



CONFERENCE

18TH – 19TH JUNE 2019

BERLIN



UNIVERSITY EDUCATION

MELKADIDA REFUGEE CAMP - ETHIOPIA

AT A GLANCE

- Higher education in Melkadida refugee camps of Ethiopia for young Somali refugees
- Partners include UNHCR; AEEG implementing the DAFI scholarships; ARRA from Ethiopia government and all public universities for placement
- Beneficiaries are grade 12; graduates aged 18-25
- Propose a MoU with universities containing better support services to refugee students, identification of joint research areas and examination of cross-border learning opportunities
- Set up student support structures at university level and use them for communication and community-building initiatives; conduct briefings for new scholarship students that detail the different support services provided by AEEG and UNHCR
- Set up support programme to improve transition to decent employment for graduates by Identify jointly with UNHCR Livelihood team private sector partners that are willing to host refugee interns and negotiate conditions for an internship programme
- Pilot connected learning. The JRS Centre in Addis already offers online courses and has begun discussions with Arizona State University (ASU), one of UNHCR's global partners in the Connected Learning in Crisis Consortium. JRS considers digital employment as an opportunity for refugees who are joining their ICT programmes. This could be rolled out to camps outside the city.

CORE OBJECTIVES

1. Expansion of scholarship for tertiary education through partnerships
2. Improving access to higher (tertiary education) opportunities for refugee youth

ACHIEVEMENTS SO FAR

- 2 students in 2016; 77 students 2017 and 113 students in 2018
- 14 universities all over Ethiopia

LESSONS LEARNT

1. CRRF presents an opportunity for UNHCR to increase partnerships and coordination with line ministries and national partners.
2. Strengthening regular communication with students, including enhanced peer-to-peer support, contributes significantly to their protection and retention
3. Align support services of the ARRA and DAFI scholarship programmes
4. Placing students according to performance rather than geographic consideration creates difficulties related to isolation, language and other protection/security issues; contributed to the notable tertiary dropout rate

FURTHER INFO

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