCR/Antoine Tardy

Khaled came to Egypt with his parents and younger sister in late 2015, fleeing the war in their country. “When we came here, I faced a lot of obstacles. University fees here are very high. I looked for scholarship programmes and came across DAFI. I applied and got it.

In my third year, I worked part-time as a logistics manager and event planner for TEDx. Now I am part of Cancer Patient Supporters, a charity initiative in our college, as the Vice-President of their HR Committee. We support patients with financial grants, psychological counsel and so on.

My wish is to specialise in cardio or orthopedic surgery. If all goes well, I should be done in four to five years.”

“DAFI has made a big change for me. All the activities and soft skills courses that Catholic Relief Services offers helped me improve my skills. I felt very comfortable in the programme. I was head of the social club for two years and really enjoyed it. During the COVID-19 pandemic, we helped our fellow students a lot, also contributing to programmes at the primary school level for instance.”

¹⁴ World Bank Blogs, 2022

¹⁵ The World Bank, 2021

¹⁶ Ibid

*“Higher education is essential. Education can help all refugees, especially female refugees. Through education, refugee women will have the ability to solve problems. Without higher education, we will not be able to get job opportunities. I would like people, especially in my conservative society, to understand that **women are also able to develop their society and can lead meaningful work to help society progress. We should stand with her, not against her.**”*

Sara, DAFI scholar
studying medicine in Erbil, Iraq

WOMEN IN HIGHER EDUCATION

In May 2013, Raïssa fled the Central African Republic with an older sister and her family. She was 16 and was just about to graduate from middle school. The family settled in N'Djamena, Chad.

Raïssa, 23, is now a third-year student of Communications and Marketing at Emi Koussi University in N'Djamena, Chad, on a DAFI scholarship. She is the single mother of a four-year old boy. © UNHCR/Antoine Tardy.



“Eventually, I was able to register at a school here in N'Djamena and get my diploma. I got pregnant while I was in my second year there. It was a shock for me. I wasn't ready. I did not want to interrupt my studies and stay home. My pregnancy was a very difficult time, financially and emotionally, yet I managed to complete that year. I gave birth in September and had to stay home for one year. The following year, I went back to school. Eventually, I moved out and stayed by myself in a one-bedroom house with no electricity or water. Life was tough. I was mostly studying at night, while my son was asleep. I had to pay a lot of attention in class because homework was barely an option. Eventually, I did obtain my Baccalaureate. I never gave up. You know, in life, nothing is easy. It is all about courage.” In 2017, Raïssa obtained the DAFI scholarship. A significant part of the DAFI allowance that Raïssa receives actually goes towards medical care for her son, who suffers from asthma.

“I was so happy. I had tears in my eyes. Today, thanks to the scholarship, I can manage. My son goes to school; I go to university. It is just the two of us and we keep going. We are fine.”

The protective function of higher education is clear¹⁷ and investments in women's education in particular are more critical now than ever before. Two years since the onset of COVID-19, UNHCR continues to see increased reports of gender-based violence, forced marriage, child labour and early and unplanned pregnancy.¹⁸ The economic decline associated with the pandemic exacerbated gender inequalities that are more acute among older adolescents and which disproportionately burden young women, particularly in contexts most affected by displacement, conflict, financial insecurity and the effects of climate change. These include increased expectations to care for younger siblings, perform household chores and marry early to relieve pressure on ever more limited household resources.¹⁹

In qualitative interviews that UNHCR conducted in 2021 with female refugees pursuing higher education with the support of DAFI or other scholarships, the interviewees identified three core areas of concern that were exacerbated during the pandemic. Firstly, they explained that as economic conditions had worsened, their families had tended to view their education as less important. Thus, they had experienced greater pressure to marry for economic stability rather than to continue their studies. In addition, the women had observed an increase in unintended pregnancies and domestic violence among those of their female peers who had returned home to abusive situations. These impacts appear to have intensified when refugee students were forced to return to refugee camp settings because their university campuses had closed.

Secondly, the severe economic impacts of COVID-19 had made it particularly difficult for refugee women to fund and continue their education. This was most pronounced for women who depended on financial support from family members, mothers struggling to fund childcare when their children's schools closed and women without access to basic online learning infrastructure, e.g. laptops, Internet, data bundles, etc. Women with full-coverage scholarships emphasised that flexible external financial support was the only way they could continue their education and evade pressure from their families to marry. Furthermore, women discussed the challenges

of securing economic opportunities during the pandemic, especially where they did not have the right to work and faced gender-based discrimination.

A third area of concern, the female students interviewed shared that their mental health, motivation and sense of purpose suffered a great deal under COVID-19. Extended periods of isolation and the challenges of online learning, on top of the protection and economic barriers specific to refugee women, made it difficult for interviewees to believe that they could ever complete their education. They emphasised that strong support from their families and peers as well as access to therapy made it possible for them to continue their studies.

The social, economic and mental health consequences of the pandemic, which disproportionately affected women, did not dissipate as restrictions lifted. In fact, it is critical now, more than ever before, that education stakeholders around the world respond with renewed focus to such heightened, gender-based challenges in order to ensure that women do not fall behind further in accessing higher education opportunities and beyond. This includes: expanding scholarship opportunities for refugee women; ensuring that funding is responsive to changes associated with online learning; facilitating peer support networks among female scholars; including families as well as community members in programming, to affirm the value of women's education; and ensuring that the opinions of women and girls inform the design and implementation of programmes and services.

¹⁷ Ferede 2018

¹⁸ UNHCR News, 2022

¹⁹ Kwauk, Schmidt and Ganju, 2021

Global DAFI Programme Evaluation - Promising outcomes for young women, secondary school retention

In 2021, the first independent evaluation of the DAFI programme was launched to assess the programme's relevance, effectiveness and impact, using data from 2014 to 2020. Surveys and interviews were also used to gather insights from refugees, DAFI scholars and alumni, implementing partners, UNHCR personnel and other stakeholders. Initial findings point to a positive effect of the DAFI programme on secondary school retention and as a strong incentive for young people to complete their secondary education. This "pull" effect has a more pronounced impact among girls and for those located in refugee camp settings.

Sara is a current DAFI Scholar studying medicine. She hopes to pursue a master's degree after she completes her current studies and to become a surgeon one day. She fled from Syria to Iraq in 2014 and finished her secondary schooling at the top of her class, despite many challenges she faced along the way. Her peers and the community in the refugee camp tried to dissuade her from pursuing her higher education in medicine by saying that she would not be able to learn in English alongside Iraqi students, particularly after only studying in Arabic, and that as a woman she could not pursue such technical studies. Sara did not let the negative comments affect her; instead, they motivated her to prove herself. Furthermore, her family always encouraged her to be confident and said that, as a woman, it was particularly important for her to continue her education.

In her first year, it was very difficult for her to connect with other students due to language barriers and she felt that her classmates treated her like an outsider. However, her brother encouraged her by calling her his "strong doctor" and told her that difficult roads lead to beautiful destinations. She learned about DAFI during her first year of higher education studies, applied to the programme and secured a scholarship. Studying medicine is particularly expensive, and without DAFI, she would not have had the opportunity to continue her higher education. As she would say, *"My dream would have remained just a dream."*

Sara currently works as a volunteer in health centres to help those in need and to hone her practical skills as a doctor. She is also the president of the DAFI Club in the Kurdistan Region of Iraq and a strong advocate for expanding scholarships to more young refugees and particularly to women. She emphasises that due to the challenges of displacement and financial obstacles, there is no other way for young people like her to continue their higher education.



*“Education is very important to the life of a refugee. **With higher education we’ve become empowered and productive, not only for ourselves, but also for the benefit of the host country.** Education leaders can invest by granting scholarships that create an inclusive environment where refugees and non-refugees can benefit. **There need to be provisions specifically for refugees, and we need support from leaders to access quality education and work placement after graduation. We can’t do it alone and we need support from policy makers as well.”***

**Yves, DAFI alumnus,
CEO and Chief Engineer of Assorted Energies International
and admittee to complementary education pathway
MA programme in Italy**

Najwa, 25 from Sudan, BA graduate of Biochemistry from Cairo University, thanks to a DAFI scholarship. She is now a trainee at a general hospital and works as a lab technician.
© UNHCR/Antoine Tardy.



“Our parents support us a lot. They are fully convinced that education is life-changing. It elevates you and allows you to have a better life. It also makes you a better person in the way you deal with others. In my case, education has enlightened me. It has taught me how to deal with the diversity of people we meet in our society. I have also witnessed first-hand how difficult life can be for people who are uneducated. Education is just as important as water and food. During my first year at university, I was lost.

I didn't know anyone. Everything was different. It was difficult. After a year or so, things got easier. I also got engaged in a number of extracurricular activities, helping collecting and upcycling unused electronic devices for instance, or teaching women how to make their own sanitary pads or even sell them to generate some income. Those projects changed me as a person. I became more empathetic and it boosted my self-confidence. I became a kinder human being.

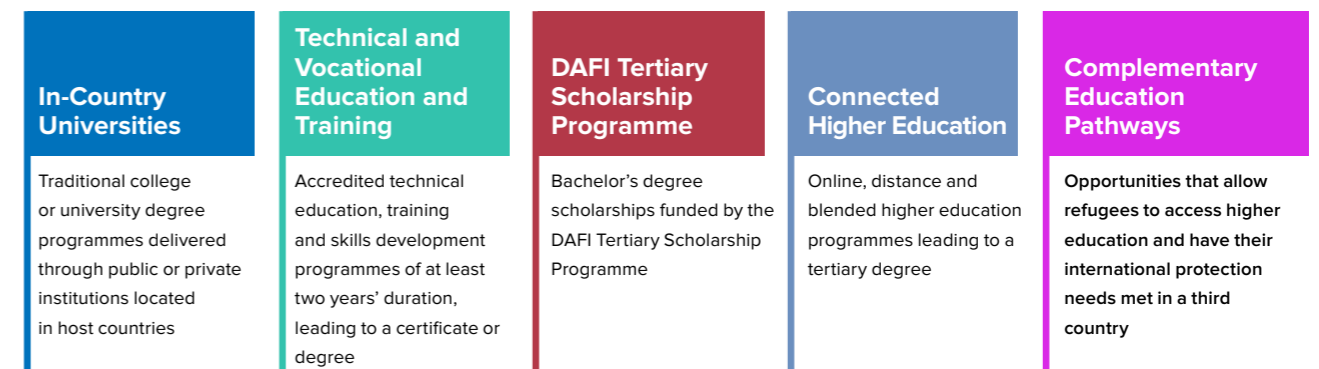
“Without DAFI, I would not have been able to pursue my studies at the undergraduate level. My ambition now is to do a master's and hopefully even a PhD.”

I've learned that it is good to receive support from others, but it needs to come in combination with helping yourself. I have a few ideas that will

hopefully bring me some income in the future. I love photography and fashion design. I've even created a fashion line.”

15by30: COMPLEMENTARY EDUCATION PATHWAYS

Coordinated efforts and cultivating partnerships – old and new – across all five pillars of the 15by30 road map will enable approximately half a million young refugee women and men to enrol in higher education around the world by 2030. The core pillars of the 15by30 target include:



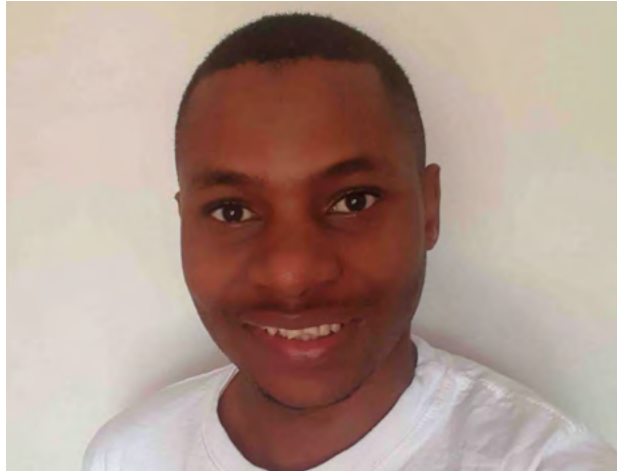
Complementary pathways are safe and regulated avenues for persons in need of international protection that provide for a lawful stay in a third country where the international protection needs of the beneficiaries are met. One key avenue is the pursuit of higher education in a third country.

Admissions through these avenues need to be additional to resettlement programmes and cannot substitute them. Complementary pathways do not substitute States' obligations to provide refugees with international protection through access to asylum. Finally, while they may initially provide temporary stays, complementary pathways should be part of a progressive approach to comprehensive solutions.

As displacement numbers increase, due to new and protracted conflict as well as the rising threat imposed by ongoing climate change, and many

countries continue to restrict access to education and labour market opportunities for refugees, complementary pathways present an increasingly critical solution. To be sustainable, complementary education pathways depend on partnerships between national governments, civil society and higher education institutions.

The University Corridors for Refugees (UNICORE) programme is one such example. UNICORE aims to increase opportunities for refugees residing in Cameroon, Niger, Nigeria, Malawi, Mozambique, South Africa, Zambia and Zimbabwe to continue their higher education in Italy through a partnership between Italian universities and UNHCR. Among a growing number of DAFI alumni accepted to master's programmes at Italian universities through UNICORE, including 23 students to date from West and Central Africa, Yves Umuhoza and Bahati Mnyaci will begin their studies in Italy in 2022.



Yves' family fled from Burundi to Zimbabwe in 1998. When his father passed away in 2016, Yves became the primary provider for his family. As early as secondary school, Yves knew that he wanted to be a leader in the energy industry. He was immediately drawn to maths, physics and chemistry. Furthermore, he observed escalating problems around him due to climate change and wanted to do his part to contribute to sustainable solutions, in his community and around the world. Yves completed his bachelor's degree (with honours) in Fuel & Energy Engineering at Chinhoyi University of Technology, Zimbabwe in 2021.

His commitment to addressing these challenges motivated him to pursue higher education. As a DAFI scholar, Yves secured an internship in solar engineering and gained practical technical and design experience. He regularly speaks on global platforms as an advocate for refugee education and the benefits of refugee inclusion for the economic activities of host countries, as well as on mitigating the impacts of climate change.

In the final year of his studies, Yves reflected on the knowledge and skills he had gained, as well as the restrictive labour market policies facing refugees in Zimbabwe. He remained committed to leveraging alternative energy sources to reduce environmental degradation and particularly the disproportionate impact that it has on poorer communities. He also envisioned a workplace that fostered quality work and ensured decent pay; however, he knew he could not build this on his own and approached another peer with experience in renewable energies. Thus, Assorted Energies International (AEI) was born. AEI seeks to address energy challenges facing Zimbabwe, with a particular focus on electricity

production and sustainable energy. It also launched a renewable energy technologies training initiative for refugee youth and women.

To further advance his academic credentials in engineering, the mission of AEI and his lifelong dedication to building a more sustainable world, Yves next set his sights on a master's programme. However, the application process was exceedingly difficult due to complex documentation requirements, the imposition of application fees and the limited availability of scholarships. Then Yves learned about UNICORE. Unlike other programmes, UNICORE did not require an application fee and made the documentation requirements and submission process very straightforward. Yves secured a UNICORE scholarship and will begin his master's degree at the Polytechnic University of Turin, Italy, in 2022.

“We lack pathways for refugees to access higher education. UNICORE provided a pathway to refugees that made the application process very convenient. Similarly, there need to be educational pathways for adult learners, who have huge gaps in their education due to displacement. Pathways need to be provided for them to access education. When you look at the target of 15by30, it can only be achieved if we advance such processes that are responsive to refugees.”



“I need to reach a level so that when I speak to people, I will speak words that carry great weight. Education is not only an issue of being certified. Through education I will be able to conduct the type of work I intend to do. I want to specialise in leadership, and I want to advise government officials and those in strategic positions”

Bahati completed his bachelor's degree in Commerce in Business Management (with honours) at Great Zimbabwe University. He also founded Change Agents Advocacy in 2018, an NGO dedicated to empowering and encouraging refugee women and men to pursue their education through information campaigns, training and coaching.

He was born in the Democratic Republic of the Congo and at nine years old, fled conflict with his brother and sister to Zimbabwe. Bahati was awarded a DAFI scholarship in his third year of university. At this time, as he explains, *“I was in a desperate situation. I did not know what to do anymore. I had no finances to cover my fees. I had*

nothing. When I got the DAFI scholarship, it relieved the urge to discontinue my studies. It saved my life. Finally, I could complete my studies.”

When he became a DAFI scholar, Bahati campaigned and was elected as the president of the DAFI Club – Zimbabwe and took on additional leadership roles in school. This experience developed his abilities as a speaker, advocate and leader. As a leader, he is dedicated to building pathways for other refugees to access tertiary education. As the president of DAFI Zimbabwe, Bahati organised an education campaign in his refugee camp in 2019. He brought the community together over games of football and rugby and then spoke to those present about the value of education and opportunities for refugees to pursue their studies. In the year that followed, Bahati observed particularly high exam pass rates among students living in the camp. However, he emphasises that initiatives like this cannot take place only once:

“My main focus is to help others see and realise their potential. I’m going to help as many people as possible to see their vision accomplished”

Bahati continued his education, working towards a Master's in Business Administration at the University of the People, before he learned about the UNICORE programme. After completing his interviews, he was selected as a UNICORE scholar and will begin his master's in Global Management and Politics at Luiss Guido Carli Roma University in Rome, Italy. He wholeheartedly believes in the power of higher education and one day plans to complete his PhD.

“DAFI changed my life. I never go through a conversation about education without mentioning DAFI. I tried to apply for jobs prior to attending University, but I was told that without a higher education qualification it was as if I had not gone to school. DAFI gave me the future I always wanted to achieve. I am able to change the perceptions of my community towards education and demonstrate that there is a better life beyond the refugee camp.”

**Zura, DAFI alumna
and WFP Logistician**

Manar (right), 27 from Daraa, Syria, final-year student of Economics, and **Aya** (left), 22, from Yemen, final-year BA student of Mass Communications and Public Relations. Both study at 6th of October University in Cairo, on DAFI scholarships. © UNHCR/Antoine Tardy.

Aya and her family arrived in Egypt in 2016.

“I started studying physiotherapy at Cairo University for one semester but fees were too high and I didn’t have a scholarship back then. Education was not a priority for my family. They were telling me to stay home and get married instead. Studying was my personal decision. No one else has the right to decide in my place. This pushed me to find some work in order to support myself and be the owner of my decisions. I have been working as a makeup artist, on and off.”

Manar and her family came to Egypt in 2013. She had graduated from high school a year before.

“Economics wasn’t my first choice but I’ve come to enjoy it. My ambition is to become a professor in that field. However, I won’t be able to do this in Egypt, at least not in a public university, so I will have to look for opportunities abroad. I enjoy teaching. For now, I practice with my siblings.”

RIGHT TO WORK & TRANSITION TO EMPLOYMENT

Initial findings from the DAFI evaluation and feedback from students points to the high importance that DAFI scholars place on finding employment after graduation, as well as a strong desire for more internship opportunities, career readiness and job placement support. In 2021, 20 per cent of DAFI scholars participated in job or career readiness trainings (1,629 students), 16 per cent completed internships (1,332 students) and over 40 per cent engaged in volunteering (3,346 students). Although the primary goal of the DAFI scholarship programme is to expand access to tertiary education for refugees, the programme has progressively increased its investment in preparing students for life after higher education as well. Feedback from students and partners suggests a need to further expand career readiness and transition to work opportunities. This extends to public and private sector partners, who have the greatest opportunity to invest in career readiness resources and pathways into the workforce.

The economic returns for tertiary education graduates are the highest in the entire educational system – an estimated 17 per cent increase in earnings as compared with 10 per cent for primary and 7 per cent for secondary education completion.²⁰ These figures are even greater in sub-Saharan Africa, with an estimated 21 per cent increase in earning for tertiary education graduates.²¹ Most significantly, the economic returns for female graduates of higher education are the greatest. Women with a secondary school education may earn twice as much as those with no formal education and women with a tertiary education may make three times as much.²² It is the investment in the final years of education that results in the greatest gains. Finally, not educating girls comes with a high cost. Limited educational opportunities for girls is estimated to cost countries between \$15 trillion and \$30 trillion in lost lifetime productivity and earnings.²³

However, access to higher education does not automatically translate into higher earnings unless accompanied by the right to work. Of the 145 states that are signatories to the 1951 Convention relating to the Status of Refugees, only 75 formally grant refugees the right to work. Those that grant this right may impose additional conditions or reservations.²⁴ This has a disproportionate effect on women's participation in the labour market as well as on their wages. The representation of women in higher education has yet to translate into proportional representation in the labour market, particularly in leadership and decision-making processes. Two of the ten largest refugee-hosting countries mandate equal pay for equal work of equal value and seven of the top ten restrict women's participation in certain industries.²⁵

²⁰ World Bank, 2021

²¹ Ibid

²² World Bank, 2018

²³ World Bank, 2018

²⁴ IRC, 2019

²⁵ Ibid

DAFI students highlight the value of internships and volunteer experience, but even more so, emphasize the need for equitable pathways that translate into full-time employment. UNHCR calls on countries to formally grant refugees the right to work and put equity into practice.

DAFI Plus, an on-the-job work placement programme for DAFI scholars and graduates, jointly coordinated by UNHCR and GIZ in Pakistan, saw its first cohort of 190 participants complete the programme in December 2021. UNHCR also launched a leadership training programme in 2021 that supported 80 DAFI students, alumni and other young refugee women and men to build foundational leadership, advocacy and entrepreneurial skills. Finally, DAFI scholars continued to engage with their communities as volunteers, activists, mentors and tutors, supporting younger students to the benefit of host and refugee communities alike.

40%
(3346 Students)

of DAFI scholars engaged in volunteering



Community Service / Volunteering

20%
(1629 Students)

of DAFI scholars participated in job or career readiness trainings



Job or Career Readiness Training

16%
(1332 Students)

of DAFI scholars completed internships



Internship Completion



Ahmad is a DAFI alumnus whose family fled from Afghanistan to Pakistan. He completed his bachelor's degree in Human Resources at the University of Peshawar. As a DAFI scholar, he participated in the pilot launch of DAFI Plus. He subsequently applied for his start-up company – Wah Mantu, an Afghan food service business – to participate in a one-year incubation with the National Incubation Centre (NIC) in Peshawar, Pakistan. Out of over 450 applications, Wah Mantu was one of the seventeen organisations selected for this opportunity. One year later and after the final pitching session, Ahmad's organisation won second place. However, as a refugee, Ahmad could not register Wah Mantu in Pakistan and was refused the associated award money.

Ahmad emphasises that DAFI completely changed his life and allowed him to transform himself into an entrepreneur as well as a refugee rights and education advocate. However, he stresses that there is a critical need to increase focus on the links between higher education and entrepreneurship as a viable pathway to realise the power of higher education in building sustainable futures. Specifically, he calls for changes in labour market policies to enable refugees to register businesses and highlights the need to improve the dissemination of information and to promote seed funding resources to enable refugees to build their own businesses.

“**As an on-the-job trainee, I learned a lot from the professional environment at a start-up. My experience as an HR and marketing trainee was enhanced by the soft skills training that I received at the start of DAFI Plus. To expand the scope of my learning, I spent the last month with an event management firm, where I had the chance to improve my time-management, negotiation and organisational skills. DAFI Plus gave me the opportunity to build project management skills and a platform to actualise my business idea for my start-up company – Wah Mantu. DAFI Plus enabled me to achieve my goals!**”

Ahmad,
DAFI alumnus and Interpreter with the
International Organisation for Migration

*“Most times, when we talk about employment opportunities for refugees, people think refugees are just dependent and need something on a silver plate. But this is not the case. **Refugees should have an equal right to education and equal opportunities to transition to employment. It is their right, just like any other human being.** We should have the same rights as a national student. We are not saying that we should automatically get jobs, but the policy should be written and implemented in an inclusive way that allows the same pool of nationals and refugees to compete for job opportunities. But this is not happening. Instead, we are given short-term internships and volunteer opportunities...but what happens afterwards? No one wants to take responsibility.”*

**Zura, DAFI alumna
and WFP Logistician**



Zura is a DAFI alumna with a bachelor's degree in Business Administration from Makerere University in Uganda. Her parents fled what is now South Sudan and she was born and raised in Uganda, where she pursued her education. She completed secondary school at the top of her class, but as a refugee she was not eligible for government-sponsored higher education scholarships. Without DAFI, she would have been required to pay double or even triple the tuition fees that national students paid. She applied, secured a DAFI scholarship and was admitted to Makerere University. It was there that she found peace of mind because of the DAFI programme. There was not a single day of school on which she was sent away or missed class due to fees that could not be paid.

“Like any other refugee, my transition into work did not come with ease. There is no magic switch for refugees to easily transition to work after completing school. We still face challenges of exclusion and unfair policies across the globe.”

Zura completed her studies in 2016 and asked herself what was next. Many of her peers, refugees like herself, had graduated years before her and were still struggling to find jobs. Despite unfavourable labour market policies, she kept applying for jobs.

“The labour market policies in the host country do not favour us, but I kept on applying, despite the position explicitly stating that the position was only for Ugandan nationals.”

For a short time, she worked as an intern. However, she notes that all too often companies and organisations may be happy to accept refugees as interns but without linking these opportunities to full-time employment. Ultimately, after years of discouragement, she decided to seek employment in her country of origin, South Sudan.

“I always had the desire to return to my country, and to make my home country a better place because of the education that I acquired. I am so thankful to Uganda for my education and for the freedom of movement refugees are accorded in Uganda. But I worried that I would always be labelled as a refugee there.”

Today, Zura works with the World Food Programme in South Sudan as a logistician. She continues to advocate for inclusion of refugees in quality education as well as in the transition to the labour market, asserting that,

“Policies shouldn’t deprive people of their rights because of their [migration] status. Policies should be made more inclusive to ensure everyone’s voice matters. Today, only 6 per cent of refugees have access to higher education, and not even this small group will easily transition to employment if existing policies remain non-inclusive. It used to be a refugee issue. Now it is a world issue. We all have to take responsibility to ensure no one is left behind in seeking education and employment.”

Teach For All



Teach For All is a growing network of 60 independent partner organisations working around the world to ensure that every child has access to an equitable, quality education. Through the global network, partners and their teachers and alumni can share ideas and innovations across borders and adapt promising ideas in their own countries. In 2021, the Teach For All global network and UNHCR announced a partnership to support university graduates to engage in impactful employment in education through Teach For All network partner organisations’ teaching fellowship programmes. Through this partnership, Teach For All and UNHCR aim to expand pathways to employment for graduates of the DAFI programme. This commitment recognises the immense potential for refugees to transition from higher education into the job market and become active members of their host countries by engaging in impactful employment as strong classroom leaders in national schools.

Teach For All believes that recruiting teachers who represent the communities they serve is crucial, as the movement to end systemic educational inequity needs to belong to and be led by those who are most affected by it. Partner organisations have seen that when they recruit teachers with lived experience, they are more likely to build deeper and more impactful relationships with crisis-affected classrooms. Specifically, Teach

For All focuses on supporting its network partner organisations to build representative cohorts of teachers who have the background and experience to support emergency-affected communities.

In 2021 Teach For All partner organisations piloted the new partnership with UNHCR in Uganda, South Africa, Ethiopia and Morocco, with country teams designing the collaboration and discussing how the partnership should look in each of these contexts. The initiative received considerable interest from DAFI alumni and in 2022 Teach For Uganda ran several orientation sessions for prospective DAFI applicants. In response, Teach For Uganda received 10 applications from DAFI alumni. In 2022, two DAFI applicants received and accepted offers to join the Teach for Uganda teaching fellowship:

Kaku Maurine, who is based at the Alere refugee settlement and has a degree in procurement and logistics from Ndejje University, a diploma in Purchasing and Supplies Management from Nkumba University and a certificate in business administration.

Tunda Alex, who is South Sudanese and currently residing in the Palorinya refugee settlement in Obongi district. He has a bachelor’s degree in Arts Education from Ndejje University.

Katy Noble,
Head of Education in Emergencies
Teach For All

“Inclusion means having policies that resonate with refugees, that allow refugees to access education just like any other non-refugee. This will reduce de-humanisation, labelling, and the misconception of refugees as burdens. We have to speak about refugee inclusion in a holistic way, from equal access to quality education to sustainability to transition to dignified work, well-being and access to future livelihoods. Inclusion needs to be all around and structured in refugee-based policies, which come from having discussions with refugees themselves to understand and transform the issues they are facing with them.”

Jean-Marie, DAFI scholar
and founder of Youth Voices Community
and the Future with Wakimbizi

From left to right: **Ezzeldin**, 26 from Yemen, final-year BA student of Business Administration; **Odai**, 24 from Yemen, third-year BA student of Economics; and **Osama**, 23 from Yemen, third-year BA student of Economics. All three are students at 6th of October University in Cairo, on DAFI scholarships. © UNHCR/Antoine Tardy.



“When I applied for DAFI, I wrote in my cover letter that if I was awarded the scholarship, I would create a charity organisation. And I did! At first, we were disseminating information about refugee services through social media. Now we do have our own physical space, and carry out projects for several NGOs, mainly training. In parallel, I have taken many extracurricular courses myself. So DAFI meant a great deal of change for me and for others too.”

Ezzeldin

“DAFI has increased my self-confidence. Now I am more knowledgeable and I am confident that I will get work opportunities in the future.”

Odai

“Thanks to DAFI, I can support myself as well as my family. I also work on the side as a real estate broker, a driver, and many other jobs. I have a strong network here in Cairo. I am actually the breadwinner of the family. I feel proud of it. As the eldest son, it is my responsibility. That said, studying definitely remains my priority.”

Osama

BUILDING INCLUSION IN HIGHER EDUCATION

In inclusive education systems, refugee education is fully embedded within the host country education system and faces identical cost drivers and efficiency and quality constraints. Inclusive means “no better, no worse” relative to the access, infrastructure and quality of education accorded to national students. Inclusive education is a critical consideration from the onset of humanitarian emergencies, through protracted crises to sustainable development and beyond. Including refugees in national education systems is the only sustainable solution to addressing both the education needs of refugees and the amplified needs of their host communities.

Barriers to inclusive higher education include lack of access to relevant information, the language of instruction, complex, rigid documentation and credential requirements and the particularly high costs of tertiary education. DAFI scholars and alumni emphasise the distinction between equity and equality. Putting this into practice means implementing programmes and policies that recognise and respond to the unique context and experiences of refugee youth so that they may ultimately access the resources, opportunities and education that national students are afforded. To achieve equity and true inclusion, the DAFI programme demonstrates the critical contribution of national higher education institutions, the imperative to support national education systems and the role of higher education scholarships that specifically target refugee scholars. Furthermore, in pursuit of inclusion, it is paramount that stakeholders and organisations in the field of education seek out, listen and respond with intention to refugee youth, scholars and advocates regarding their unique barriers, needs and goals.

“**Inclusion is about equity; it is not about equality. Sometimes we think education is inclusive simply because you are able to apply. The opportunity is there. But we [refugees] might face difficulties that other people are not facing, and this is not seen. We don’t have the tools to apply because of existing circumstances.**”



Adriana,

DAFI alumna with a bachelor’s degree in International Relations from the Universidad de Valle de México



Adriana is a DAFI alumna with a bachelor’s degree in International Relations from the Universidad de Valle de México. She was born in Venezuela and arrived in Mexico in 2017. From the age of twelve, Adriana knew she wanted to study international relations. At that time, she began to participate in Model United Nations at school. She loved the way the world was introduced to her and her classmates: *“We were able to discuss, and we were able to advocate, and we learned that this could bring a change to the world.”*

Initially, the first scholarship Adriana secured directly through her university only covered 50 per cent of her expenses and imposed a great deal of restrictions on her studies. This made it incredibly difficult for her to maintain a job to pay for her studies and simultaneously complete her coursework. When she reached her third semester of university, she did not have the funding to pay for another semester. Adriana decided she would quit. Then, she learned about DAFI and successfully secured a scholarship within two weeks. Without the support of the DAFI programme, she would not have been able to graduate or pursue her career. Through the challenges she faced as a refugee and in pursuing higher education, Adriana found the opportunity to realise her passion for advocacy and to be heard when she speaks about the issues her community is facing.

Today, Adriana continues to advocate around the world for inclusive education, with a focus on equity. She explains that government policies and programmes enacted to improve education often do not include or specify refugee students, or when they do it is only an empty signal. But she calls on education policymakers and stakeholders to instead include refugees in existing programmes. Otherwise, this creates a new gap for refugee students, who face gaps every single day in the pursuit of higher education. For example, online applications require students to input a national ID that is not issued to refugees. As Adriana explains, “*They [education officials] say that everyone is allowed to apply, but I’m not physically able to apply. I don’t have a national ID and I will never have one. It’s not inclusive at all and this happens every single day.*” In other cases, programmes do not reflect or consider the context of living in a refugee camp. Without access to infrastructure, such as power and internet, as well as information, refugees will continue to miss out on opportunities that do not consider their circumstances.



National students play a greater role in changing perceptions about refugees in host communities and countries. I always encourage DAFI students to engage closely with national students to make sure that they coordinate to promote the common cause of changing the perceptions of host communities

Zura, DAFI alumna and WFP Logistician

Times Higher Education



Times Higher Education (THE) has been reporting on the global Higher Education sector since 1971. Since 2019, it has produced the annual THE Impact Rankings, reporting on the progress of over 1,500 universities against the United Nations Sustainable Development Goals (SDGs).

In 2020, THE created a working group with representatives from the University of Auckland’s Centre for Asia Pacific Refugee Studies and UNHCR to understand how they could support refugee higher education in their annual rankings. As a result, THE introduced the terms “forcibly displaced”, “refugee”, “asylum-seeker” and “stateless” as part of the list of underserved student groups recognised within the SDG 10 (reduced inequalities) methodology. Their methodology for SDG 4 (quality education) also now explicitly references immigration status among other forms of discrimination. Finally, the SDG 11 (sustainable cities and communities) indicator on preserving intangible cultural heritage now includes “the heritage of displaced communities.”

Duncan Ross, Chief Data Officer at THE, notes that it can be difficult for university leaders to advance inclusion in cases where the political context does not fully consider refugees or is even hostile towards them. Furthermore, although higher education institutions have increasingly endorsed inclusion over recent decades, this typically referred primarily to inclusion across socioeconomic, gender and disability statuses. This change in language is a critical first step to encourage universities to consider forcibly displaced populations in their policies and programming and to inform how they accomplish that. Duncan anticipates that these changes will have a knock-on effect as

universities begin to consider forcibly displaced populations in their pursuit of actions to address the SDGs, in terms of access to quality education and beyond.

“We are seeing more and more universities who are looking at sustainability as not something that is just a fringe task, but as something that is core to who they are and what they are.”

Next, THE hopes to develop terminology to further highlight inclusion of forcibly displaced populations and pose more direct questions to universities e.g. concerning how many forcibly displaced students they enrol, whether they recruit in refugee-hosting areas, etc. Encouraging universities to gather this data and standardising the associated processes is critical in monitoring global progress towards 15by30. Finally, Duncan emphasises that the growing, widespread impact of climate change will increase displacement as well as conflict that often leads to displacement.

“It’s only going to get worse. We’ve seen some brilliant work in the past of universities who took in a huge number of people displaced during conflicts and did an excellent job in supporting people in their ongoing education. But we need to be ready for refugees. We need to avoid putting up barriers – recognising existing certifications and degrees, coursework that’s already been undertaken – so that we can have plans in place in advance of future emergencies and changes in the education landscape.”

Duncan Ross,
Chief Data Officer at THE



Jennifer Dewar
Sr. Director of Strategic Engagement for the Duolingo English Test

Duolingo is an educational technology company that produces applications for language learning and provides language certification. Duolingo strives to make language learning fun, customised and universally accessible.

“We are working very specifically on helping to initiate university pathways for refugee students and providing appropriate counselling to get to the final university destination. The statistics are currently dismal for refugee enrolment. Many admission personnel are hesitant to think about enrolling refugee students because they assume their campus might not have the right support, they don’t know the right places to start these conversations or are sceptical that it will eventually “work” for a student. By “work” they are usually referring to whether a student can obtain the necessary visa.”

The Duolingo English Test team has stepped up to support 15by30 by investing in university guidance counselling to expand access and inclusion of refugees in higher education. Time and again, refugee students cite a lack of information about university admissions and financing as one of the greatest barriers to higher education access, made



Emma McLeavey-Weeder,
Lead Strategic Engagement Executive, Duolingo

more complicated if they do not have or do not know about required documents. Duolingo partnered with UNHCR in 2021 to launch the Access Counselling Programme (ACP). Through this initiative, Duolingo hired a university counsellor to support UNHCR, providing academic advisory services to up to 25 refugees from targeted countries around the world, to support them through the university admissions and financial aid processes through small group and individual advisory sessions. The adviser will research and build targeted lists of universities customised to each student, help them to navigate entrance exam requirements and processes, ensure that students provide all required documentation, know how to craft a compelling application and are able to secure funding for their education. Overall, the goal of the ACP is to build a strong framework that can effectively support refugees’ meaningful inclusion in higher education.

Duolingo also provides fee waivers to tens of thousands of low-income students a year, does not charge for test prep materials and strives to reduce barriers to English testing and test preparation by allowing the Duolingo English Test to be taken anywhere at any time. Finally, Duolingo specifically considers the needs of refugee students and has built-in processes to streamline accessibility. For example,

Duolingo allows students to provide UNHCR-issued documents to verify identity, petitioned the United States Office of Foreign Assets Control (OFAC) to offer the test to students inside Syria and has a support team that makes the necessary arrangements to accommodate exceptional situations arising due to instability or other factors.

Overall, the Duolingo commitment emphasises the following key considerations to assist refugees on their university journeys:

- 1. Be flexible:** Recognise that students might not possess many of the documents required for university admission processes. Duolingo encourages universities to look closely at their requirements and to work with students to identify a path forward.
- 2. Think creatively:** Duolingo calls on universities not to overestimate the difficulty of enrolling refugee students nor to underestimate the students themselves. Universities have an opportunity to look to their own resources and networks to support students in the best possible ways.

3. Be transparent: Be fully transparent about what students can expect to pay for, available financial aid and how to qualify for it. Upfront access to information on the application and enrolment processes is an enormous help to students and families. This allows applicants to target institutions that can meet their needs.

4. Recognise the benefits: Duolingo emphasises the unique perspectives that refugee students bring to campus, which their peers and instructors can learn from. Supporting refugee students is an investment in the future of the student body and wider community, as well as that individual student.

5. Build partnerships and coalitions: Duolingo highlights the huge value of building coalitions with other institutions and stakeholders who are working to support refugee students, in order to share resources and best practices. Support from informed, trusted partners is a great advantage to students and institutions. This strengthens joint efforts to connect applicants to the higher education opportunities that are the best fit.

“We are working to demystify the process of enrolling refugee students, seeking to be immigration activists and are cheering on the students from our cohort that will have amazing university experiences ahead of them.”

“There is a lot of misrepresentation of refugees. Whether it was war or persecution, we did not choose to leave our country and in most cases, we would have wanted to stay in our country. When we are discussing inclusion, this is not put into perspective. Refugees are often made to look different – as a burden, as people who just want to take and not give. **With respect to the education agenda, inclusion means refugees are afforded the same skills and opportunities to access school as any other local.**”



Jean-Marie is a current DAFI scholar who is studying Journalism & Media Studies at the University of Nairobi. He is the founder of multiple refugee-led organisations (RLO) and initiatives, including [Youth Voices Community \(YVC\)](#) and the [Future with Wakimbizi Initiative](#). His parents fled the Rwandan Genocide in 1994 and he was born in Kenya, where accessing education has never been easy. During primary school, he transferred from a French-language school into the Kenyan education system, where he initially faced challenges and discrimination due to language barriers. Even at a young age, this did not deter him. During secondary school, Jean-Marie’s family faced severe financial and housing difficulties. He was not eligible to apply for higher education scholarships due to delays in the refugee registration process and a lack of documentation. Regardless, he performed very well in high school.

“Even for refugee students who qualify with good grades, they still are not able to access higher education because of the limited scholarships available and because higher education is expensive, especially for refugees who are subject to international student fees.”

His experiences and challenges pursuing his education fostered dedication to community service and advocacy. Although his next steps

were uncertain, Jean-Marie took it upon himself to build his own skills in digital literacy, graphic design and web research. He then began teaching digital skills to younger peers. Jean-Marie also completed coursework in conflict resolution and outreach through the Yali network. Eventually, he received refugee status and secured a DAFI scholarship in 2019.

“Advocacy grew in me. I was already teaching digital literacy to refugees who faced language barriers, but they were still very passionate to learn the skills I was teaching them. They were also facing other issues that I could not solve, such as economic instability and challenges related to documentation. This was the same thing that happened to me. This motivated me to enter spaces where I am in a position to influence discussions and decisions about what affects refugees.”

A central focus of Jean-Marie’s advocacy work pertains to the inclusion of refugees in education and labour market opportunities. He reminds us that education is a right, not a privilege. As such, he explains that refugees should not settle for less than true access to education and dignified work without discrimination. Most importantly, Jean-Marie asserts that refugees who have lived experiences accessing higher education need to be a part of relevant policy discussions. This is the foundation for YVC, an RLO that aims to give a platform to the voices of refugee youth to build awareness about their experiences and to develop their self-reliance.

“YVC was strategically formed by refugee youth who wanted to be included in discussions about them and about services designed for them. **Every time organisations spoke about refugee issues, they neglected to meaningfully include young refugees. We started to discuss how our voices could be heard more, how we could strategically place ourselves to discuss the issues facing us with regards to education, our involvement in the economy and our talents.**”

Deborah, 25, is a final-year student of Education (with Information Technology) at Cavendish University, in Lusaka, Zambia, on a DAFI scholarship. She was born in the Democratic Republic of the Congo, and fled to Zambia with her father and siblings in 2006. © UNHCR/Antoine Tardy.

“From a young age, I realized that the only thing that could get me and my family out of the situation we were in was education.”

FUNDING & PARTNER ENGAGEMENT

Since the DAFI programme's founding in 1992, the German Federal Foreign Office (FFO) has been the principal funder of the DAFI programme. In 2021, the government of the Czech Republic once again committed support and financial backing to the DAFI programme. Furthermore, the ongoing partnership with the Danish government has ensured that DAFI students are able to continue on in their studies.

In 2021 the DAFI programme also continued to receive key support from the Saïd Foundation, Hands Up For Syria (HUFS) and UNO-Flüchtlingshilfe e.V.

Other private donors in 2021 included support from NC Soft, the Üsine Foundation, and Korea anonymous donors as well as contributions from public-private partners and individuals in Italy, the Netherlands, France, Hong Kong, MENA and the United Kingdom.

Due to the generous support of donors, during its first year (2021) the Aiming Higher Campaign – the UNHCR global fundraising campaign for tertiary education – raised \$3.3 M USD. This incredible momentum directly funded scholarships for approximately 257 refugee youth.

Donors to the Aiming Higher Campaign in 2021 included:

- UNO- Flüchtlingshilfe e.V.
- Donors in Italy
- BNP Paribas Foundation
- Donors in the Netherlands
- CTP Invest
- The Vos Family
- Donors in Hong Kong SAR
- Australia for UNHCR
- Infinity Design & Engineering
- Hikma Pharmaceuticals
- Donors in the UAE
- España con ACNUR
- Switzerland for UNHCR
- Donors in Lebanon

- Online donations (www.UNHCR.org)
- Donors in Canada
- UK for UNHCR
- Donors in France
- Export Shop
- Donors in Thailand
- Donors in Qatar
- Donors in Saudi Arabia
- Bain & Company Italy, Inc.
- Donors in Kuwait
- Donors in Singapore
- Donors in Oman
- Donors in Egypt
- Bain & Co.

DAFI and UNHCR work closely with a range of partners and stakeholders dedicated to expanding access to quality higher education for refugees and supporting their transition to employment after graduation. For example, Mosaik is a United Kingdom-based NGO that is committed to empowering a community of refugees to shape and lead programmes that improve access to university. Specifically, Mosaik delivers a blended Guidance Programme to help participants prepare for and navigate opportunities to access tertiary education.



What are your organisation’s top priorities concerning higher education access and inclusion for refugees?

Mosaik is focused on addressing the barriers that refugees face in accessing tertiary education. Primarily, this is through the delivery of our Guidance Programme to support refugees navigate their tertiary options and funding opportunities. We also create English language learning opportunities and English language teacher training.

A commitment to participatory design and leadership by refugees runs throughout all our programmes. For example, the original concept for the programme and mode of delivery was prioritised by young refugees through design workshops. Furthermore, the course content incorporates refugees’ own experiences and stories of accessing tertiary education. Finally, a majority of programme facilitators in 2021 were refugees.

Although it would be easy to identify barriers and use off-the-shelf programmes to tackle them, developing programmes effectively and equitably is just as important. Moving forward, Mosaik is excited to expand its Guidance Programme and develop new ways of delivering at scale, in partnership with UNHCR.

Why is it important to invest now?

Investing in tertiary education for refugees is investing in future leaders and innovators, who we desperately need to help address the global

environmental and social challenges we will face this century. There is a whole generation of young refugees who are unable to fulfil their ambitions through no fault of their own. For many around the world, university or any tertiary education is a clear part of their life plan. It is a time where they will learn new ways of thinking, develop their own values and find their future career. But this experience is only available to 1 in 20 refugees. Everyone deserves a life beyond survival, including refugees. It is also in the interests of those who are fortunate enough not to experience forced displacement.

What concrete actions, steps and commitments are needed today?

There are four areas that require more action.

- 1. New high quality tertiary education opportunities**, whether local, international or online – we hear this repeatedly from participants in our programmes.
- 2. High quality information and guidance** on different education pathways, to ensure that refugees can meaningfully evaluate options.
- 3. Access to the skills required for accessing and succeeding in tertiary education**, namely language, IT and academic study skills.
- 4. The mental health** of youth and adolescents, which is still largely unaddressed. Integrating this across programmes is essential to ensuring that refugees can meaningfully participate in new opportunities.

Ben Webster,
Founder and CEO of Mosaik

Asma, 23, from Yemen, final-year BA student of Business Administration, on a DAFI scholarship .
© UNHCR/Antoine Tardy.



“We left Yemen with nothing. We only had each other. DAFI actually solved a major problem for me. I’ve become a leader in my college. I have overcome academic obstacles to be where I’m at today. Altogether, DAFI has helped me become a team player.”

Asma and her family came to Asyut, in central Egypt, in 2012. That is where Asma completed her secondary education. She had completed her primary education back in Yemen. “After high school, I could not register at university. The fees were simply too high. It was a difficult time. I love studying so I was sad. I took some ICT and English courses in the meantime, to keep educating myself.” The family moved to Cairo in 2017, where Asma obtained the DAFI scholarship.

DAFI SCHOLARSHIP PROGRAMME Q&A

What entitlements does the DAFI scholarship programme include?

Each scholarship award includes the payment of tuition and fees, as well as associated costs such as room and board, books, local transportation and health care. The allowance is intended to ensure that DAFI students can live in safe conditions that are conducive to their studies. They should not be in a situation where they need to choose between going to class or working, are required to travel a long distance to university, or are expected to focus on their studies while they can't afford food or to give up on their degree because of childrearing. The programme also incorporates a range of personal and professional development opportunities through individual counselling, leadership, career readiness and relevant skills training.

What are the unique benefits of higher education for women?

The DAFI scholarship programme is committed to the equal enrolment of young refugee women and men, yet achieving gender parity remains a challenge. Two years since the onset of COVID-19, UNHCR continues to see increased reports of gender-based violence, forced marriage, child labour and early and unplanned pregnancy. Women and girls affected by humanitarian crises and displacement are at greater risk of poverty and exploitation.²⁶ Investments in women's education are more critical now than ever before to ensure women do not fall further behind in educational achievements or economic gains. As we know, the economic returns for tertiary education graduates are the highest in the entire educational system²⁷, with the greatest returns for women.²⁸ Female DAFI scholars who were required to leave their campuses

and return to refugee camps due to COVID-19 told us that many of their female peers who were previously enrolled in university opted to leave school and get married due to societal expectations or because it was the only viable future they could see. They observed that women frequently made these choices because they did not have information on the higher education opportunities available to them. DAFI women are calling for an expansion of scholarships for women refugees. This includes creating additional opportunities in technical fields of study and funding that is responsive to the expectations that typically fall to women, i.e. to cover childcare, household support, etc.

Why are scholarships a key component of achieving 15by30?

Time and again, DAFI scholars point to the pivotal importance of their scholarships. They emphasise that without dedicated financial support for tuition and living costs, they simply would not have been able to pursue higher education. The other main barrier is that regardless of exceptional performance in their secondary education, many refugee students are barred from scholarships available to national students and may be subject to expensive international student fees. Nearly half of all forcibly displaced persons are under the age of 18 and the figure is only growing.²⁹ In 2021, only 2,860 new DAFI scholarships were awarded out of 15,860 applicants. The demand and need for greater investment in scholarships and opportunities for refugees to access higher education is clear and marks a critical step towards achieving the 15by30 target.

What leadership roles and opportunities do DAFI students and alumni take on?

DAFI scholars and alumni are volunteers, activists, artists, community organisers, entrepreneurs and campus leaders. In 2021, nearly half of DAFI scholars served as volunteers in their communities. For example, many DAFI students have started community-based organisations and initiatives to share information about the DAFI programme and higher education opportunities more broadly with primary and secondary-school-age students in their communities. This includes providing tutoring and mentoring support to younger students. While on campus, DAFI scholars have led local clubs and created advocacy groups to call for more inclusive education access and financing policies. Finally, DAFI students have worked with their refugee and host country peers to develop networks, start businesses and promote inclusion, to the benefit of both refugees and host country communities.

What is the 'Right to Work'?

The notion of the "right to work" derives from the language used in several international instruments including the 1951 Convention Relating to the Status of Refugees, which affirms that refugees should be accorded the same access to the labour market as nationals. However, most countries impose restrictions on legal entitlements to work for refugees.³⁰ As a result, the transition to dignified, reliable employment continues to be a major challenge for refugee university graduates. Although the primary goal of the DAFI scholarship programme is to expand access to tertiary education for refugees, the programme has progressively increased its investment in preparing students for life after higher education as well. Beyond expanding internships and volunteer experience, UNHCR calls on countries to grant refugees the right to work, establish viable pathways to employment and progressively achieve economic growth and development for everyone.

What is the inclusive education agenda and how does DAFI contribute to this?

In inclusive education systems, refugee education is fully integrated into the host country education system and faces identical cost drivers and efficiency and quality constraints. Inclusive means "no better, no worse" relative to the access,

infrastructure and quality of education accorded to national students. For example, refugees should not be specifically barred from nationwide education finance or scholarship programmes in host countries due to their status. Putting inclusion into practice means implementing programmes and policies that are created in partnership with refugees and are responsive to the unique context and experiences of refugee youth. The DAFI programme highlights how national higher education institutions are pivotal partners in expanding higher education for refugees, promoting access across university services and activities and creating mutual benefit and additional resources for host institutions.

Why is it critical to invest in refugee higher education now?

Sustainable Development Goal (SDG) 4 aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. To realise this goal, the DAFI programme is designed to address and promote safe and inclusive learning environments, skills development and career readiness, gender equality and support for national institutions. However, the DAFI programme alone cannot achieve the 15by30 target. Investments across the four other pillars of the 15by30 road map (increased enrolment in host country universities, TVET, connected higher education and complementary education pathways programmes) are essential. In fact, such investments are more critical today than ever before. Although participation in higher education worldwide is on the rise, there is a growing disparity in education quality and access between high- and low-income countries;³¹ a majority of refugees are hosted in the latter.³² The rippling effects of the COVID-19 pandemic threaten to amplify the already growing gap. Higher education is much more than an opportunity, it is a lifeline for young people that has system-wide implications for access and inclusion at all levels of society, from civic participation to sustainable livelihoods. To achieve 15 per cent enrolment of young refugee women and men by 2030, and to make meaningful progress towards the SDGs, UNHCR calls on more partners to signal their support for education for all, particularly through inclusive education systems, and to invest across all of the pillars of 15by30, today.

²⁶ UNHCR News, 2022

²⁷ the World Bank, 2021

²⁸ the World Bank, 2018

²⁹ UNHCR Global Trends Report, 2021

³⁰ Ibid

³¹ University World News

³² UNHCR Global Trends Report, 2021

“The world currently is witnessing the contributions educated refugees make, both in host countries and countries of origin. A majority of educated refugees always give back and support different initiatives. The world should not be afraid when people are intelligent and educated. Education makes refugees self-sufficient and reduces dependence. A single educated refugee will always protect tens of people.”

Opira,
DAFI scholar pursuing his bachelor's degree
in economics at Ndejje University in Uganda



Opira is a DAFI scholar pursuing his bachelor's degree in economics at Ndejje University in Uganda. He is also a member of the first cohort of participants in the UNHCR Journalism Mentorship programme. His family fled South Sudan and he grew up in a refugee camp in Uganda, where he completed his basic education.

From quite a young age, Opira was optimistic and wished to pursue higher education. He was always a strong student and a hard worker, had a passion for volunteering and storytelling and began taking part in community meetings in his early twenties. He realised that he could bring a unique insight to working in and around the community. He participated in video advocacy training with the idea of highlighting needs and sharing stories from across his community. He excelled in the training and was appointed to lead a production team of over thirty people. His team produced a video that received an award at a film festival in Kampala. He loved his work and growing his talents, but needed to earn a living.

“Working in video advocacy was one of the most life-affirming experiences of my life. I was able to amplify the voices of my community while pursuing my passions. However, the pay was too small to depend on it. Refugees are paid less compared to members of host communities because we are refugees. We are doing the same work and have the same title, but we are paid much less.”

Opira secured a better job teaching English to adults, and he realised he had a talent for teaching as well. However, he was still not being paid a living wage. Around the same time, he learned about the DAFI scholarship programme. Opira believes that

becoming a DAFI scholar expanded his capacity to achieve his full potential and shifted his worldview to be much more people centred. He also embraced the importance of socially responsible leadership. In his second year of university, he started a community-based organisation (the Leads) to speak with and motivate young people to persevere and pursue education.

“Most children don't want to continue their education because they don't see any opportunity to attend higher education. They don't know that refugees like them are in university. I needed to start an initiative to help them become aware. I think this might be the reason why they drop out of school, because they don't have any hope. They feel demotivated each time they get to a new class, and they see a big obstacle from that level to get to university. I started an initiative to reach schools and tell them that there is something even bigger than DAFI, there are more opportunities out there. No girl or boy should drop out of school because their family cannot finance a university education. I normally go to schools to talk to students. That is what I am doing now.”

Pursuing higher education further motivated Opira to help others. He discovered his love for teaching and hopes to become a lecturer so that he can continue working with young people and teaching them new skills. He also plans to expand his multimedia advocacy work. He believes that video, and the process of making it, is an incredibly powerful tool for bringing about positive change and says that it provides him with peace of mind and a great job. His video that was featured in the Kampala film festival focused on coexistence within a refugee camp. Even in the process of making it, he observed and experienced that very coexistence. When the video was shown, he saw how his work activated conversations and motivated communities to solve their own challenges.

“Video is not only impactful to the people participating and sharing their story, but it is even more transformative to those with a similar story who are watching or to those who are capable of supporting people affected.”

Country Fact Sheets



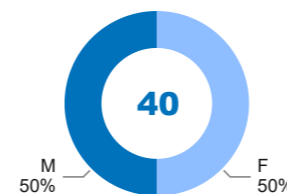
Fatima, 22, from Yemen, third-year student of Medicine at Cairo University, on a DAFI scholarship. © UNHCR/Antoine Tardy.

Afghanistan

Afghanistan is party to the 1951 Convention and 1967 Protocol

Direct implementation by UNHCR

DAFI STUDENTS | 2021



APPLICATIONS | 2021

No application intake in 2021

NEWLY ADMITTED | 2021

No application intake in 2021

GRADUATES | 2021

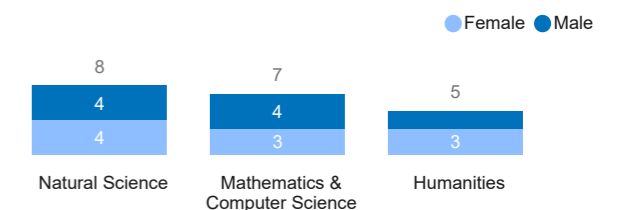
No 2021 graduates

COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS

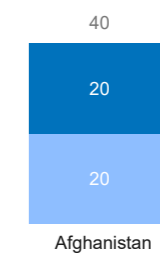
AFGHANISTAN

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TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

In line with Afghanistan's constitution, education, including tertiary, is offered free of charge in public institutions for Afghan nationals, which includes returnees.

ACCESS TO TERTIARY EDUCATION

Per current policy, refugees and asylum seekers in Afghanistan are not able to access tertiary education.

ACCESS TO EMPLOYMENT

Afghan returnees, who comprise all DAFI scholarship recipients in Afghanistan, have the right to work.

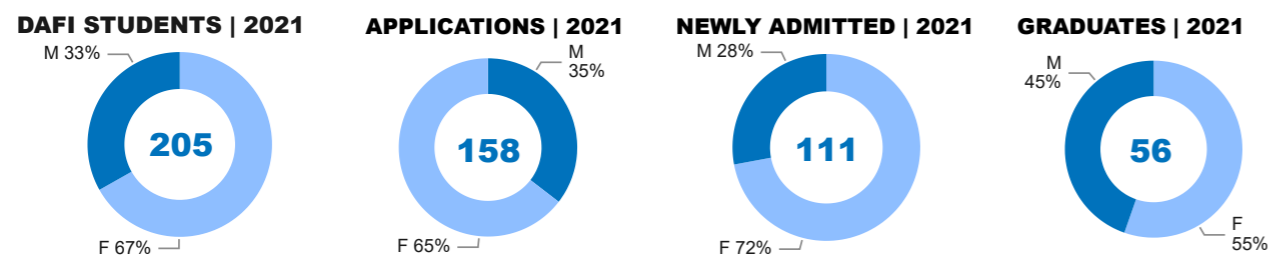
COUNTRY HIGHLIGHTS

The country operation maintained close contact with DAFI students and Kabul University and delivered necessary assistance to students throughout the year. MoUs were signed with two universities in the Balkh and Nangarhar provinces to expand access to higher education in additional areas of the country. Following the takeover by the de facto authorities, the participation of women and girls in public life, including in relation to work and access to education has been impacted. Universities were required to adopt measures to ensure separation of male and female students (separate classes and professors, curtains between girls and boys). Universities remained closed for male and female students as measures were put in place, until re-opening in February in 2022 in several provinces.

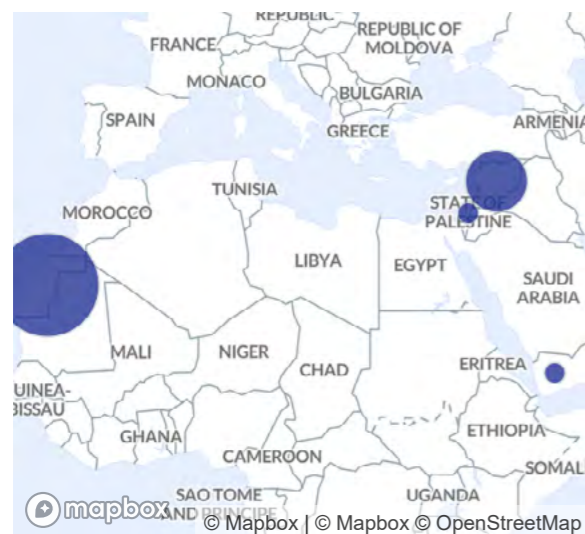
Algeria

Algeria is party to the 1951 Convention and 1967 Protocol

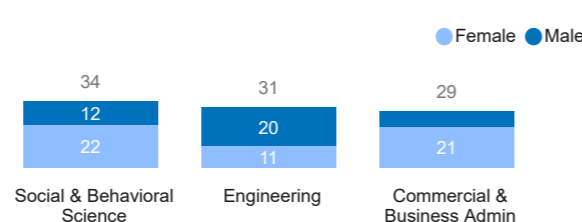
Sahrawi students: Association des Femmes Algériennes pour le Développement (AFAD); Non-Sahrawi students: Association Adwaa Rights



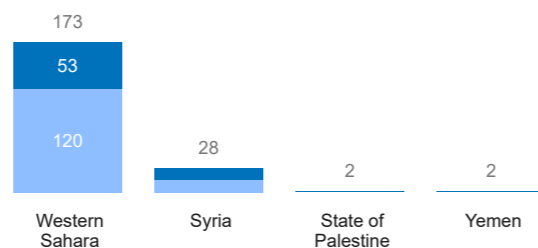
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Sahrawi refugees have access to education at all levels under the same conditions as nationals.

ACCESS TO TERTIARY EDUCATION

Sahrawi refugees as well as refugees of other nationalities have access to national higher education institutions, by presenting a secondary education certificate and paying the same fees as nationals.

ACCESS TO EMPLOYMENT

Refugees do not have access to the formal labour market. Internships are an option for some.

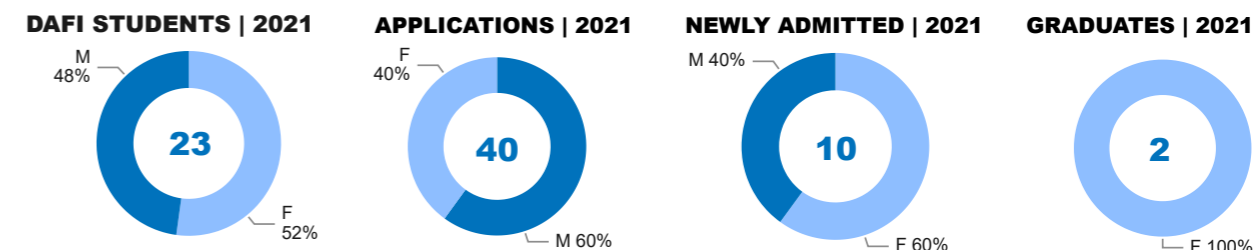
COUNTRY HIGHLIGHTS

University visits were conducted to track student progress and to provide psychological support to boost student competencies and school performance. COVID-19 prevention awareness campaigns were led by AFAD and DAFI alumni (doctors, biologists) at educational institutions in five camps. DAFI alumni delivered sessions on the DAFI programme and addressed the significance of education (240 children attended).

Azerbaijan

Azerbaijan is party to the 1951 Convention and 1967 Protocol

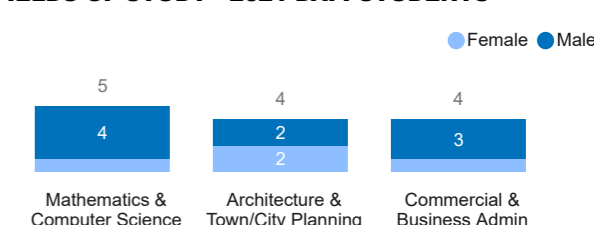
Direct implementation by UNHCR



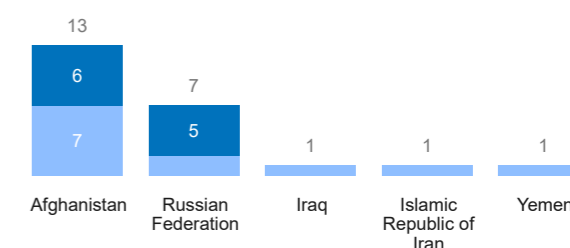
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to free primary and secondary education.

ACCESS TO TERTIARY 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 incurs substantial tuition fees.

ACCESS TO EMPLOYMENT

The government of Azerbaijan is in the process of providing access to legal employment for refugees.

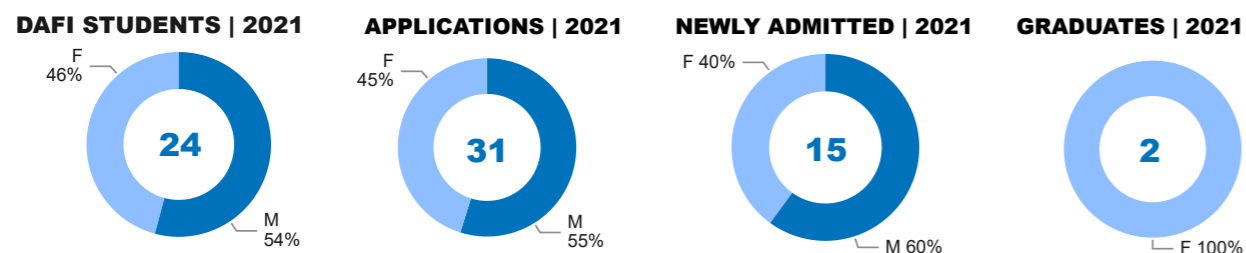
COUNTRY HIGHLIGHTS

In June 2021 three DAFI scholars were featured in a video titled "CAST" (Testimonials by the refugees in Azerbaijan: Together we heal, learn and shine) prepared by UNHCR Baku for World Refugee Day. Notably, three more youths who also featured in the video were selected to the DAFI Scholarship Programme later in the year. This short video was recognised as one of the best multi-media products in the European region. It was published through the social media channels and was also broadcast by a private TV channel in Azerbaijan.

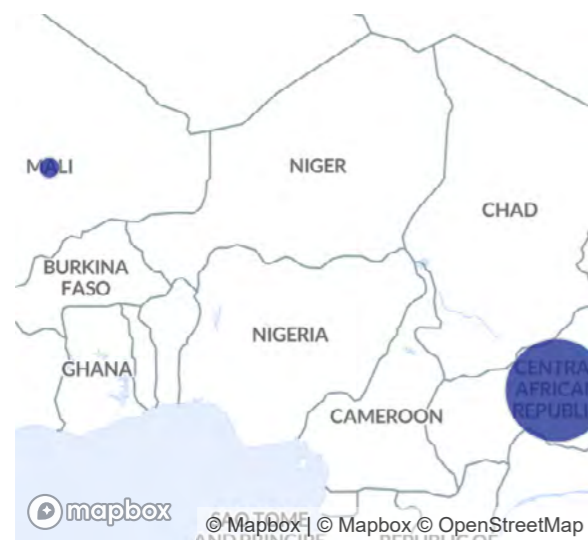
Benin

Benin is party to the 1951 Convention and 1967 Protocol

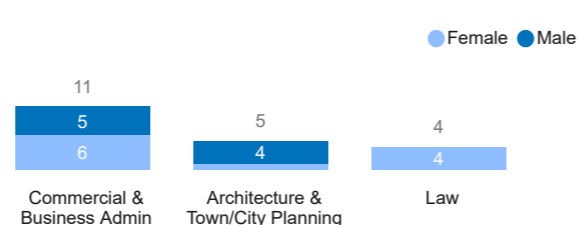
Secretariat Permanent de la Commission Nationale chargée des Réfugiés



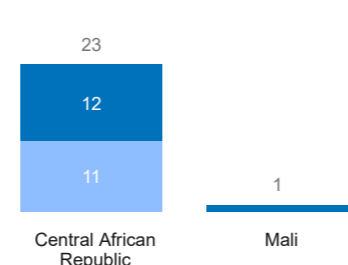
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education at all levels.

ACCESS TO TERTIARY EDUCATION

Refugees have access to tertiary education at all levels.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

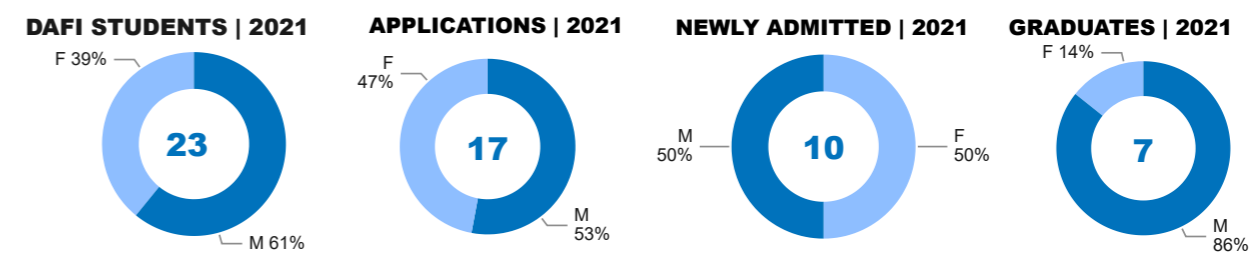
COUNTRY HIGHLIGHTS

Refugee community representatives were involved in all phases of project implementation, including selection, DAFI club activities and official events organised and funded by the programme such as International Women's Day, 16 Days of Activism against Gender-Based Violence, breast cancer awareness through Pink October, an awareness workshop on violence prevention and an awareness campaign on barrier management and the fight against COVID-19. WhatsApp discussion forums were created to facilitate information-sharing between SP-CNR and DAFI students as well as SP-CNR and the refugee community. These forums made it possible to collect complaints, grievances and suggestions from DAFI students.

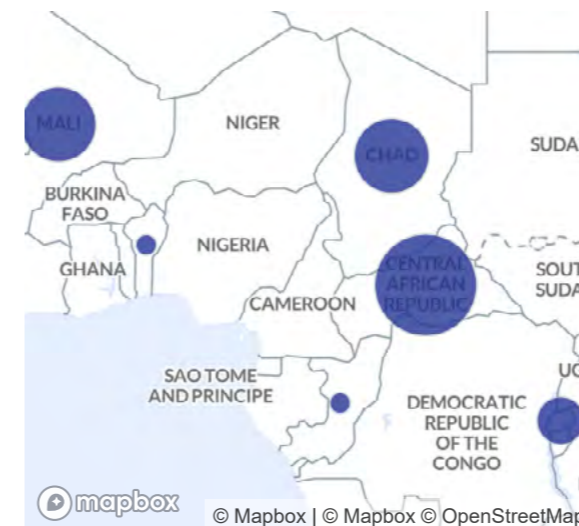
Burkina Faso

Burkina Faso is party to the 1951 Convention and 1967 Protocol

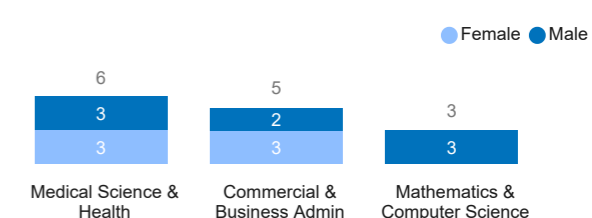
Danish Refugee Council (DRC)



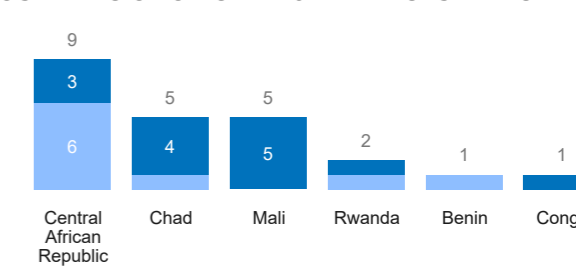
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees are included in the national system at all levels of education.

ACCESS TO TERTIARY EDUCATION

Refugees have the same rights and access to higher education at public institutions as nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

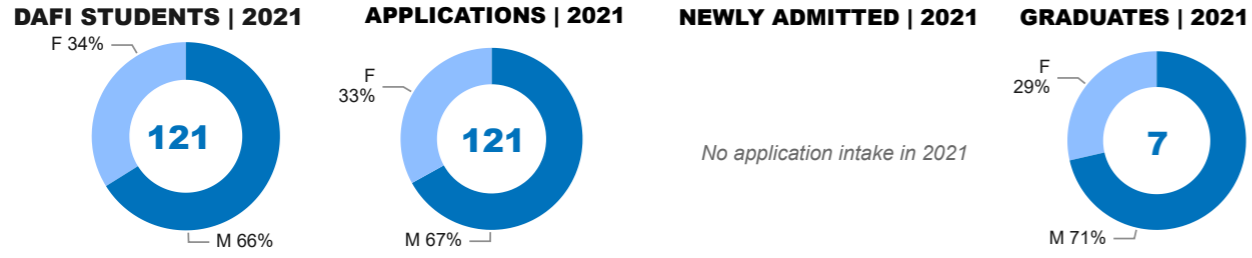
COUNTRY HIGHLIGHTS

Partner staff visited university campuses to meet one-on-one with DAFI students about their academic progress, any challenges they were facing and their future education as well as post-graduate plans. In addition to individual meetings, DRC created a DAFI student WhatsApp group to facilitate information-sharing on successes and difficulties encountered as well as communication with DRC. Students expressed the need for internships and support for post-Bachelor's studies to enable them to be more competitive in the labour market.

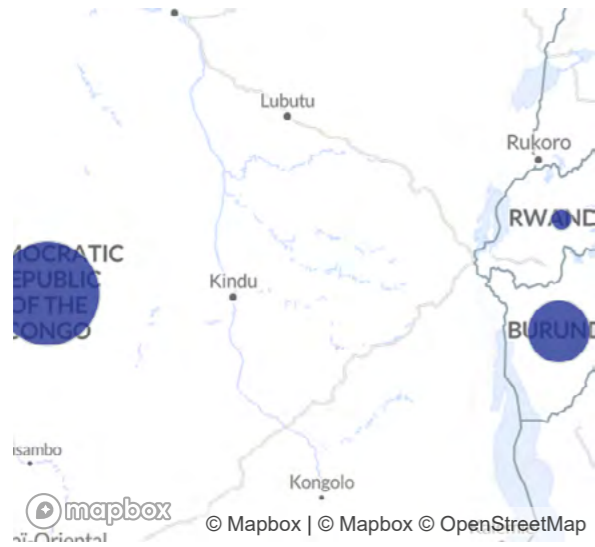
Burundi

Burundi is party to the 1951 Convention and 1967 Protocol

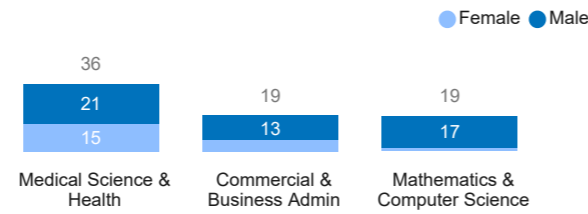
Refugee Education Trust International (RET)



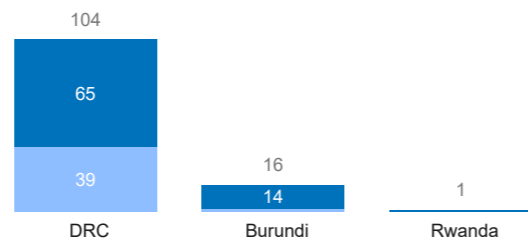
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education on all levels in the national education system.

ACCESS TO TERTIARY EDUCATION

Refugees have access to education on all levels in the national education system. In order to access public academic institutions, foreigners (including refugees) are required to present a permit granted by the Ministry of Education, upon diplomatic request from the Ambassador of the student's country of origin. Candidates are subject to an additional registration fee, which can be as much as \$500 or more.

ACCESS TO EMPLOYMENT

Refugees have the right to work in Burundi, but must obtain a work permit

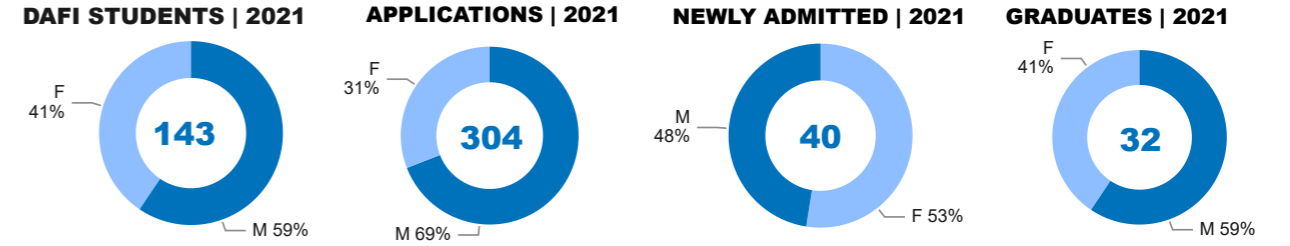
COUNTRY HIGHLIGHTS

RET launched an entrepreneurship coaching programme for DAFI graduates, with an inaugural group of 12 participants (5 of whom are women). The programme aims to build relevant skills to support sustainable small business development. A team of coaches monitor each participant's project to help drive success. RET hosted two entrepreneurship workshops focused on developing women as agents of change as well as a 5-day career guidance workshop. DAFI Club members organised and facilitated an exchange-debate in August focused on the theme: "Youth Involvement in Community Development," with 53 student participants. Finally, three DAFI fellows conducted two awareness-raising sessions at Nyankanda camp for 80 people (including students, parents, teachers and the camp steering committee) on the importance of education and child well-being in school.

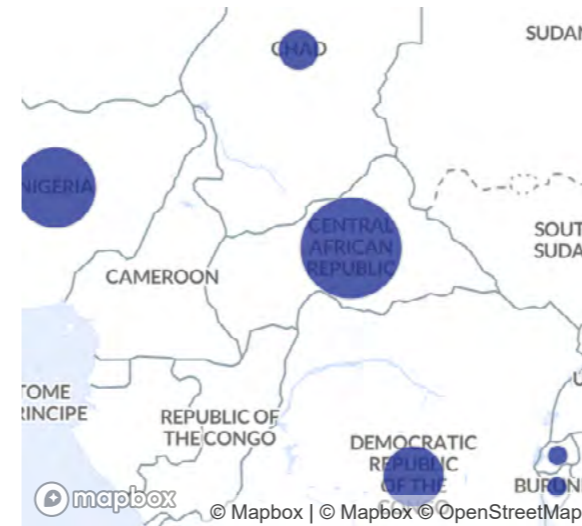
Cameroon

Cameroon is party to the 1951 Convention and 1967 Protocol

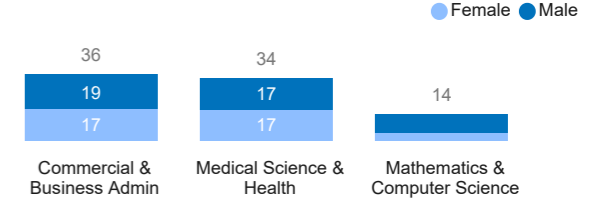
Plan International



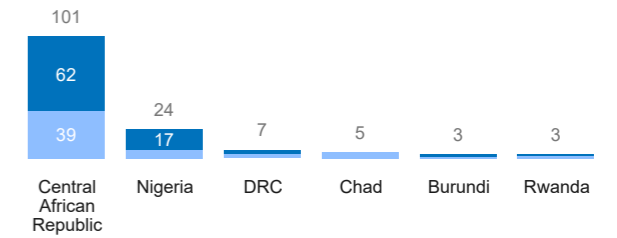
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugee students at all levels of education are permitted to access education on the same basis as nationals.

ACCESS TO TERTIARY EDUCATION

Refugees are admitted under the same conditions and pay the same rate as national students.

ACCESS TO EMPLOYMENT

Refugees have the right to work under the same conditions as nationals.

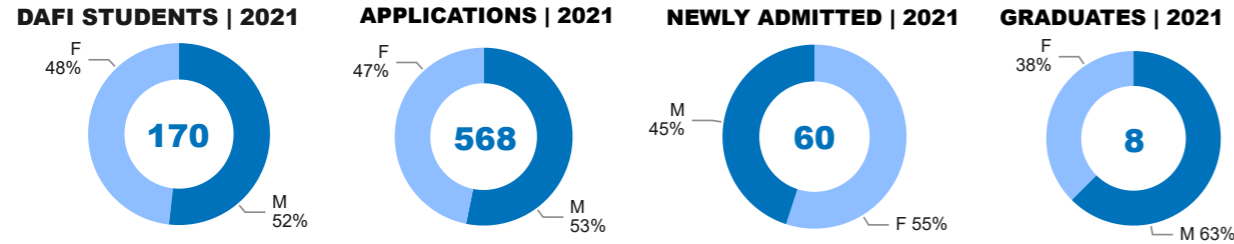
COUNTRY HIGHLIGHTS

In 2021, the DAFI Club led activities focusing on gender-based violence awareness, "back to school" campaigns and extra study classes for primary and secondary-school students to reduce drop-out rates. A girls' education campaign striving to increase the number of women in the DAFI programme took place in Lolo, Mbile and Timangolo (with 337 youth participants). DAFI fellows and representatives from the Centre d'Information et d'Orientation Professionnelle organised academic and vocational orientation sessions in Yaoundé, Douala and the Minawao refugee camps. In 2021, 15 alumni reported finding a job or receiving a promotion. Throughout the year, DAFI students and alumni attended academic support sessions, dedicated personal development for women and girls, information sessions on the United Nations Volunteers (UNV) and sessions on entrepreneurship as well as job search strategies.

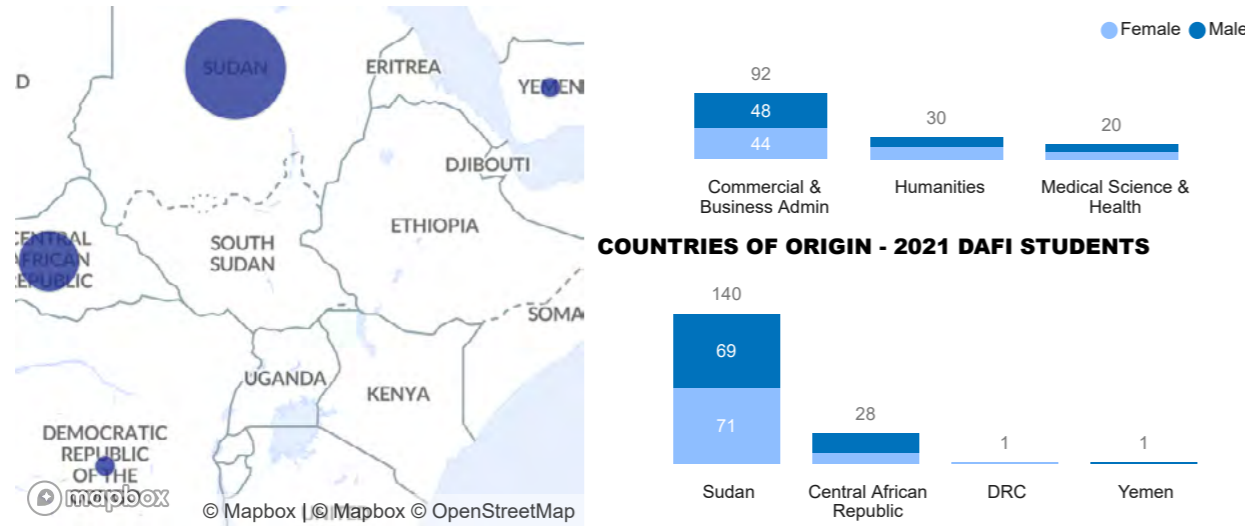
Chad

Chad is party to the 1951 Convention and 1967 Protocol

Jesuit Refugee Service (JRS)



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education at all levels.

ACCESS TO TERTIARY EDUCATION

Refugees have access to education at all levels.

ACCESS TO EMPLOYMENT

Refugees have the right to participate in the formal labour market.

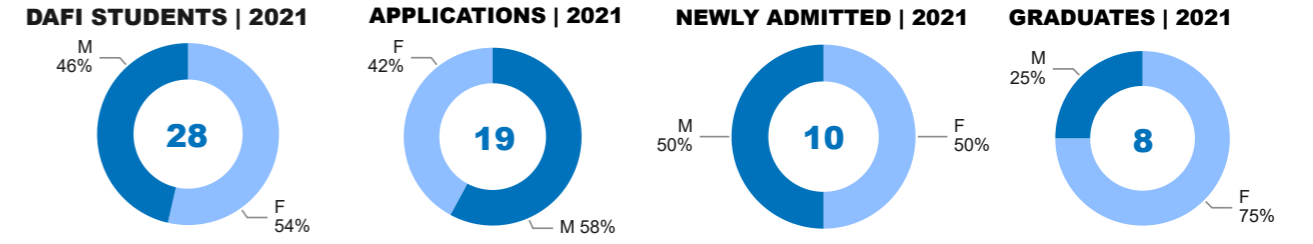
COUNTRY HIGHLIGHTS

Following dedicated advocacy, UNHCR Chad signed a Memorandum of Understanding (MoU) with King Faycal University in N'Djamena to establish the precedent that refugee students will pay the same tuition and fees as national students. This MoU is added to twelve other agreements established with public and private universities to ensure equal opportunities to tertiary education for refugees in Chad. In 2021, DAFI students also had the opportunity to attend training focused on building job-readiness as well as labour market-relevant skills in computer science, entrepreneurship, sustainable energy and French language skills. Furthermore, five monitoring missions in southern Chad involved meeting with DAFI students and academic authorities to assess programme implementation and to discuss challenges on the ground. Finally, the DAFI Club in Chad initiated collaboration with the DAFI Club in Nigeria to discuss academic activities, programme components and living conditions. This, in addition to the annual DAFI workshop, allowed students to exchange information and testimonies on their experiences as DAFI scholars.

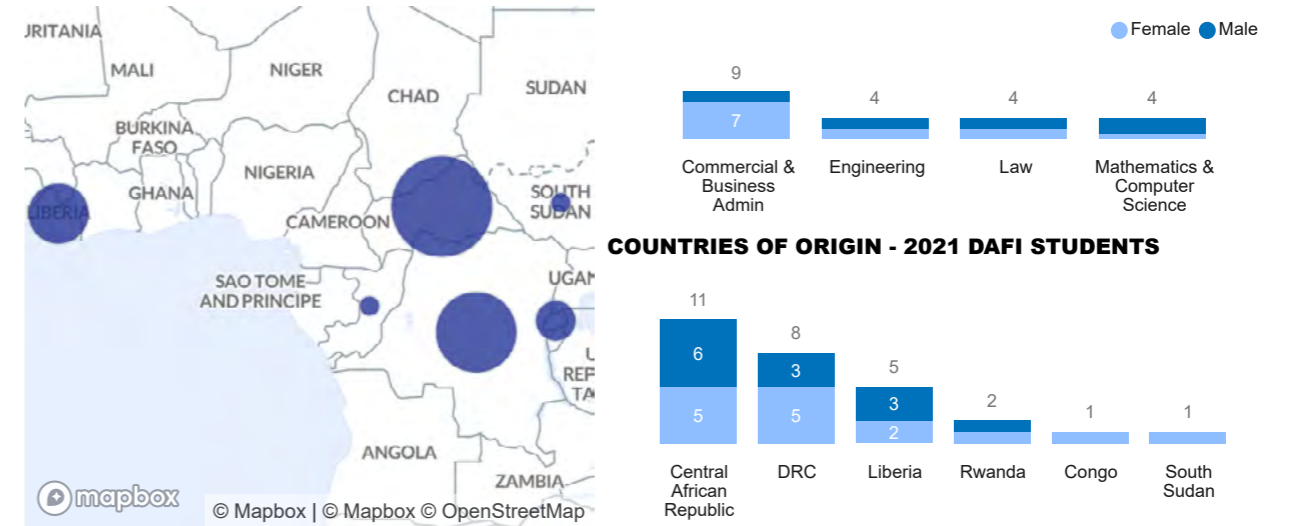
Côte d'Ivoire

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

Direct implementation by UNHCR



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education at all levels in the national system.

ACCESS TO TERTIARY EDUCATION

Refugees pay the same higher education tuition fees as foreigners. Once adopted, a new asylum law will allow refugees to pay the same tuition fees as nationals.

ACCESS TO EMPLOYMENT

Refugees in Cote D'Ivoire have the right to work under the same conditions as foreigners.

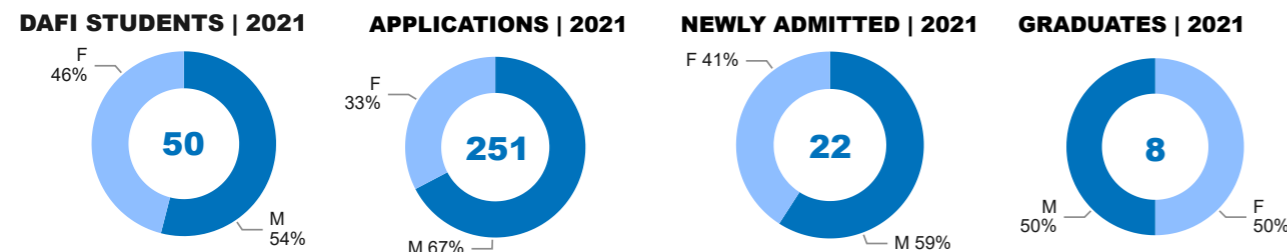
COUNTRY HIGHLIGHTS

In 2021, eight DAFI students completed internships (six women and two men) and six students engaged in community service or volunteering (three women and three men). Delays in the granting of identify cards results in some refugees being unable to obtain a bank account. These students receive their allowances in cash, which is less preferable than more secure, reliable electronic transfers of funds.

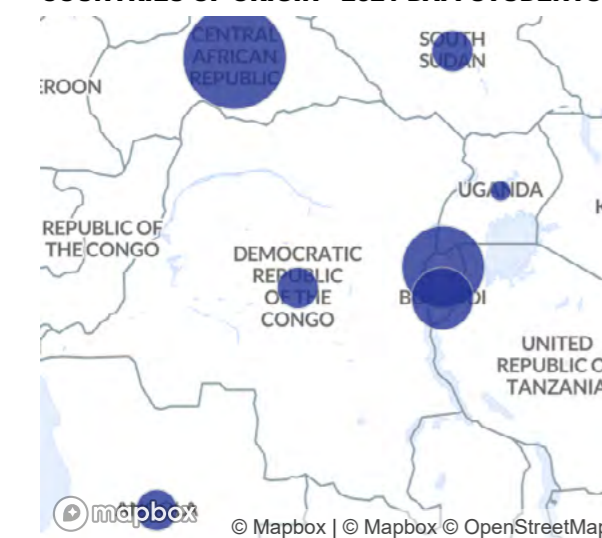
Democratic Republic of the Congo

Direct implementation by UNHCR

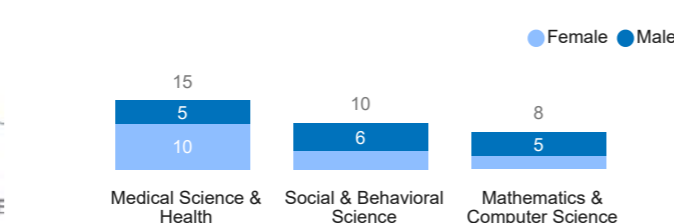
Democratic Republic of Congo is party to the 1951 Convention and 1967 Protocol



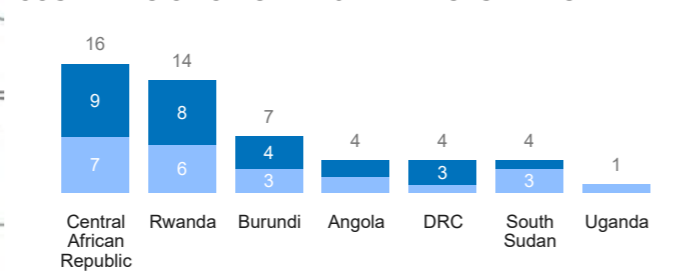
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have the right to basic education in primary and secondary schools under the same conditions as nationals in the national education system.

ACCESS TO TERTIARY EDUCATION

Refugees have access to all higher education institutions and pay the same fees as nationals.

ACCESS TO EMPLOYMENT

Refugees have access to the labour market, but recruitment procedures often favour nationals as labour law does not provide clear guidelines on hiring refugees.

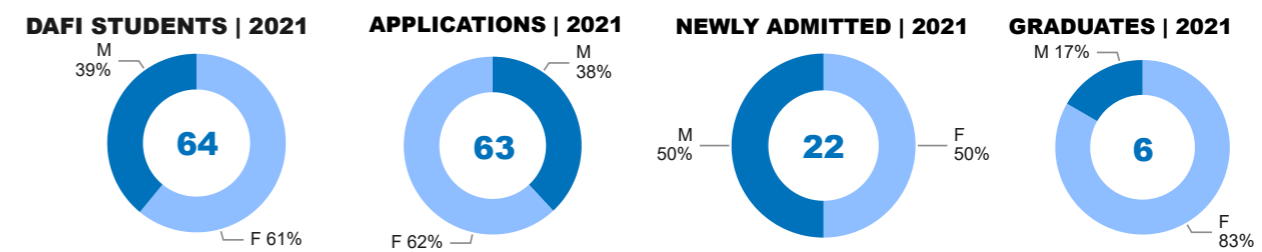
COUNTRY HIGHLIGHTS

In 2021, all students in their final year graduated (four women and four men). A complaints mechanism, listening sessions, individual consultations and the liaison of the DAFI student committee ensured good communication with students throughout the year. In 2022, the programme in the Democratic Republic of the Congo aims to expand collaboration on livelihoods activities and to establish a DAFI Club. The majority of universities do not have dormitories and off-campus housing sometimes results in long travel times to university, on poor roads.

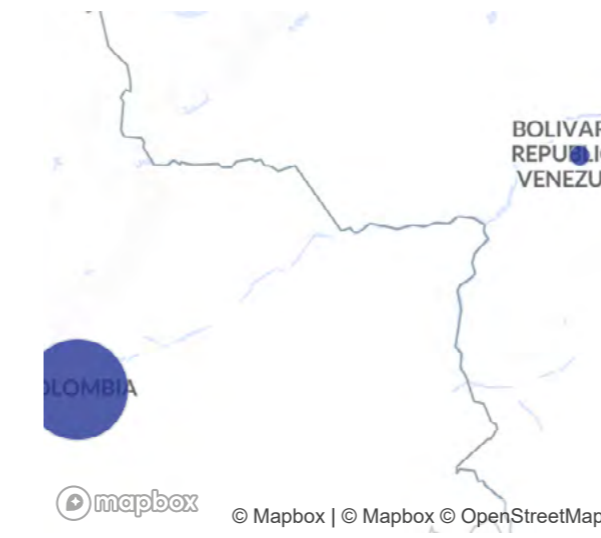
Ecuador

Ecuador is party to the 1951 Convention and 1967 Protocol

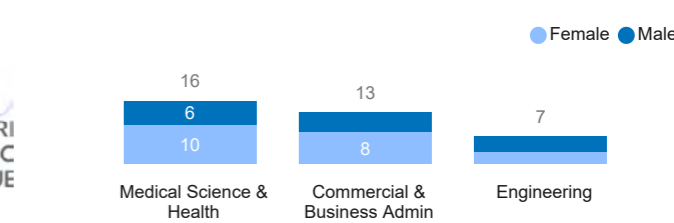
Hebrew Immigrant Aid Society (HIAS)



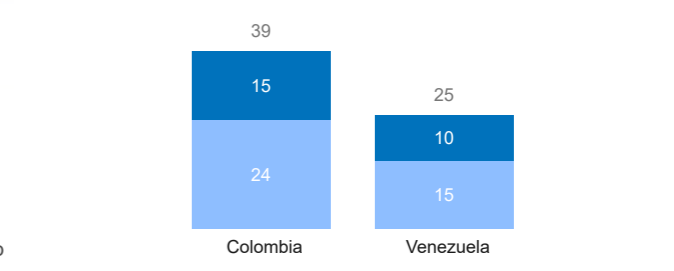
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees and asylum seekers have the same rights as nationals to access education at all levels in the national system.

ACCESS TO TERTIARY EDUCATION

Refugees pay the same fees as nationals and can access higher education in the public system with the same procedure and opportunities as nationals.

ACCESS TO EMPLOYMENT

In Ecuador, refugees have access to the labour market without any significant restrictions and there is no legal framework to prevent this. However, in practice employers may not have knowledge of this and recruitment procedures often favour nationals due to xenophobia, exclusion or discrimination. This limits full economic inclusion in practice.

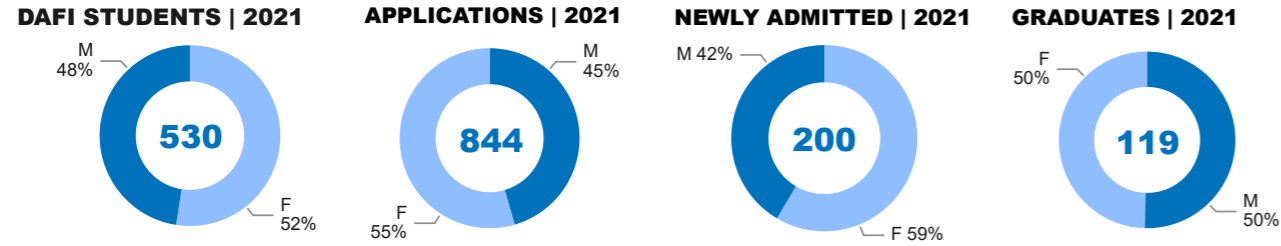
COUNTRY HIGHLIGHTS

DAFI alumni and leaders from the Tertiary Education Network organised a workshop on goal-setting and income-generating ideas. Several noteworthy events were held in 2021. In October, the German Embassy's press and cultural attaché organised a meeting with the new DAFI scholars. Furthermore, the annual DAFI meeting in December provided new scholars with the opportunity to meet current students as well as alumni and listen to their experiences and testimony. To commemorate International Migrants' Day, four DAFI scholars prepared a dance performance that was featured at a local festival in Ibarra. Finally, DAFI students served as volunteers and community leaders throughout 2021. This included raising awareness about HIV, serving in vaccination initiatives organised by the Red Cross and the Ministry of Health and representing refugees in Ecuador as a part of UNICEF's U-Report Initiative.

Egypt

Egypt is party to the 1951 Convention and 1967 Protocol

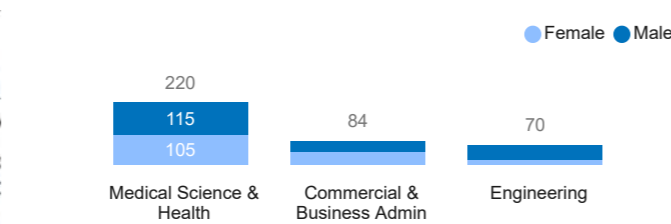
Catholic Relief Services (CRS)



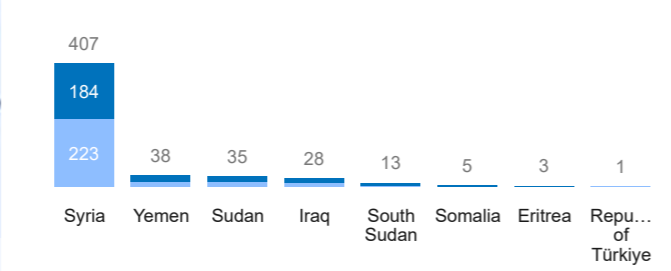
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees from Syria, Yemen, Sudan and South Sudan can access public education on an equal basis as nationals, while refugees and asylum seekers from all other nationalities are allowed to enrol in private education institutions, which generally cost more.

ACCESS TO TERTIARY EDUCATION

Refugees have access to public and private higher education institutions subject to providing a recognised secondary school certificate and paying international student tuition fees. Syrian refugees who obtained their secondary school certificate in Egypt pay same tuition fees as nationals. Sudanese and South Sudanese refugee students pay a discounted international student rate.

ACCESS TO EMPLOYMENT

Egyptian labour law restricts non-nationals, including refugees, access to the labour market, and only allows for internships and volunteering 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.

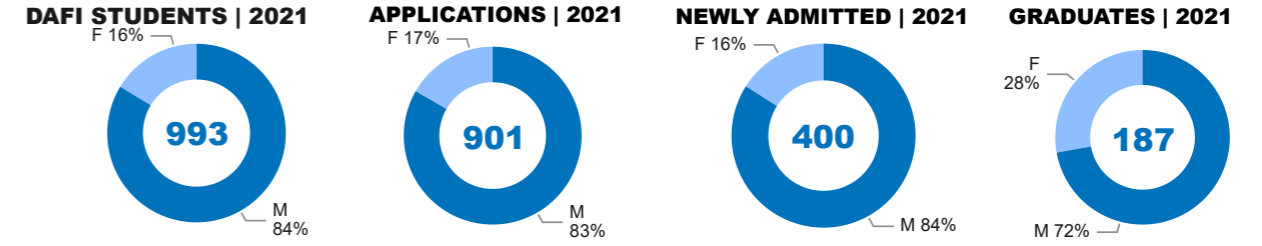
COUNTRY HIGHLIGHTS

In Egypt, the DAFI Scholarship Programme has been implemented since 1993. The programme is currently implemented in collaboration with the UNHCR Education Sector partner, Catholic Relief Services (CRS). In 2021, UNHCR Egypt and CRS held an annual DAFI workshop to celebrate the graduation of 119 scholars, recognizing their academic achievements, and to welcome newly admitted scholars. Furthermore, in 2021 a total of 88 DAFI scholars and alumni participated in and led nine DAFI Club activities and meetings focused on community service and academic support. Psychosocial support sessions are provided regularly to support students in need, especially after following COVID-19 and the closure of universities.

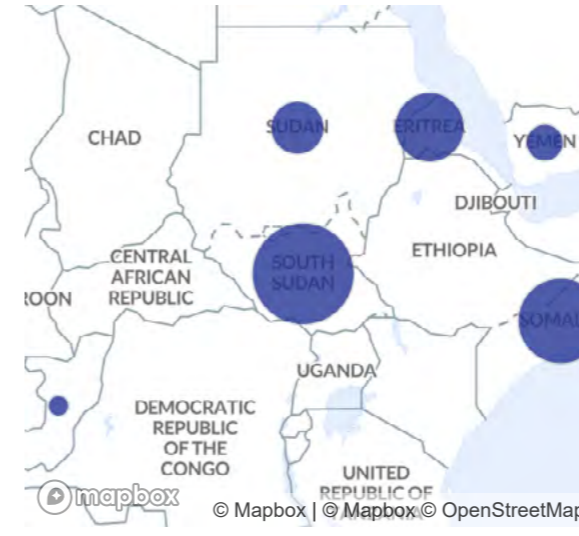
Ethiopia

Ethiopia is party to the 1951 Convention and 1967 Protocol

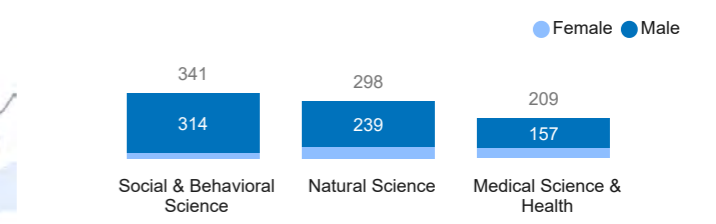
Association of Ethiopians Educated in Germany



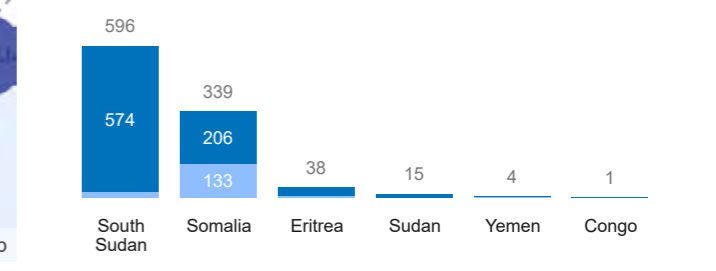
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Ethiopia indicates inclusion of refugees in basic education (pre-primary, primary and secondary) in the country's national education plan.

ACCESS TO TERTIARY EDUCATION

The Government of Ethiopia subsidises university education, up to 75% of the tuition fee, for nationals and refugees pursuing their tertiary education in public universities in the country.

ACCESS TO EMPLOYMENT

The new refugee law in Ethiopia gives the refugees the right to work. In practice, secondary legislation and guidelines on how to put the new law into practice are needed to ensure refugees access to the job market.

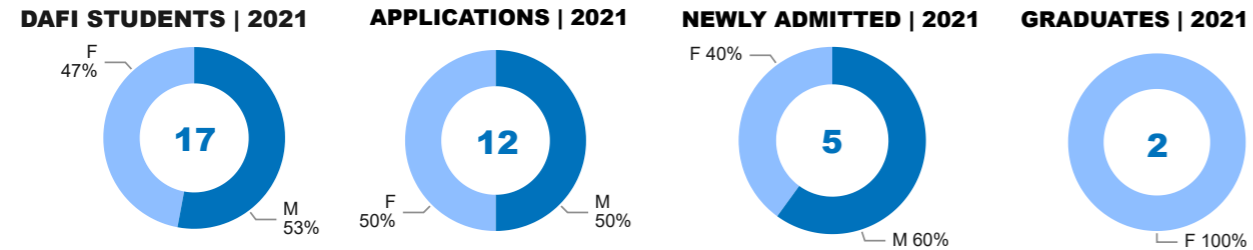
COUNTRY HIGHLIGHTS

The implementing partner provided ceremonial uniforms to graduates attending graduation ceremonies. An assessment of DAFI graduates' socio-economic status was conducted to better understand employability of DAFI graduates, the impact of the DAFI programme and challenges that new graduates face. Results revealed that a majority of graduates believe that DAFI contributes to skill development, empowerment and develops self-reliance, all of which are critical to employability. Finally, the DAFI Club supports counselling, consultation and information exchange processes. In 2021, 72% of DAFI students performed above average in their studies, and five were awarded gold medals for their academic performance.

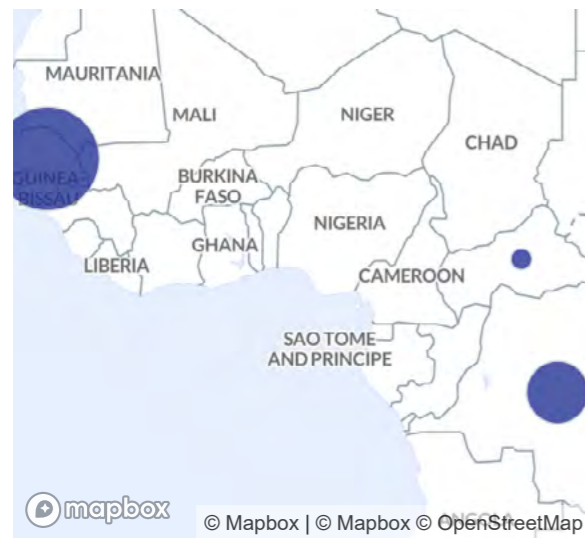
Gambia

Gambia is party to the 1951 Convention and 1967 Protocol

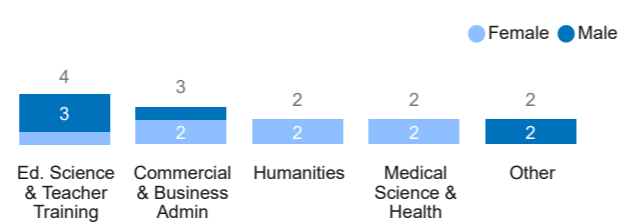
Gambia Food and Nutrition Association



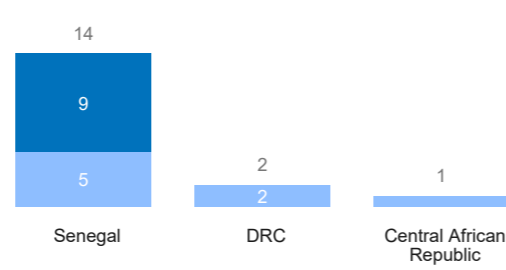
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have the same rights and conditions as nationals and are included in the national primary and secondary education systems.

ACCESS TO TERTIARY EDUCATION

Refugees may access higher education under the same rights and conditions as nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

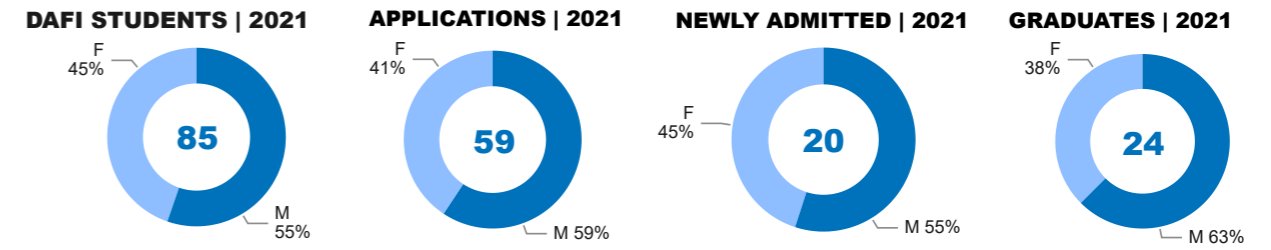
COUNTRY HIGHLIGHTS

DAFI students had the opportunity to attend counselling sessions on strategies for coping with stress linked to pre- and post-election violence. DAFI students led in-person sessions on COVID-19 prevention and mitigation measures in refugee-hosting schools located in rural areas. In celebration of International Women's Day DAFI students provided information sessions on the role played by women in socio-economic development. Students also delivered a seminar on current issues affecting youth including drugs and other substance abuse related issues, SGBV, irregular migration and the importance of education. Continuous monitoring was conducted to track students' academic progress and address challenges in a timely manner.

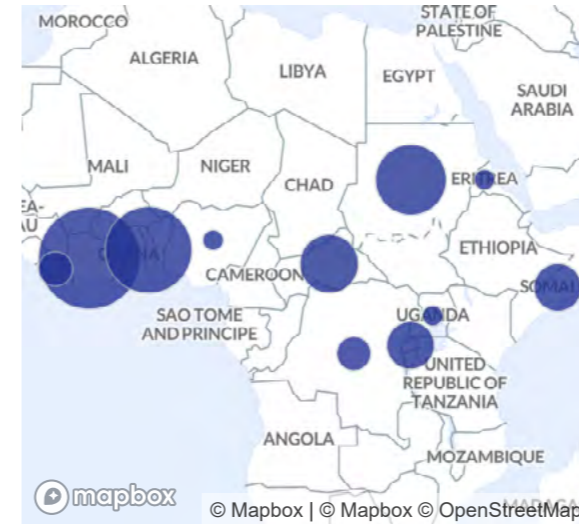
Ghana

Ghana is party to the 1951 Convention and 1967 Protocol

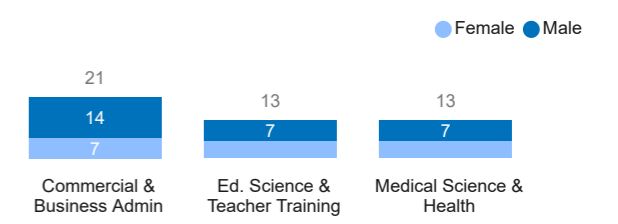
Christian Council of Ghana



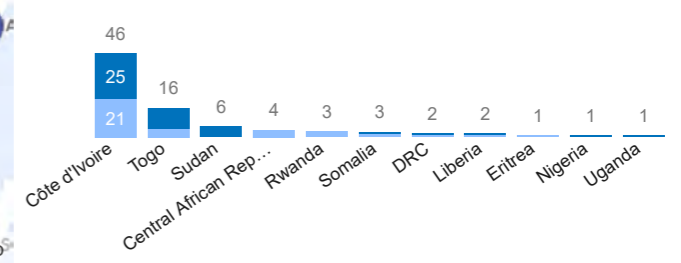
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to national services including education, under the same conditions as nationals.

ACCESS TO TERTIARY EDUCATION

Refugees have access to higher education under the same conditions as nationals, once they are issued a letter of introduction from the Ghana Refugee Board.

ACCESS TO EMPLOYMENT

Refugees have the right to work, provided they have a work permit issued by the Ghana Refugee Board.

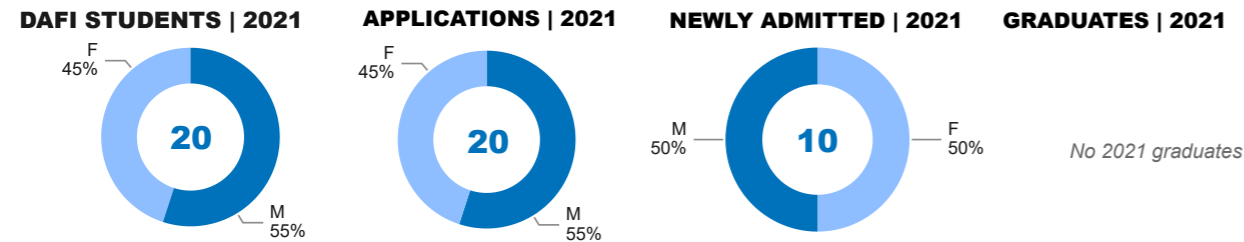
COUNTRY HIGHLIGHTS

To increase the number of female DAFI scholars enrolled, the implementing partner facilitated awareness raising sessions with DAFI scholars and alumni who are positioned as role models for girls in high school. Current DAFI scholars assisted refugee university applicants in filling application forms online. Following these efforts, 45% of DAFI applications and half of Mastercard Foundation scholarship applications were submitted by women. Students in their final year of university had the opportunity to attend a research seminar to support work on their dissertations. 71 scholars and alumni attended the 2021 annual DAFI meeting and DAFI scholars also supported campaigns during Breast Cancer Awareness month as well as initiatives during the 16 Days of Activism Against Gender-Based Violence.

Guinea Bissau

Guinea Bissau is party to the 1951 Convention and 1967 Protocol

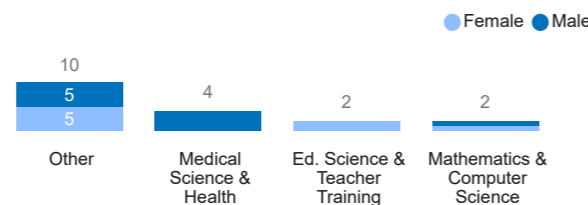
Direct implementation by UNHCR



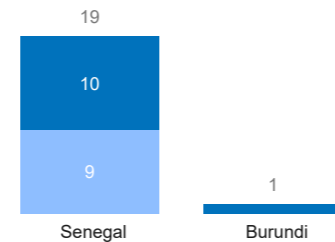
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education at all levels.

ACCESS TO TERTIARY EDUCATION

At the tertiary level, refugees have the same access rights and pay the same fees as nationals in public institutions.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

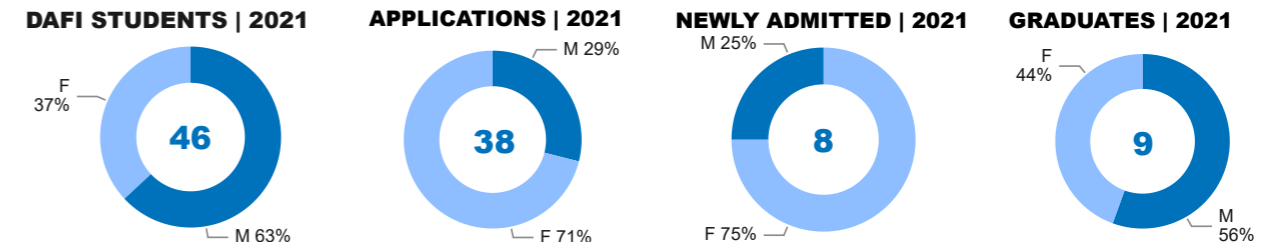
COUNTRY HIGHLIGHTS

To enhance academic performance and skill development, DAFI students benefitted from academic and language preparatory course support, mentoring and networking opportunities to support integration into higher education and the labour market. Students also received post-graduation preparation support via skills training, internships, mentoring and through volunteering and networking events. Furthermore, students completing nursing coursework had the opportunity to complete a practicum through placement in different hospitals, with the support of university officials and healthcare professionals.

Guinea Conakry

Guinea is party to the 1951 Convention and 1967 Protocol

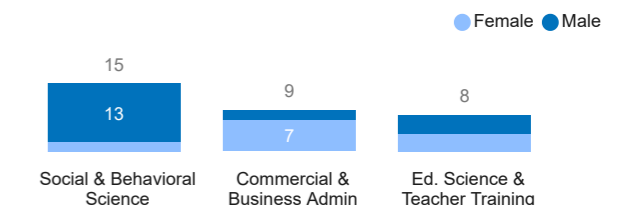
Organization pour le Development Integre Communautaire



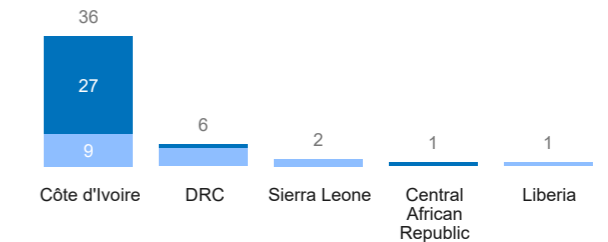
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

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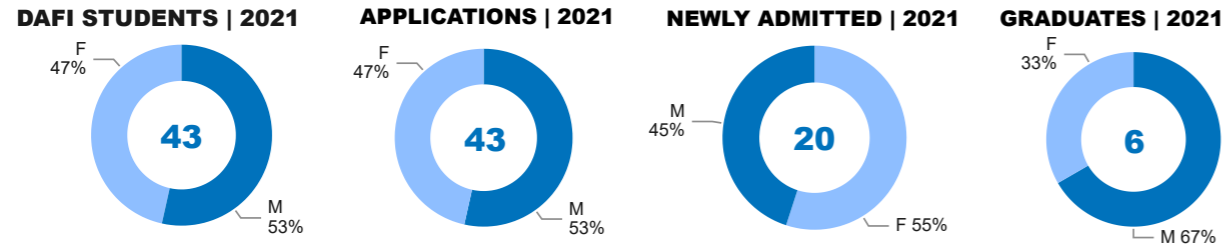
COUNTRY HIGHLIGHTS

DAFI scholars conducted information sessions about COVID-19 prevention and mitigation measures at Kouankan II refugee camp. The DAFI Club organised sports activities bringing together refugee and host populations in Conakry and Nzérékoré. Meetings organised with DAFI students and the supervisors of public and private academic and professional institutions made it possible to meet programmatic goals, primarily the timely payment of allowances and tuition, ensuring that scholarship students were able to attend classes alongside their Guinean peers in universities and vocational schools in the national education system.

India

India is not party to the 1951 Convention and 1967 Protocol

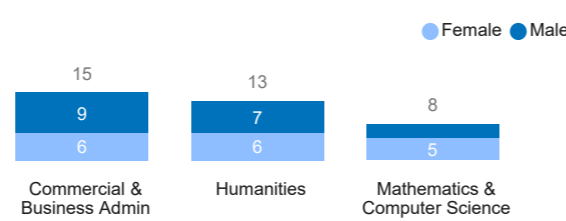
Bosco Organisation for Social Concern and Operation (BOSCO)



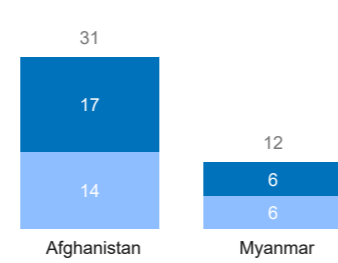
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have the right to access basic services such as healthcare, primary education and legal services.

ACCESS TO TERTIARY EDUCATION

Refugees and asylum seekers do not have the same conditions as nationals and are required to pay foreign student tuition and registration fees to access university.

ACCESS TO EMPLOYMENT

Refugees do not have the legal right to work. Many refugees are employed in the informal market.

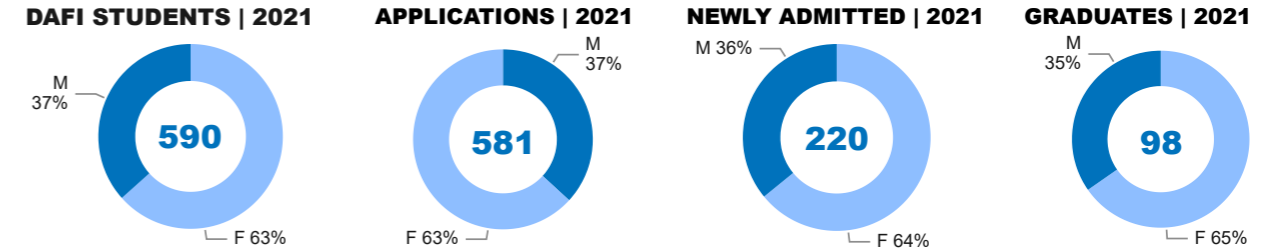
COUNTRY HIGHLIGHTS

As a result of the economic pressures resulting from the pandemic, some DAFI scholars expressed interest in applying for jobs to offset the family financial burden. Orientation sessions on job types, workplace ethics and CV development were conducted, and scholars were referred to a job placement team. DAFI alumni who lost jobs due to the pandemic were also connected with the job placement team. DAFI club activities and opportunities included sessions to address the acute impacts of the pandemic such as physical, mental and emotional well-being; COVID-19 awareness, preparation and recovery; self-wellness and coping strategies; and gender-based violence. Sensitisation and awareness-raising discussions were held with community groups, women's organisations, training teams and community leaders to encourage girls and women to complete their secondary education and pursue the DAFI and other tertiary education opportunities.

Islamic Republic of Iran

Islamic Republic of Iran is party to the 1951 Convention and 1967 Protocol

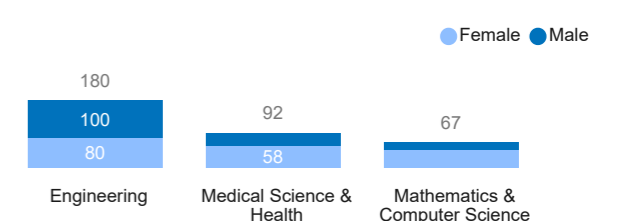
Direct implementation by UNHCR



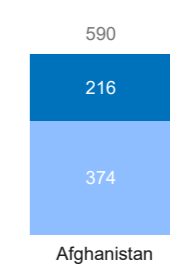
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Basic education is accessible for all refugees.

ACCESS TO TERTIARY EDUCATION

In order for refugees to study in higher education they must give up their Amayesh (temporary stay) status, apply for a student visa and are required to return to their country of origin upon completion of their studies. Refugees may not enrol in specific fields of study, such as aerospace and nuclear engineering. Refugees studying in public universities are charged 80% of the tuition that nationals pay (calculated based on what nationals pay for evening classes).

ACCESS TO EMPLOYMENT

Refugees are authorized to work in low-skilled employment when in possession of a work permit.

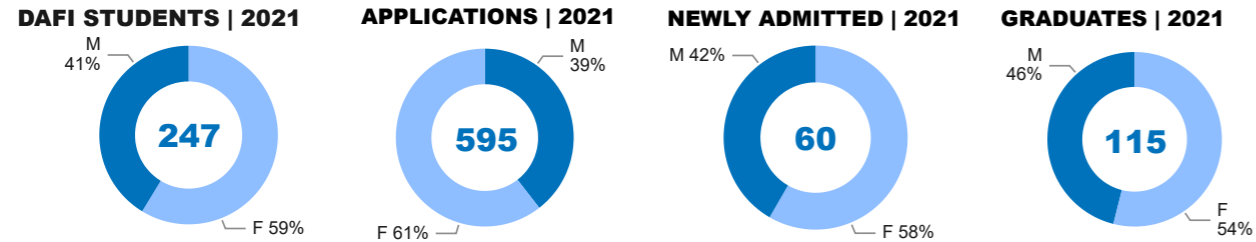
COUNTRY HIGHLIGHTS

The programme is implemented by a partner organisation in close collaboration with UNHCR and the Bureau of Aliens and Foreign Immigrants Affairs (BAFIA). Throughout the pandemic classes were largely delivered remotely. Responding to the fact that many students did not have access to smartphones or other equipment to allow them to attend classes, laptops were issued to the 45 top performing students, with the intention to expand distribution in the future based on availability of funds. The DAFI partner maintained a student hotline, through which DAFI scholars may obtain information, give feedback and lodge complaints and questions about the programme. There are no DAFI club, university visits or alumni network as part of the programme.

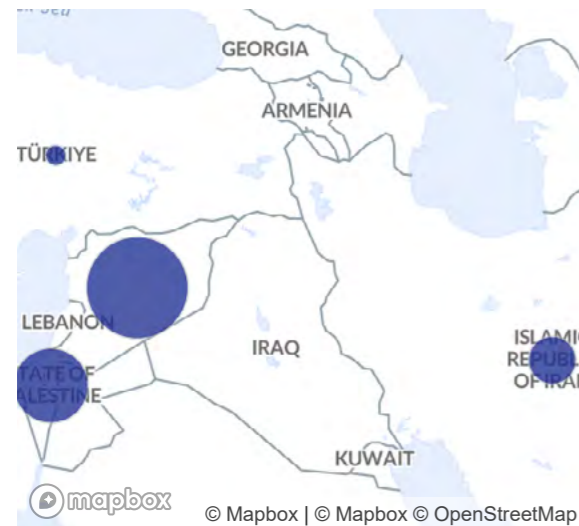
Iraq

Iraq is not party to the 1951 Convention and 1967 Protocol

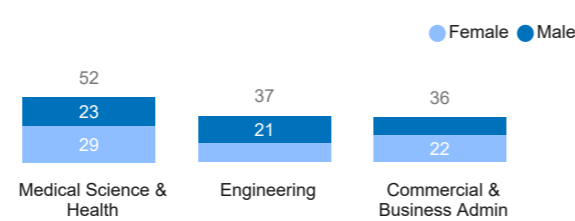
Direct implementation by UNHCR



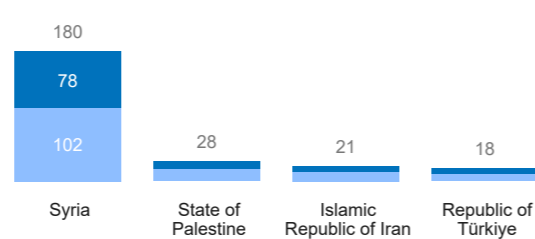
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have free access to primary and secondary education.

ACCESS TO TERTIARY EDUCATION

Refugees are permitted to study in public universities but are required to pay international students fees. In KRI (Kurdish region of Iraq) the federal Ministry of Higher Education (MoHE) and the KRI MoHE have reduced higher education tuition fees for refugees.

ACCESS TO EMPLOYMENT

Refugees have access to the labour market, however, competition for limited jobs among many skilled candidates in an unstable labour market results in limited employment opportunities.

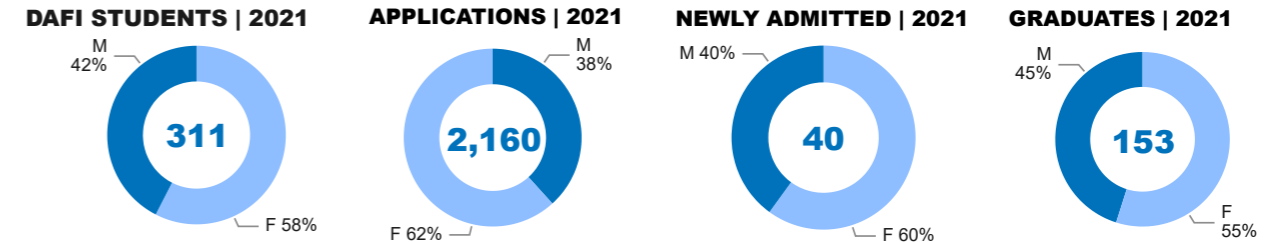
COUNTRY HIGHLIGHTS

Memorandum of Understanding (MoU) were signed with the MoHE of the Kurdish Region of Iraq and Duhok University. Through the MoU with Duhok University, the university will cover tuition fees for those DAFI scholars whose studies span more than four years. UNHCR, in collaboration with UNESCO, continued to advocate with the MoHE and Ministry of Education to pilot the UNESCO Qualifications Passport (UQP) in Iraq, with the goal of eliminating certification barriers and increasing refugee access to tertiary education. During the launch period for 2021 DAFI programme applications, 11 in-person information sessions reaching 296 participants were organised to share details about scholarship eligibility criteria. Current DAFI scholars as well as alumni spoke about their experiences participating in DAFI. Five DAFI alumni in Erbil who studied in fields related to healthcare, psychology and sociology participated in a 15-day Mental Health and Psycho-social Support (MHPSS) training organised by a partner organisation.

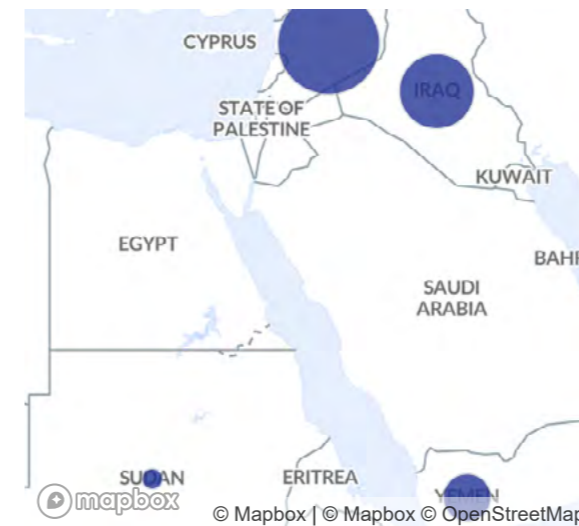
Jordan

Jordan is party to the 1951 Convention and 1967 Protocol

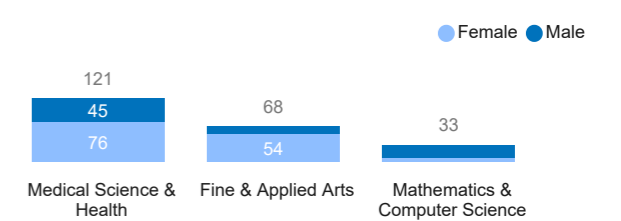
Noor-Al Hussein Foundation



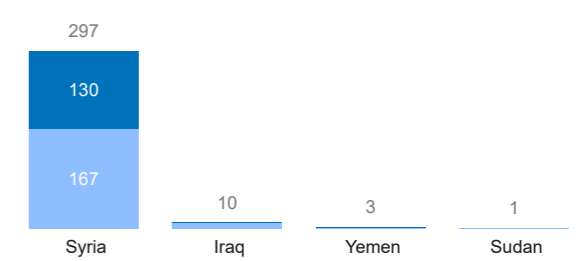
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

In Jordan only Syrian refugee children can access national public schools.

ACCESS TO TERTIARY EDUCATION

Syrian refugees must present a MOL (services card), whilst Non-Syrian refugees need to present a valid passport and a secondary school certificate to access higher education. All refugees pay international student tuition fees.

ACCESS TO EMPLOYMENT

Refugees have limited access to the labour market including in agriculture, construction, manufacturing, and service sectors.

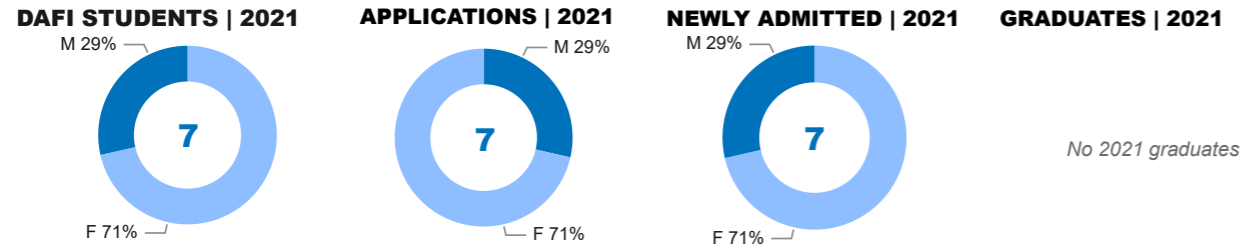
COUNTRY HIGHLIGHTS

The DAFI programme provided periodic training courses, career counselling and individual counselling to support transition to employment. As a result, more than half of DAFI alumni obtained jobs both in Jordan and abroad. The 2021 Jordan alumni survey found that 57% of alumni respondents are working and 33% are working in jobs related to their studies. The implementing partner organisation provided motivational sessions, essential soft-skills and CV writing courses as well as advanced training on AI, VR and AR to DAFI students. 26 students engaged in education, healthcare and social service volunteering in support of both refugee and host communities. 13 scholars and alumni served as mentors in the Learning Service Support (LSS) programme, which is designed to enhance online learning uptake and teaching support in secondary school classrooms.

Kazakhstan

Kazakhstan is party to the 1951 Convention and 1967 Protocol

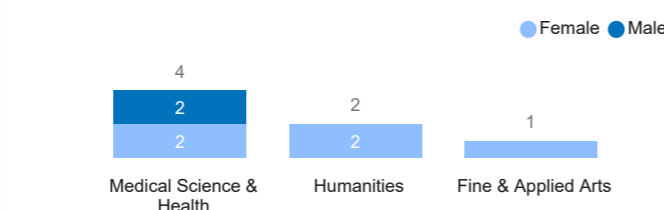
Direct implementation by UNHCR



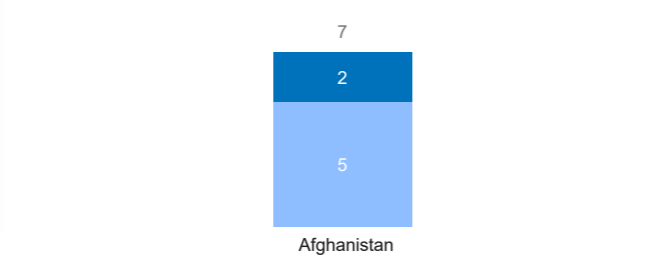
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Primary and secondary education is mandatory for all children, including refugees.

ACCESS TO TERTIARY EDUCATION

All refugees have access to public and private tertiary education in Kazakhstan. However, tuition fees vary depending on the policy of individual higher education institutions.

ACCESS TO EMPLOYMENT

Refugees recognised by the government have access to the formal labour market, though refugees recognised only by UNHCR have limited access to the labour market because employers may be reluctant to hire refugees without government documentation.

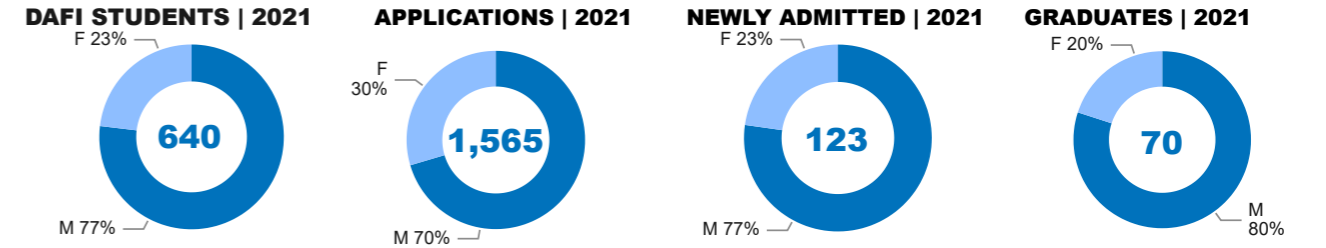
COUNTRY HIGHLIGHTS

The DAFI programme was launched in Kazakhstan in November 2021. Although significant DAFI milestones have yet to take place, refugees who have lived in Kazakhstan for extended periods often speak local languages and have completed secondary education locally. There is high enthusiasm among young people to apply for the DAFI programme, which is often the only opportunity for refugees to gain free access to higher education in Kazakhstan.

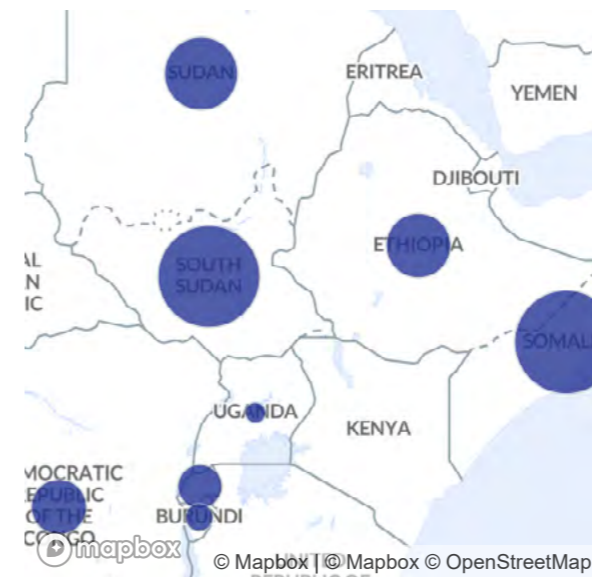
Kenya

Kenya is party to the 1951 Convention and 1967 Protocol

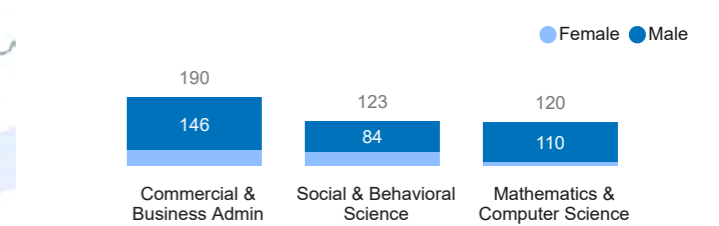
Windle International Kenya



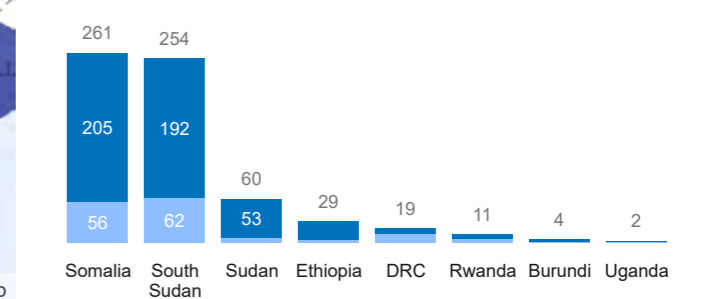
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugee students in basic education follow the Kenya curriculum, learn in the Kenyan languages of instruction and have access to the same school leaving certificates as Kenyan nationals. Refugees in Kenya also have the right to access government schools, but in practice a majority of refugee students attend camp schools due to the encampment policy. Camp schools are managed and financed by UNHCR and partners, and do not receive government support. Some academically high-performing students access government schools outside of the camps, with support from UNHCR and partners. In urban areas, refugee students attend government schools with nationals.

ACCESS TO TERTIARY EDUCATION

Refugees have access to tertiary education in Kenya. However, refugees are subject to full tuition and registration fees, without access to student financial support. Furthermore, some refugees pay as foreign students.

ACCESS TO EMPLOYMENT

Refugees have limited access to work permits, which is required to seek and gain formal employment.

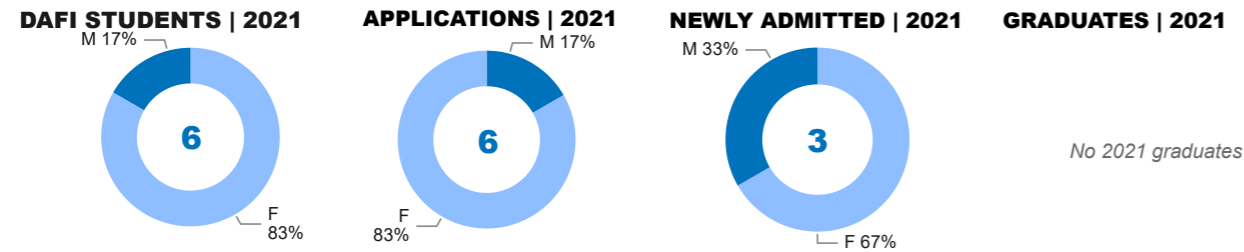
COUNTRY HIGHLIGHTS

The DAFI programme in Kenya supported 20 students with special needs (two women and 18 men), including students with visual impairments, hearing and speech difficulties and physical needs. Throughout the year, the DAFI partner collaborated with various partners (including DAAD, the African Economic Research Consortium (AERC), Columbia University Refugee Scholarship, Mastercard Foundation and Earth University Costa Rica) to expand access to Master's studies for DAFI graduates. Eight DAFI alumni who obtained scholarships for advanced study were invited to participate in the DAFI scholars' conference to speak about academic excellence and their academic trajectory. During the year, DAFI scholars undertook academic research and information systems projects, attachments, and voluntary work and sports activities in Dadaab, Kakuma and Nairobi, in schools, government hospitals, government and county offices, organizational offices, universities and private firms.

Kyrgyzstan

Kyrgyzstan is party to the 1951 Convention and 1967 Protocol

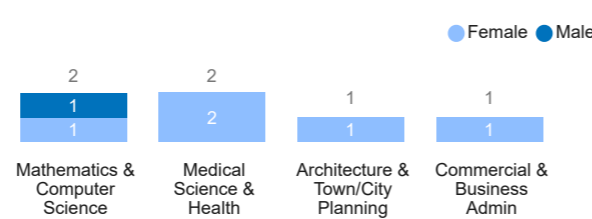
Direct implementation by UNHCR



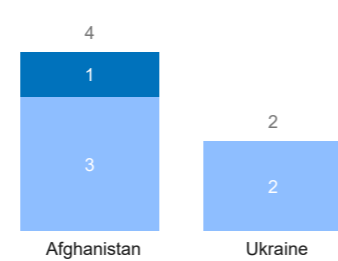
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education at all levels.

ACCESS TO TERTIARY EDUCATION

Recognised refugees have the same right to access tertiary education as nationals, but are often required to pay tuition and registration fees applied to foreign students.

ACCESS TO EMPLOYMENT

Refugees recognised by the government have access to the formal labour market. Refugees recognised under the UNHCR mandate have no legal status in Kyrgyzstan and consequently do not have access to formal employment.

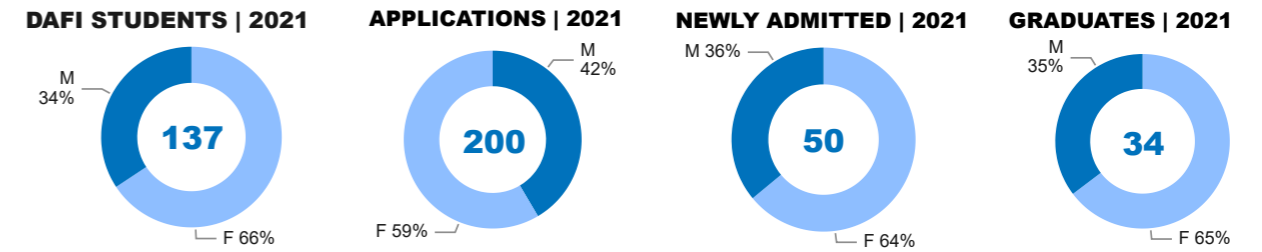
COUNTRY HIGHLIGHTS

As part of Kyrgyzstan's 2030 Youth Strategy, UNHCR engaged with and supported refugee youth, including DAFI students, through cooperation with the Sustainable Development Goal Youth Ambassadors. As part of this effort, UNHCR organised training for DAFI students and other refugee youth on cyber-confidentiality and security, and on strengthening the role of youth. DAFI students and refugee youth supported the visit of UNHCR Goodwill Ambassador Manizha to Kyrgyzstan as part of a global campaign against gender-based violence. For World Refugee Day, a UNHCR web-story highlighted a female DAFI scholar in Kyrgyzstan who dreams of becoming a doctor. Another female DAFI scholar completed a 2-month internship with the "Solve Climate by 2030" project introduced by Bard College. All six DAFI scholars in Kyrgyzstan completed an internship in 2021.

Lebanon

Lebanon is not party to the 1951 Convention and 1967 Protocol

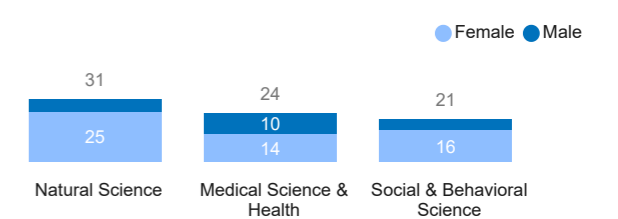
Semeurs D'Avenir (SDA)



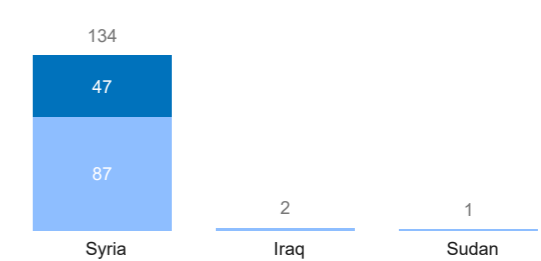
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

All refugee children have access to national basic education systems.

ACCESS TO TERTIARY EDUCATION

Palestinian refugees pay the same tuition fees as nationals. UNHCR works closely with the Ministry of Education and Higher Education (MEHE) to advocate for refugee students without residency permits to access public universities.

ACCESS TO EMPLOYMENT

Syrian refugees can access the labour market in the following sectors: construction, agriculture and environmental services. Other domains require sponsorship and specialised documentation.

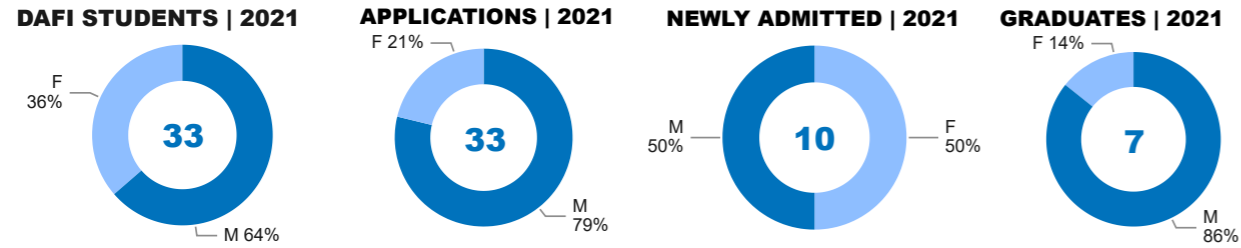
COUNTRY HIGHLIGHTS

200 short-listed DAFI applicants were enrolled in a bridge programme designed by Kiron for DAFI applicants. The three-week programme provided participants with English language and digital skills courses. DAFI students engaged in education, healthcare awareness and volunteer activities to support both refugees and host communities. DAFI scholars in the final year of their studies attended an information session with Talent Beyond Borders (TBB), an organization that works to unlock skilled migration pathways for refugees. TBB introduced DAFI scholars to the job search process, helped participants navigate the TBB platform and helped participants complete their candidate profile. Economic inflation and the rising cost of living posed significant challenges to tertiary students throughout the year. The situation was monitored by the Higher Education in Emergencies roundtable, monthly meetings with students and a focus group discussion with Lebanese and refugee students benefiting from DAFI and the HOPES-LFB scholarships.

Liberia

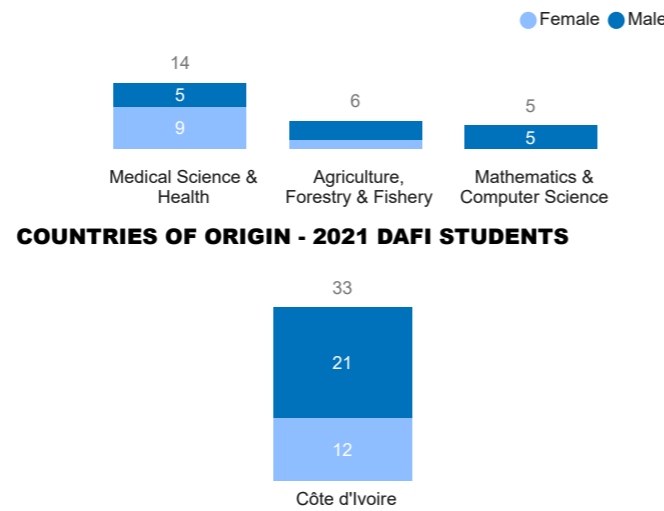
Liberia is party to the 1951 Convention and 1967 Protocol

Direct implementation by UNHCR



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS

CÔTE D'IVOIRE



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ACCESS TO BASIC EDUCATION

Refugees have access to public education and are exempted from international fees for primary and secondary education.

ACCESS TO TERTIARY EDUCATION

Refugees pay the same tuition fees as nationals to access higher education.

ACCESS TO EMPLOYMENT

Refugees may obtain a work permit if they secure an offer of employment in the formal sector.

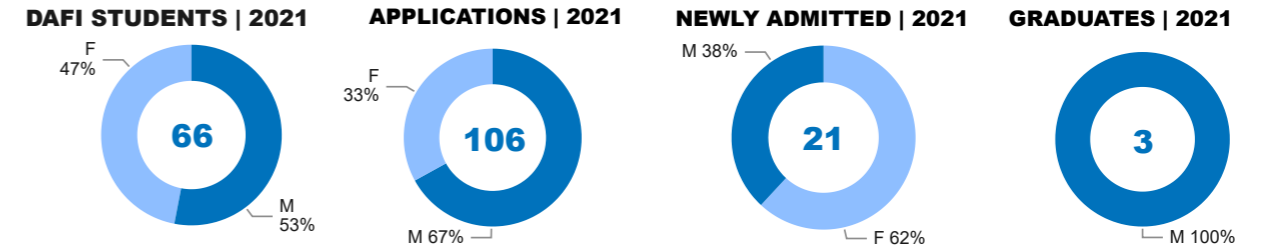
COUNTRY HIGHLIGHTS

In 2021, seven DAFI students graduated (one woman and six men) and five DAFI alumni completed internships with UNHCR. Furthermore, five DAFI students enrolled in online learning programmes organised by UNHCR HQ, and received certification. The DAFI Club also organised computer training for students and teachers at Bahn Highschool.

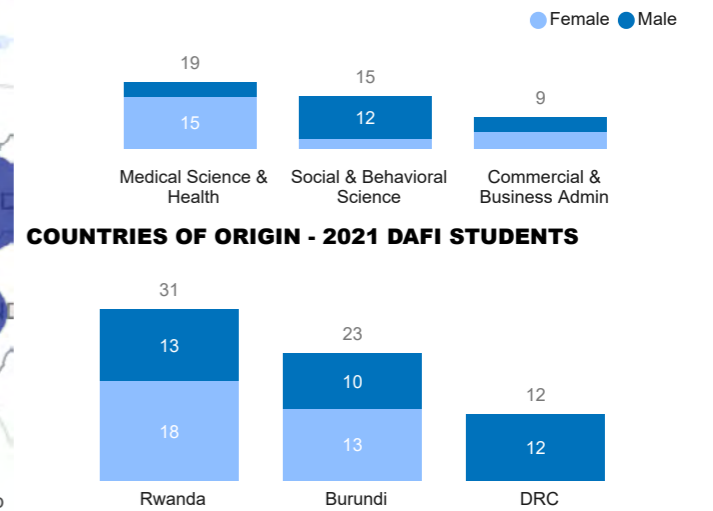
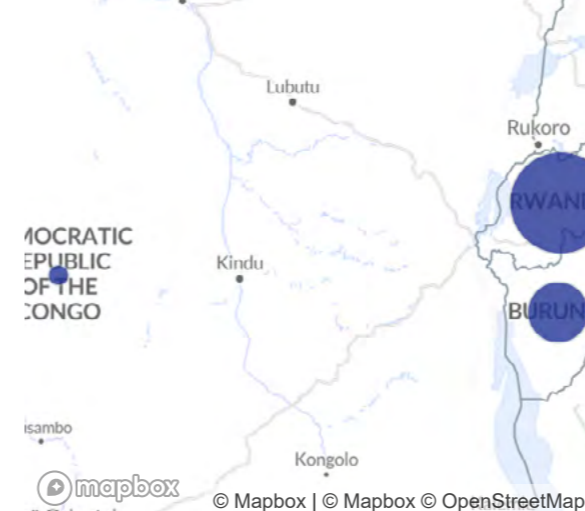
Malawi

Malawi is party to the 1951 Convention and 1967 Protocol

Jesuit Refugee Service (JRS)



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Malawi has an encampment policy which restricts refugees from enjoying certain rights including limited access to education and employment.

ACCESS TO TERTIARY EDUCATION

Refugees pay the same tuition fees as nationals to access higher education.

ACCESS TO EMPLOYMENT

Refugees are treated as foreigners and need a Temporary Employment Permit (TEP) to work in Malawi. However, for high demand professions, such as medical personnel, some refugees have found employment in public health facilities.

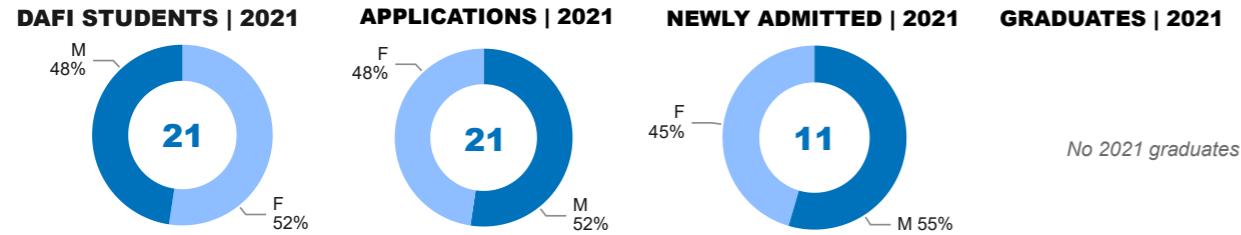
COUNTRY HIGHLIGHTS

DAFI women scholars led career guidance sessions at the Dzaleka Community Day Secondary school, providing students with information about the DAFI programme and application process, and emphasising the importance of staying in school, with a particular focus on young women. Prospective applicants received dedicated application support. The National Council of Higher Education (NCHE) also conducted awareness sessions at Dzaleka Secondary Day school to provide information on the process of application and selection into public universities. DAFI students participated in professional attachments, as required by their individual degree programmes, including in hospitals, non-governmental organisations, and the Ministry of Labour. Memorandum of Understanding (MoU) were signed with UNICAF University and DMI-St. John the Baptist University, Lilongwe Campus. Three students participated in a six-months global online training in "Youth Leadership, Advocacy and Public Speaking".

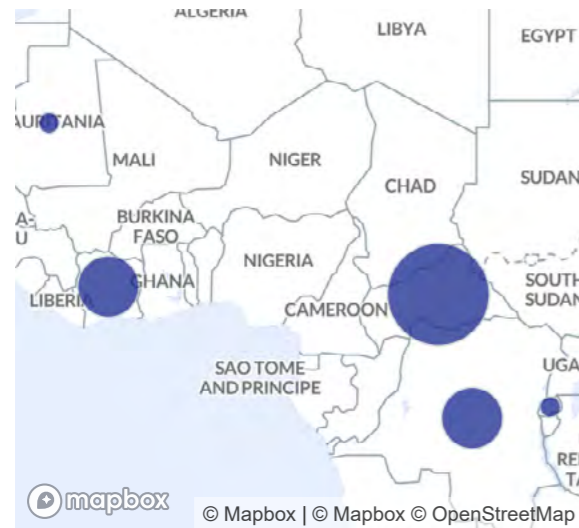
Mali

Mali is party to the 1951 Convention and 1967 Protocol

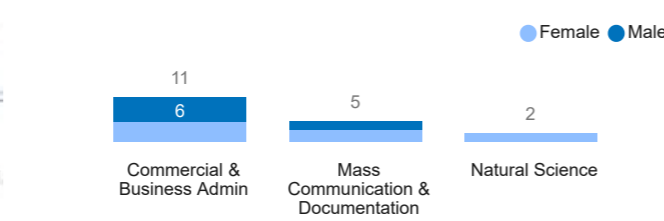
Association Malienne pour la Solidarité et le Développement (AMSODE)



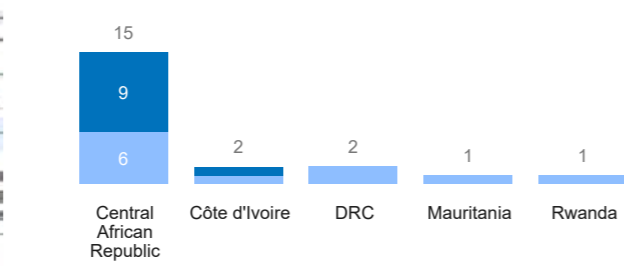
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees access the health system, labour market, social security and education under the same conditions as nationals.

ACCESS TO TERTIARY EDUCATION

Refugees in public universities are subject to the same conditions as nationals.

ACCESS TO EMPLOYMENT

Refugees receive the same treatment as nationals with regard to participating in the labour market.

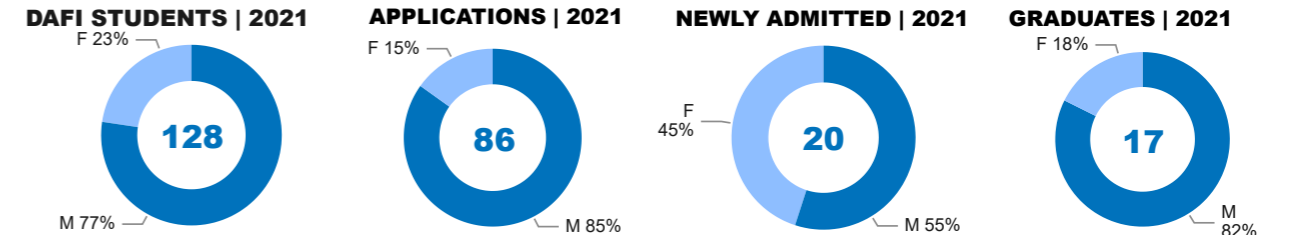
COUNTRY HIGHLIGHTS

The DAFI Club organised support classes for refugee students completing secondary school end-of-year exams required to proceed to university. This activity was associated with an 80% Baccalaureate pass rate by refugee students, exceeding the nation-wide pass rate of 39%. Partnerships were established with two NGOs, allowing nine DAFI scholars (five women, four men) to complete internships with the organizations. Job readiness and application training helped nearly one dozen DAFI participants prepare to seek employment and four 2021 DAFI graduates (three women, one man) obtained employment with various private-sector organisations. Ongoing collaboration with the Agency for the Promotion of Youth Employment and the National Employment Agency will continue to strengthen livelihoods support for DAFI graduates.

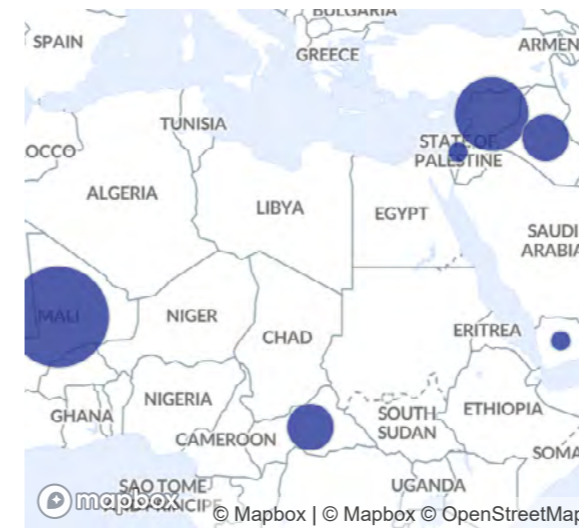
Mauritania

Mauritania is party to the 1951 Convention and 1967 Protocol

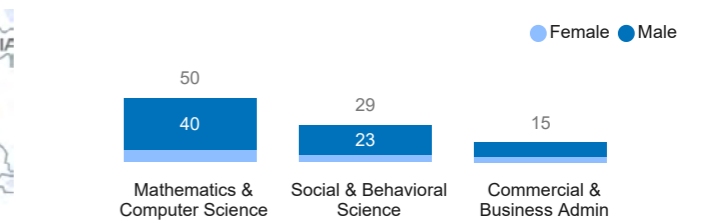
ONG ACTIONS



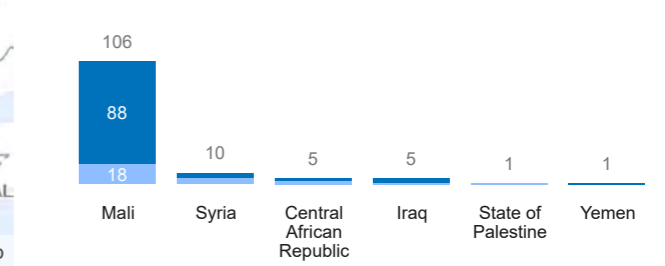
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugee children may access basic education though UNHCR pays school fees to facilitate their participation in public schools.

ACCESS TO TERTIARY EDUCATION

Refugees pay the same tuition fees as nationals in all universities - public universities are free of charge and higher fees apply for medical studies or private universities.

ACCESS TO EMPLOYMENT

The legislative framework does not make it favourable for enterprises to employ refugees, but refugees with medical and technical qualifications generally have easier access to employment due to high demand in both the private and public sectors.

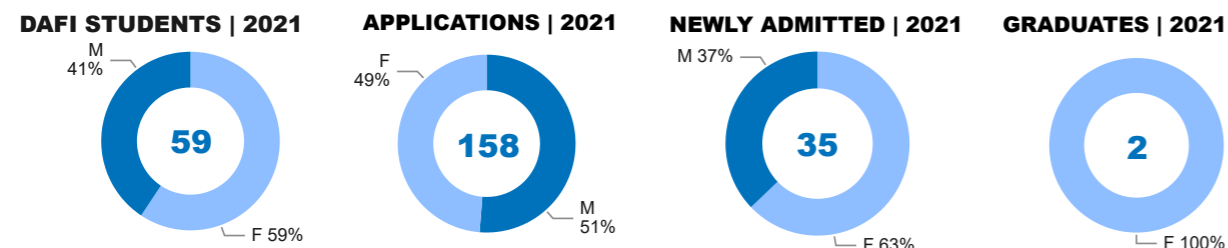
COUNTRY HIGHLIGHTS

To facilitate distance learning in the context of COVID-19 protection measures, UNHCR provided 60 students with portable Wi-Fi devices and internet subscriptions. 98 DAFI scholars participated in a computer science training course. 16 students, primarily those studying medicine, computer science and other sciences, completed internships. DAFI students led community engagement initiatives in M'Berra refugee camp to raise awareness about the importance of girls' education and retention, participating in socio-economic household surveys, leading support courses for students struggling in their studies and the importance of compliance with COVID-19 prevention measures.

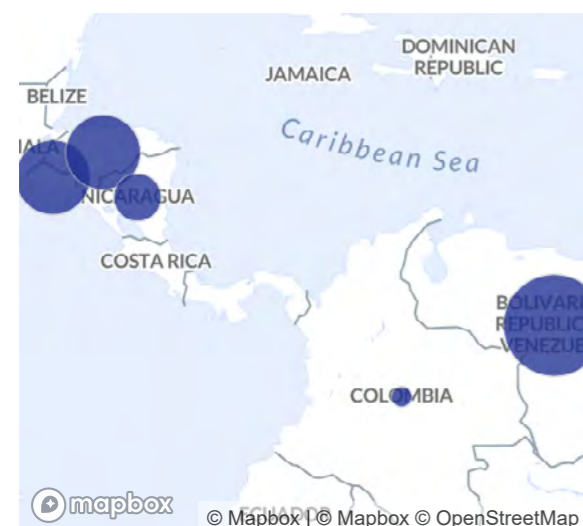
Mexico

Mexico is party to the 1951 Convention and 1967 Protocol

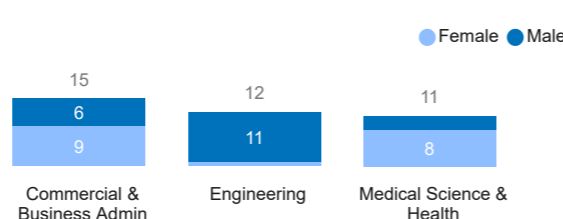
Direct implementation by UNHCR



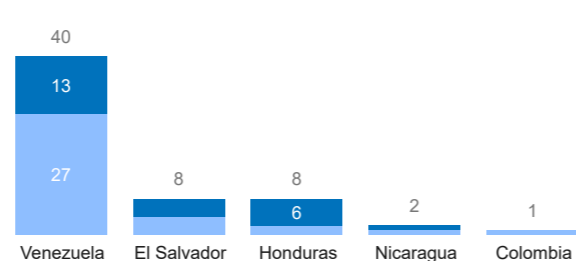
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

The Mexican Constitution protects the right to education for all within its territory.

ACCESS TO TERTIARY EDUCATION

Mexico provides access for refugees to tertiary education through public universities though some public universities charge higher fees to foreign students, including refugees.

ACCESS TO EMPLOYMENT

All refugees have the legal status, through a permanent residency permit, that allows them to exercise their right to work.

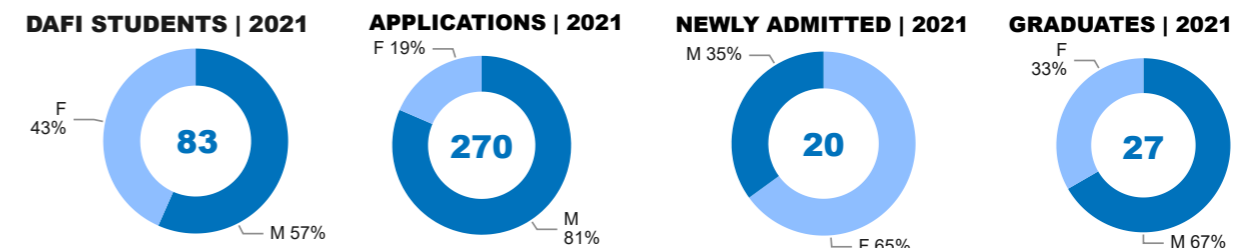
COUNTRY HIGHLIGHTS

Throughout 2021, DAFI students attended several virtual information sessions on sexual health and reproductive education, as well as financial education. DAFI students also participated and engaged in global initiatives, specifically addressing attendees at the High-Level Officials Meeting mid-term convening for the Global Compact on Refugees and participating in a delegation at the RewirEd Summit in Dubai. The DAFI programme was presented at an inter-institutional roundtable on higher education led by the Ministry of Public Education (MoE) to develop the Comprehensive Refugee Response Framework (CRRF). The MoE pledged to further promote the inclusion of refugees in future public tertiary education programmes. Virtual bilateral meetings were also held with higher education institutions to promote access to tertiary education for refugees.

Morocco

Morocco is party to the 1951 Convention and 1967 Protocol

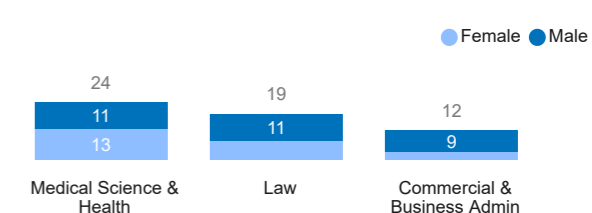
Fondation Orient Occident



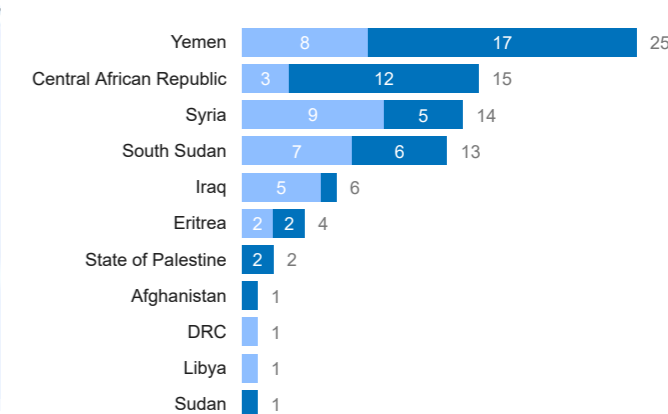
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

In Morocco, refugees and asylum-seekers are included in compulsory primary and secondary education within the public-school system regardless of their administrative status.

ACCESS TO TERTIARY EDUCATION

Refugee students who have the Moroccan 'Baccalaureat certificate' have access to the Moroccan tertiary education system in public universities on the same terms as Morocco nationals, free of charge.

ACCESS TO EMPLOYMENT

Access to the labour market is subject to obtaining a residence card through the Office for Refugees and Stateless Persons.

COUNTRY HIGHLIGHTS

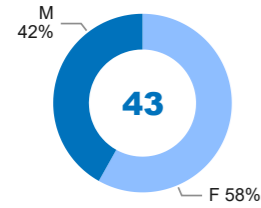
Throughout 2021, DAFI Scholars engaged in a host of global awareness-raising and advocacy events, including the International Day of Education, World Women's Day, World Autism Day, World Refugee Day and the International Day for Tolerance. At these events, students led workshops, trainings, dialogues and debates on inclusive education and cohesion between refugee and host communities. Fondation Orient-Occident, in collaboration with Association Marocaine d'Appui à la Promotion de la Petite Entreprise and UNHCR, organised training workshops on employability and entrepreneurship for DAFI students and other refugees settled in Morocco; objectives included preparation for integration and employment after graduation. In partnership with Vivre Ensemble, DAFI scholars organised eight awareness-raising workshops in French schools, neighbourhoods and institutions to raise awareness about the right of asylum, the situation of refugees in Morocco and ways of living together.

Mozambique

Mozambique is party to the 1951 Convention and 1967 Protocol

Direct implementation by UNHCR

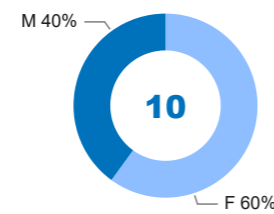
DAFI STUDENTS | 2021



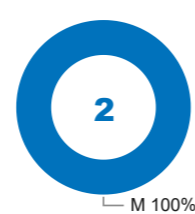
APPLICATIONS | 2021

No application intake in 2021

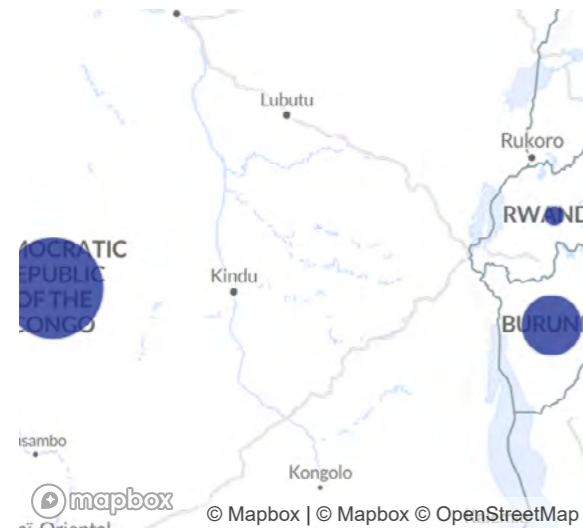
NEWLY ADMITTED | 2021



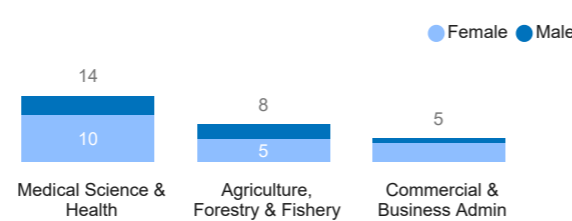
GRADUATES | 2021



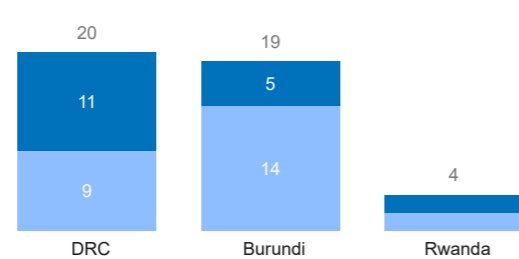
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to the national education system and freedom of movement.

ACCESS TO TERTIARY EDUCATION

All refugees in all higher education institutions pay the same fees as nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work subject to obtaining a 'right to work permit' issued by the government for presentation to the prospective employer.

COUNTRY HIGHLIGHTS

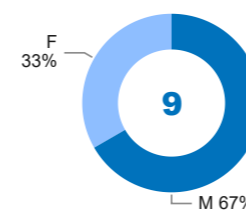
Throughout 2021, DAFI students led a number of community-based initiatives. Notably, women make up nearly 60% of DAFI scholars in Mozambique and are particularly engaged in spreading community awareness around health and well-being. One female student worked in Maratane Refugee camp on a project to provide sewing machines to refugee women who did not have electricity at home. DAFI students also engaged in community-based support and information dissemination in Nampula's Natikiti neighbourhood, on responding to and preventing COVID-19. Furthermore, DAFI students contributed to community service under a project - Nós também somos Cabo Delgado - aimed at supporting internally displaced persons from Cabo Delgado. This included providing school supplies and other much needed materials to children. Finally, the country operation conducted community sensitisation on women empowerment as well as sanitation and hygiene in Iha de Moçambique (Island of Mozambique).

Namibia

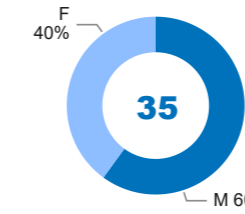
Namibia is party to the 1951 Convention and 1967 Protocol

Society For Family Health (SFH)

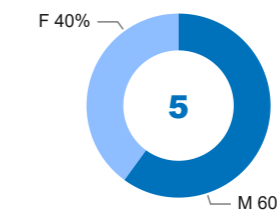
DAFI STUDENTS | 2021



APPLICATIONS | 2021

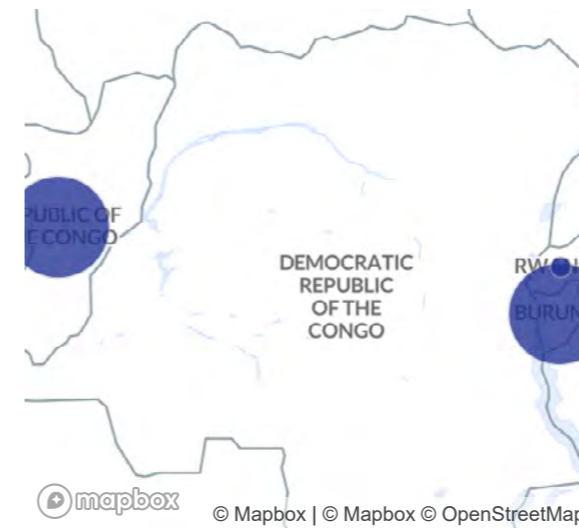


NEWLY ADMITTED | 2021

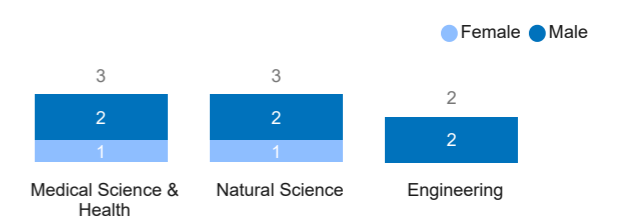


No 2021 graduates

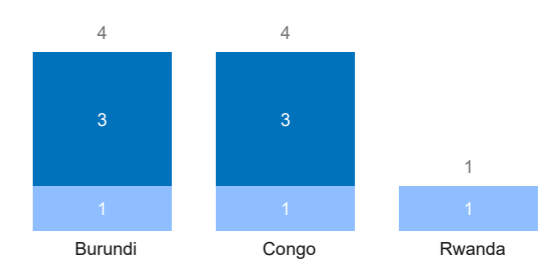
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugee children have access to primary and secondary education in designated camps.

ACCESS TO TERTIARY EDUCATION

All refugees in all higher education institutions pay the same fees as nationals, but refugees have to acquire a movement permit to leave the camp to access higher education institutions.

ACCESS TO EMPLOYMENT

Refugees have the right to work on same terms as nationals, upon receiving a work permit, which in practice, are only occasionally granted to refugees.

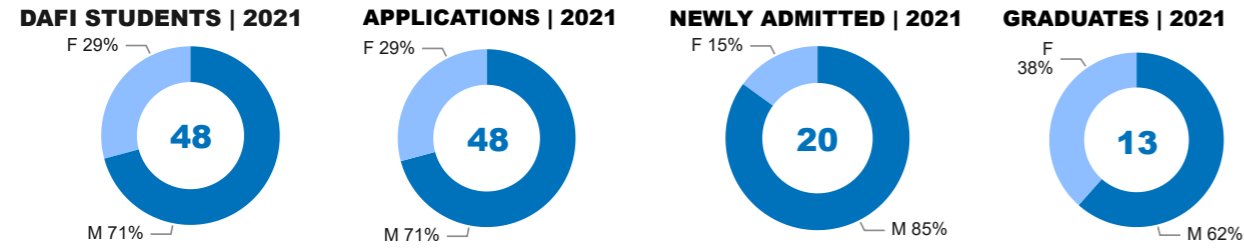
COUNTRY HIGHLIGHTS

The Society for Family Health (SFH) connected current DAFI scholars with alumni, who shared their experiences as DAFI scholars. DAFI alumni encouraged current students to persevere and continue their studies. Furthermore, alumni shared information and best practices on access books via libraries and on forming study groups. Current DAFI students attended a luncheon at the German embassy, during which they met with various representatives and stakeholders, who shared information with students about employment opportunities, internships, post-graduate scholarships, trainings and workshop opportunities to develop leadership and public speaking abilities. Finally, the DAFI Education Officer from SFH visited two secondary schools - Osire Secondary school and Paresis Secondary school - to encourage secondary school students to continue to focus on their studies and to share information about the DAFI scholarship programme.

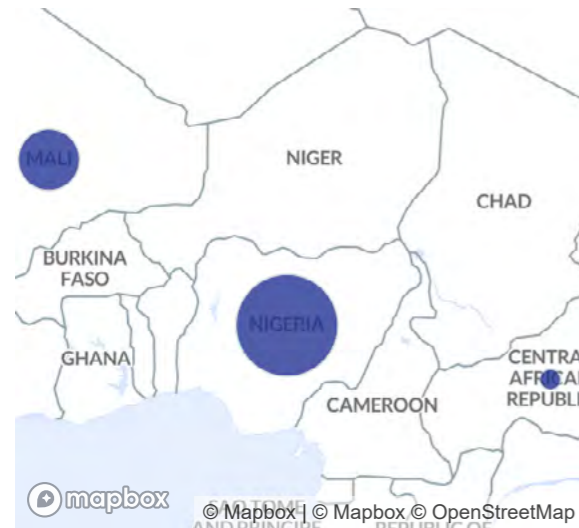
Niger

Niger is party to the 1951 Convention and 1967 Protocol

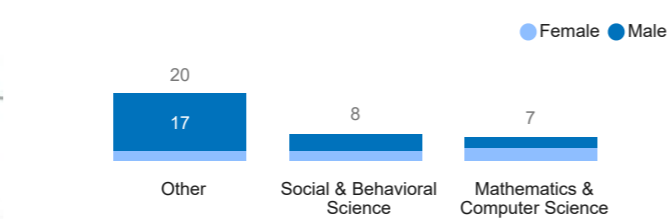
Le Comité International pour l'Aide d'Urgence et le Développement (CIAUD)



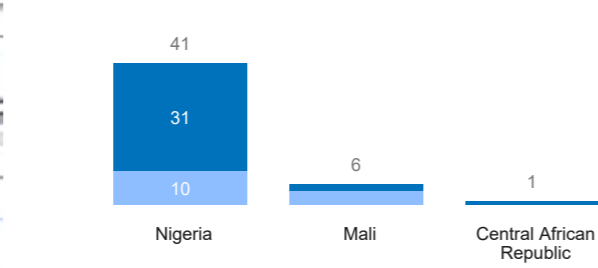
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees enjoy the same access to education as nationals, as well as other social services.

ACCESS TO TERTIARY EDUCATION

Refugee youth may be admitted to higher education under the same conditions as nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

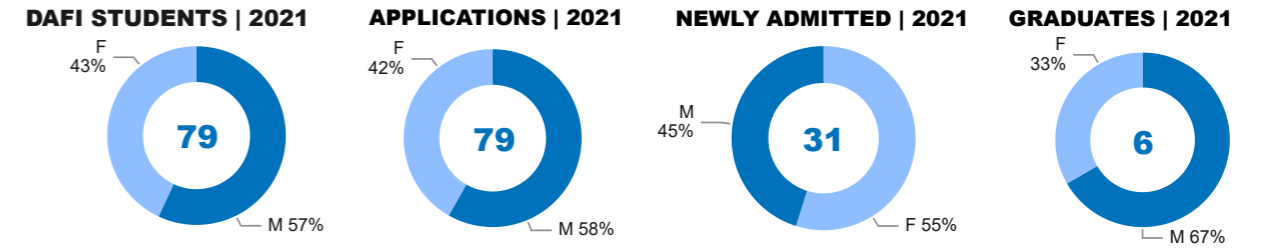
COUNTRY HIGHLIGHTS

When selection for 2021 scholars began, joint discussions were held with the heads of Niger's public universities to develop French language immersion programmes to support scholarship recipients who completed their secondary education in an English-language curriculum. An awareness-raising campaign among universities resulted in the signing of the DAFI student hosting agreement at Zinder University. DAFI students and alumni in Niamey and Maradi participated in capacity-building activities focused on computer science, language training, job search techniques and entrepreneurship. The advocacy and exchange workshop, sponsored by the Minister of Higher Education and Research, remains one of the flagship activities of DAFI Niger that mobilises resources and support for refugees pursuing higher education. In 2021, this initiative generated new higher education opportunities for refugees, scholarship commitments and practical internship engagements.

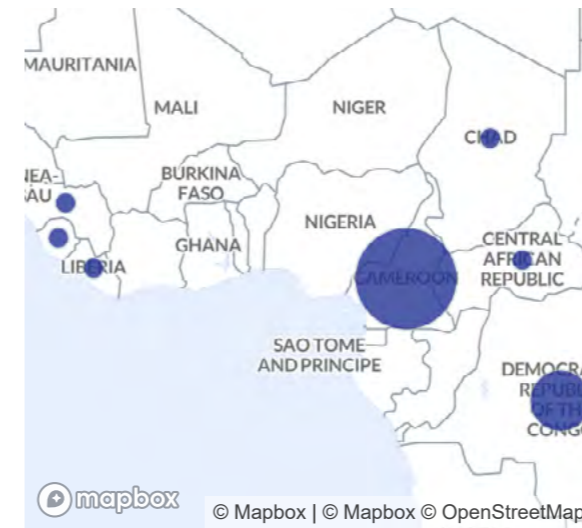
Nigeria

Nigeria is party to the 1951 Convention and 1967 Protocol

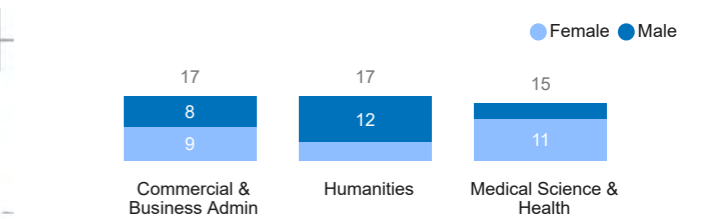
Justice, Peace and Development Commission



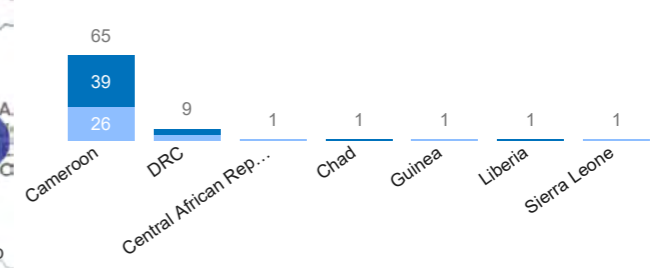
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees are subject to the same conditions as nationals in accessing primary and secondary education.

ACCESS TO TERTIARY EDUCATION

Refugees are subject to the same conditions as nationals in accessing higher education, in terms of fees and other services.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

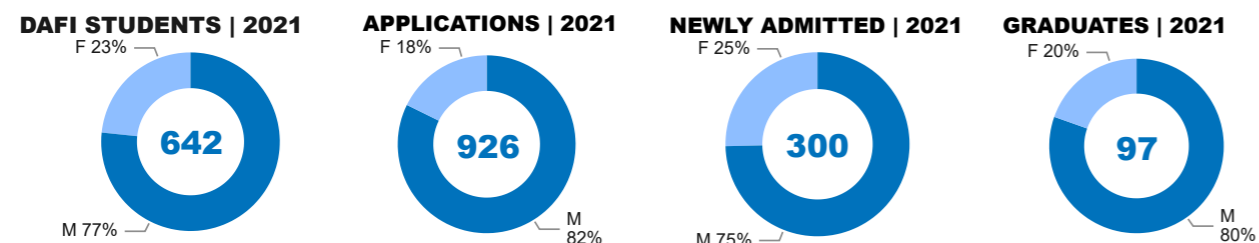
COUNTRY HIGHLIGHTS

The programme continued to focus on gender parity and successfully increased the number and proportion of female DAFI scholars - over half of newly enrolled DAFI scholars were female (17 women and 14 men). The country operation established a strong relationship with the Cross River State Ministry of Education and the Cross River University of Technology. Cross River State hosts a significant number of Cameroonian refugees. Representatives from each institution were included as members of the DAFI scholar interview and selection panel. The DAFI workshop was held in May 2021 in Abuja and was attended by 44 students. The workshop agenda included presentations on how to speak about concerns of drug abuse, managing emotional challenges and concerns around the economic conditions in Nigeria. Six students graduated from DAFI Nigeria in 2021 (five university students and one TVET student). All six have been incorporated as members of the DAFI Alumni Club.

Pakistan

Pakistan is not party to the 1951 Convention and 1967 Protocol

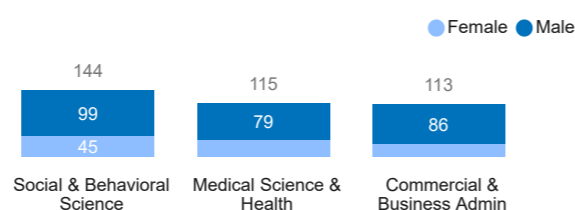
Inspire Pakistan



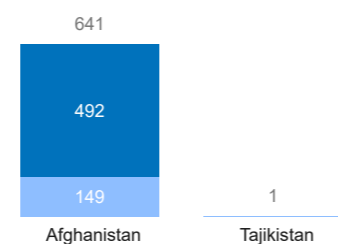
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

All children aged 5-16 years are eligible to access education in Pakistan.

ACCESS TO TERTIARY EDUCATION

Refugee youth are requested to present a valid passport and visa to be able to obtain admission to start or continue studying in higher education institutions. Public sector universities have reserved quota seats for refugee students.

ACCESS TO EMPLOYMENT

Refugees do not have the right to work in the formal labour market.

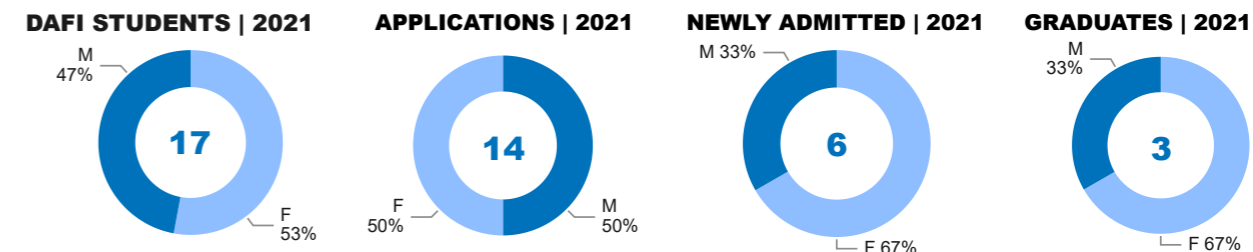
COUNTRY HIGHLIGHTS

New DAFI clubs were established in several cities to expand access to DAFI club activities, networks and opportunities. Comprehensive advocacy and outreach were conducted to improve female participation from remote areas not previously targeted for recruitment. The portion of young women in the programme rose from 19% to 24% by the end of the year. 117 private, semi-public and public institutions of higher education were contacted for verification of student status throughout the year. Pandemic-related closures as well as the closure of some institutions due to political unrest in Baluchistan complicated the verification process. To address these limitations, students were requested to submit electronic transcripts and proof of enrolment in order to ensure timely distribution of allowances.

Russian Federation

Russian Federation is party to the 1951 Convention and 1967 Protocol

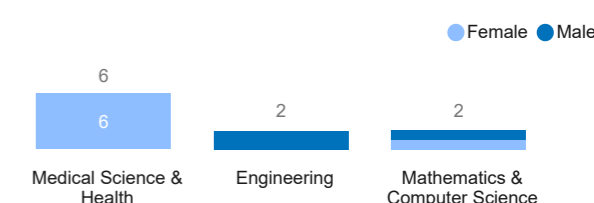
Direct implementation by UNHCR



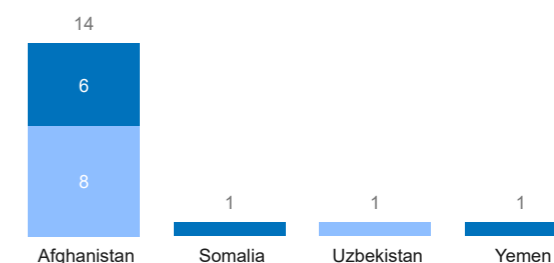
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education in the national education system under same conditions as nationals. However, the number of free-of-charge slots is minimal, even for local students. Most students have to pay for their higher education. Given the high cost of tuition fees and the difficult economic situation faced by many refugee families, the DAFI programme remains the only source of support for many.

ACCESS TO TERTIARY EDUCATION

Limited free places financed by the state are awarded to nationals and refugees on a competitive basis, for admission to public higher education institutions. As a result, most students (nationals and refugees) must pay for tertiary education.

ACCESS TO EMPLOYMENT

Foreign students, including refugees, have the right to study and work without special permission. At the same time, refugees often report difficulties finding employment due to the reluctance of employers to hire foreigners as well as a lack of citizenship.

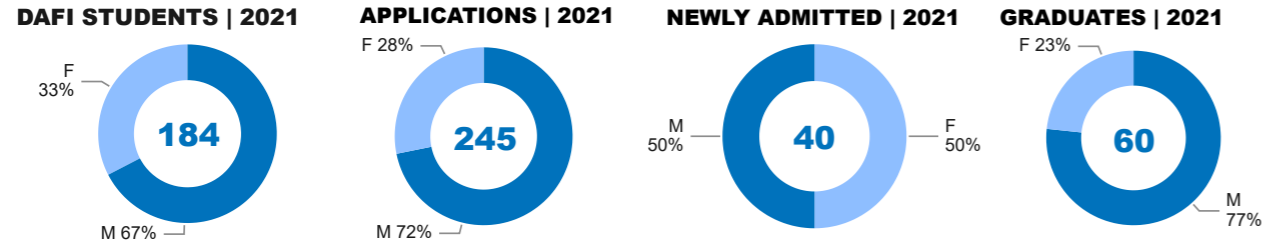
COUNTRY HIGHLIGHTS

Pandemic-related restrictions and the switch to teleworking negatively impacted the well-being of many refugees, given the wide engagement in sales and construction fields. When school and university education was transferred to online formats, many refugee students faced problems with their studies due to lack of necessary equipment; several DAFI students were provided with computers to ensure continuation of studies. 15 youth, including two DAFI scholars, attended a social media management course which delivered training to manage and produce social media content, develop a personal brand and blog content, build storytelling skills, identify employment opportunities and generate income from content creation. Finally, a female DAFI graduate from Afghanistan secured a job as a primary care doctor.

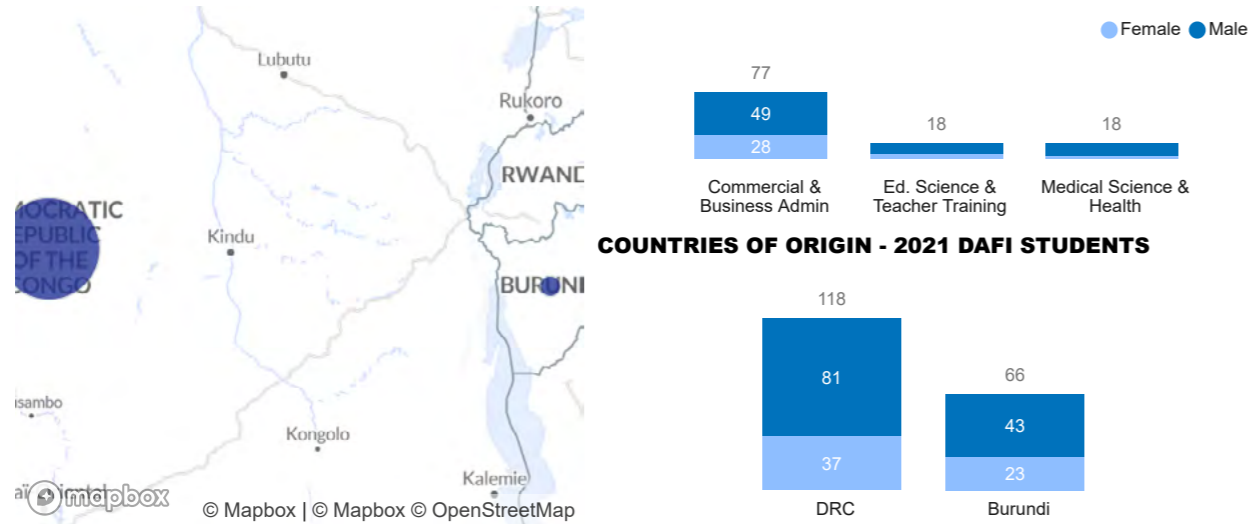
Rwanda

Rwanda is party to the 1951 Convention and 1967 Protocol

Adventist Development and Relief Agency (ADRA)



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees in Rwanda have access to national systems and services, including education where primary and lower secondary education are free and compulsory.

ACCESS TO TERTIARY EDUCATION

All refugees pay the same fees as national students for tertiary education; have access to entrance examinations; recognition or equivalency of previous education credits and certificates; and have access to the same student services and resources as national students.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

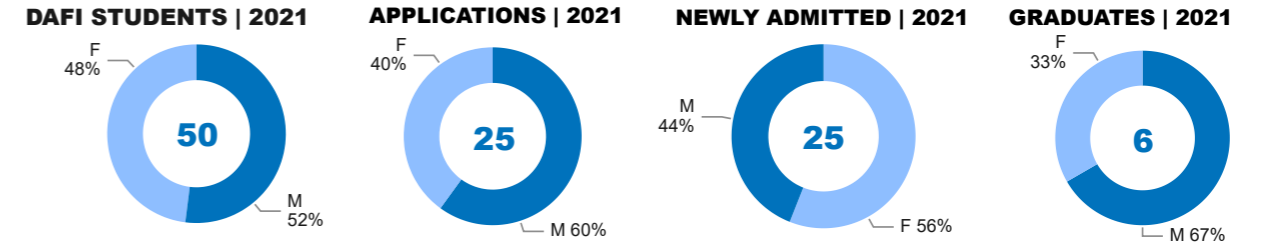
COUNTRY HIGHLIGHTS

The DAFI programme is one of a number of higher education programmes for refugee youth in the country. DAFI students volunteered in various community services, including Engineers 4 Humanity Consultancy (EHC) which is a vocational training programme promoting project management skills. A DAFI graduate started a bakery that uses locally available products and currently has three employees. Another DAFI alumni started a YouTube channel called GAD TV Show which provides information to youth on how to promote their talents. Six students living with disabilities graduated during the year.

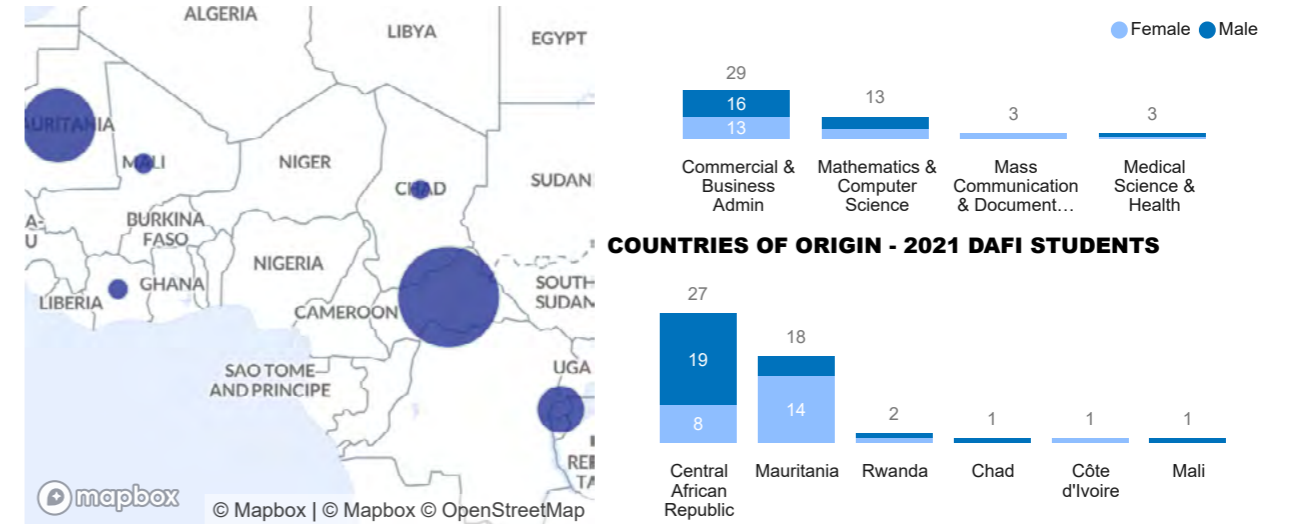
Senegal

Senegal is party to the 1951 Convention and 1967 Protocol

Green Village Foundation



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to national systems, including education, on an equal basis with nationals.

ACCESS TO TERTIARY EDUCATION

Refugees from West African Economic and Monetary Union (WAEMU) member states pay the same registration and tuition fees as nationals in public higher education institutions. Foreign fees apply to refugees from non-WAEMU countries.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

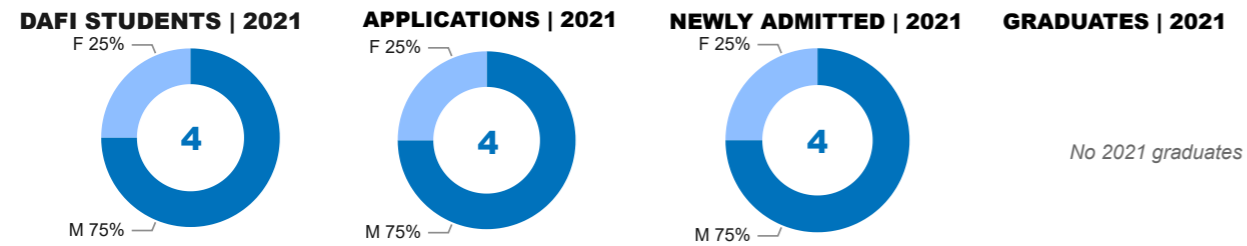
COUNTRY HIGHLIGHTS

22 DAFI students participated in a capacity-building workshop focused on entrepreneurship, including sessions on job search techniques, and developing a CV as well as writing a letter of motivation. To strengthen engagement among DAFI students, the DAFI Club was renewed, and an orientation day was organised for the newest DAFI scholarship recipients. Furthermore, scholars conducted an information campaign about the DAFI programme in the River Valley. To strengthen inclusion, students visited the Aminata MBAYE special education centre and delivered donations (scholastic materials and COVID-19 hygiene kits) to 100 children and youth.

Serbia

Serbia is party to the 1951 Convention and 1967 Protocol

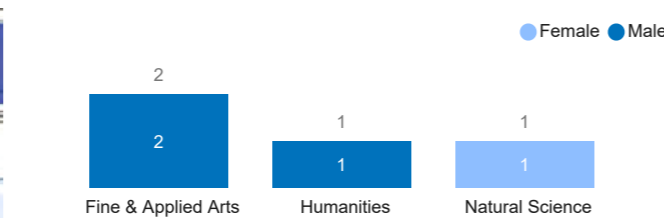
Direct implementation by UNHCR



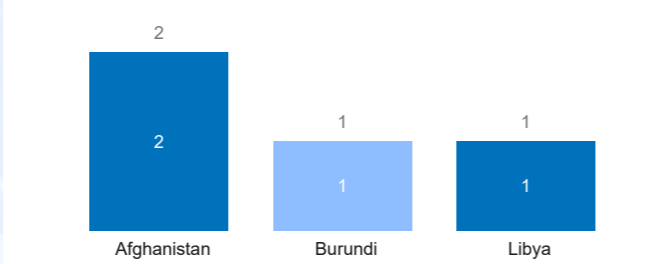
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees and asylum seekers have the right to free elementary and secondary education in public schools.

ACCESS TO TERTIARY EDUCATION

Refugees can access public higher education on the same terms as nationals. Yet, they are not included in the MoE's affirmative measures (scholarships, etc.) that target the most vulnerable groups (minorities, persons with disabilities etc.).

ACCESS TO EMPLOYMENT

Refugees and asylum-seekers in Serbia have the right to work contingent on obtaining a work permit, which is costly.

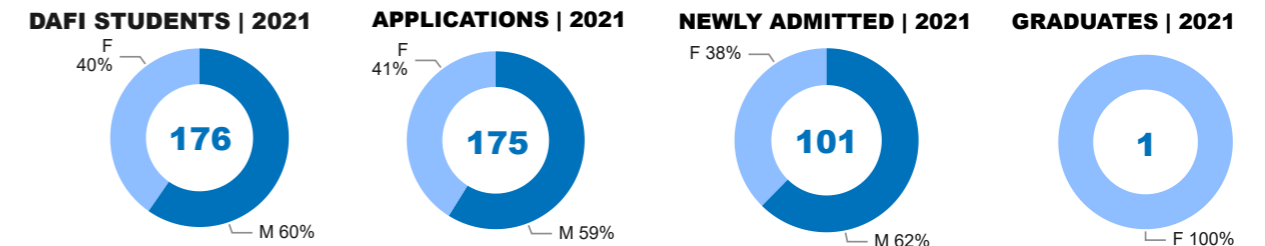
COUNTRY HIGHLIGHTS

Serbia joined the DAFI programme in 2021 and in its inaugural year, 4 DAFI students enrolled in public universities and UNHCR ensured their access to all services available to domicile students. All DAFI students participated in diverse community activities involving refugees and the national population - combatting xenophobia, promoting diversity and contributing to a positive narrative about refugees.

Somalia

Somalia is party to the 1951 Convention and 1967 Protocol

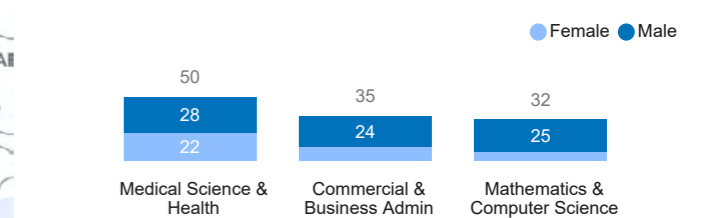
Windle International Somalia



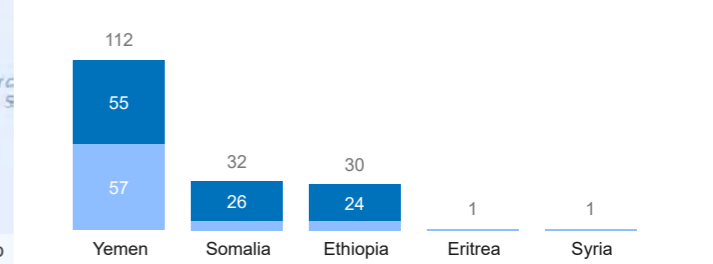
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugee children have access to public schools on the same conditions as nationals.

ACCESS TO TERTIARY EDUCATION

Refugee students enrolled in universities and other higher institutions of learning are subject to the same conditions as nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

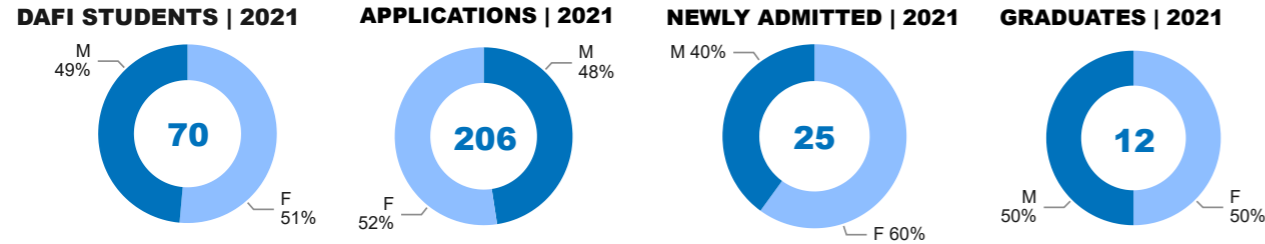
COUNTRY HIGHLIGHTS

Online English training was delivered to 20 students through self-learning modules and live classes with native English tutors. All 20 students took the proficiency assessment test, and will receive certificates. Moreover, the DAFI programme provided home-based support to a student with special needs who was enrolled in a blended online programme. Finally, a counselling model was developed and provided to priority students following an assessment that identified students at risk of dropping out.

South Africa

South Africa is party to the 1951 Convention and 1967 Protocol

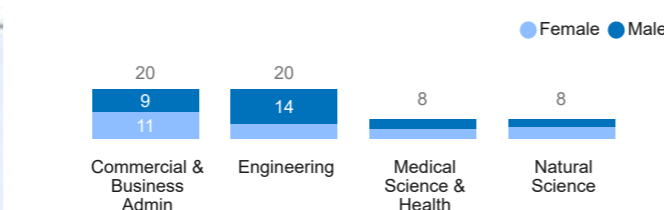
StudyTrust



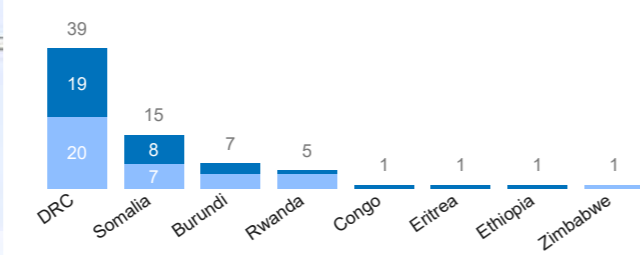
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

In South Africa, all children regardless of documentation status have access to basic education (Grades 1-9).

ACCESS TO TERTIARY EDUCATION

Refugees recognised by the government of South Africa and asylum-seekers whose applications are pending are eligible to study at any tertiary education institution; they pay the same fees as nationals in all higher education institutions. Asylum-seekers and refugees do not have access to the government-run National Student Financial Aid Scheme (NSFAS), and this impedes their ability to remain enrolled when facing financial hardships.

ACCESS TO EMPLOYMENT

Refugees and asylum-seekers with current documentation are allowed to work in South Africa. However, new arrival registration was suspended during the COVID-19 pandemic. As a result, there is now a backlog of new arrival registration for certain categories of asylum-seekers.

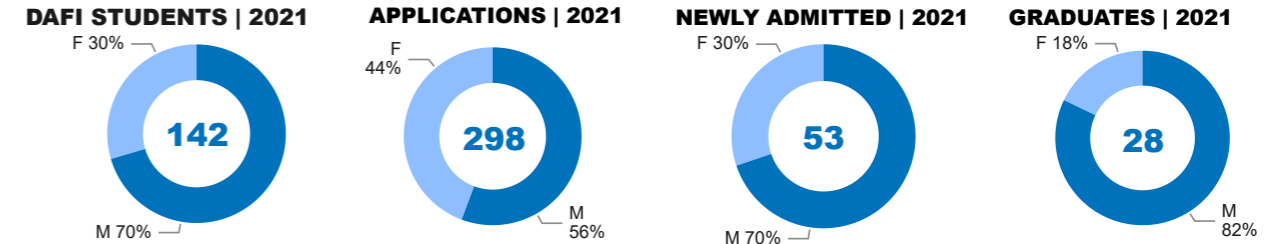
COUNTRY HIGHLIGHTS

In 2021, DAFI students volunteered as mentors to youth, prepared meals for disadvantaged children, participated in a clean-up campaign, supported an awareness campaign against gender-based violence, and created a youth group for discussing issues that affect students and refugees. In June, StudyTrust invited four DAFI students to attend a Youth Day Career Guidance session where the students shared their experiences. DAFI students received regular mentoring and support throughout the academic year, and were encouraged to join student communities and alumni associations following graduation. StudyTrust also partnered with various organisations to spread information about the DAFI Scholarship.

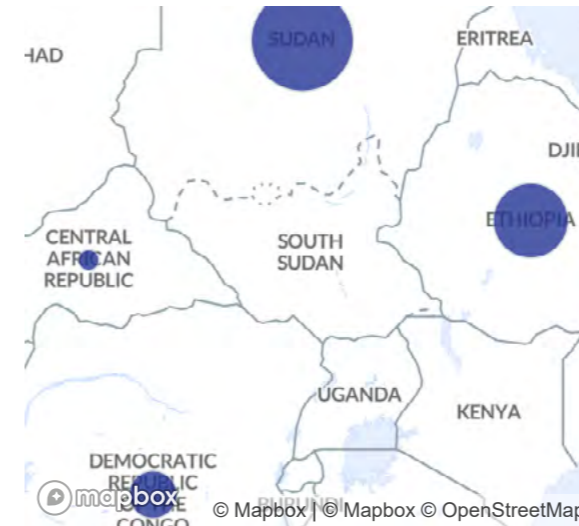
South Sudan

South Sudan is party to the 1951 Convention and 1967 Protocol

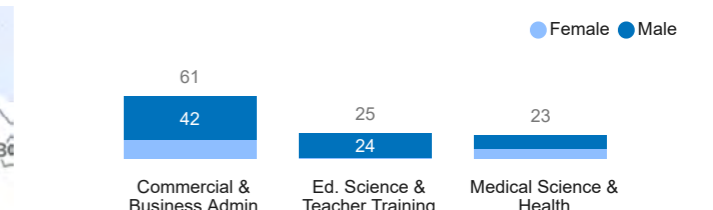
Lutheran World Federation (LWF)



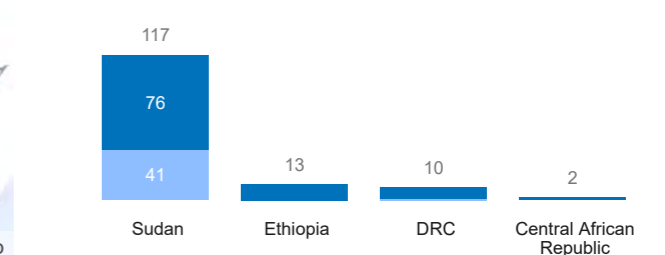
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

In South Sudan, refugees have access to an education that is aligned with the national system and national curriculum.

ACCESS TO TERTIARY EDUCATION

There are some restrictions on refugee registration in higher education and refugees are required to pay higher fees, compared to nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

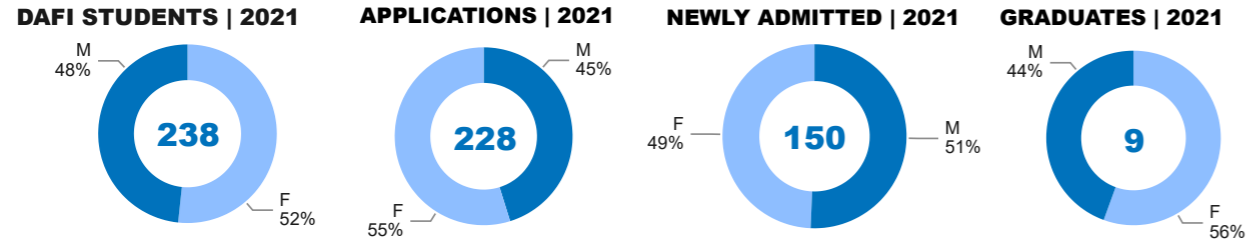
COUNTRY HIGHLIGHTS

Three DAFI medicine students conducted awareness sessions on the prevention of communicable diseases at three secondary schools. DAFI students in Gorom refugee camp organised a football match including refugee and host community participants to foster unity and mitigate conflict. The same students conducted awareness-raising sessions on girls' education, gender-based violence and family planning. DAFI students composed a poem for the World Refugee Day celebrations to inspire refugee youth pursuing their education. LWF visited DAFI students to assess the programme's benefits for students and their families and identify ways to improve the programme.

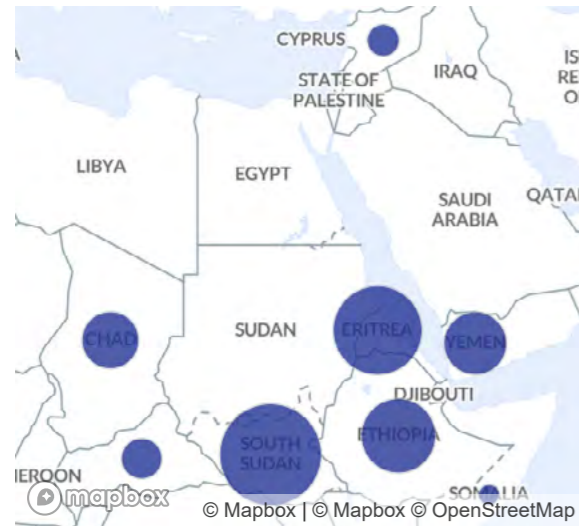
Sudan

Sudan is party to the 1951 Convention and 1967 Protocol

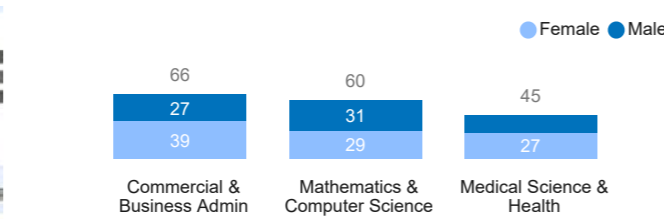
Windle Trust International



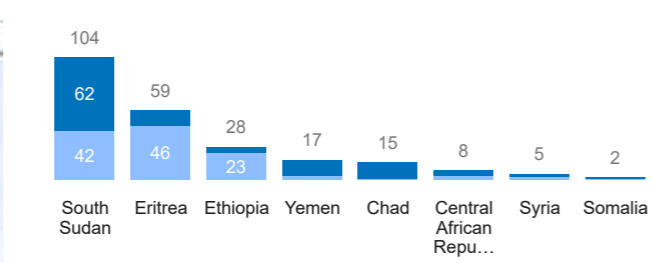
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees are included in the national sector plan for basic primary and secondary levels of education.

ACCESS TO TERTIARY EDUCATION

Refugees have access to national public higher education systems under the same conditions as nationals.

ACCESS TO EMPLOYMENT

According to the Sudanese Asylum Act, refugees must obtain a permit to access formal employment.

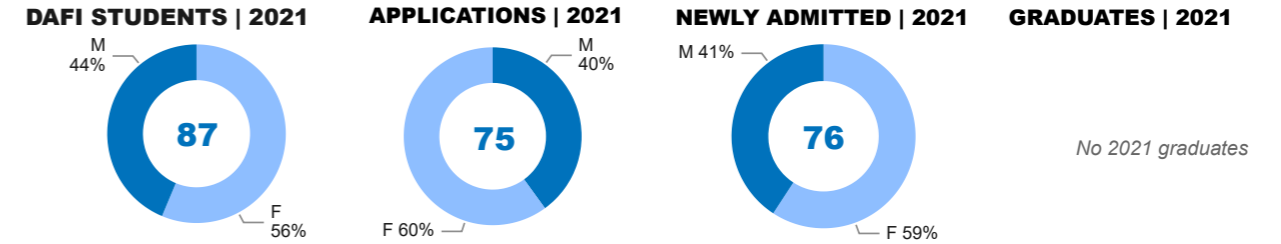
COUNTRY HIGHLIGHTS

150 new DAFI students were selected and admitted in 2021, and despite the political instability and frequent closure of universities, nine students graduated in 2021. Additionally, an agreement was reached with Royal University College to provide a minimum of three months training to DAFI graduates each year, with the possibility of work contracts being offered in the future. The DAFI Club worked closely with Windle Trust International to plan and implement activities such as two training workshops on crisis management and alternatives to violence. Furthermore, the DAFI Club continue to reach out and provide support to students throughout the year.

Syria

Syria is not party to the 1951 Convention and 1967 Protocol

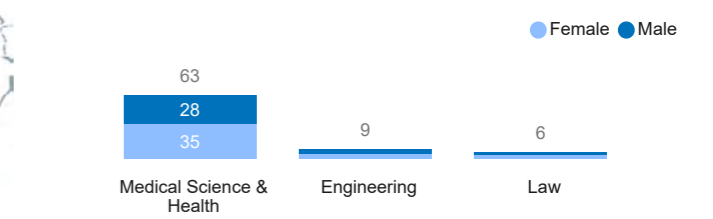
Ministry of Higher Education



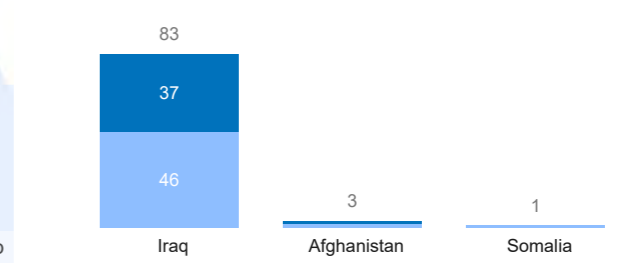
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees are allowed to access basic and secondary education on equal conditions to nationals, free of charge.

ACCESS TO TERTIARY EDUCATION

Refugees are allowed to enrol in Syrian universities, but are required to pay higher tuition fees.

ACCESS TO EMPLOYMENT

Refugees living in Syria are not permitted to work.

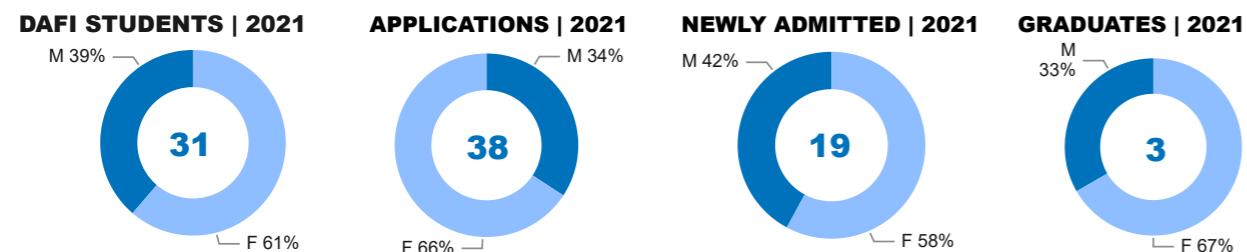
COUNTRY HIGHLIGHTS

In 2021, a graduation event was organised where recent DAFI graduates shared their higher education experiences. DAFI students led community engagement activities throughout 2021, including an initiative for Iraqi women where they were taught how to make and sell accessories and perfume. One DAFI scholar joined the UNHCR Health Outreach Volunteers and another student joined her university's volunteer medical team. In addition, education focal points introduced DAFI students and their families to the various UNHCR protection services. UNHCR also conducted sessions for DAFI students on livelihood opportunities, obtaining a work permit and on community and refugee-led initiatives.

Tajikistan

Tajikistan is party to the 1951 Convention and 1967 Protocol

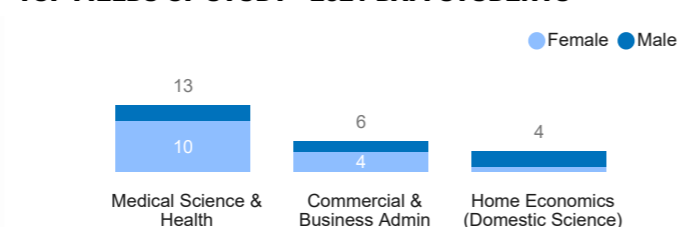
Refugees, Children & Vulnerable Citizens (RCVC)



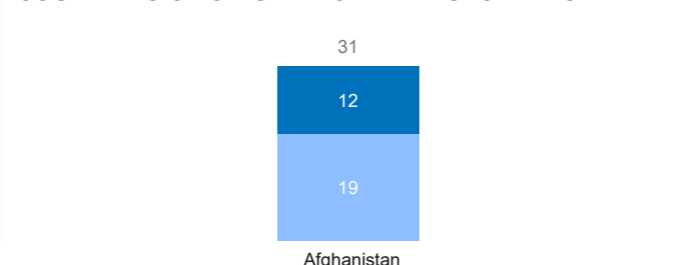
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees and asylum seekers have access to free primary and secondary education and primary healthcare services.

ACCESS TO TERTIARY EDUCATION

Only Afghan refugees have access to education under the same conditions as nationals. Access to higher education is limited due to insufficient free study places at public universities and substantial tuition fees that apply otherwise.

ACCESS TO EMPLOYMENT

Refugees recognised by the State have the same right to work, employment and entrepreneurial activities as nationals.

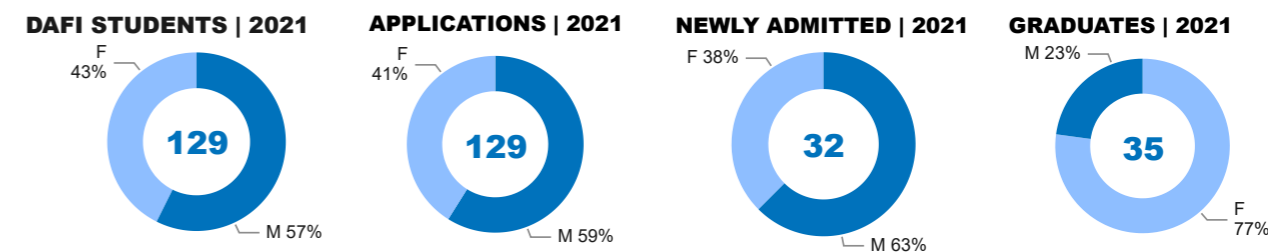
COUNTRY HIGHLIGHTS

In 2021, DAFI students participated in community service and engagement activities, such as leading information sessions on the DAFI programme in secondary schools, and assisted UNHCR in organising activism events against gender-based violence. Students also volunteered with youth sports and mentorship organisations and taught English and Tajik to children. 12 DAFI students completed internships equipping them with practical skills and professional experience. Lastly, the DAFI team organised a diverse range of activities throughout 2021 for prospective and enrolled students, including language and computer classes, opportunities to volunteer with NGOs, career counselling sessions, job search support and mentoring.

Tanzania

Tanzania is party to the 1951 Convention and 1967 Protocol

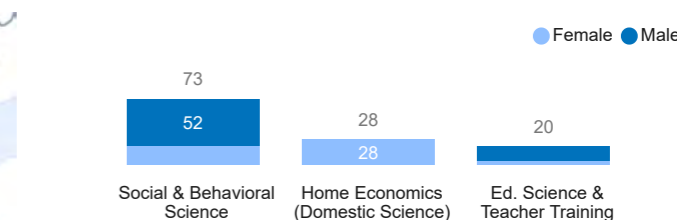
International Rescue Committee (IRC)



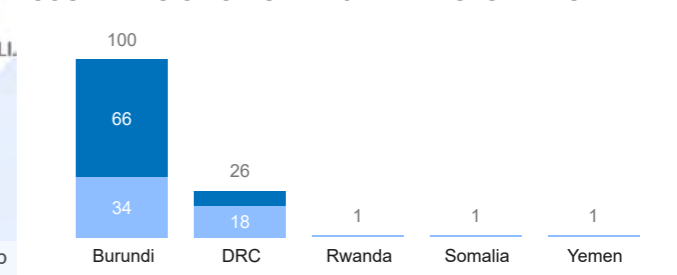
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

There is no inclusion policy at primary and secondary levels of education, and refugee children and youth participate in a parallel system of education.

ACCESS TO TERTIARY EDUCATION

Only DAFI students can access higher education under the same conditions as nationals. However, language, certificate equivalency, policy and financial barriers continue to impact access to higher education.

ACCESS TO EMPLOYMENT

Refugees do not have the right to work according to the Non-Citizens (Employment Regulation) Act of 2015. They can, however, obtain work permits under certain conditions.

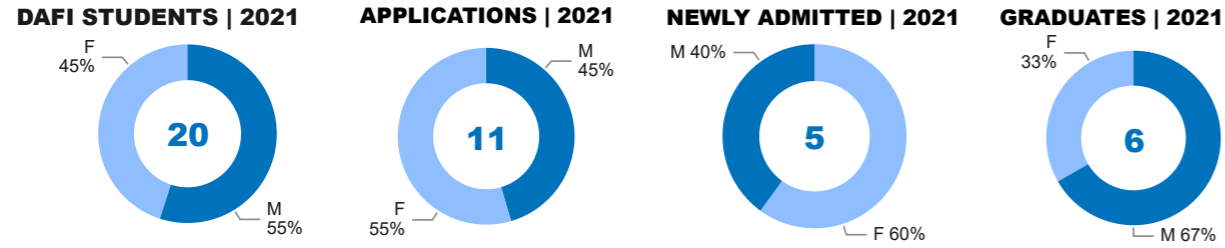
COUNTRY HIGHLIGHTS

For the 32 newly enrolled DAFI students at the University of Iringa (UoI) in 2021, a catch-up language programme was organised to address language barriers. A total of 35 students (77% women) completed their studies and graduated in 2021, while 52 current students were promoted to the next year of study. In the DAFI selection process, female applicants were prioritised to ensure gender balance. To support pregnant women and new mothers, accommodation near universities was arranged.

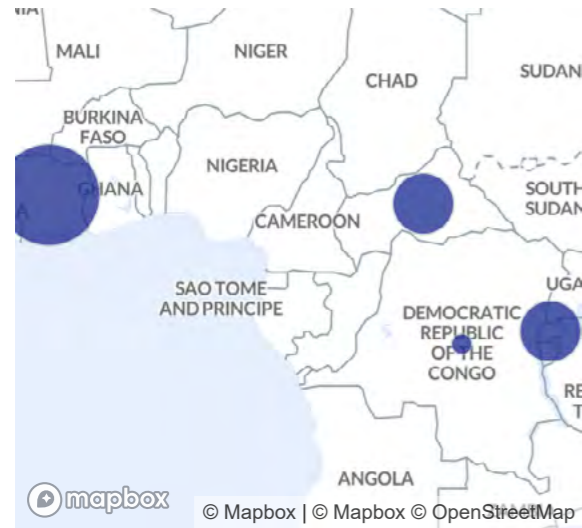
Togo

Togo is party to the 1951 Convention and 1967 Protocol

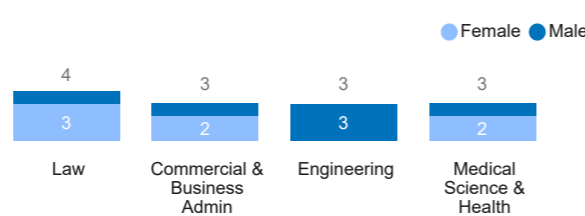
Direct implementation by UNHCR



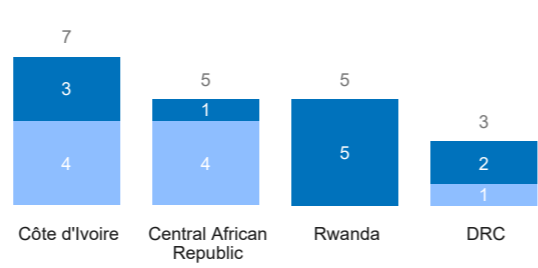
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to basic education under same conditions as nationals

ACCESS TO TERTIARY EDUCATION

Refugees have access to tertiary education under same conditions as nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

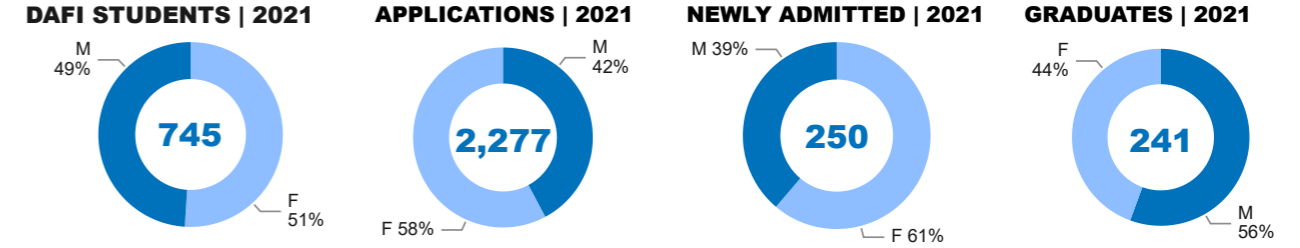
COUNTRY HIGHLIGHTS

In 2021, 20 DAFI students were attending university in Togo. Over half of the new applications received in 2021 were from women, and over half of newly admitted students (five in total) were also women. Six DAFI scholars (one third of whom were women) graduated in 2021. An MoU between the National Employment Agency (ANPE) and UNHCR ensures refugee graduates receive dedicated training on searching for employment, completing a CV and cover letter and on interviewing for a job.

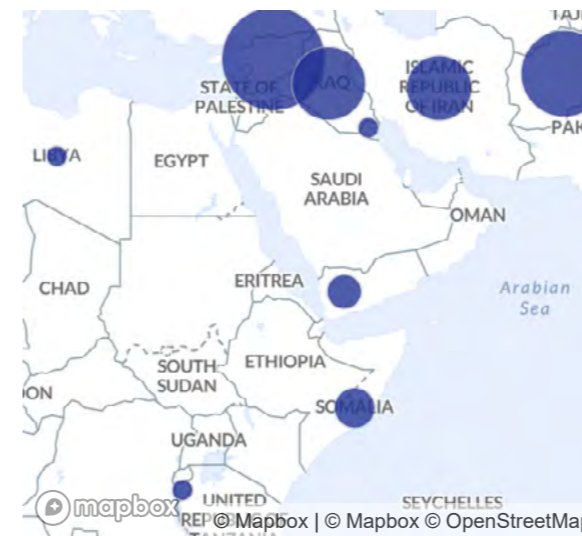
Republic of Türkiye

Presidency For Turks Abroad And Related Communities (YTB)

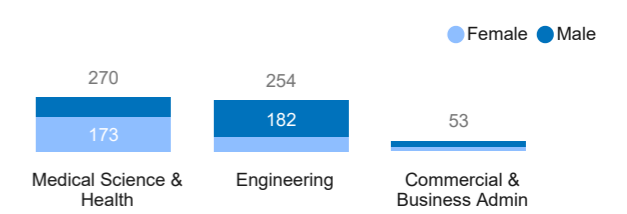
The Republic of Türkiye is party to the 1951 Convention and 1967 Protocol



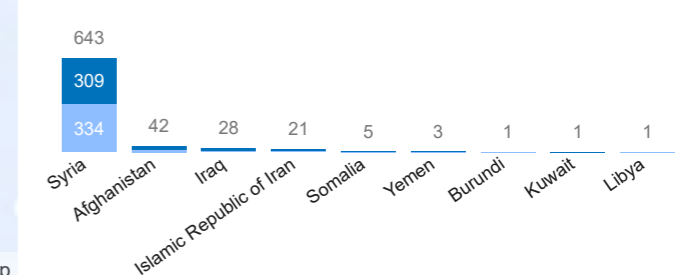
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

According to national law, all children, including refugees, have the right to access primary and secondary education free of charge.

ACCESS TO TERTIARY EDUCATION

As of the 2021-22 academic year, the Government announced the cancellation of the fee waiver policy that exempted Syrians under temporary protection (TP) from paying university fees. The decision states that the fee waiver policy will continue for the existing students but will no longer apply to newly enrolling students. Those under international protection (IP) (applicants and status holders) are also expected to pay foreign student fees.

ACCESS TO EMPLOYMENT

Refugees with Temporary Protection (TP) status and International Protection (IP) applicants have the right to work and can either apply for work permits or permission to establish their own businesses. If an applicant finds employment in a province other than where they are registered, they must apply to change their place of registration with the Provincial Directorate of Migration Management.

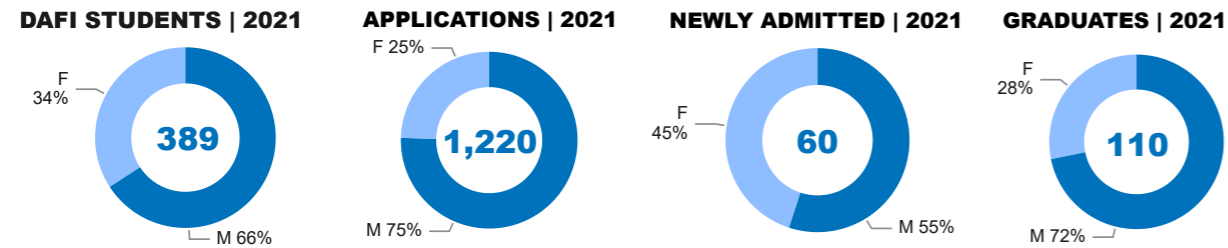
COUNTRY HIGHLIGHTS

In the 2021 intake, the gender ratio of the programme was brought up to 51% female. DAFI scholars participated in 42 different activities organised by youth centres via the Ministry of Youth and Sports' Young Volunteers Programme. 535 students attended the DAFI workshop with themes on coping with social issues and volunteering work. 225 DAFI graduates were referred to the 'Türkiye Bursları' (umbrella programme) alumni network. Lastly, an online learning platform was developed to provide support in soft skills including communication skills, CV writing and Turkish language skills.

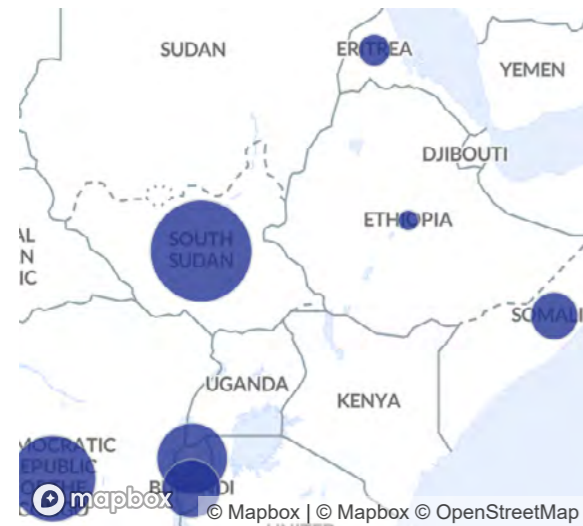
Uganda

Uganda is party to the 1951 Convention and 1967 Protocol

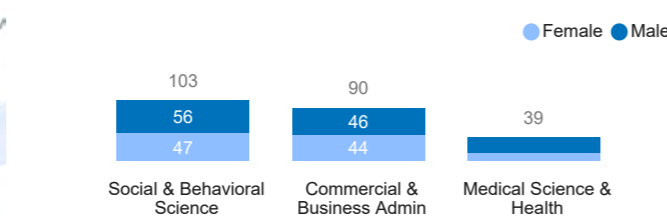
Windle International Uganda



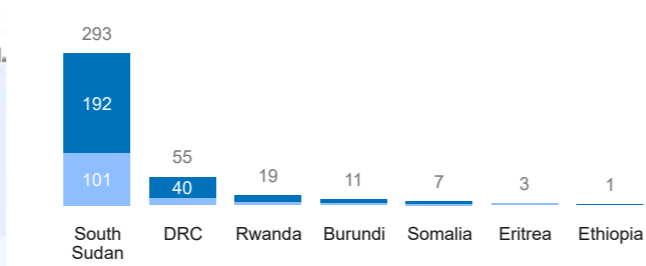
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have the same rights to education as nationals, which gives them access to free primary and lower secondary, both in urban areas and settlements.

ACCESS TO TERTIARY EDUCATION

All refugees have access to higher education and pay the same fees as nationals.

ACCESS TO EMPLOYMENT

Refugees have the right to work and access the labour market.

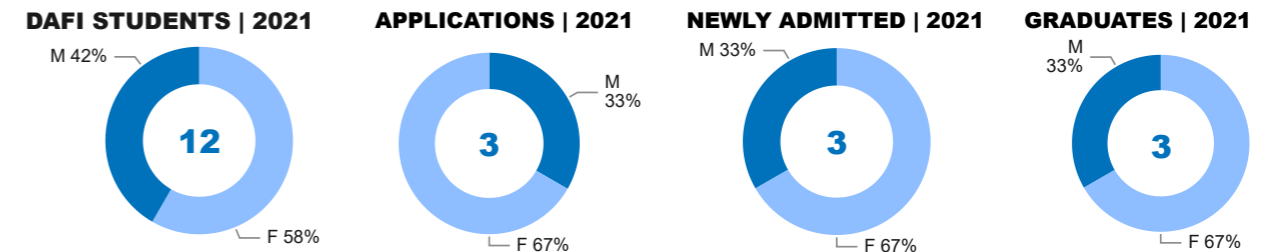
COUNTRY HIGHLIGHTS

A total of 269 DAFI scholars participated in community service and volunteering initiatives in 2021. DAFI Clubs and leaders identified community needs and prioritised activities for implementation across seven refugee camps - Nakivale, Oruchinga, Kyaka II, Kiryandongo, Kyangwali, Palabek, Imvepi and Kampala. Specifically, club members led tree planting campaigns, awareness-raising sessions on the importance of education and distributed COVID-19 personal protective equipment and scholastic materials. 223 DAFI students accessed counselling services for support in response to academic challenges and gender-based violence. 7 students were enrolled in a 1-year bridging course to support the transition into their degree programmes.

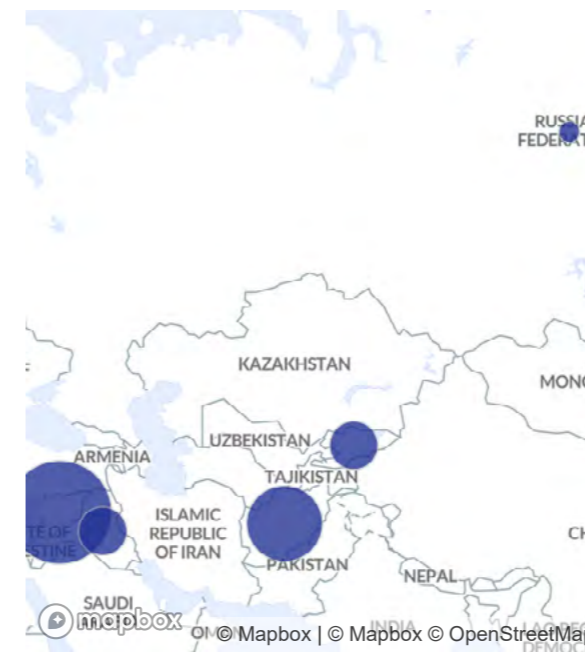
Ukraine

Ukraine is party to the 1951 Convention and 1967 Protocol

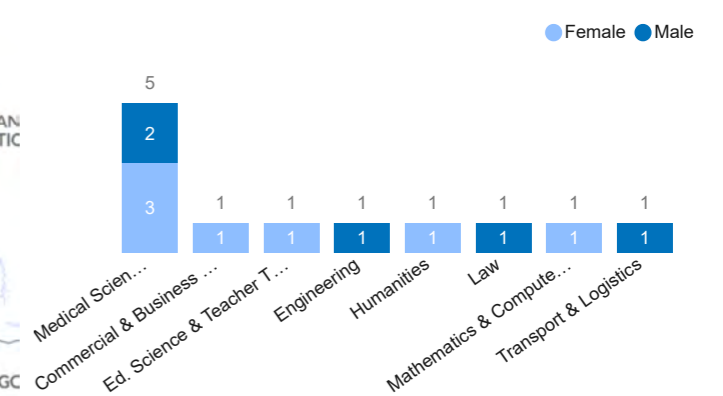
Direct implementation by UNHCR



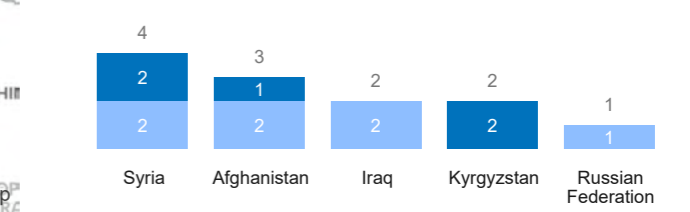
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Primary and secondary education is mandatory for all children in Ukraine, including refugees and asylum-seekers.

ACCESS TO TERTIARY EDUCATION

Refugees are entitled to pay the same fees as nationals if they are admitted to universities through the general national competitive selection process.

ACCESS TO EMPLOYMENT

Refugees have the same rights to employment as nationals.

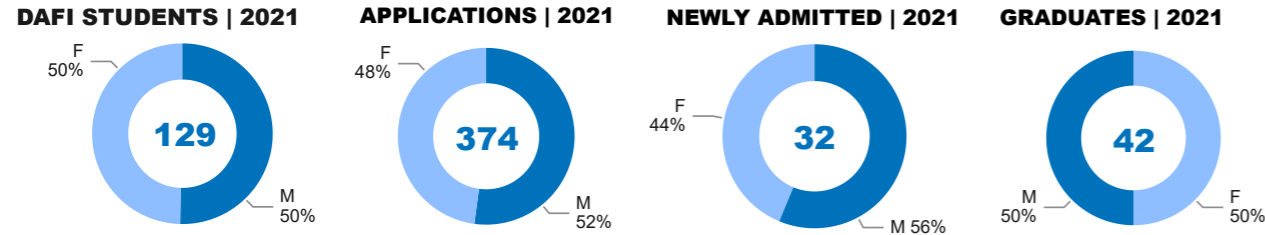
COUNTRY HIGHLIGHTS

In 2021, over half of DAFI scholars were women (58%) and the programme enrolled three new students. Additionally, three DAFI students graduated in 2021.

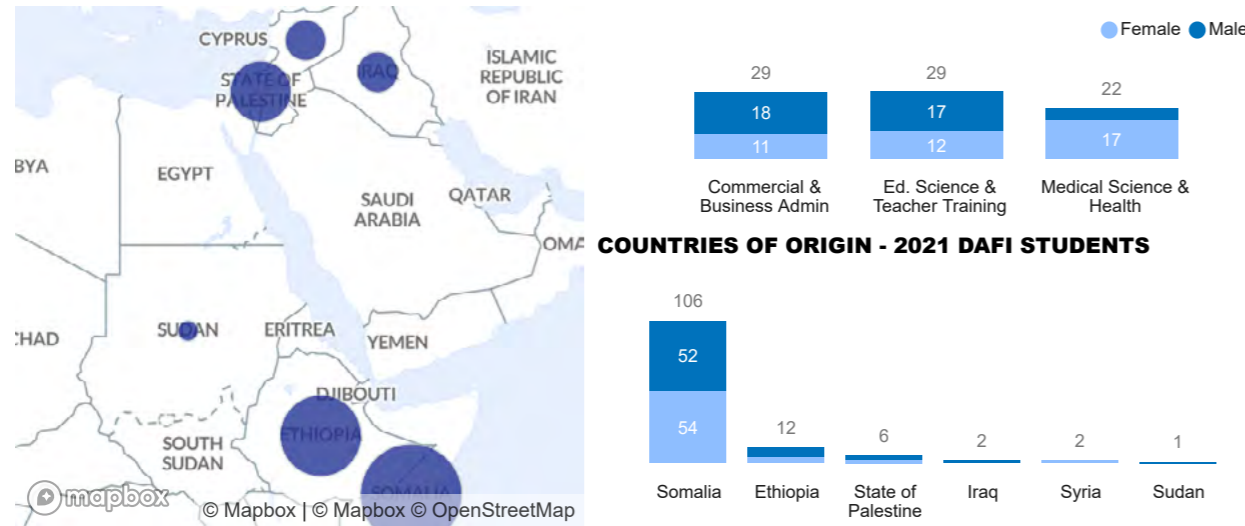
Yemen

Yemen is party to the 1951 Convention and 1967 Protocol

INTERSOS Italy



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

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.

ACCESS TO TERTIARY EDUCATION

All refugees are required to pay international fees for higher education and are subject to additional fees for certificates and academic documents.

ACCESS TO EMPLOYMENT

In Yemen there are no formal restrictions on access to employment for refugees.

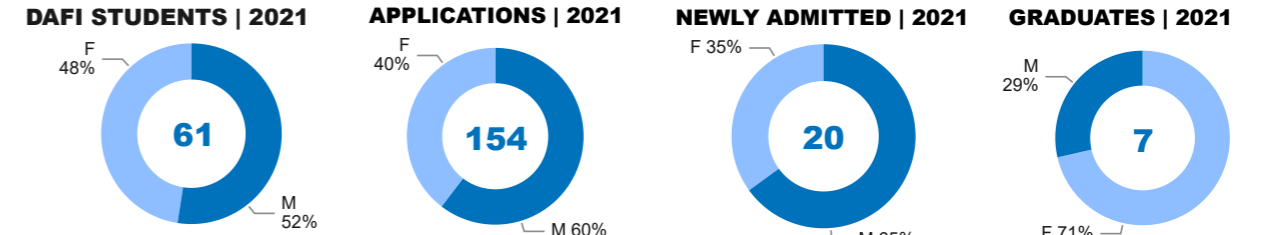
COUNTRY HIGHLIGHTS

In 2021, DAFI students, coordinated by the DAFI Student Union conducted various activities to promote community engagement. Activities included tree planting and gardening campaigns in neighbourhoods, recreational activities for children, waste collection campaigns, global celebrations such as World Refugee Day and International Women's Day and other awareness-raising campaigns. Moreover, 20 TVET scholarships were awarded in 2021 which opens a critical new higher education pathway for refugees in Yemen. Lastly, two DAFI students participated as speakers at the Youth Researcher event as a part of the RewirEd Summit, which focused on mechanisms to empower youth from all over the world.

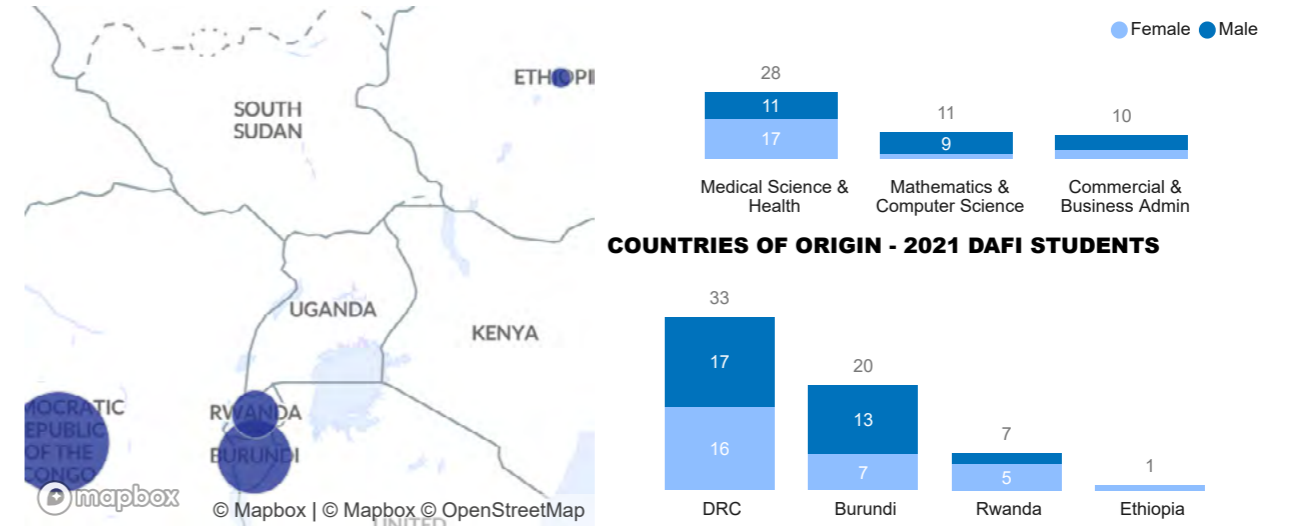
Zambia

Zambia is party to the 1951 Convention and 1967 Protocol

Caritas



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees are allowed to enrol in education. Under the encampment policy, freedom of movement outside the settlement is subject to issuance of an urban residence permit, which may be granted on grounds of employment, education or the need for medical care.

ACCESS TO TERTIARY 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.

ACCESS TO EMPLOYMENT

Refugees have access to the labour market but face systematic barriers such as the requirement to obtain costly work permits, which prevents many refugees from inclusion within the labour market.

COUNTRY HIGHLIGHTS

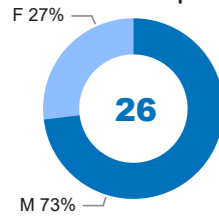
The DAFI Annual Workshop in November 2021 focused on employment opportunities (46 students attended). The DAFI Club led community engagement at the Kanyama UNHCR Outreach Centre which included activities such as conducting medical tests, and counselling on financial literacy and education. A recent DAFI graduate was invited to discuss refugee inclusion and resilience during the COVID-19 pandemic at a high-level officials UNHCR roundtable meeting. Another recent DAFI graduate participated at the 2021 Global Refugee Forum in a segment on meaningful refugee participation. Five DAFI students studying in medical science and health fields secured internships as junior medical doctors.

Zimbabwe

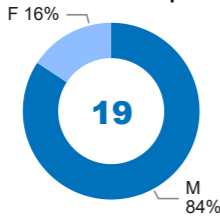
Zimbabwe is party to the 1951 Convention and 1967 Protocol

Direct implementation by UNHCR

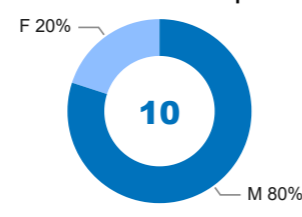
DAFI STUDENTS | 2021



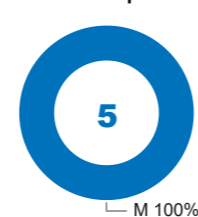
APPLICATIONS | 2021



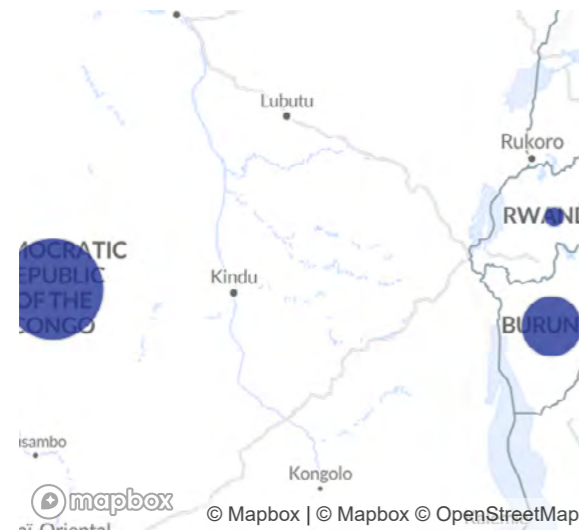
NEWLY ADMITTED | 2021



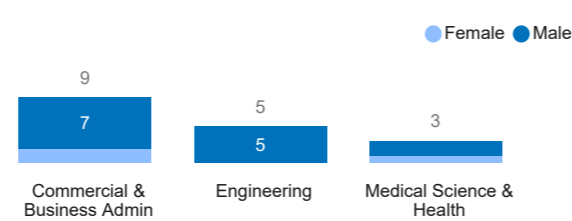
GRADUATES | 2021



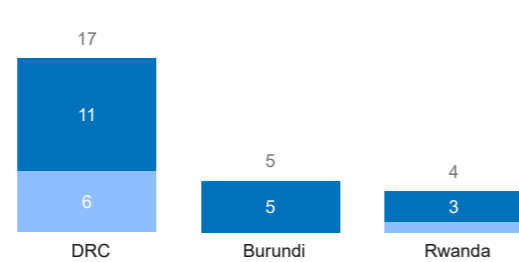
COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



TOP FIELDS OF STUDY - 2021 DAFI STUDENTS



COUNTRIES OF ORIGIN - 2021 DAFI STUDENTS



ACCESS TO BASIC EDUCATION

Refugees have access to education at all levels under same conditions as nationals. Restrictions on freedom of movement may result in some access limitations.

ACCESS TO TERTIARY EDUCATION

Refugees may enrol in higher education under the same conditions as nationals and are exempt from international student fees.

ACCESS TO EMPLOYMENT

Zimbabwe maintains reservations on the right to work for refugees. However, refugees with qualifications in high-demand fields are permitted to work. Refugees with entrepreneurship skills and resources are permitted to register their own businesses.

COUNTRY HIGHLIGHTS

In 2021, DAFI students participated in sessions on mental health and personal branding as part of the DAFI Annual Workshop. Additionally, two DAFI scholars participated in the UNHCR Refugee Student Leadership, Advocacy and Public Speaking virtual training. The training developed foundational leadership, advocacy and entrepreneurial skills. One DAFI student delivered a virtual presentation at the RewirEd Global Education Summit hosted in Dubai. Lastly, one DAFI graduate was awarded 3,500 USD in funding to implement a community development project in Tongogara refugee camp in 2022. He also founded a youth-led start-up to address electricity shortages through sustainable energy solutions.

Tina, 32, is a student of Medicine in N'Djamena, Chad, on a DAFI scholarship. In 2014, he applied for the DAFI scholarship and was one amongst 300+ applications from the camp. Tina then settled in N'Djamena in 2015.
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“Today, I am almost through with my studies. In a couple of years, I will officially be a doctor. I cannot thank enough UNHCR, their partners and the donors, from the bottom of my heart. My dream is turning into reality.”



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