



The Albert Einstein
German Academic
Refugee Initiative





Photo: Alaa at the Arabic literature class at al-Bayt University in Mafraq, with the support of a UNHCR DAFI scholarship (<http://www.unhcr.org/55b7818d9.html>)

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DAFI 2014

ANNUAL REPORT



Albert Einstein
German Academic Refugee Initiative (DAFI)

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EXECUTIVE SUMMARY

Forced displacement as a result of persecution, conflict, generalized violence or human rights violations grew to an unprecedented scale in 2014¹. When a country is affected by protracted conflict, the critical importance of education becomes all the more apparent. Educated refugees provide leadership in displacement situations and in rebuilding communities recovering from conflict. Through education refugees can become agents of social transformation. The future security of individuals and of our societies is inextricably connected to the transferrable skills, knowledge and capacities that are developed through education.

Higher education in particular nurtures a generation of future change-makers that can take the lead in identifying sustainable solutions to refugee situations. It provides young refugees and their families with an opportunity for increased self-reliance through gainful employment. The hope of participation in higher education contributes to greater enrolment and retention throughout primary and secondary school, reinforcing the protection of children and the wellbeing of refugee communities.

The DAFI programme (Albert Einstein German Academic Refugee Initiative)² is of central importance in opening up higher education opportunities for refugees, playing an integral part in the implementation of *UNHCR's Education Strategy 2012-2016*. Since 1992, the dedicated support of the Government of Germany has enabled over 7,000 refugees³ to access higher education in their country of asylum. Based on the constant growth of the programme, 2,242 students benefited from a DAFI scholarship in 41 different countries in 2014, including 529 newly enrolled students. Admission to the programme continued to be highly competitive, with many more students applying than places available. This led to admission rates as low as 1.4% in Rwanda and 2.4% in Jordan.

The geographic coverage of the DAFI programme is continuously readjusted based on global refugee movements and related higher education needs. The five largest student populations served by the programme in 2014 were Afghan, Somali, Congolese, Sudanese and Syrian refugees, reflecting the overall size of these populations over the past 4-5 years. The largest country programmes were in Ethiopia, Iran and Uganda. 63% of all scholars were enrolled in Sub-Saharan Africa.

In 2014, the DAFI programme responded to the rapid increase in the number of Syrian refugees through the opening of new country programmes in Lebanon and Turkey and expanding existing programmes in Jordan and Egypt. The number of Syrian refugees grew over 4-fold, from 34 students in 2013 to 144 students in 2014.

UNHCR's systematic efforts to support education opportunities for refugee girls continued to yield results in the gender ratio of the programme with the percentage of female scholars increasing to 43%. Equal access to higher education is one of the themes of this report, as well as employment prospects for graduates.

The need for higher education for refugees is increasing exponentially with the global increase in displacement and a higher number of refugees completing secondary education. Connected learning programmes are providing welcome expansion of access to higher education for refugees, particularly in isolated settings. In parallel, the interest to setup and expand scholarship schemes is unprecedented. In this changing landscape, the DAFI programme sets a firm example in offering quality, protection-sensitive and sustainable access to higher education for refugees.

¹ UNHCR Global Trends 2014 – report, <http://unhcr.org/556725e69.html>

² Deutsche Akademische Flüchtlingsinitiative Albert Einstein – German Academic Refugee Initiative

³ DAFI scholarships are also provided for a small number of continuing returnee students in Burundi, the Democratic Republic of Congo and Mauritania. These operations did not enrol new returnees in 2014.

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The German Academic Refugee Initiative
– *Deutsche Akademische Flüchtlingsinitiative*
Albert Einstein in German, and most commonly
known under its acronym **DAFI**.

INTRODUCTION

The DAFI programme plays a central role in enabling young refugees to continue studying beyond primary and secondary education, playing a key role in the continuum of education by motivating refugee children to stay in school and succeed academically. For students and graduates, the DAFI programme serves as a foundation for professional development, allowing them to build demanding careers in competitive fields of employment. The social returns of the DAFI programme exceed the individual level. Highly educated refugees reduce economic and psychological dependence of whole communities in asylum, improving their self-reliance and preparing them for long-term solutions.

The provision of higher education for refugees is embedded in UNHCR's *Education Strategy 2012-2016*⁴, in the implementation of which the DAFI programme plays an integral role. Over the years, the DAFI programme has grown considerably enabling a scholarship for 2,242 refugee students across 41 countries of asylum in 2014.

Deriving from the positive impact of higher education for refugees, the strategic priorities⁵ of the DAFI programme are to:

- **Promote self-reliance and empowerment** of the sponsored student and his/her family through gainful employment;
- **Develop qualified human resources** and build the capacity and leadership of talented refugees in order to contribute to the process of reintegration in the home country upon repatriation;
- **Contribute to the refugee community** pending a durable solution or repatriation (many graduates work in refugee camps, particularly as teachers and community workers);
- **Facilitate integration**, temporary or permanent, and contribute skills to the host country, if repatriation is not or not yet possible;
- **Provide a role model** for other refugee students, particularly for girls to advance their education and demonstrate benefits of education.

⁴ UNHCR's Education Strategy 2012-2016, available at: <http://www.unhcr.org/5149ba349.html>

⁵ DAFI Policy and Guidelines, 4th edition, 2009.



Access to higher education contributes to the protection of refugees, particularly for the most vulnerable community members. Education and the approach of lifelong learning pursued by UNHCR feed directly into the organization's protection mandate in line with related strategies, including child protection and action against sexual and gender-based violence.⁶ As advocates for education, students of the DAFI programme actively shape perceptions in their communities on the prevention of early marriage and pregnancy, and the reduction of child labour and negative coping mechanisms.

Access to higher education reduces irregular movements of young people in search of education or employment opportunities elsewhere, considerably preventing related protection risks by providing a viable pathway towards development and preparation for solutions in the country of asylum. A high number of successfully employed graduates of the DAFI programme provide vivid examples of strengthened self-reliance within refugee communities, reinforcing the right to work and development emphasized in UNHCR's recently published *Livelihoods Strategy 2014-2018*.⁷

In 2014, the *Government of Germany* increased its contribution to the DAFI programme with an additional contribution of 300,000 euro, enabling UNHCR i) to enrol 250 new students to the programme; ii) to ensure a diverse student cohort; and iii) to set-up e-libraries to facilitate student access to computers in Kenya and Jordan. Contributions by private donors to the DAFI programme expanded as well. *UNO Flüchtlingshilfe* continued their support focusing on DAFI South Africa and the *Säid Foundation* joined the programme with a multi-year contribution to 100 Syrian refugees in Lebanon and Jordan. However, the demand for higher education continues to far outweigh the existing opportunities, emphasizing the need for continuous fundraising efforts and innovative ways to open access to higher education for refugees in cost-efficient ways.

This report provides an overview of the DAFI programme implemented by UNHCR in 2014. It consists of the following sections: (ii) operational context, (iii) facts and figures, (iv) thematic highlights, (v) programme management and governance, (vi) prospects for 2015 and (vii) country chapters.

⁶ UNHCR, *A Framework for the Protection of Children*, 2012, available at: www.refworld.org/docid/4e01ffeb2.html; UNHCR, *Action Against Sexual and Gender-Based Violence, An Updated Strategy*, available at: www.refworld.org/docid/4fe875682.htm

⁷ *Global Strategy for Livelihoods, A UNHCR Strategy 2014-2018*, available at: <http://www.unhcr.org/530f107b6.pdf>



OPERATIONAL CONTEXT

GLOBAL DISPLACEMENT SITUATION IN 2014

The world witnessed an unprecedented level of forced displacement in 2014. The number of refugees, asylum-seekers and internally displaced people worldwide reached 59.5 million people – a figure not seen since World War II. “Persecution, conflict, generalized violence, and human rights violence have formed a ‘nation of displaced’ that, if they were a country, would make up the 24th largest in the world.”⁸ The 4th year of conflict in Syria continued to be a major driver behind the growing forced displacement. New conflicts broke out in multiple countries including Central African Republic, South Sudan, Ukraine and Iraq, prompting significant displacement. Enduring conflicts in Afghanistan, the Democratic Republic of Congo, Somalia and elsewhere continued to remain unresolved.

The global number of refugees under UNHCR’s mandate reached an estimated 14.4 million by the end of 2014, representing an increase of 23% compared to 2013. An estimated 6.4 million refugees worldwide (45%) lived in a protracted situation, indicating five years or more in exile. The percentage of refugees who are children increased to 51%, representing the highest figure in over a decade. With one in every two refugees being under the age of 18, the importance of the provision of educational services in refugee response is even more critical, particularly as the duration of displacement continue to extend.

MAJOR COUNTRIES OF ORIGIN AND ASYLUM

Syria became the largest source country of refugees by the end of 2014, overtaking Afghanistan which had been the largest country of origin for 30 years. An estimated 3.9 million Syrians have sought refuge in other countries, 1.55 million of whom fled in 2014. The second largest refugee population within UNHCR’s mandate were Afghans whose number decreased to 2.6 million. The size of the third largest refugee population, Somalis, remained almost unchanged at 1.1 million. Sudanese represented the fourth largest refugee population with over 660,000 refugees, a figure similar to 2013. South Sudan became the fifth largest country of origin with an increase to almost 620,000 refugees. The next largest countries of origin in the order of size are the Democratic Republic of Congo, Myanmar, Central African Republic, Iraq and Eritrea.

A common de-nominator for the world’s four largest countries hosting refugees are the large populations of Syrian and Afghan refugees in these countries. Due to the continued influx of Syrian refugees, Turkey became the world’s largest host country for refugees with almost 1.6 million refugees

⁸ UNHCR 2014 Global Trends Report, p. 5, available at <http://unhcr.org/556725e69.html>. UNHCR’s annual Global Trends report is based on data compiled by governments and non-governmental partner organizations, and from the organization’s own records.

by the end of 2014. The second largest host country was Pakistan where the population of mainly Afghan refugees decreased to 1.5 million. Lebanon remained the third largest host country with a population of 1.15 million Syrian refugees, representing a dramatic increase from 8,000 refugees in 2011. Lebanon hosts the world's largest number of refugees compared to the size of its national population: 232 per 1,000 inhabitants. Iran was the fourth largest host country with 980,000 refugees of mainly Afghan origin. Ethiopia became the fifth largest host country – and the largest in Sub-Saharan Africa – with an increase of over 230,000 to 660,000 refugees who are primarily of South Sudanese, Somali and Eritrean origin. The following countries in order of size are Jordan, Kenya, Chad, Uganda and China.

IMPLICATIONS FOR THE DEMAND FOR HIGHER EDUCATION

The growth of the DAFI programme and other higher education initiatives for refugees have not been able to keep pace with the overall growth of the refugee population, which results in the estimated access to higher education for refugees remaining at below 1%⁹. According to the UNESCO Institute of Statistics, globally, in 2012, 32% of young people in university age cohort were enrolled in tertiary education¹⁰.

The demand for higher education is often expressed both by refugees who have recently fled, as well as refugees who are in protracted stages of displacement. In the former case, young refugees frequently want either to continue studies at tertiary level, which they had to interrupt due to entry into exile, or to build up on the secondary education they completed in their country of origin. In the latter case, the possibility to apply for a higher education scholarship after successful completion of secondary education in the country of asylum often represents one of the only options available to build up specialised professional expertise, while in exile.

Recent examples among Syrian refugees show the disruptive effect displacement has on the population's enrolment in higher education. Whereas the average enrolment rate in higher education among Syrians in the age of 18-24 years was above 20% prior to the eruption of the conflict, enrolment among displaced Syrians in the region has dropped up to less than 2%. Most commonly expressed reasons for the disruption of studies include the cost of studies or living, the need to work to support oneself or one's family, language barriers, lack of access to visa, or lack of residency status.¹¹

Challenges particular to refugees often relate to the certification and recognition of prior studies by officials and academic institutions in the country of asylum. Refugees often flee without important documents, including academic track records, which may impede their access to institutions of higher learning. Due to frequent marginalisation in the country of asylum, refugees may also find it harder to access support services to obtain necessary information, advice and individual guidance, which is sensitive to their specific context – compared to, for example, voluntarily migrating international students – and takes into account the implications of their legal status as refugees. Limits in the capacity of academic institutions or lack of financial resources to open up national scholarship schemes to refugee applicants also count among frequently mentioned barriers in accessing higher education.

While UNHCR advocates for systematic access of refugees into national education systems, including access to higher education at same terms and with the same level of tuition fees as nationals, the DAFI scholarship frequently remains the only viable option for refugees to access higher education.

⁹ In 2014, approximately 3,000 refugees benefitted from access to higher education through the DAFI programme and other scholarship opportunities. In addition, approximately 2,800 refugees are estimated to have benefitted of connected/blended learning programmes by UNHCR's operational partners, totaling to 5,800 refugees. In 2014, UNHCR recorded 14.4 million refugees of concern, of whom at least 5%, or 720,000 persons, are estimated to be in the university-going age cohort. $5,800 / 720,000 = 0.81\%$.

¹⁰ UIS 2010a: 170.

¹¹ Study to Design a Programme / Clearinghouse Providing Access to Higher Education for Syrian Refugees and Internal Displaced Persons: Final Report, p. 16, available at: <http://goo.gl/NnLd6h>



FACTS AND FIGURES

In 2014, 2,242 refugee students from 36 countries of origin were able to access higher education through a DAFI scholarship, representing a 1% increase in the number of scholarships compared to 2013. A total of 529 new students were enrolled in 2014, the largest number of new scholarships being distributed to Syrian students.

The DAFI programme was implemented in 41 countries: 22 in Africa, five in Asia, six in the Middle East and Northern Africa, six in Europe and two in South America. New country programmes were opened in Lebanon and Turkey, while the programme in Papua New Guinea was phased out following the resolving of the refugee situation and the subsequent closure of UNHCR's country representation.

DAFI STUDENTS AROUND THE WORLD 2014

NUMBER OF YEARS WITH DAFI

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- over 20 years



% Female students

% Male students

PANAMA

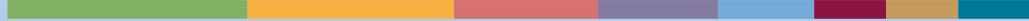
18

ECUADOR

21



GLOBAL OVERVIEW



2013

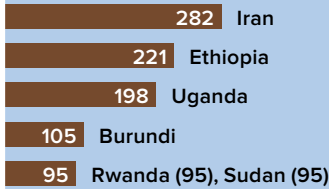
2,221



students

395 students graduated 724 newly admitted

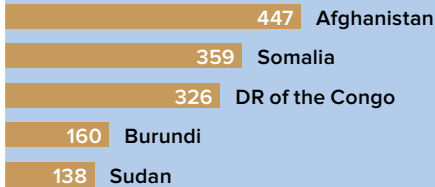
TOP FIVE COUNTRIES OF STUDY



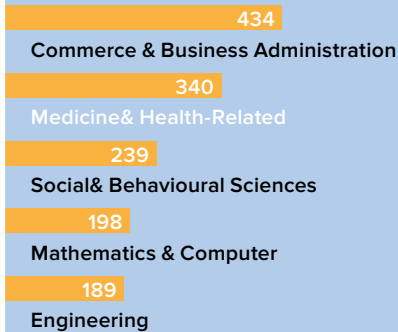
40

countries of study*

TOP FIVE COUNTRIES OF ORIGIN



TOP FIVE FIELD OF STUDIES



2014

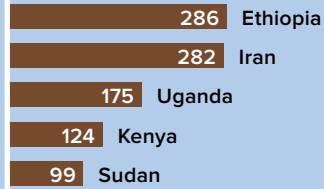
2,242



students

375 students graduated 529 newly admitted

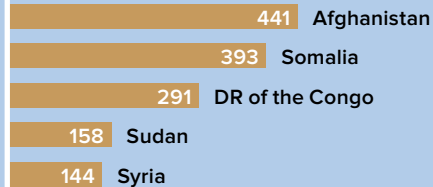
TOP FIVE COUNTRIES OF STUDY



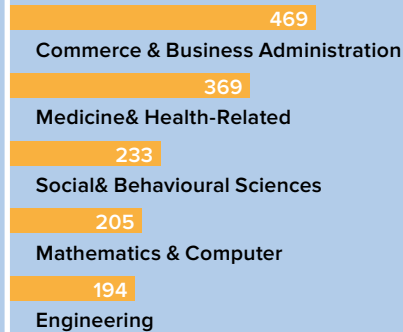
41

countries of study*

TOP FIVE COUNTRIES OF ORIGIN



TOP FIVE FIELD OF STUDIES



* The figures indicated in the report do not represent UNHCR's official views, but serve as an indicator of the impact of displacement on higher education for the purposes of this report.

** DAFI programmes in Moldavia and Belarus are covered by UNHCR's Office in Ukraine. DAFI Senegal as a regional office also hosts students from Mali, Guinea Conakry, Burkina Faso, Niger, Côte d'Ivoire and Guinea Bissau.

MAIN POPULATION GROUPS

The DAFI programme is continuously adjusted to respond to the needs arising from shifts in global displacement. In 2014, the TOP-3 nationalities of refugee students benefitting from the DAFI programme remained unchanged. Afghan refugees formed the largest group of students, although their number decreased slightly. The number of Somali students was the second largest, representing a slight increase in enrolment numbers. Congolese refugees remained the third largest group of students. Sudanese students were the fourth largest nationality of students represented in the programme.

The largest change within the beneficiaries of the DAFI programme was recorded among Syrian refugees who became the fifth largest nationality represented in the programme with an increase from 34 students in 2013 to 144 in 2014.

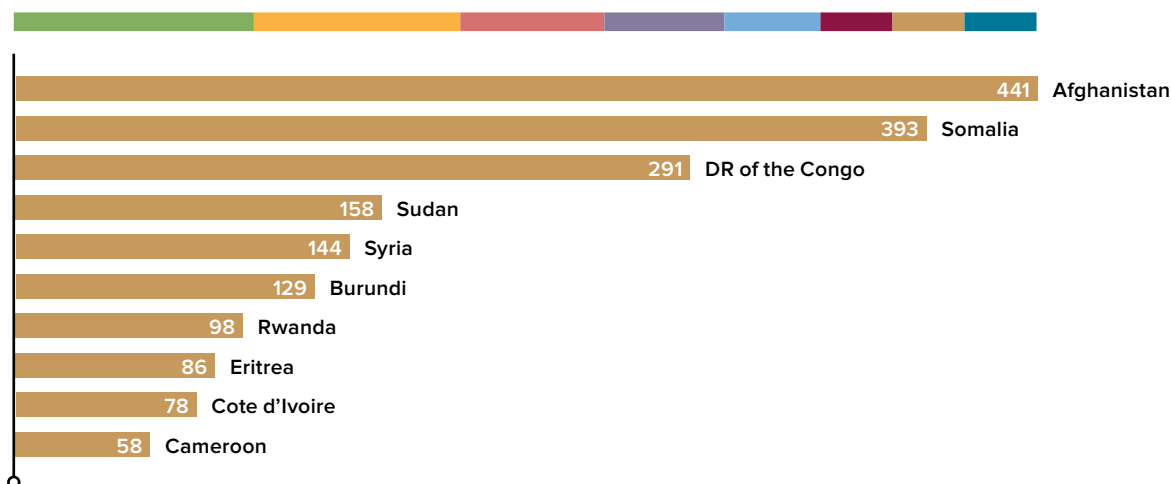
The number of students enrolled in the DAFI programme reflects broader displacement trends. All ten largest refugee populations globally were represented among the nationalities of DAFI students in 2014.

Adjustments to the population groups are implemented gradually in order to roll-out new DAFI country programmes in a sustainable manner and to ensure the continuity of new scholarship opportunities to all major refugee populations in need. The distribution of current scholarships among different refugee populations therefore broadly reflects displacement trends over recent years, the average duration of studies being four years.

Students representing the five highest refugee populations within the DAFI programme study in the following countries:

- The majority of **Afghan** DAFI students study in Iran (63%) and Pakistan (20%), while others are in asylum in India, Russia, Ukraine, Azerbaijan and Central Asia (17%).
- **Somali** DAFI students study mostly in Ethiopia (56%), followed by Yemen (18%), Kenya (15%) and other countries including South Africa, Uganda, Tanzania, Eritrea and Egypt (11%).
- **Congolese** DAFI students study mainly in Rwanda (31%), Burundi (30%) and Uganda (30%) with small numbers studying in other countries, including South Africa, Tanzania, Senegal, Namibia, Zambia and Zimbabwe.
- **Sudanese** DAFI students study mainly in Ethiopia (48%), followed by Uganda (20%), Chad (16%) and Kenya (11%), with 6% in other countries including Egypt, Cameroon, South Africa and Zambia.
- **Syrian** DAFI students study in Lebanon (40%), Jordan (40%), Egypt (11%) and Turkey (8%). One Syrian student has received a DAFI scholarship in Ukraine.

TOP-10 COUNTRIES OF ORIGIN



REGIONAL DYNAMICS

The DAFI programme continued to be implemented in five geographic regions in 2014. This chapter provides an overview of each region, complemented by detailed country factsheets in the last chapter of the report.

The opening of the DAFI programme in Lebanon and Turkey and the growing emphasis on Syrian refugees impacted the distribution of students per region. The percentage of DAFI students enrolled in Sub-Saharan Africa decreased from 65% in 2013 to 63% in 2014. Enrolment in Asia decreased from 21% to 20%, while it increased from 9 to 12% in the Middle East and Northern African region. Enrolment in Europe and Latin America remained at 3% and 2% respectively. In terms of student numbers, the largest changes were witnessed in Middle East and Northern Africa (+64 students) and in Sub-Saharan Africa (-29 students).

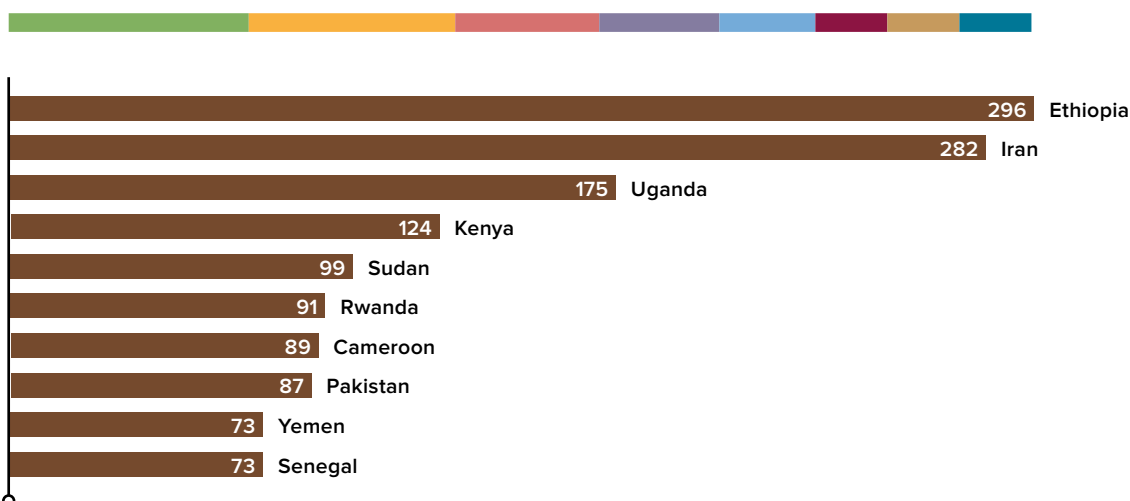
Out of 529 newly enrolled students, 57% initiated their studies in Sub-Saharan Africa, 24% in Middle East and Northern Africa, 15% in Asia, 3% in Europe and 1% in Latin America. The allocation of new scholarships reflected UNHCR's assessment on the respective needs. UNHCR rapidly increased the availability of scholarships for Syrian students, while maintaining momentum in regions with high needs and potential for higher education, notably in Africa and Asia.

Region	Female	Male	Total	% of Students per Region	Budget [USD]	% of Total Budget	Average Scholarship Cost [USD]
AFRICA	547	866	1,413	63%	3,914,207	72%	2,770.14
AMERICAS	18	21	39	2%	77,318	1%	1,982.51
ASIA AND THE PACIFIC	231	222	453	20%	334,101	6%	737.53
EUROPE	34	29	63	3%	155,063	3%	2,461.32
MIDDLE EAST AND NORTH AFRICA (MENA)	139	135	274	12%	975,349	18%	3,559.67

In 2014, Ethiopia became the largest DAFI country programme measured by the number of enrolled students followed by Iran, Uganda, Kenya and Sudan.

The chart of the largest DAFI country programmes includes the number of new and continuing students. It therefore reflects decisions on the enrolment of new students taken in 2010-2014.

TOP-10 COUNTRIES OF STUDY



AFRICA

The number of DAFI programmes in Sub-Saharan Africa remained unchanged: totalling 22, they represented over half of the DAFI programmes globally. The programmes focused on countries supporting refugees experiencing extensive long-term displacement. The five largest country programmes in Africa were Ethiopia, Uganda, Kenya, Rwanda and Cameroon, while the largest beneficiary populations were Somali, Congolese and Sudanese refugees. The highest average costs for a DAFI scholarship were recorded in Namibia (USD 5,734), Senegal, Botswana, Zimbabwe and Zambia. The lowest costs were recorded in Ethiopia (USD 702), Nigeria, Sudan, Burundi and Eritrea.

The DAFI programme in Benin is currently being phased out with the last students expecting to graduate in 2016. The reason for the phase-out is the resolving of the overall refugee situation in Benin. The UNHCR Representation in Benin closed in 2014, after which UNHCR's regional office in Dakar assumed oversight of the country programme.

Country	Female	Male	Total	Budget [USD]	Average Scholarship Cost [USD]
BENIN	7	5	12	32,372	2,697.67
BOTSWANA	7	9	16	76,832	4,802.00
BURUNDI	18	44	62	109,342	1,763.58
CAMEROON	31	58	89	238,968	2,685.03
CHAD	12	37	49	205,958	4,203.22
DR OF THE CONGO	8	10	18	66,544	3,696.89
ERITREA		6	6	12,001	2,000.17
ETHIOPIA	120	176	296	207,774	701.94
GHANA	28	43	71	304,620	4,290.42
KENYA	39	85	124	477,713	3,852.52
LIBERIA	6	9	15	50,160	3,344.00
MOZAMBIQUE	4	3	7	20,014	2,859.14
NAMIBIA	8	9	17	97,478	5,734.00
NIGERIA	2	6	8	12,458	1,557.25
RWANDA	44	47	91	206,095	2,264.78
SENEGAL	21	52	73	401,815	5,504.32
SOUTH AFRICA	23	37	60	216,442	3,607.37
SUDAN	67	32	99	170,066	1,717.84
TANZANIA	19	48	67	290,177	4,331.00
UGANDA	59	116	175	447,708	2,558.33
ZAMBIA	18	26	44	203,170	4,617.50
ZIMBABWE	6	8	14	66,500	4,750.00
TOTAL	547	866	1,413	3,914,207	2,770.14

AMERICAS

The two DAFI programmes in Latin America in Ecuador and Panama continued to serve the higher education needs of protracted Colombian refugees whose number in Latin America continues to reach close to 400,000 individuals. Due to the continuous needs for higher education among Colombian refugees, both programmes continued operating in an established matter.

Country	Female	Male	Total	Budget [USD]	Average Scholarship Cost [USD]
ECUADOR	11	10	21	30,735	1,463.57
PANAMA	7	11	18	46,583	2,587.94
TOTAL	18	21	39	77,318	1,982.51

ASIA AND THE PACIFIC

The number of DAFI programmes in the Asia and Pacific region decreased from six to five. In Papua New Guinea, the resolving of the overall refugee situation enabled the successful phase-out of the DAFI programme in 2014.

The largest DAFI country programme in the region is Iran with close to 300 students followed by Pakistan, India, Tajikistan and Kyrgyzstan, which enrol less than 100 students. The largest beneficiary population in the region – and of the DAFI programme globally – are Afghan refugees, while among others Myanmar refugees are enrolled in the DAFI programme in India. Measured by the average costs of a scholarship, Pakistan (USD 491) and Iran (USD 683) were the cheapest DAFI programmes globally. The highest costs in the region were recorded in Tajikistan (USD 1,291), which still remained far below average costs recorded in other regions.

Country	Female	Male	Total	Budget [USD]	Average Scholarship Cost [USD]
INDIA	19	30	49	54,086	1,103.80
IRAN	170	112	282	192,620	683.05
KYRGYZSTAN	6	5	11	13,635	1,239.55
PAKISTAN	22	65	87	42,753	491.41
TAJIKISTAN	14	10	24	31,007	1,291.96
TOTAL	231	222	453	334,101	737.53

EUROPE

The number of European countries hosting a DAFI programme increased from five to six. In 2014, a new DAFI programme was set-up in Turkey in response to the exponentially growing number of Syrian refugees in Turkey and corresponding growth in higher education needs. The programme was set-up in close collaboration with the Government of Turkey, which led among others to a waiver of tuition fees for refugee students.

The number of DAFI programmes in Europe will decrease in the coming years with expected phase-outs of the programme in Georgia in 2015 and in Armenia in 2016. The refugee situations in these countries have largely advanced through naturalization and the integration of remaining refugees into national service provision, including higher education.

The highest average cost of a DAFI scholarship was recorded in Azerbaijan (USD 5,649) and the lowest in Ukraine (USD 1,636)

Country	Female	Male	Total	Budget [USD]	Average Scholarship Cost (USD)
ARMENIA		3	3	11,582	3,860.67
AZERBAIJAN	2	7	9	50,844	5,649.33
GEORGIA	4	5	9	16,197	1,799.67
RUSSIA	6	2	8	11,040	1,380.00
TURKEY	8	4	12	29,400	2,450.00
UKRAINE	14	8	22	36,000	1,636.36
TOTAL	34	29	63	155,063	2,461.32

MIDDLE EAST AND NORTH AFRICA (MENA)

The number of DAFI programmes in the Middle East and North Africa grew from five to six. The setup of a new DAFI programme in Lebanon in 2014 enabled UNHCR to respond to the rapidly growing higher education needs for Syrian refugees. Together with the expansion of the DAFI programme in Jordan, UNHCR was able to strengthen its regional approach by scaling up access to higher education for Syrian refugees across the major host countries in the region. Other refugee populations benefiting from DAFI scholarships in the region included Iraqi, Sudanese and Sahrawi.

UNHCR engaged in joint collaboration with Government, UN and NGO partners to advocate for favourable access conditions to higher education for refugees. However, the average costs for DAFI scholarships in the region remained high notably in Jordan (USD 5,645) and Egypt (USD 4,904) were refugees do not benefit from the same tuition fees as nationals. The lowest average scholarship costs in the region were recorded in Algeria (USD 1,098).

Country	Female	Male	Total	Budget [USD]	Average Scholarship Cost (USD)
ALGERIA	14	8	22	24,161	1,098.23
EGYPT	15	15	30	147,106	4,903.53
JORDAN	43	28	71	400,841	5,645.65
LEBANON	32	26	58	124,400	2,144.83
MAURITANIA	6	14	20	77,171	3,858.55
YEMEN	29	44	73	201,670	2,762.60
TOTAL	139	135	274	975,349	3,559.67



ADVANCING FROM HARDSHIP TO ACADEMIC EXCELLENCE

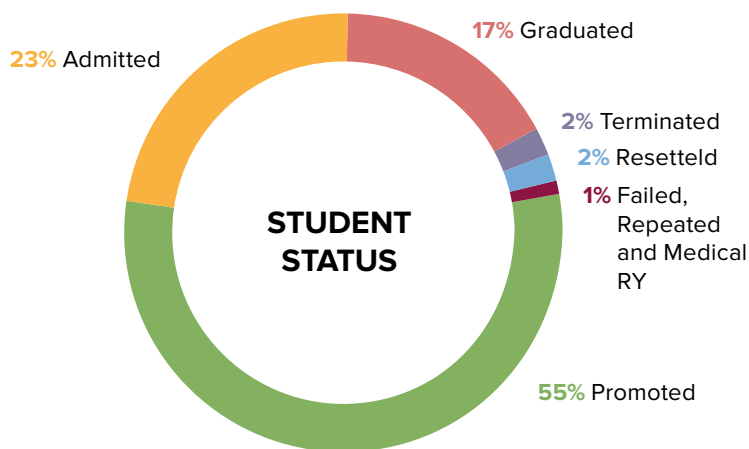
“ I fled to Northern Mozambique with my uncle’s family after I had lost my mother in the war in Burundi. He used to tell me ‘you are not in your home and you don’t have your field to plough, so you must study hard to become someone’. I completed secondary school in evening classes and received a DAFI scholarship for medical studies from my 2nd year onward, which allowed me to invest all my energy in my studies. I could not believe I heard right when the Chancellor of my university announced that I would receive degree from the President of Mozambique as the best student of year 2014 in my cohort. For a moment I forgot I was a refugee.”

Olivet Nyankuru, 2014 DAFI graduate in Mozambique, Burundian refugee



STUDENT PERFORMANCE AND SUPPORT

DAFI students continued to achieve successful results in their studies. In 2014, the majority of 2,242 students were promoted (55%) to the following academic year, while 23% of students were newly admitted to the programme and 17% of students graduated. Small numbers of students terminated their studies prior to graduation: 2% because of resettlement into a third country and 2% due to medical and other personal reasons. One percent of students were allowed to repeat their academic year.



The high percentage of students successfully completing their studies is a testimony to the high quality of the DAFI programme, including strong monitoring and support to refugee students. Each year, a thorough and highly competitive selection process takes place to identify the most capable and motivated candidates, while outreach is carried out through various means of communication to share the information on available scholarships with refugees as broadly as possible.

UNHCR and partners engage in an active set of support measures for students throughout the cycle of their studies. Multiple country programmes have established additional language and related support programmes based on identified needs. A supportive environment for DAFI students is further improved by increased collaboration with universities. In 2014, UNHCR signed new Memoranda of Understanding with universities in **Kenya** and **Egypt**, as well as a cost-sharing arrangement in **Ethiopia**.

DAFI students continue to be forefront advocates of the programme and the opportunities that higher education entails for refugees. They engage in active networking face-to-face and through social media, reaching out to UNHCR, German Embassies and other stakeholders within and beyond the programme.



DAFI students in South Africa are actively building up networks amongst each other and with local students from the onset of their studies. Picture © Studietrust.



DAFI students are committed to spread the word on the hope that higher education for refugees entails. The above Facebook post from Lebanon captures the story of a young Syrian DAFI student.

FIELDS OF STUDY

DAFI selection committees continue to select students whose choice of study reflects strong linkages with the job market. Fields such as economy and commerce, sciences, engineering, teaching and medical professions are often among the most needed ones for the rehabilitation and development of the countries of origin and facilitate local integration when return is not possible.

Statistics shows that 27% of students were enrolled in subjects in the field of sciences (Engineering, natural sciences, agriculture, forestry and fishery) and 21% in business and management, which continued to be firmly established fields of study in the DAFI programme. In countries where refugees do not have legal access to employment or face discrimination in the public or private sectors, Business and Management gives refugees the necessary skills to start their own business in the informal sector.

The increased interest and enrolment in medical and health-related studies stemmed partially from the gradual loosening of the 4-year maximum ceiling in the duration of studies. Exceptions were decided upon case-specific justifications. The most demanded specializations by students include general medicine, public health and specific branches, such as pharmacy, dental surgery and clinical psychology. Nursing continued to represent over 50% of enrolment in health-related subjects with high employment possibilities.

The demand for teachers is high and constantly growing in many refugee communities. In 2014, 8% of students were enrolled in teacher training or related pedagogical studies.

The gender-disaggregated figures demonstrate that science subjects are predominantly chosen by men who represent 68% of students in mathematics, computer science, engineering, agriculture, forestry and fishery. Medicine and health-related subjects are preferred by women with a representation of 63%.

Figures among DAFI graduates in 2014 show that the three most popular field of study – commercial and business administration, medical and health sciences, as well as social and behavioral sciences – have remained the same in the past years, whereas engineering and humanities were more commonly studied among students who started their scholarship in 2010, as opposed to 2014.

Fields of study	Female	Male	2014 DAFI Graduates	
			Female	Male
Commercial & Business Administration	35	48	194	275
Medical Science & Health Related	44	13	234	135
Social & Behavioral Science	19	19	109	124
Engineering	5	33	46	148
Mathematics & Computer Science	6	22	63	142
Humanities	12	14	52	75
Education Science & Teacher Training	16	7	78	98
Law	10	7	41	75
Natural Science	1	15	47	47
Agriculture, Forestry & Fishery	3	12	22	52
Other Programs	3	6	31	29
Mass Communication	4	4	21	25
Architecture & Town Planning	2	4	14	21
Service Trades	2	2	5	4
Fine & Applied Arts	2	1	4	5
Home Economics	1	1	6	9
Transport & Communication		1	2	7
Public Administration		1		2



PROGRAMME HIGHLIGHTS

EQUAL ACCESS TO HIGHER EDUCATION

Providing equal access to higher education opportunities for refugee women and men is a core priority within the DAFI programme. UNHCR emphasizes the importance of girls' education across the education spectrum. Female DAFI scholars make an important contribution to the enrolment, retention and performance of refugee girls in primary and secondary school by acting as role models and increasing their interest to strive towards higher education. Due to their level of education, female students and graduates often become influential ambassadors for equal rights to education within their communities.

Concerted efforts to strengthen equality of access to scholarships continued to yield positive results in 2014. The percentage of female students rose to 43% (969 students) in 2014 compared to 42% in 2013 and 40% in 2012. Among newly enrolled students in 2014, 46% were young women.

The positive developments explained by a combination of systematic measures UNHCR has undertaken to improve gender equality. These include support to girls in secondary school in particular, community sensitization on the importance of equal access to education opportunities beyond primary and secondary levels and broad reach-out to potential female applicants upon the call for applications for DAFI scholarships.

Regional differences continue in the percentage of female students benefitting from the DAFI scholarship. At 39%, the enrolment of female students in Sub-Saharan Africa continued to be lower than in other regions. However, positive developments, which are likely to lead to gradual change, were observed in several countries. In **Sudan**, for instance, 69% of newly admitted students were female. The selection committee noted that female applicants were especially active in voluntary work in their communities, focusing their engagement on education and child protection. In **Ethiopia**, 67% of DAFI graduates in 2014 were female, the most common subjects of study being medical science and teacher training.

An analysis of the country of origin of students reveals further disparities in gender equality, indicating the need for continuous efforts to reduce access barriers to tertiary education for girls. Traditions and social expectations in some communities, such as marriage and prioritization of family life over studies, often prevent young women from continuing their education. For example, only 16% of Sudanese DAFI scholars are female, while young women account for 58% among Syrian DAFI students. UNHCR and partners continue extensive awareness raising in contexts where female participation is limited. In **Kenya**, where the majority of DAFI students are of Somali origin, the overall percentage of female students in the programme rose from 26% to 32% due to a higher number of women among new intakes. The number of qualified female candidates to the programme has grown in Kenya in recent years.

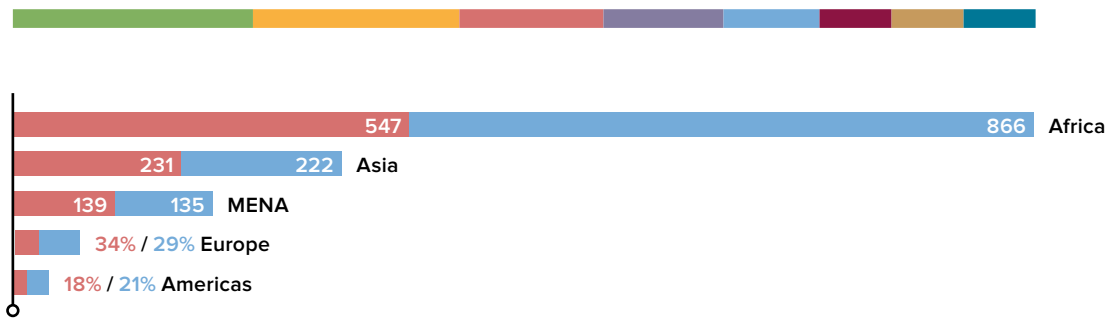


Fresh DAFI graduates from Jijiga University in Ethiopia where 67% of DAFI graduates in 2014 were women.
Photo: © AEEG

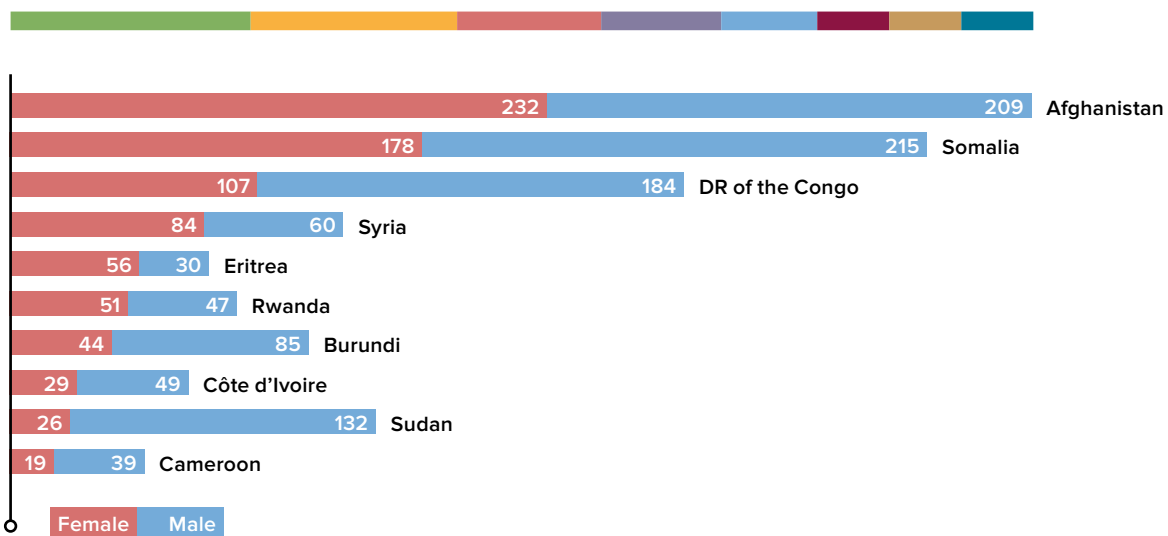
DAFI students themselves continued to contribute actively to UNHCR and partner efforts in favour of girls' education. In **Uganda**, the DAFI Club of Bugema University visited Rwamwanja settlement, undertaking home visits to families in which girls had recently dropped out of school. In **Ghana**, each DAFI scholar contributed 5% of their first allowance to sponsor a girl from the same community in senior high school, in parallel to hosting sensitization sessions on different topics including teenage pregnancy, early marriage and sexual and gender-based violence. The support that female students receive from their families and communities plays a crucial role both in access and retention to tertiary education.

Inclusive access to the DAFI programme goes beyond gender equality. UNHCR paid special attention to implementing its age, gender and diversity -policy. In **Ukraine**, the selection panel included single mothers and young women who are heads of their households in the cohort of new DAFI scholars. In Jordan, a student suffering from haemophilia was chosen for the DAFI programme to finalize his studies. Without the scholarship he could not have afforded to continue studying due to the high costs of his treatment. The dates of payment of his monthly subsistence allowance were adapted to allow him to pay for his treatment in time. In **Armenia**, DAFI students from the most vulnerable families were supported through the inclusion of family members in income-generating activities, thus minimizing the loss to the family of the students' income and allowing students to fully concentrate on their studies.

REGIONAL REPRESENTATION OF FEMALE STUDENTS



FEMALE STUDENTS – TOP COUNTRIES OF ORIGIN



UNHCR'S AGE, GENDER AND DIVERSITY POLICY: WORKING WITH PEOPLE AND COMMUNITIES FOR EQUALITY AND PROTECTION

Through the systematic implementation of an age, gender and diversity policy (AGD), UNHCR seeks to ensure that all persons of concern enjoy their rights on an equal basis and have access to fully participate in decision making processes affecting their families and communities. AGD is based on the human rights and community-based approaches, ensuring results-based management and accountability across UNHCR's programme cycle. AGD enables UNHCR to mainstream in its response the specific needs of women and children at risk, persons with disabilities, elderly people and minority groups among others.

For the DAFI programme, mainstreaming of an AGD approach means opening up the opportunity for higher education scholarships for young refugees who demonstrate strong motivation and skills, despite coming from disadvantaged circumstances or facing particular vulnerabilities. During studies, the specific needs of these students are accommodated to the extent possible through specific arrangements in the structure of their studies or scholarship package.



Photo: Fatima, an Iraqi refugee in Syria, filling out her scholarship forms at the UNHCR office in Damascus after being awarded a scholarship of the 'UNHCR Higher Education Scholarship Program.' She got accepted in the faculty of medicine at the Damascus University. Fatima scored the second highest score in the Syrian high school exam in Syria among all refugee students in Syria.

© UNHCR / Bassam Diab

DIVERSE PROFESSIONAL AVENUES

The DAFI programme makes a substantial contribution to the self-reliance of refugees not only by increasing prospects for gainful employment, but also by opening up access to specialised and competitive job sectors. In 2014, DAFI graduates found different avenues for employment depending on the respective contexts and legislation in their countries of asylum.

In **Burundi**, where refugees have the right to work, the majority of employed DAFI graduates are working in the public sector or with development organizations. International agencies providing development assistance in countries with large refugee populations often hire graduates from the DAFI programme in their countries of operation. In **Algeria**, where employment outside the camps is not allowed for Sahrawi refugees, a recent graduate has been recruited as an outreach worker in his own community.

In multiple countries, graduates engage in professions beneficial to refugee communities. In **Kenya**, DAFI graduates work as teachers, legal aid advisors, nutrition advisors and in other expert positions across the country, in close vicinity to urban and camp-based refugees. Similarly, in **Uganda**, graduates have over the years been supporting their communities by founding and running schools in the settlements of Nakivale and Kiryandongo.

The private sector and self-employment are considerable avenues for DAFI graduates in many countries. In **India**, graduates of the programme are found working as business owners, interpreters and in the hospitality industry, among other fields. Even in volatile security contexts, such as **Yemen**, DAFI graduates found employment in 2014 as medical and social workers, as well as teachers.

Preparation for employment begins prior to graduation, often involving close collaboration between DAFI scholars and alumni. In **Rwanda**, the sharing of lessons learnt in the employment market was of key interest in discussions between current and past scholars. DAFI students are increasingly building linkages to potential employers by actively seeking internships. In **Jordan**, a DAFI student in 2014 obtained an internship at the factory of BMW in Germany, based on his successful studies in robotic sciences. In countries of asylum, national service providers can play a key role in supporting market entry initiatives for nationals as well as refugees. In **Cameroon**, the DAFI programme continued to partner with the National Fund for Employment on an initiative to prepare graduates to enter the employment market.

The DAFI programme encourages refugees to think of potential solutions from the onset of their studies. In view of voluntary repatriation, Afghan students in **Iran** and **Pakistan** prefer fields of study in which the demand for skilled work force is high in their home country, motivated by examples of successfully employed graduates upon return. Beyond the individual level, DAFI graduates play an important role in the reconstruction of their countries of origin, taking up key functions in the public and private sectors and facilitating the reintegration of their communities. This has been the case for example in **Liberia**, **Rwanda** and **Angola** when conflict subsided leading to the cessation of refugee status and return home for many of those who had left their country.



DAFI graduates who have returned to their home country maintain a commitment towards the wellbeing of their society. Thomas Gbokie Junior, Deputy Minister of Agriculture in Liberia and former DAFI student in Ghana, mobilized youth in road rehabilitation as part of preventive measures during the Ebola crisis in Liberia in 2014. Refugee students enrolled in Liberian universities through the DAFI programme also participated actively in the ebola response.

SOLUTIONS TO REFUGEE SITUATIONS

UNHCR's mandate is to protect and search for solutions for refugees worldwide. UNHCR pursues three durable solutions to refugee situations: **voluntary repatriation** to the country of origin when conditions allow, **local integration** into the host country when feasible, or **resettlement** to a third country. An emphasis in UNHCR's work is to prevent new displacement situations from becoming protracted, and those already protracted from becoming entrenched. This work is supported by exploring regional solutions to displacement. In 2011, the High Commissioner for Refugees launched the **Global Initiative for Somali Refugees (GISR)** and in 2012 the **Solutions Strategy for Afghan Refugees** in order to mobilize Governments and partners to identify innovative solutions to two of the world's major protracted refugee situations.

Access to higher education plays an integral role in preparing refugees for solutions. During the 22-year existence of the DAFI programme, students and graduates have boosted the self-reliance and self-esteem of refugee communities in exile and helped families and societies to start a new life upon return home or resettlement to a third country.



MAKING DREAMS REALITY

“ I fled with my mother to Georgia when our house was destroyed in the Chechnyan conflict in 1999. I wanted to become a journalist since my childhood and knew that I had to learn the Georgian language in order to succeed in school. After successful secondary school exams I passed the entry exams for Journalism and received support from DAFI throughout my studies. After graduation I worked in various media and for the past three years as a TV reporter and now as a news presenter for one of the main Georgian TV channels. My message to those girls and boys who are now sitting in the trucks, trying to escape and forced to flee their homes is: ‘Never give up your dreams!’ ”

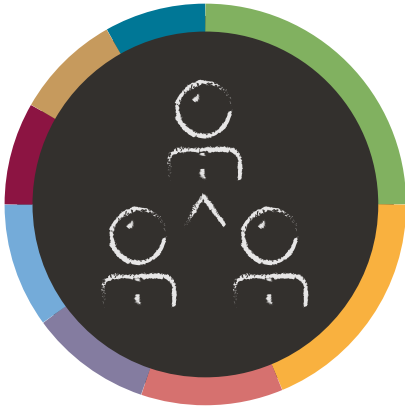
Anjela Kavtarashvili, DAFI graduate, former Russian refugee and naturalized citizen of Georgia



GIVING BACK TO REFUGEE COMMUNITIES

“ I am a 2nd year student in Science and Laboratory Technology. I grew up in the refugee settlements of Adjumani in North Uganda, which have received over 100,000 South Sudanese refugees since mid-December 2013. I wanted to support my community beyond national boundaries and volunteered with UNHCR in the initial three months of the emergency during my study break. I worked as a laboratory technician carrying out hepatitis, malaria and pregnancy tests. I sensitized expectant women on the importance of malaria tests to avoid miscarriages and encouraged men to ensure the nutrition of their expectant and lactating wives amidst frequent shortages of food.”

Aidia Sakina, DAFI scholar in Uganda, Congolese refugee



MANAGEMENT AND GOVERNANCE

MANAGEMENT OF THE PROGRAMME

The global implementation of the DAFI programme is coordinated at UNHCR headquarters by two staff members¹² and overseen by the Head of the Education Unit in the Division of International Protection. Programme implementation and management follows the DAFI Policy and Guidelines, which includes the strategic priorities of the programme and implementation arrangements regarding the selection process, scholarship entitlements, monitoring of students' performance and reporting requirements.

The central coordination of the programme includes strategic oversight, policy coordination and the provision of technical support to 41 DAFI country programmes. Programming functions include: (i) operational assessment and planning; (ii) annual detailed budget allocation and allocation of new scholarships; (iii) financial and operational monitoring; (iv) mid-year review and annual reporting; and (v) tailored support to country programmes.

UNHCR staff ensures that the DAFI programme complements protection strategies defined at the regional and country level in line with the global Education Strategy. The policy support also aims at ensuring an equitable and transparent distribution of scholarships among operations, and the fostering of skills needed for the development of civil society and the reconstruction of post-conflict countries.

DAFI budgets are set up and allocated for each operation and cover the following fees and allowances for students:

- tuition fees
- books/study material
- subsistence (food, transportation and clothing) and rental allowances
- medical insurance (where not otherwise covered)
- support cost (research, networking activities, language courses).

When the project is implemented with the support of a partner, operational and administrative costs may include partner salaries, monitoring and communication costs. UNHCR and partners in charge of project implementation ensure the provision of student support throughout the academic year, engaging in individual follow-up and regular meetings.

¹² One Education Associate at the G6 UN level, and one Education Officer at the P3 level.

MONITORING

The Education Officer and Education Associate periodically travel to countries implementing the DAFI programme to monitor implementation and ensure that the strategic objectives of the programme are maximised. Missions also serve to facilitate knowledge sharing and collection of good practices amongst DAFI countries.

In 2014, UNHCR headquarters staff monitored two DAFI country programmes:

- In **Kenya**, UNHCR staff provided advice on the strategic directions of the programme including collaboration with academic institutions and programme implementation across the country. As follow-up to the mission, three memoranda of understanding were signed with academic institutions, reducing the tuition fees paid by refugees to the same level as national students.
- A mission to **Sudan** focused on strengthening the community-based approach of the programme, broadening outreach to new students and identifying measures to improve gender equality. Recommendations included clarifying the selection criteria to applicants and reinforcing the engagement of DAFI students in secondary schools.
- UNHCR Education and Innovation organized a joint **workshop on Connected Higher Learning Programmes for Refugee**¹³s in Nairobi in February 2014, inviting partners, academic service providers and other stakeholders to discuss how connected/blended learning programmes can complement face-to-face scholarships in expanding and diversifying access to higher education for refugees. UNHCR and partners have since the workshop strengthened collaboration, which will lead to the setup of a consortium of connected learning partners in 2015. The consortium will focus on elaborating joint strategic objectives and positioning connected learning within the broader framework of higher education opportunities.

¹³ UNHCR Roundtable Report on Connected Higher Learning Programmes for Refugees, Nairobi, February 2014. Available at: https://drive.google.com/file/d/OB_2sYjLN0AV9RXE0OVNIM2xDWnM/view



REPORTING

UNHCR headquarters provided close follow-up with each operation to ensure compliance with the DAFI Policy and Guidelines and to improve the quality of country reporting. Reporting from country operations included narratives, statistics and relevant financial reports. To guarantee the quality of data, a systematic review and crosschecking of statistics took place for the 41 operations. The team also briefed any new staff working on the DAFI programme and provided individual support as needed.



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FINANCIAL CONTRIBUTIONS AND EXPENDITURE

Financial Statement (2000-2014)

Year	Carry-over	German Government contribution	Other contributions*)	Total contributions	
2000	75,579	1,722,903	92,112	1,890,594	
2001	-	1,665,136	29,903	1,695,039	
2002	-	1,545,769	210,228	1,755,997	
2003	-	2,142,949	104,829	2,247,778	
2004	173,684	2,134,870	50,913	2,359,467	
2005	53,219	2,233,653	70,146	2,357,017	
2006	51,386	2,043,966	44,215	2,139,568	
2007	-	2,280,143	-	2,280,143	
2008	-	5,322,157	-	5,322,157	
2009	1,076,997	5,580,830	-	6,657,827	
2010	764,710	4,619,970	66,934	5,451,614	
2011		4,790,141	133,333	4,923,474	
2012		4,394,057	200,000	4,594,057	
2013	-	4,498,300	135,799	4,634,099	
2014	-	4,702,668	331,526	5,034,194	

2014 Contribution from the Federal Republic of Germany	EUR	3,701,000
Equivalent in	USD	4,702,668
Carry over from 20132	USD	–
Total funds available from the Federal Republic of Germany	USD	4,702,668
Total Operational Expenditures	USD	5,283,940
HQ Administrative and Staff Expenditures	USD	390,000
Total Expenditures as of 31/12/2013 (Period 01/01/-31/12/14)	USD	5,673,940
Other contributions (Säid Foundation USD 265,650, UNO Flüchtlingshilfe USD 65,876)	USD	331,526

In addition to the financial contribution of the **Government of Germany**, a multi-year commitment by the UK-based private donor the **Säid Foundation** was established to support Syrian refugee students in Lebanon and Jordan. The German private sector continued to contribute to the programme thanks to the continued fundraising efforts by **UNO Flüchtlingshilfe**.

All financial transactions made by UNHCR within the framework of the contribution by the Government of Germany and other donors have been:

- Effected in strict accordance with the financial rules and regulations of UNHCR currently in force.
- Examined in a comprehensive internal control procedure on the basis of the financial rules and regulations applicable to UNHCR currently in force, and subject to the United Nations internal audit.

	Operational expenditure	HQ admin costs	Total expenditures	Balance	Implementation rate
	1,929,265	174,258	2,103,523	-212,929	111%
	1,984,953	193,066	2,178,019	-482,980	128%
	1,572,221	199,642	1,772,063	-16,066	101%
	1,846,565	227,529	2,074,094	173,684	92%
	2,067,205	239,043	2,306,248	53,219	98%
	2,055,754	249,878	2,305,632	51,386	98%
	2,028,902	201,552	2,230,454	-90,886	104%
	2,089,372	237,228	2,326,600	-46,457	102%
	3,979,549	265,700	4,245,249	1,076,908	80%
	5,363,456	529,661	5,893,117	764,710	88%
	5,447,433	299,360	5,746,793	-295,179	105%
	4,463,091	314,199	4,777,289	146,184	97%
	4,332,716	377,178	4,709,894.00	-115,837	103%
	4,724,897	379,138	5,104,035.00	-469,936	110%
	5,283,940	390,000	5,673,940	-639,746	113%



PROSPECTS FOR 2015

Given the unrelenting increase in displacement worldwide, indications are that the landscape for higher education for refugees in 2015 will continue to be both highly dynamic and highly challenging. The demand for higher education for refugees is likely to rise even faster than before, primarily among Syrian refugees, but also steadily across other refugee populations. At the same time, opportunities to expand access to higher education for refugees are likely to be broader than ever before with active interest demonstrated by academic institutions, public and private donors and other stakeholders.

Expanded access to higher education for refugees and the diversification of available opportunities is of key importance in protecting refugees and providing communities with skill-sets that support the identification of solutions to refugee situations. Higher education programmes for refugees need to be sustainable and take into account the specific protection and legal considerations that refugees face during studies in host or third countries.

The DAFI programme has accumulated a wealth of experience in the provision of higher education for refugees, including best practices in addressing the protection, legal status, psychosocial support and academic prerequisites of refugees. This knowledge base serves as a useful stepping stone for scholarship providers who engage in setting-up new programmes or expanding existing programmes to refugee settings.

UNHCR aims to continuously adapt its higher education response and advocacy to reflect the changes in the global displacement environment, responding to both emerging and prevailing needs. The following activities will feed into UNHCR's overall response in higher education in 2015:

- Engaging in a consultative review of the DAFI Policy and Guidelines.
- Expanding access to DAFI scholarships for Syrian students and continuing resource mobilization for the programme.
- Developing an updated system for DAFI programme data collection and management.
- Scaling up advocacy for the provision of higher education opportunities for refugees that are protection-sensitive and sustainable.
- Establishing a consortium of connected learning partners to expand higher education opportunities for refugees through approaches complementary to scholarship provision.



COUNTRY FACTSHEETS

GLOSSARY - COUNTRY OF ORIGIN

AFG	Afghanistan
ANG	Angola
ARM	Armenia
AZE	Azerbaijan
BDI	Burundi
CAR	Central African Republic
CHD	Chad
COB	Congo
COI	Ivory Coast
COK	Cook Islands
COL	Columbia
DRC	Democratic Republic of Congo
ERT	Eritrea
ETH	Ethiopia
GEO	Georgia
IRN	Islamic Republic of Iran
IRQ	Iraq
KEN	Kenya
LBR	Liberia
MAU	Mauritania
MYA	Myanmar
NAM	Namibia
NEP	Nepal
PER	Peru
RUS	Russian Federation
RWA	Rwanda
SLE	Sierra Leone
SOM	Somalia
SSD	South Sudan
SUD	Sudan
SYR	Syrian Arab Republic
TGO	Togo
TUR	Turkey
UGA	Uganda
WSH	Western Sahara
ZIM	Zimbabwe

ALGERIA	36
ARMENIA	37
AZERBAIJAN	38
BENIN	39
BOTSWANA	40
BURUNDI	41
CAMEROON	42
CHAD	43
DEMOCRATIC REPUBLIC OF THE CONGO	44
ECUADOR	45
EGYPT	46
ERITREA	47
ETHIOPIA	48
GEORGIA	49
GHANA	50
INDIA	51
IRAN	52
JORDAN	53
KENYA	54
KYRGYZSTAN	55
LEBANON	56
LIBERIA	57
MAURITANIA	58
MOZAMBIQUE	59
NAMIBIA	60
NIGERIA	61
PAKISTAN	62
PANAMA	63
RUSSIA	64
RWANDA	65
SENEGAL	66
SOUTH AFRICA	67
SUDAN	68
TAJIKISTAN	69
TANZANIA	70
TURKEY	71
UGANDA	72
UKRAINE	73
YEMEN	74
ZAMBIA	75
ZIMBABWE	76

Algeria

22 students
 64 per cent female
 2 students graduated

students

USD 24,161

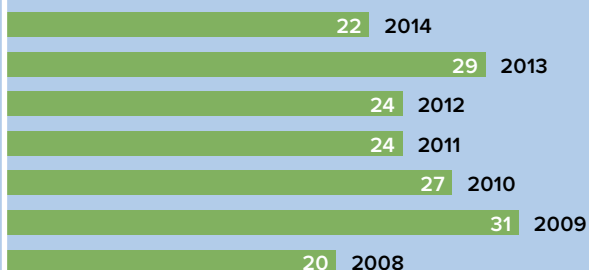
budget

9 higher education institutions
 Implemented by UNHCR Tindouf

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Algeria has ratified the 1951 Refugee Convention and the 1967 Protocol.
- Algeria supports an estimated 165,000 Saharawi refugees residing in 5 camps and 29 districts.
- The regions in which the Saharawi reside are not suitable for agriculture, resulting in dependency on host government aid and support from other countries.

Course of Study

Course of Study	F	M	Total
Architecture & Town planning	3	2	5
Medical Science & Health Related	4	1	5
Commercial & Business Admin	2	2	4
Natural Science	3	1	4
Mathematics & Computer Science	-	2	2
Transport & Communication	1	-	1
Education Science & Teacher Training	1	-	1
TOTAL	14	8	22

Operational Highlights

- All DAFI students are enrolled in public institutions and pay the same tuition fees as Algerian nationals.
- Newly enrolled students attended French language and IT classes to prepare them to succeed in their studies.

Success Stories

- While Saharawi students do not have the right to work in Algeria, they do have the right to work in the refugee camps. One DAFI graduate from 2014 obtained employment as a community outreach worker for UNHCR, putting the his higher education skill set to work for the benefit of the refugee community.

Armenia

3 0 per cent female

students

USD 11,582

budget

3 higher education institutions
Implemented by UNHCR Yerevan

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Armenia has ratified the 1951 Refugee Convention and the 1967 Protocol.
- According to Armenian law, refugee children are entitled to the same rights as Armenian children with regards to primary and secondary education. However, in tertiary, refugee students must pay much higher fees.
- Refugees do have the right to work in Armenia.
- Since 2012, Armenia has supported over 15,000 refugees from Syria, in addition to 3,000 refugees and asylum seekers from other countries.

Course of Study

Course of Study	F	M	Total
Architecture & Town planning	-	1	1
Mathematics & Computer Science	-	1	1
Transport & Communication	-	1	1
TOTAL	-	3	3

Operational Highlights

- UNHCR's partner KASA foundation organized thematic clubs for DAFI scholars in both French and English. Topics addressed included humanitarian and diversity issues, SGBV and refugee rights.
- The Centre for Coordination of Syrian Armenian Issues, the Ministry of Diaspora of the Republic of Armenia and UNHCR supported some 360 Syrian Armenian students to obtain government scholarships, covering 75% of their education fees, using a model similar to DAFI.

Support to Students

- DAFI students were committed members of community active groups (CAG) in their respective communities, which develop and implement community projects funded by the US Bureau of Population, Refugees and Migration. The projects were administered by UNHCR and implemented by the Armenian Red Cross Society.

Azerbaijan

9 students
 22 per cent female
 3 newly admitted students

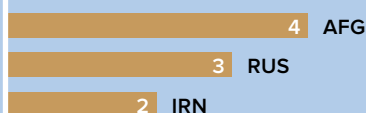
students

USD 50,844

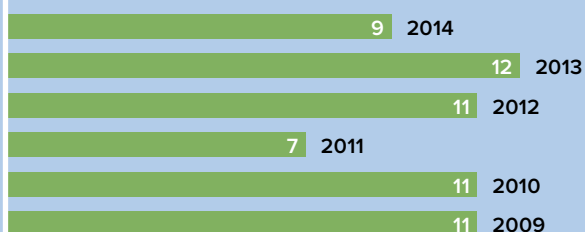
budget

6 higher education institutions
 Implemented by UNHCR Baku Office

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Azerbaijan has ratified the 1951 Refugee Convention and 1967 Protocol.
- Azerbaijan hosted 1,667 refugees and asylum seekers from Afghanistan, the Russian Federation, Iran, Iraq, Pakistan and other countries.
- Asylum seekers and refugees from Chechnya of the Russian Federation are still have no access to national asylum procedures; however, the Government permits them to remain in its territory without formal recognition.
- Lack of legal status impedes access to labour market and employment.

Course of Study

Course of Study	F	M	Total
Architecture & Town planning	-	3	3
Mathematics & Computer Science	-	2	2
Commercial & Business Admin	1	-	1
Engineering	-	1	1
Humanities	-	1	1
Social & Behavioural Science	1	-	1
TOTAL	2	7	9

Operational Highlights

- UNHCR organized meetings with deans and other officials in the universities to strengthen cooperation and address challenges, as well as to promote the active involvement of DAFI students in university life, both academic and social.
- DAFI students received supplementary academic courses and related training to support their academic performance. Based on students' needs, general English courses were facilitated for two students.

Success Stories

- Three DAFI graduates found employment in the informal labour market based on the qualifications obtained during their studies, which correspond with local market needs.

Benin

12 students
 58 per cent female
 3 students graduated

students

USD 32,372

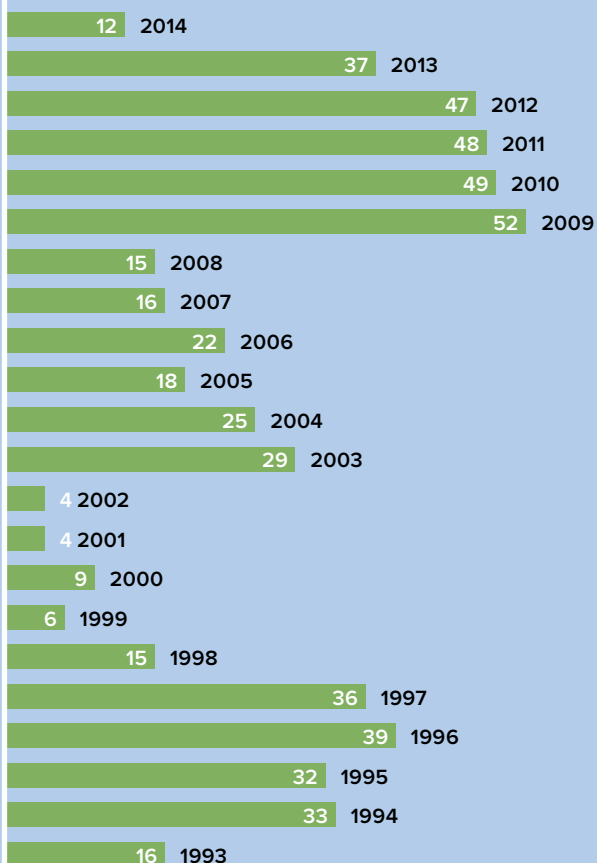
budget

2 higher education institutions
 Implemented by UNHCR Regional Office Dakar

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Benin has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Advocacy towards durable solutions has been very successful, leading to the closure of UNHCR's representation in Benin.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	4	2	6
Commercial & Business Admin	2	-	2
Social & Behavioural Science	-	2	2
Mathematics & Computer Science	1	-	1
Natural Science	-	1	1
TOTAL	7	5	12

Operational Highlights

- In 2014, the UNHCR representation office in Benin was closed due to the notable improvement in the refugee situation. The remaining 12 students were supported and monitored by local partners and overseen by the Regional Representation office in Dakar, Senegal.
- The last 3 students in Benin will graduate in 2016, after which programme will formally phase out.

Botswana

16 students

44 per cent female

3 newly admitted students

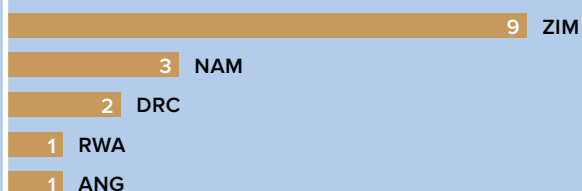
students

USD 76,832

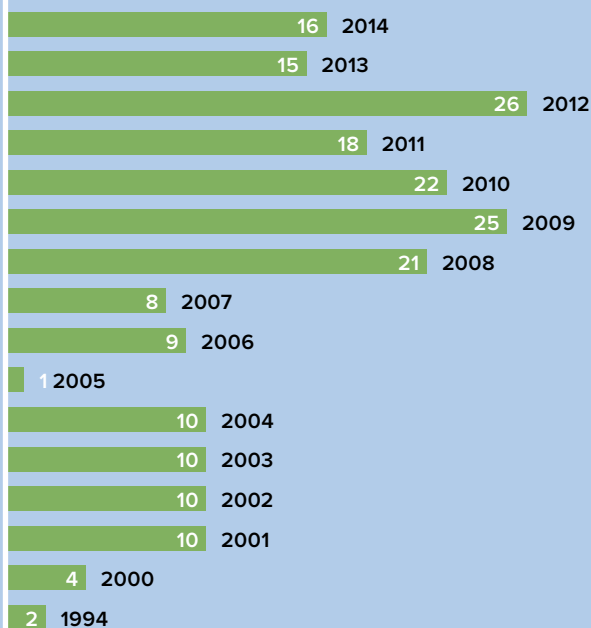
budget

2 higher education institutions
Implemented by UNHCR Gaborone Office

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Botswana has ratified the 1951 Refugee Convention and the 1967 Protocol.
- The Government of Botswana has made 7 reservations to the Convention including the articles on freedom of movement, employment, and naturalization.
- Domestic legislation, known as the Refugees Recognition and Control Act of 1968, which encapsulates the reservations, governs all matters relating to persons of concern.
- In 2014 Botswana hosted a total of 2,645 refugees.

Course of Study

Course of Study	F	M	Total
Humanities	2	3	5
Mathematics & Computer Science	3	-	3
Commercial & Business Admin	-	2	2
Social & Behavioural Science	1	1	2
Engineering	-	1	1
Fine & Applied Arts	-	1	1
Medical Science & Health Related	1	-	1
Education Science & Teacher Training	-	1	1
TOTAL	7	9	16

Operational Highlights

- Policy and operational oversight of the DAFI programme in Botswana was provided by the Education Committee. Coordinated by UNHCR, the Education Committee is comprised of representatives from the German Embassy, Ministry of Education and Skills Development, the University of Botswana, Skillshare International Botswana and the Refugee Welfare Committee. The committee participated in the selection, support, monitoring and mentoring of DAFI scholars.

Success Stories

- While refugees cannot obtain gainful employment and their movement is restricted to the camps, several DAFI scholars provided free tutoring to young students in their communities.

Burundi

62



per cent female

3 newly admitted students

7 students graduated

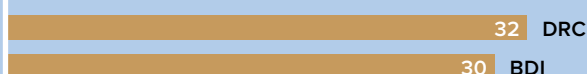
students

USD 109,342

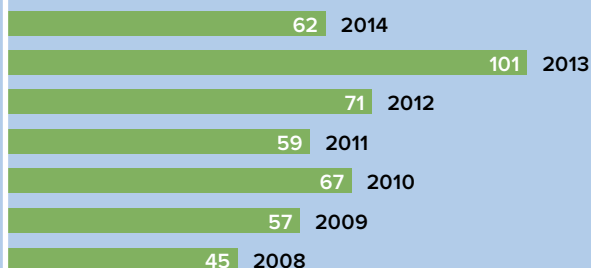
budget

4 higher education institutions Implemented by Refugee Education Trust (RET)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Burundi has ratified the UN 1951 Refugee Convention and the 1967 Protocol.
- The main targets of DAFI scholarship are Congolese students living in refugee camps, urban refugees and Burundian returnees from Tanzania, selected based on merit and vulnerability criteria.
- Non-availability of official diplomas is a challenge for Congolese refugees because it leads to incomplete applications. Derogations have been exceptionally granted to DAFI students.
- Refugees have the right to work.

Course of Study

Course of Study	F	M	Total
Mathematics & Computer Science	3	12	15
Medical Science & Health Related	5	7	12
Social & Behavioural Science	4	7	11
Commercial & Business Admin	1	8	9
Law	2	5	7
Mass Communication & Documentation	3	2	5
Humanities	-	2	2
Engineering	-	1	1
TOTAL	18	44	62

Operational Highlights

- UNHCR collaborated actively with several organizations benefitting DAFI students in their studies and in finding employment linkages, such as RET, IRC, Burundi Business Incubator and YouthGlobe.

Support to students

- Training workshops and a conference were organized on the topic “responsible citizenship and peaceful conflict resolution”.
- A Facebook page and the DAFI club were created in 2013-14 in order to facilitate and increase connections between DAFI students and graduates.

Success Stories

- 16 recent DAFI graduates found employment, 90% of which in the public sector or development agencies.
- DAFI students contributed their vacation time to share experiences and information on the importance of education with refugee adolescents and youth in their community.

Cameroon

89



per cent female

23

newly admitted students

18

students graduated

students

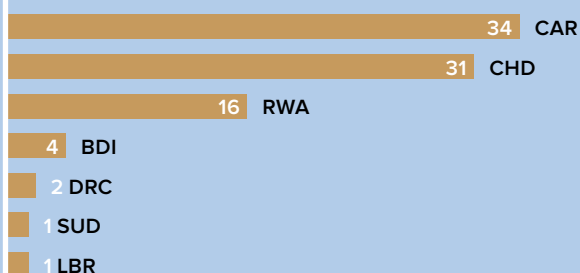
USD 238,968

budget

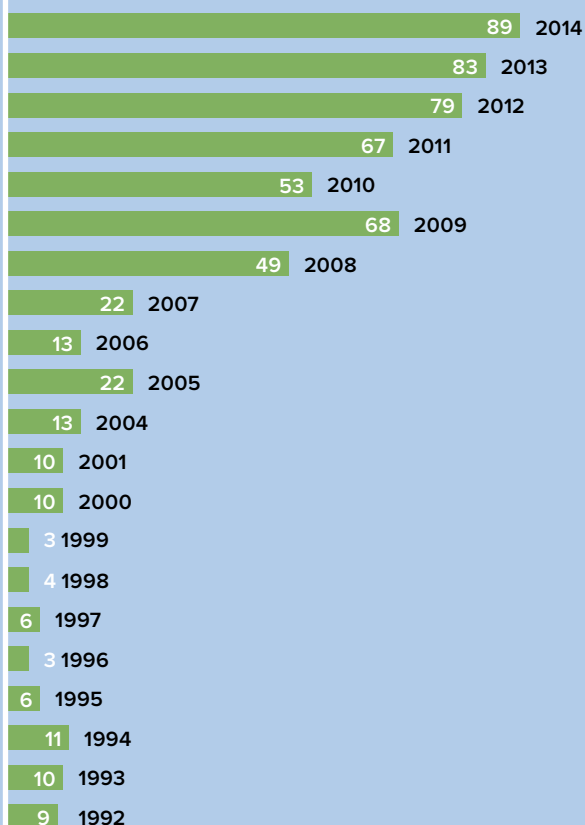
33

higher education institutions
Implemented By: ADRA (Adventist
Development and Relief Agency)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Operational Highlights

- A Memorandum of Understanding with the Pan-African Institute of Development in Central Africa (IPD-AF) was signed, granting national fees to refugee students.
- DAFI students sponsored school fees for 43 children in their communities and informed other community members about higher education opportunities during an open day.
- A post-academic program targeting the efficient insertion of graduated refugees into the labor market was running for the third consecutive year through a partnership with the National Fund for Employment (FNE).

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	8	8	16
Medical Science & Health Related	7	7	14
Engineering	2	6	8
Natural Science	3	5	8
Social & Behavioural Science	2	6	8
Mathematics & Computer Science	1	5	6
Mass Communication & Documentation	3	1	4
Humanities	1	3	4
Transport & Communication		4	4
Agriculture, Forestry & Fishery	1	2	3
Fine & Applied Arts	1	2	3
Other Programs	-	3	3
Education Science & Teacher Training	-	3	3
Law	1	1	2
Service Trades	1	1	2
Architecture & Town planning	-	1	1
TOTAL	31	58	89

Success Stories

- Seven DAFI students benefited of internships through NOSA society; a soap company, which also sponsors the production and publishing of the DAFI Cameroon magazine.
- A remarkable success rate was recorded among DAFI students enrolled in the Higher Technician Patent study program (BTS), which demonstrated notable improvement compared to 2013.
- Protection environment
- Cameroon has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Central African Republic DAFI students (48%) were particularly targeted because of the existing emergency situation.
- Refugees have access to education under the same conditions as nationals.
- Access to the labor market is quite hard given an unemployment rate of 13% and an underemployment rate of 76%.

Chad

49 students

24 per cent female

9 newly admitted students

students

USD 205,958

budget

5 higher education institutions
Implemented by RET (Refugee Education Trust)

COUNTRY OF ORIGIN

26 SUD

23 CAR

NUMBER OF STUDENTS

49 2014

51 2013

21 2012

Protection environment

- Chad has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Sudanese DAFI students live in refugee camps in the East. Central African Republic DAFI students live in refugee camps in the South.
- Refugees have the right to work.

Course of Study

Course of Study	F	M	Total
Law	1	15	16
Medical Science & Health Related	5	9	14
Commercial & Business Admin	5	8	13
Humanities	1	4	5
Home Economics (Domestic Science)	-	1	1
TOTAL	12	37	49

Operational Highlights

- Partnerships were strengthened with academic institutions throughout the country, such as *Ecole de Santé de Doba*, *Université de Monou*, *Institut des Sciences de la Santé d'Abéché*, *Université Adam Barka* and *Université de Ndjamena*. Discussions focused on access and enrolment of refugee students.
- DAFI students shared information and experiences about benefits of the DAFI programme within their communities through organized workshops and ongoing meetings especially with school-aged refugees.

Success Stories

- Several health science students were able to accomplish successfully their internships, even if some of these took place far from the universities and the refugee camps.

Democratic Republic of the Congo

18



per cent female

18 students promoted

students

USD 66,544

budget

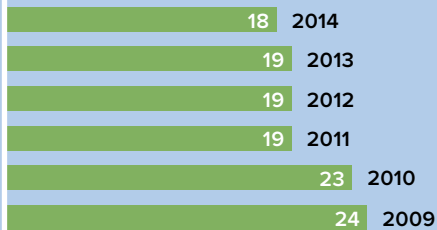
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higher education institutions
Implemented by IEDA Relief (International
Emergency and Development Agency)

COUNTRY OF ORIGIN

18 DRC

NUMBER OF STUDENTS



Protection environment

- DRC has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 119,754 refugees and 1,184 asylum seekers.
- Received 25,150 returnees in 2014.

Course of Study

Course of Study	F	M	Total
Social & Behavioural Science	4	7	11
Education Science & Teacher Training	4	1	5
Medical Science & Health Related	-	1	1
Other Programs	-	1	1
TOTAL	8	10	18

Operational Highlights

- The DAFI programme supports returnees from Zambia to the Democratic Republic of Congo. The programme is based in Lubumbashi, Katanga Province, where an open day was organized with universities, NGOs and social networks to raise awareness on the importance to support returnees in their professional reintegration.
- DAFI students met with UNHCR Livelihoods colleagues and experts from the International Labor Office (ILO) to discuss prospects and challenges in the employment of graduates.

Success Stories

- 13 students completed internships as an integral part of their studies, commonly in their second year of university.

Ecuador

21



52 per cent female

1 newly admitted student

6 students graduated

students

USD 30,735

budget

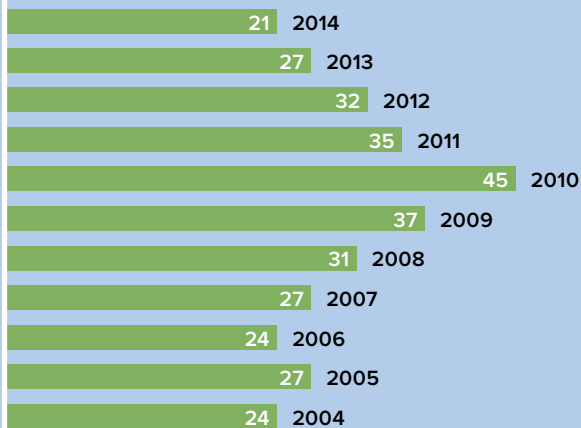
4 higher education institutions Implemented by HIAS (Hebrew Immigrant Aid Society)

COUNTRY OF ORIGIN

20 COL

1 PER

NUMBER OF STUDENTS



Protection environment

- Ecuador has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Refugees have the same rights and duties as nationals but discrimination and administrative constraints may undermine access to certain services. To prevent this problem, some refugees try to apply for naturalization.

Course of Study

Course of Study	F	M	Total
Engineering	1	4	5
Medical Science & Health Related	4	1	5
ST: Service Trades	2	2	4
Commercial & Business Admin	1	1	2
Fine & Applied Arts	-	2	2
Humanities	1	-	1
Mathematics & Computer Science	1	-	1
Social & Behavioural Science	1	-	1
TOTAL	11	10	21

Operational Highlights

- DAFI students volunteered in their communities organizing a children's corner and other activities with the aim of improving prospects for local integration.
- DAFI graduates received guidance on accessing the local labor market from the public organization "Servicio de Orientación Laboral".
- Since 2014, the Hebrew Immigrant Aid Society (HIAS) is one of the main partners of UNHCR's Comprehensive Solutions Initiative in Ecuador, which DAFI programme is an integral part of.

Success Stories

- Four DAFI graduates obtained naturalization and gained access to national rights.
- HIAS conducted a support programme for refugees to succeed in their studies despite part-time employment, which they needed to engage in due to the vulnerable socioeconomic situation of their families.

Egypt

30  50 per cent female 9 newly admitted students

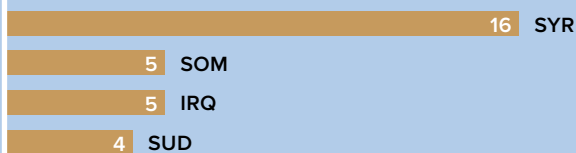
students

USD 147,106

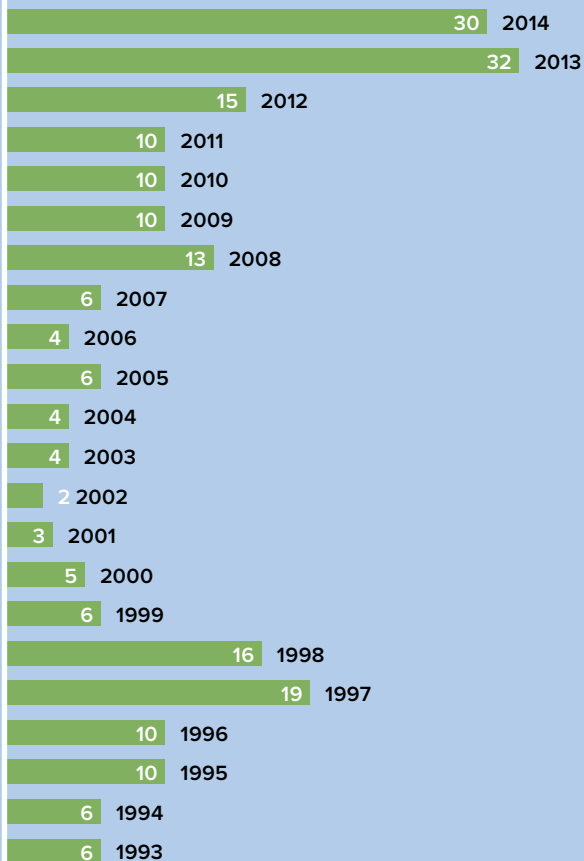
budget

1 higher education institutions Implemented by UNHCR Cairo

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Egypt has ratified the 1951 Convention and the 1967 Refugee Protocol.
- The Government of Egypt made reservations to five articles, including access to education. However, in 1992, children were allowed to attend public schools.
- Hosted over 265,000 refugees in 2014.
- The number of Syrian refugees continues to rise, reaching 140,000 in 2014, up from 131,000 in 2012. Other nationalities include Somalis, Eritreans, Sudanese, Ethiopians, and Iraqis.
- Refugees are able to work upon obtaining a work permit, which is however difficult to obtain.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	9	11	20
Education Science & Teacher Training	3	1	4
Humanities	1	2	3
Engineering	1	-	1
Mathematics & Computer Science	-	1	1
Medical Science & Health Related	1	-	1
TOTAL	15	15	30

Operational Highlights

- The partnership with the October 6 University ensured that DAFI students are exempted from tuition fees.
- Whether a refugee student is charged national or international fees depends on the nationality: Syrians, Sudanese, and Libyan students pay national fees whereas Iraqi and Somali students must pay international fees.

Success Stories:

- A diverse cohort of Syrian, Somali and Sudanese students continued to benefit from DAFI scholarships in Egypt, despite the current government policy.
- Female students continued to be strongly represented in the programme and stated the importance of higher education for women in preventing child marriages and negative coping strategies.

Eritrea

6

students

0

per cent female

4 newly admitted student

1 students graduated

USD 12,001

budget

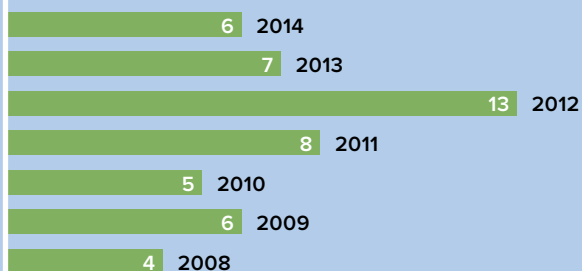
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higher education institutions Implemented by UNHCR Asmara

COUNTRY OF ORIGIN

6 SOM

NUMBER OF STUDENTS



Protection environment

- Eritrea has not ratified the 1951 Convention and the 1967 Refugee Protocol.
- In 2014, Eritrea supported 2,898 camp-based Somali refugees.
- Most refugees are camp-based and conditions in Somalia remain unsafe. Unfortunately, because employment options are limited and local integration is unlikely, resettlement is the only durable solution for many refugees.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	-	4	4
Engineering	-	1	1
Natural Science	-	1	1
TOTAL	-	6	6

Operational Highlights

- Refugees have full access to all levels of education and are charged the same fees as Eritrean nationals.
- Enrolment in tertiary institutions depends on the successful completion of secondary school. The passing rate of the secondary school examination improved in 2014 compared to previous years. However, transition of girls to tertiary education continues to remain unsuccessful.

Success Stories

- New DAFI students joined two public academic institutions – the Eritrean Institute of Technology and the College of Health Science – thanks to close collaboration with the National Board for Higher Education.

Ethiopia

96 newly admitted students

296 students
41 per cent female
71 students graduated

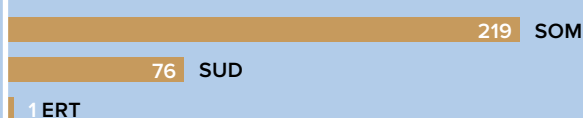
students

USD 207,774

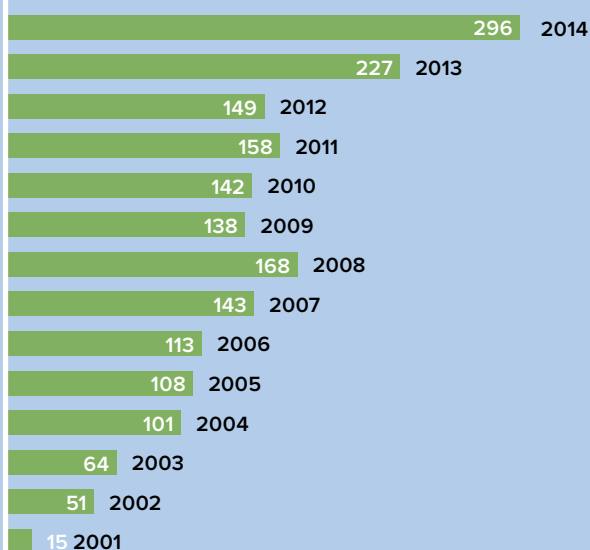
budget

22 higher education institutions implemented by AEEG (Association of Ethiopians Educated in Germany)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Support to Students

- The third DAFI annual workshop was organized by AEEG. Students were able to network with various stakeholders such as the Germany Embassy and the German Academic Exchange Service (DAAD). Beneficiaries also participated in an entrepreneurship training, provided feedback on challenges faced, and exchanged information with fellow scholars.
- A Curriculum Vitae (CV) writing workshop was conducted following the graduation of DAFI students to support new graduates in seeking employment.

Protection environment

- Ethiopia has ratified the 1951 Convention and the 1967 Refugee Protocol.
- The Government of Ethiopia made reservations to the 1951 Convention on provisions relating to employment and educational access. Nonetheless, the Government does allow refugee children access to public schools and does support refugees with scholarships for tertiary education.
- In 2014, Ethiopia provided protection to over 660,000 refugees from over 17 countries.
- The largest proportion of refugees is from the neighboring countries of South Sudan, Eritrea, and Somalia.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	65	22	87
Education Science & Teacher Training	39	12	51
Commercial & Business Admin	1	38	39
Engineering	2	30	32
Agriculture, Forestry & Fishery	-	20	20
Social & Behavioural Science	1	14	15
Humanities	2	12	14
Natural Science	6	8	14
Mathematics & Computer Science	4	8	12
Mass Communication & Documentation	-	5	5
Other Programs	-	3	3
Home Economics (Domestic Science)	-	2	2
Law	-	2	2
TOTAL	120	176	296

Operational Highlights

- Refugees pay tuition fees equivalent to Ethiopian nationals. The Government covers some 75% of fees through the Government subsidized budget to universities, while students pay the remaining 25%.
- The percentage of female students increased with over 40 new intakes in 2014.
- Partnerships have been strengthened with universities and other stakeholders, such as the Ministry of Education, and the Ethiopian Revenues and Customs Authority. Following the graduation, cost-sharing has been settled with 5% discount for students who graduated in July/August 2014.

Georgia

9



per cent female

5 students graduated

students

USD 16,197

budget

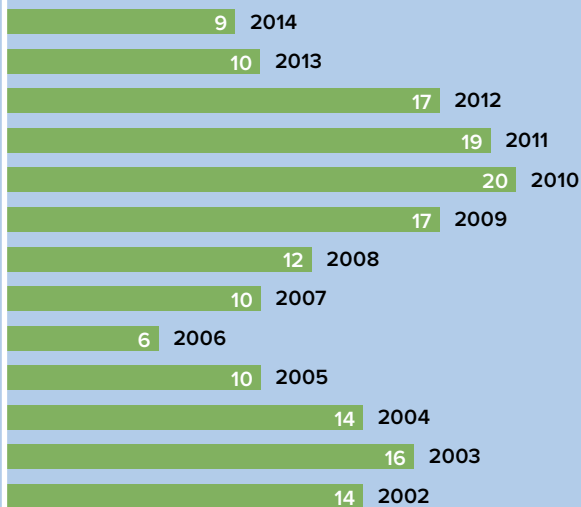
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higher education institutions Implemented by UNHCR Tbilisi

COUNTRY OF ORIGIN

9 RUS

NUMBER OF STUDENTS



Protection environment

- Georgia has ratified the 1951 Convention and the 1967 Refugee Protocol.
- Georgia currently hosts approximately 374 refugees, the majority of which are Chechen refugees from the Russian Federation.
- Refugees have the right to work in Georgia.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	2	3	5
Law	1	1	2
Mathematics & Computer Science	-	1	1
Social & Behavioural Science	1	-	1
TOTAL	4	5	9

Operational Highlights

- Refugees accessed higher learning institutions on the same terms as Georgian nationals and are charged the same tuition fees.
- All current scholars will complete their studies by 2015, completing the last stage in the phase-out of the programme.

Ghana

71



per cent female

9 newly admitted students

5 students graduated

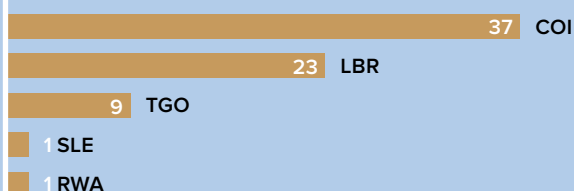
students

USD 304,620

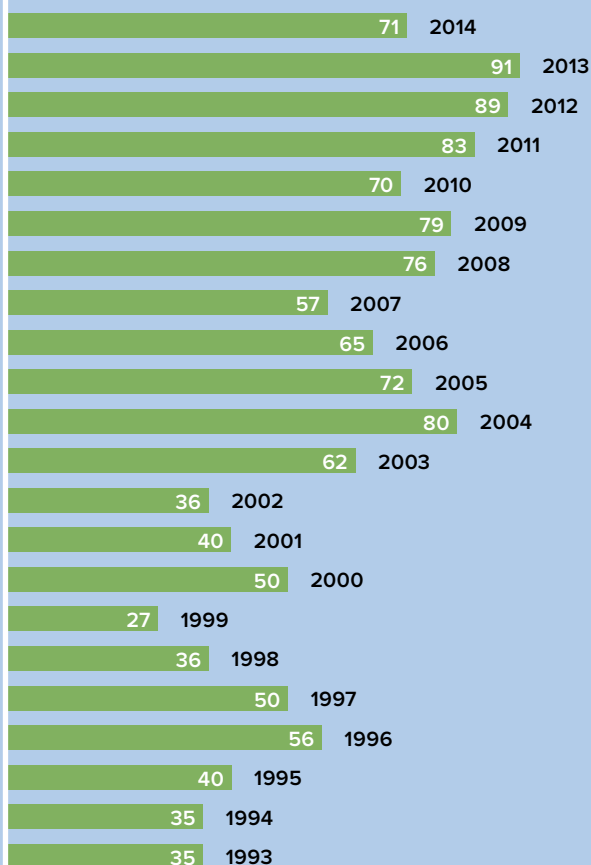
budget

19 higher education institutions Implemented by CCG (Christian Council of Ghana)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Ghana has ratified the 1951 Convention and the 1967 Refugee Protocol.
- Ghana supports over 180,000 refugees from Sierra Leone, Liberia, Cote d'Ivoire, and Togo, among others.
- While refugees have access to education, universities charge refugees significantly higher fees compared to national students.
- Refugees have the right to work.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	15	18	33
Humanities	6	9	15
Mathematics & Computer Science	1	8	9
Mass Communication & Documentation	1	2	3
Social & Behavioural Science	2	1	3
Architecture & Town planning	-	2	2
Engineering	-	2	2
Medical Science & Health Related	2	-	2
Agriculture, Forestry & Fishery	1	-	1
Natural Science	-	1	1
TOTAL	28	43	71

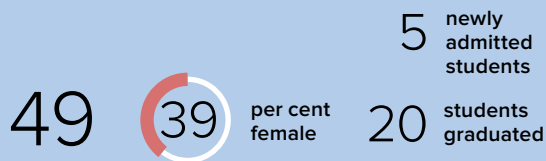
Operational Highlights

- To provide support to their community, DAFI students donated 5% of their first subsistence allowance to pay the school fees of a girl in their communities.
- Scholars hosted seminars for refugee children in camps on topics such as teenage pregnancy, violence, and early marriage.
- The 2014 Annual DAFI seminar for current and past scholars was organized by a former DAFI scholar and founder of a management school. Participants were trained in the use of ICT, as well as skills in employment search, research and writing.

Success Stories

- A DAFI scholar in his final year organized a fundraising campaign to contribute to the prevention of Ebola by purchasing sanitation products for communities.
- Out of the four graduates in 2014, two volunteered for national service: one as a teaching assistant and another as the administrator of a school in his community.

India



students

USD 54,086

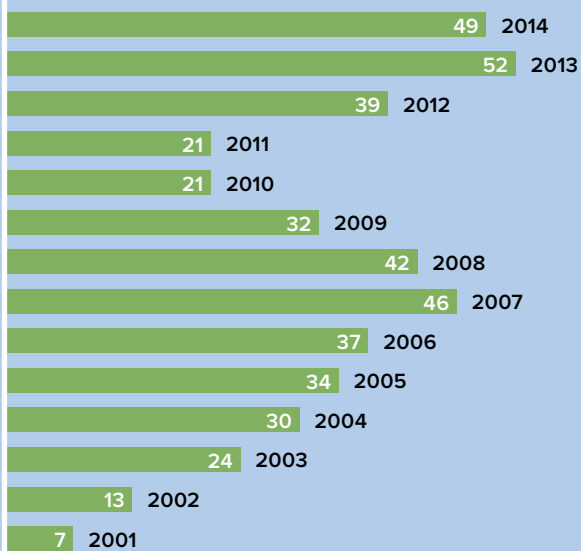
budget

14 higher education institutions Implemented by BOSCO (Organization for Social Concern and Operation)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- India has not ratified the 1951 Convention and the 1967 Refugee Protocol.
- In 2012, the Government of India allowed all refugees to apply for long-term visas, work permits, and to apply to enroll in tertiary institutions.
- India supports over 25,000 refugees and asylum-seekers with most of them from Myanmar and Afghanistan.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	11	14	25
Humanities	7	12	19
Natural Science	-	2	2
Engineering	-	1	1
Medical Science & Health Related	-	1	1
Other Programs	1	-	1
TOTAL	19	30	49

Operational Highlights

- DAFI scholars participated in an Education Campaign, teaching students and parents about admissions and procedures, and encouraging students to enroll in government schools.

Student support

- Educational tours were organized to international trade fairs to expose students to business and entrepreneurship to assist students in their final projects.

Iran

282



60 per cent female

50 newly admitted students

91 students graduated

students

USD 192,620

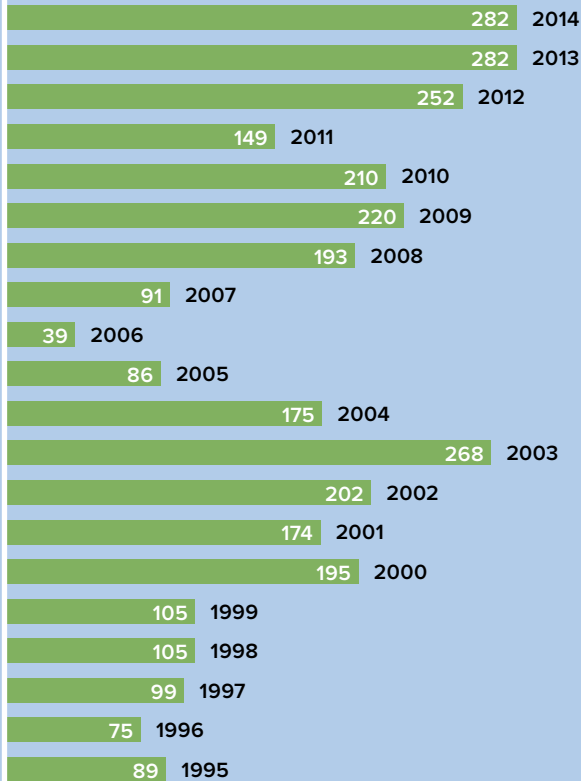
budget

60 higher education institutions Implemented by UNHCR Teheran

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Iran has ratified the 1951 Convention and the 1967 Refugee Protocol.
- Iran has one of the largest refugee populations in the world, hosting nearly 850,000 Afghan refugees and 42,000 Iraqi refugees.
- Since 2012, Iran has been guided by a six-year quadripartite solution strategy aimed at addressing the needs of Afghan refugees and assisting and empowering refugees with access to education and healthcare.
- Refugees have the right to work in Iran with a work permit.

Course of Study

Course of Study	F	M	Total
Engineering	22	39	61
Medical Science & Health Related	36	13	49
Commercial & Business Admin	25	12	37
Natural Science	19	11	30
Law	15	7	22
Agriculture, Forestry & Fishery	16	5	21
Mathematics & Computer Science	11	6	17
Social & Behavioural Science	13	4	17
Humanities	6	5	11
Architecture & Town planning	3	7	10
Mass Communication & Documentation	3	1	4
Education Science & Teacher Training	1	2	3
TOTAL	170	112	282

Operational Highlights

- Up to 60% of DAFI students in Iran are young women.
- In view of future employment prospects, students were enrolled in subjects with a high demonstrated need in Afghanistan, such as engineering, medicine and health related fields, commercial and business relations, and natural sciences.

Student support

- Workshops were held throughout the year on topics, such as interviewing and negotiation skills, enabling students and graduates their experiences and share lessons learnt concerning access to employment.

Jordan

71



61 per cent female

39 newly admitted students

7 students graduated

students

USD 400,841

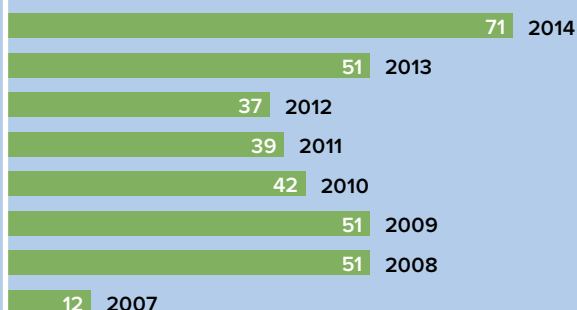
budget

11 higher education institutions
Implemented by Noor-Al Hussein Foundation

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Jordan has not ratified the 1951 Convention and the 1967 Refugee Protocol.
- Jordan currently hosts 672,930 refugees, the majority of whom are from Syria.
- Refugees have the right to work in Jordan, but are required to first obtain a work permit which poses many practical challenges to refugees, forcing many to work in the informal labor market.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	22	8	30
Other Programs	10	3	13
Engineering	2	10	12
Education Science & Teacher Training	2	3	5
Architecture & Town planning	2	1	3
Mathematics & Computer Science	1	2	3
Commercial & Business Admin	2	-	2
Law	1	1	2
Mass Communication & Documentation	1	-	1
TOTAL	43	28	71

Operational Highlights

- The programme witnessed a huge demand for higher education, receiving 1,637 applications for 40 new slots.

Success Stories

- One student obtained an internship in Germany at the BMW factory thanks to his success in his training and robotics courses.
- Several graduates obtained employment in teaching, account management, logistics, and biomedical engineering, among others.
- Three students volunteered at the Expo Science Asia 2014, held under the patronage of Her Majesty Queen Noor Al Hussein.

Kenya

38 newly admitted students

124 31 per cent female

12 students graduated

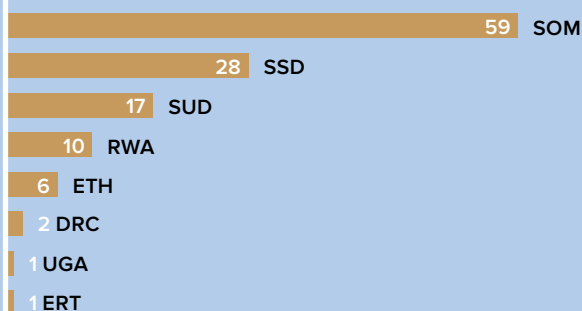
students

USD 477,713

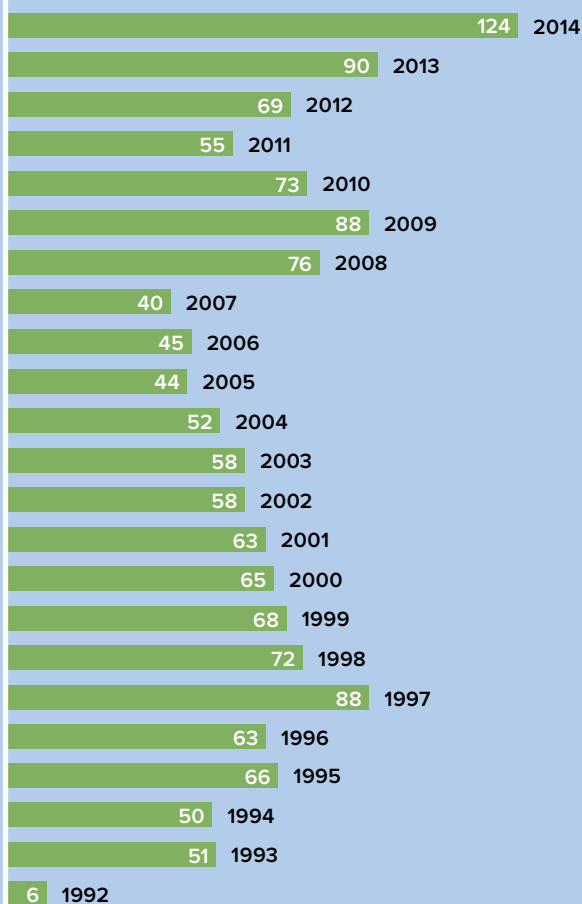
budget

9 higher education institutions Implemented by WTK (Windle Trust Kenya)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Kenya has ratified the 1951 Convention and the 1967 Refugee Protocol.
- In 2014, Kenya hosted over 585,000 refugees, many of them Somalis but also includes South Sudanese, Ethiopians, Rwandans, and others.
- The Government of Kenya required all refugees residing in urban areas to relocate to one of the refugee camps.
- Scholars are charged national fees at universities.

Course of Study

Course of Study	F	M	Total
Social & Behavioural Science	17	21	38
Commercial & Business Admin	12	20	32
Education Science & Teacher Training	1	14	15
Mathematics & Computer Science	2	12	14
Medical Science & Health Related	1	6	7
Law	1	4	5
Home Economics (Domestic Science)	2	2	4
Mass Communication & Documentation	2	-	2
Engineering	-	2	2
Other Programs	1	1	2
Agriculture, Forestry & Fishery	-	1	1
Natural Science	-	1	1
Service Trades	-	1	1
TOTAL	39	85	124

Operational Highlights

- Windle Trust and UNHCR signed agreements with Jomo Kenyatta University of Agriculture and Technology, Kenyatta University and Masinde Muliro University of Science and Technology, supporting favourable circumstances of study for DAFI students. A representative from the German Embassy attended the signing ceremony.

Success Stories

- DAFI students found internships and employment in sectors benefiting refugee communities, such as legal aid and nutrition advisors, and community workers.
- DAFI graduates participated in a career day held in Dadaab, bringing employment prospects to the attention of broader community members.

Kyrgyzstan

11



per cent female

1 newly admitted student

3 students graduated

students

USD 13,635

budget

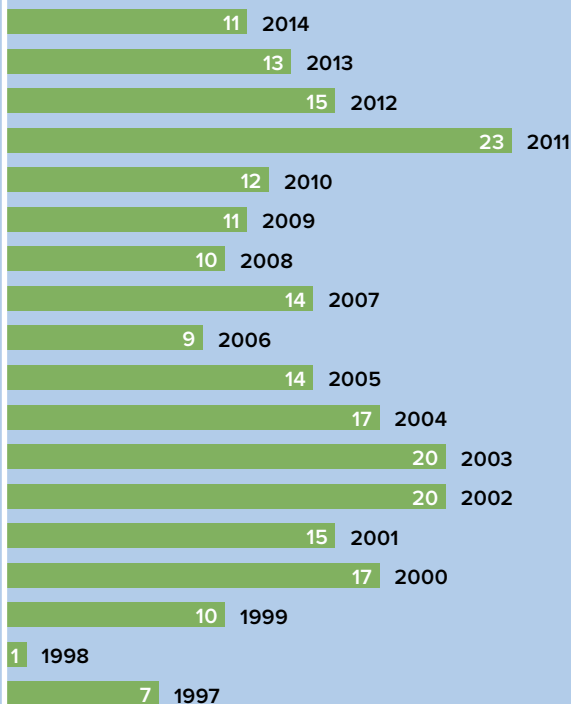
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higher education institutions
Implemented by SCC (Sezim Crisis Centre)

COUNTRY OF ORIGIN

11 AFG

NUMBER OF STUDENTS



Protection environment

- Kyrgyzstan has ratified the 1951 Convention and the 1967 Refugee Protocol.
- In 2014, Kyrgyzstan hosted 771 refugees and asylum seekers. Most refugees were Afghans, but populations of Ukrainians and Uzbekistanis were also supported.
- Convention refugees have the right to work in Kyrgyzstan while mandate refugees do not have access to legal employment and often work unofficially.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	2	1	3
Medical Science & Health Related	2	1	3
Law	-	2	2
Social & Behavioural Science	1	1	2
Humanities	1	-	1
TOTAL	6	5	11

Operational Highlights

- The programme helped DAFI students to engage in social activities through the “Youth Initiative Fund” initiated by UNHCR.

Success Stories

- Two students were granted internships in areas of their studies: one at a crisis centre and one at a legal clinic.

Lebanon

58  55 per cent female 58 newly admitted students

students

USD 124,400

budget

8 higher education institutions
Implemented by UNHCR Beirut

COUNTRY OF ORIGIN

58 SYR

NUMBER OF STUDENTS

58 2014

Protection environment

- Lebanon has not ratified the 1951 Convention and the 1967 Refugee Protocol.
- Lebanon currently hosts over 1.1 million Syrian refugees. Lebanon does not have camps, so the refugees are disbursed in over 1,700 communities throughout the country.
- Regulation of visas and residency permits in Lebanon are very strict and evolving. Syrian graduates are required to apply for a work residency and those are granted for limited professional categories in demand in the Lebanese job market – mainly agriculture and construction work.

Course of Study

Course of Study	F	M	Total
Humanities	11	10	21
Social & Behavioural Science	6	4	10
Engineering	4	1	5
Law	2	3	5
Natural Science	3	2	5
Commercial & Business Admin	-	4	4
Mathematics & Computer Science	3	1	4
Medical Science & Health Related	1	1	2
Architecture & Town planning	1	-	1
Mass Communication & Documentation	1	-	1
TOTAL	32	26	58

Operational Highlights

- The DAFI Lebanon programme started with its first intake of students in 2014. It received a high level of interest: 453 applications for 58 new places.
- Higher education is bilingual and conducted in Arabic and English or Arabic and French, which poses a challenge to some students.

Student support

- A two-day orientation was provided for the first class of DAFI Lebanon scholars. Workshops in CV drafting, pursuing of internship and volunteering activities were also held.

Liberia

15



per cent
female

students

USD 50,160

budget

4

higher education institutions
Implemented by SEARCH (Special Emergency
Activity to Restore Children's Hope)

COUNTRY OF ORIGIN

15 COI

NUMBER OF STUDENTS

15 2014

15 2013

Protection environment

- Liberia has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- In 2014, Liberia supported 38,595 refugees, 98% of them from Ivory Coast.
- The outbreak of the Ebola disease affected refugees, exacerbating food insecurity, unemployment, vulnerability and the risk of exploitation.
- Refugees have the right to work in Liberia, but inconsistent provisions in the labor law and refugee law means that access to employment requires a lengthy administrative process.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	5	1	6
Other Programs	1	2	3
Education Science & Teacher Training	-	3	3
Agriculture, Forestry & Fishery	-	1	1
Engineering	-	1	1
Social & Behavioural Science	-	1	1
TOTAL	6	9	15

Operational Highlights

- The Ebola outbreak resulted in the closure of universities for almost six months, also affecting DAFI students.
- During the period of closure, many students volunteered in the refugee camp mobilizing their communities, upgrading shelters, registering pregnant women and assisting the most vulnerable refugees.

Success Stories

- Several DAFI alumni who have returned to Liberia after their graduation are employed in the public and private sectors, such as in ministries, banks and international organizations.

Mauritania

20  30 per cent female 9 newly admitted students

students

USD 77,171

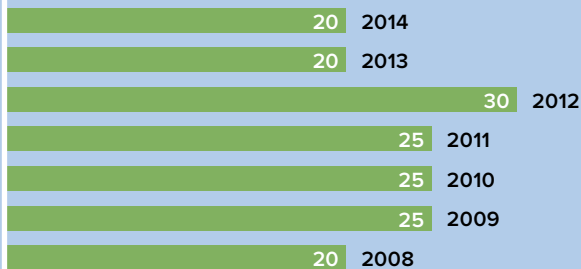
budget

1 higher education institution
Implemented by ACTIONS Mauritania

COUNTRY OF ORIGIN

20 MAU

NUMBER OF STUDENTS



Protection environment

- Mauritania has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Mauritanian returnees have access to all the national universities, but sometimes face administrative challenges.

Course of Study

Course of Study	F	M	Total
Law	3	4	7
Humanities	2	3	5
Home Economics (Domestic Science)	-	2	2
Natural Science	1	1	2
Social & Behavioural Science	-	2	2
Mathematics & Computer Science	-	1	1
Education Science & Teacher Training	-	1	1
TOTAL	6	14	20

Operational Highlights

- The DAFI programme in Mauritania is undergoing a gradual change from a returnee towards a refugee-focused programme based on an observed change in the needs and demand.
- The Ministry of Higher Education participated in the selection of new students and provided guidance on administrative elements to the programme, thereby complementing the close collaboration with public universities.

Support to students

- Established contacts with industrial companies, national and international NGOs, and UN agencies helped many DAFI students in their search for an internship.

Mozambique

7



57 per cent female

3 students graduated

students

USD 20,014

budget

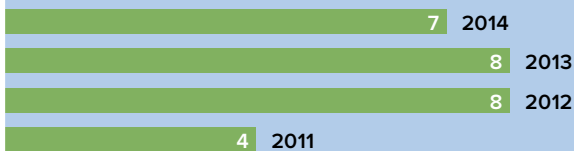
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higher education institutions
Implemented by UNHCR Maputo

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Mozambique has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Refugees have equal access to education as nationals. They also pay the same tuition fees in universities fees as Mozambicans.
- Refugees have access to formal employment in the public and private sectors.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	1	2	3
Architecture & Town planning	1	-	1
Humanities	1	-	1
Law	1	-	1
Mathematics & Computer Science	-	1	1
TOTAL	4	3	7

Operational Highlights

Meetings were regularly held with both students and management of the different universities.

Relationships between national and refugee students were collaborative, further strengthening peaceful coexistence between refugees and host communities in Mozambique.

Success Stories:

Olivet Nyankuru, a Burundian DAFI student, was ranked nationally as the best graduate in Medicine and received his Degree by the President of Mozambique. He is currently working as a civil servant at the Quelimane Provincial Hospital.

Namibia

17



per cent female

3 students graduated

students

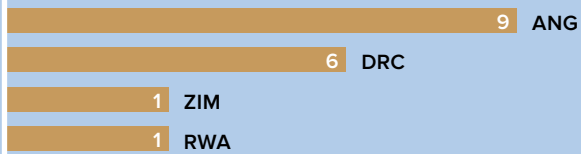
USD 97,478

budget

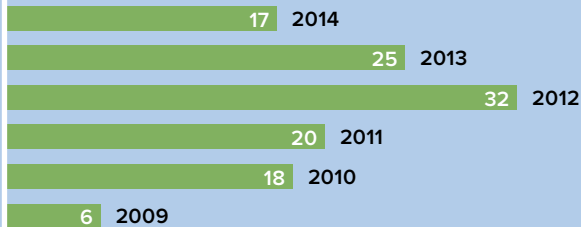
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higher education institutions
Implemented by UNHCR Windhoek

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Namibia has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Namibia hosted 1,767 refugees and 821 asylum seekers.
- UNHCR, in collaboration with the Government of Namibia, continued to implement a local integration strategy for former Angolan refugees.

Course of Study

Course of Study	F	M	Total
Engineering	1	3	4
Mathematics & Computer Science	1	3	4
Other Programs	2	2	4
Commercial & Business Admin	2	-	2
Education Science & Teacher Training	2	-	2
Medical Science & Health Related	-	1	1
TOTAL	8	9	17

Operational Highlights

- All DAFI students continued to access higher education at the same terms as national students.
- UNHCR and the Namibian government conducted a large scale verification exercise of the population of concern. Local integration of Angolan refugees was ongoing at the close of 2014.

Nigeria

8

students

25

per cent
female

2 students
graduated

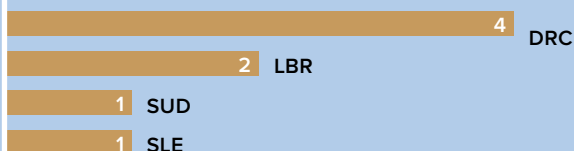
USD 12,458

budget

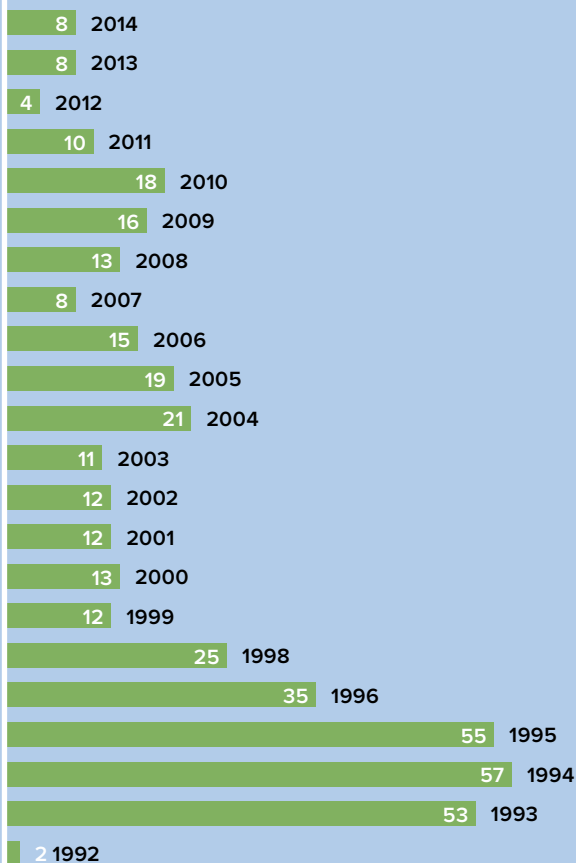
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higher education institutions
Implemented by UNHCR Lagos

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Nigeria has ratified the 1951 UN Refugee Convention and the 1967 Refugee Protocol.
- Nigeria hosted 1,239 refugees and 856 asylum-seekers in 2014.
- The National Commission of Refugees oversees issues relating to refugees and guarantees access to elementary education and guarantees the equal treatment of refugees to other aliens.
- Refugees who do not have recognized identity documents must pay international fees for tertiary education.
- Refugees have the right to work in the formal and informal sectors.

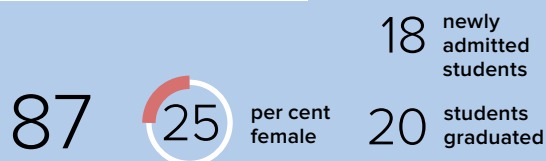
Course of Study

Course of Study	F	M	Total
Education Science & Teacher Training	1	1	2
Agriculture, Forestry & Fishery	-	1	1
Commercial & Business Admin	-	1	1
Engineering	-	1	1
Mathematics & Computer Science	-	1	1
Medical Science & Health Related	1	-	1
Other Programs	-	1	1
TOTAL	2	6	8

Operational Highlights

- The DAFI program in Nigeria continued its phase-out as a result of the application of the cessation clause to Angolan refugees. No new applications were considered for acceptance.

Pakistan



students

USD 42,753

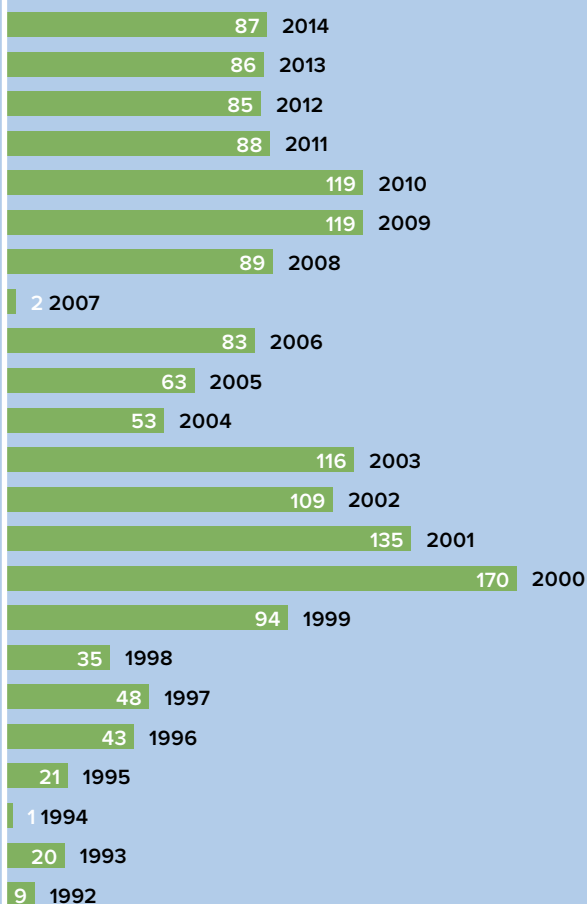
budget

33 higher education institutions implemented by INSPIRE

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Pakistan has not ratified the 1951 Convention and the 1967 Refugee Protocol.
- Pakistan currently hosts over 1.5 million refugees.
- Afghan refugees are permitted to work in Pakistan, but they are not eligible for government jobs. With their Proof of Registration (PoR) cards, they are not required to have a work permit to obtain employment.

Course of Study

Course of Study	F	M	Total
Mathematics & Computer Science	6	26	32
Commercial & Business Admin	5	20	25
Other Programs	6	4	10
Agriculture, Forestry & Fishery	-	7	7
Medical Science & Health Related	2	3	5
Natural Science	2	2	4
Social & Behavioural Science	1	2	3
Mass Communication & Documentation	-	1	1
TOTAL	22	65	87

Operational Highlights

- In 2014, 390 applications were received. While concerted efforts have been made to support more women and the number of applications from female students is increasing, the gender ratio remains a problem.

Support to Students

- Implementing partner, Inspire Pakistan assisted in the coordination and communication with students. It developed a web portal for students to communicate, organized meetings with beneficiaries, and visited universities.

Panama

18



per cent female

3 newly admitted student

2 students graduated

students

USD 46,583

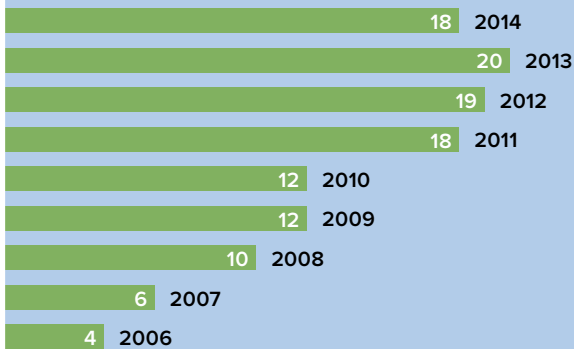
budget

7 higher education institutions Implemented by Arquidiocesis de Panama

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Panama has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- The DAFI program in Panama targets both refugees and Temporary Humanitarian Protection Status (THP) holders. In 2014, all the students who held a THP status were able to regularize their status together with their families providing them with both residence and work permits.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	5	6	11
Humanities	2	3	5
Agriculture, Forestry & Fishery	-	2	2
TOTAL	7	11	18

Operational Highlights

- The operation continued to actively engage in identifying possibilities for local integration and permanent residency for refugees. The DAFI programme complements the legal track by enabling refugees to effectively integrate into the local economy and society.

Support to students

- Three workshops were organized in the course of the academic year with the focus on preparing students for opportunities after graduation. Students continued to participate in internships benefiting their communities, in areas such as social work.

Russia

8



per cent female

2 newly admitted students

2 students graduated

students

USD 11,040

budget

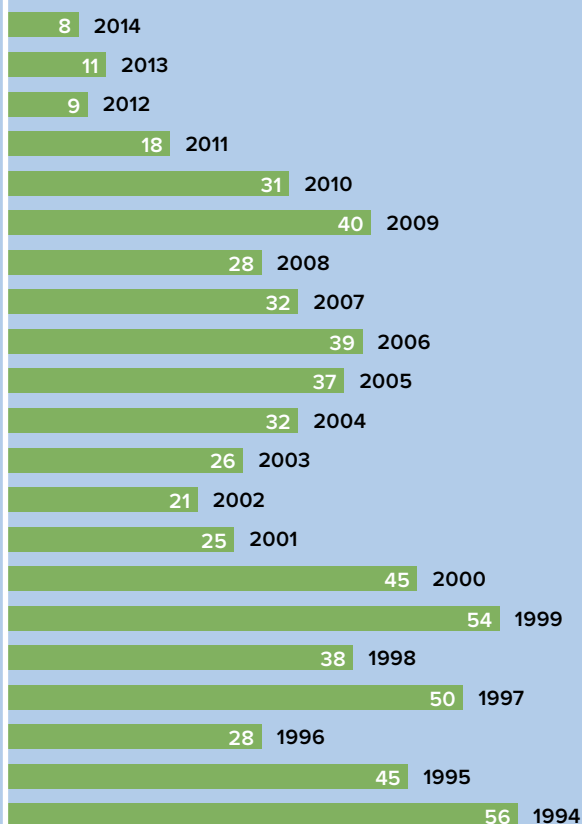
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higher education institutions implemented by UNHCR Moscow

COUNTRY OF ORIGIN

8 AFG

NUMBER OF STUDENTS



Protection environment

- Russia has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Refugees and asylum seekers have the right to work in Russia, but they must obtain a work permit.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	1	1	2
Fine & Applied Arts	1	-	1
Law	1	-	1
Mathematics & Computer Science	-	1	1
Medical Science & Health Related	1	-	1
Social & Behavioural Science	1	-	1
ST: Service Trades	1	-	1
TOTAL	6	2	8

Operational Highlights

- The Government of the Russian Federation continued to provide refugees with free access to higher education at state institutions on the same terms as national citizens. Admission to the programme remained highly competitive.
- Four universities in St. Petersburg and Moscow waived tuition fees for DAFI students, resulting in significant savings for the programme.

Success Stories

- Two DAFI graduates obtained employment in competitive fields, one as a consultant and the other as a civil judge's assistant. Two current students undertook internships in private companies in Moscow during summer leave.
- In August, DAFI alumni met with a UNHCR representative to discuss successes. The event was attended by a broadcast journalist who also interviewed students and documented the event. DAFI students also participated actively in roundtable discussions addressing themes, such as sexual and gender-based violence.

Rwanda

91



48 per cent female

11 newly admitted student

5 students graduated

students

USD 206,095

budget

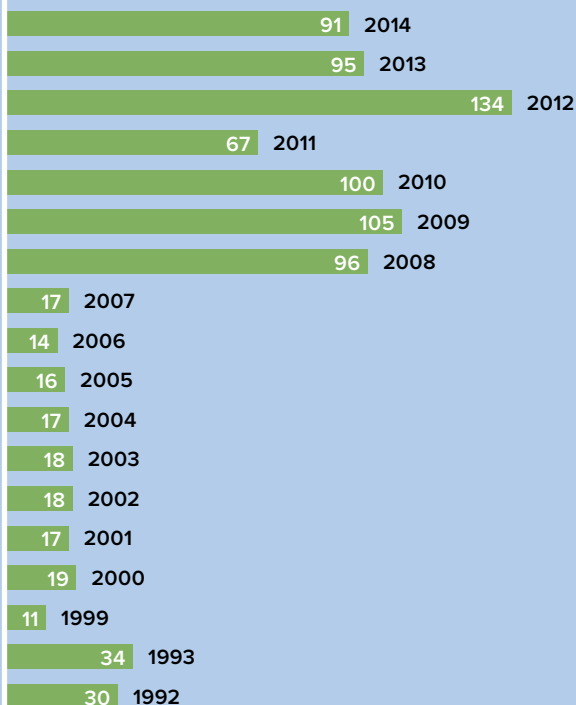
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higher education institutions Implemented by ADRA (Adventist Development and Relief Agency)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Rwanda has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Rwanda hosts 73,571 refugees, the majority of which live in camps. Approximately 2,000 refugees live in the urban Kigali area. The majority of refugees are Congolese.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	19	20	39
Medical Science & Health Related	8	7	15
Agriculture, Forestry & Fishery	4	6	10
Mass Communication & Documentation	5	2	7
Social & Behavioural Science	3	4	7
Engineering	1	4	5
Mathematics & Computer Science	1	1	2
Natural Science	1	1	2
Education Science & Teacher Training	2	-	2
Humanities	-	1	1
Law	-	1	1
TOTAL	44	47	91

Operational Highlights

- Access to the DAFI programme in Rwanda was the most competitive globally in 2014: 723 candidates applied for 11 available scholarships, leading to an admission rate of 1.5%.
- A Memorandum of Understanding was signed with the University of Rwanda to grant refugee students access equal to nationals.

Success stories

- An informal survey of DAFI graduates revealed that 35 of the 60 students surveyed had obtained employment in the public and private sector over the past years after graduation from the programme.
- Several DAFI scholars mentored younger students in secondary schools and provided teaching services to a secondary school in Gihembe refugee camp.

Senegal

73  29 per cent female 25 students graduated

students

USD 401,815

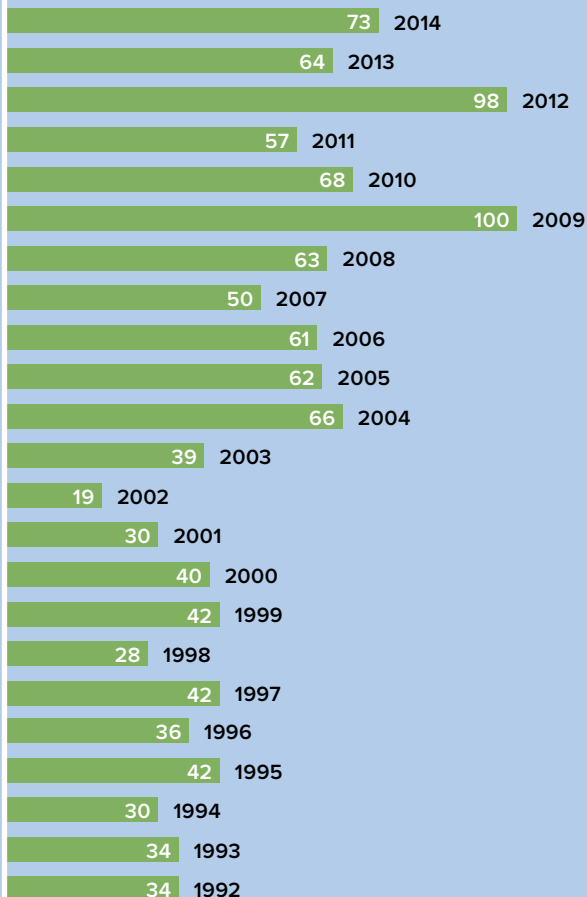
budget

11 higher education institutions
Implemented by OFADEC (Office Africain pour le Développement et la Coopération)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Senegal has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- The majority of the DAFI students are Ivorian (59%), while others originate from the Democratic Republic of the Congo, Rwanda, Chad and Burundi.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	10	21	31
Law	6	19	25
Mathematics & Computer Science	2	7	9
Architecture & Town planning	-	3	3
Social & Behavioural Science	2	-	2
Engineering	-	1	1
Medical Science & Health Related	1	-	1
Natural Science	-	1	1
TOTAL	21	52	73

Operational Highlights

- Partnerships with universities were further strengthened, leading to a substantial decrease in tuition fees. Public universities grant refugees access on same terms as national students.

Success Stories

- DAFI students continued to find internship and employment opportunities, especially in the fields of engineering, environmental science and law. Close collaboration among partners, employers and government offices enabled over 40 students to enroll in an internship in 2014.

South Africa

60



per cent female

21 newly admitted student

11 students graduated

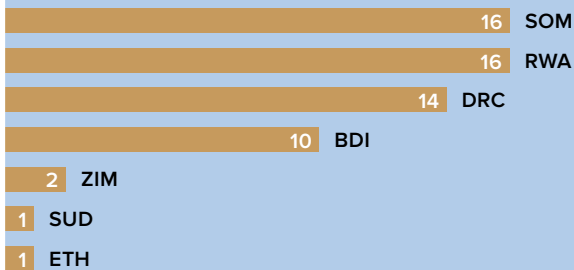
students

USD 216,442

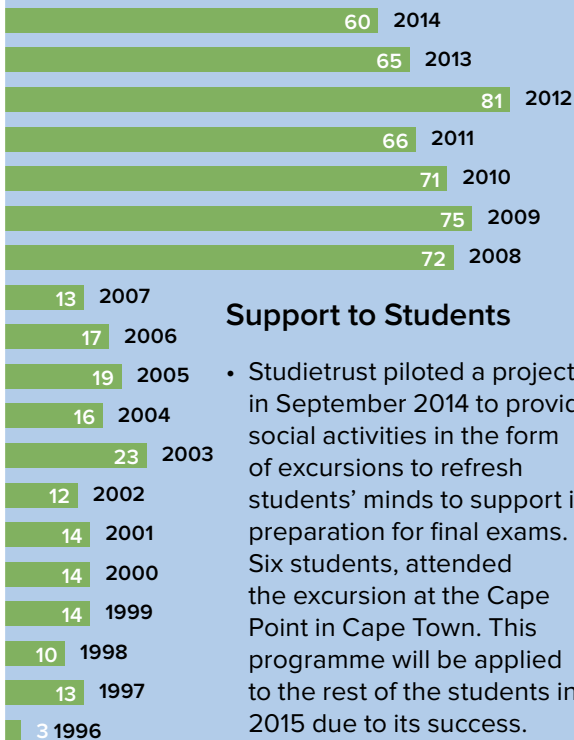
budget

17 higher education institutions Implemented by Studietrust

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Support to Students

- Studietrust piloted a project in September 2014 to provide social activities in the form of excursions to refresh students' minds to support in preparation for final exams. Six students, attended the excursion at the Cape Point in Cape Town. This programme will be applied to the rest of the students in 2015 due to its success.
- Studietrust liaised with the German Chamber of Commerce in South Africa to negotiate possibilities for internships, in-service training and job opportunities for DAFI graduates.

Protection environment

- South Africa has ratified the 1951 Convention and the 1967 Refugee Protocol.
- South Africa hosted over 112,192 refugees and 463,940 asylum seekers.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	11	10	21
Engineering	3	10	13
Commercial & Business Admin	4	5	9
Mass Communication & Documentation	-	3	3
Law	1	2	3
Transport & Communication	1	2	3
Other Programs	-	2	2
Fine & Applied Arts	1	-	1
Home Economics (Domestic Science)	1	-	1
Humanities	-	1	1
Mathematics & Computer Science	-	1	1
Natural Science	1	-	1
Social & Behavioural Science	-	1	1
TOTAL	23	37	60

Operational Highlights

- 256 DAFI applications were received for the 21 new scholars. Applicants included refugees from Angola, Burundi, Cameroon, Congo, DRC, Ethiopia, Eritrea, Kenya, Nigerian, Rwanda, Somalia, Sudan, Uganda and Zimbabwe.
- A partner Studietrust was selected to implement the DAFI program as of 2014.

Success Stories

- Junior Baloji was announced top student for the Engineering Faculty College of Cape Town (CCT) in October 2014. He was given a new laptop by the Dean of the Department of Engineering at the College of Cape Town.

DAFI Club Activities

- Excursions for students in all of the major university cities allowed refugees to integrate with national students and foster tolerance and integration.

Sudan

99



68 per cent female

26 newly admitted students

23 students graduated

students

USD 170,066

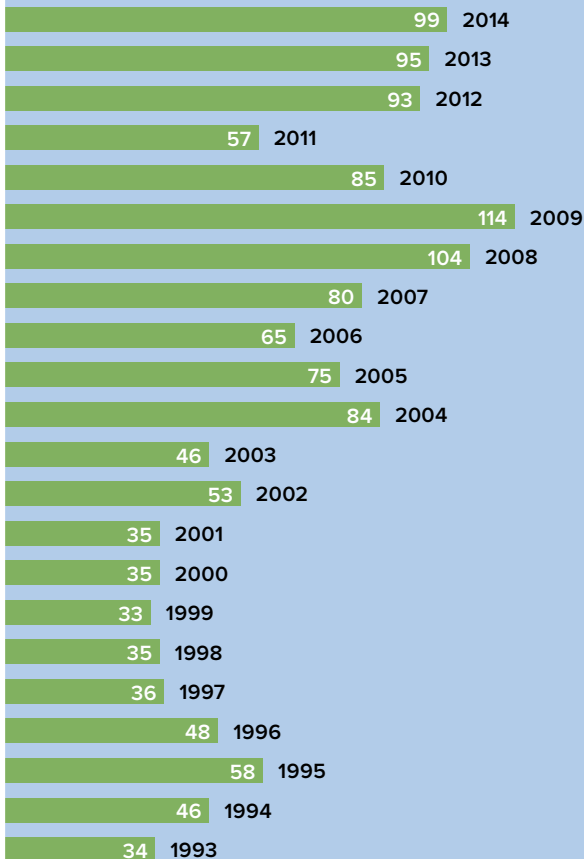
budget

17 higher education institutions Implemented by WTS (Windle Trust Sudan)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Sudan has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Sudan supports over 170,000 refugees and asylum-seekers, with the majority from Ethiopia and Eritrea and smaller numbers from Chad and the Democratic Republic of Congo.
- DAFI students are charged foreign students fees.
- Students are able to work upon graduation, but they must obtain a work permit.

Course of Study

Course of Study	F	M	Total
Mathematics & Computer Science	15	14	29
Commercial & Business Admin	14	10	24
Medical Science & Health Related	19	2	21
Social & Behavioural Science	15	-	15
Engineering	-	4	4
Natural Science	-	2	2
Education Science & Teacher Training	2	-	2
Humanities	1	-	1
Other Programs	1	-	1
TOTAL	67	32	99

Operational Highlights

- The DAFI programme in Sudan continued to benefit from year-long efforts to enroll girls in higher education. The percentage of female students increased to 68% through the new intakes and the high level of interest in the programme demonstrated by female applicants.
- Collaboration with the Ahfad University for Women was formalised through a Memorandum of Understanding, leading to reduced costs for refugee students.

Success Stories

- During the annual student workshop DAFI students participated actively in the discussion on higher education needs for refugees, engaging with the Sudanese Commissioner of Refugees, the German Ambassador and representatives from the Goethe Institute.
- Thirteen of 18 graduates in 2014 either continued in their studies or were able to obtain employment.

Tajikistan

24



per cent female

7 newly admitted student
6 students graduated

students

USD 31,007

budget

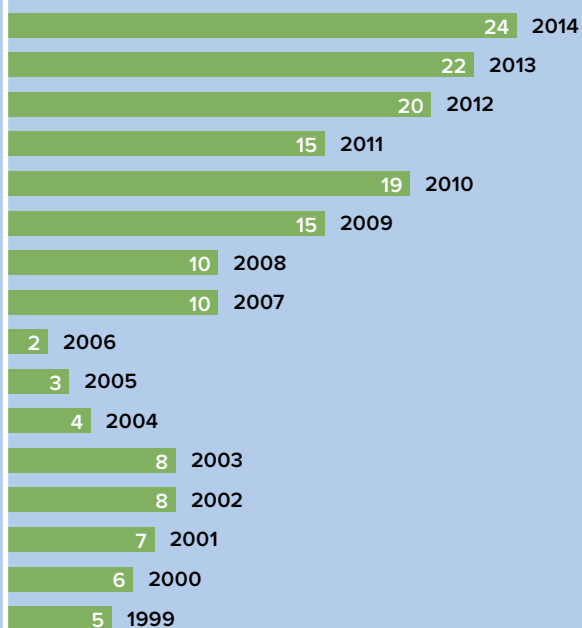
10

higher education institutions Implemented by RCVV (Refugee Children and Vulnerable Citizens)

COUNTRY OF ORIGIN

24 AFG

NUMBER OF STUDENTS



Protection environment

- Tajikistan has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Tajikistan currently hosts over 3,700 refugees and asylum seekers from Pakistan, Iran and Afghanistan.
- Refugees are granted access to primary and secondary education, but are charged higher fees for tertiary education compared to Tajik nationals.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	6	2	8
Law	1	3	4
Mathematics & Computer Science	2	1	3
Engineering	-	2	2
Home Economics (Domestic Science)	1	1	2
Education Science & Teacher Training	2	-	2
Architecture & Town planning	-	1	1
Commercial & Business Admin	1	-	1
Other Programs	1	-	1
TOTAL	14	10	24

Operational Highlights

- DAFI students provided tutoring services to their community members by teaching refugee children in Dushanbe English, Dari, and catch-up courses twice a week. DAFI scholars also volunteered to teach English to local citizens in Dushanbe and Vahdat.

Success Stories

- A graduate from the Technical University obtained employment as a Site Manager for a local construction company, making immediate use of the skill sets he obtained during his studies.

Tanzania

67



per cent female

13 newly admitted students

1 student graduated

students

USD 290,177

budget

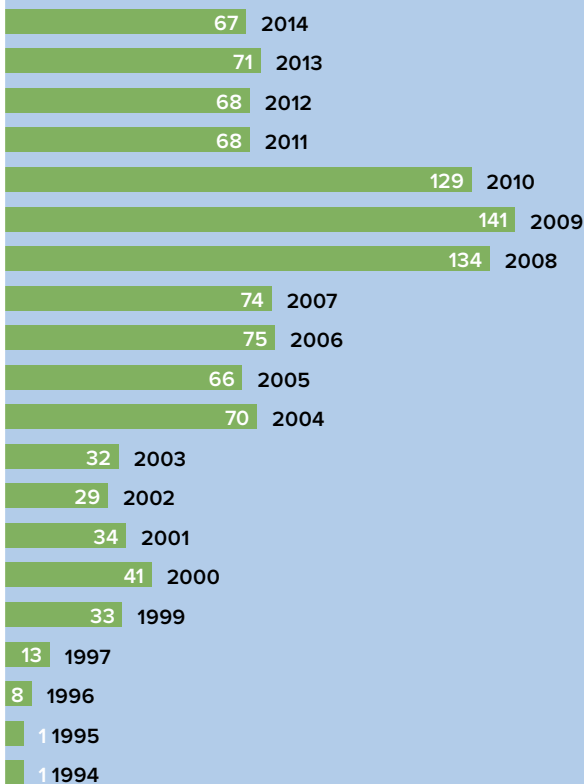
27

higher education institutions Implemented by REDESO (Relief to Development Society)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Tanzania has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- The government of Tanzania implemented a naturalization process, by which Burundians who arrived in Tanzania in 1972 were provided naturalization certificates.
- The Ministry of Home affairs introduced a policy asserting the right to education for all refugees in all the institutions where DAFI students are enrolled.
- Congolese students face difficulty accessing tertiary institutions because their secondary school certificates have not yet been recognized by Tanzanian authorities.

Course of Study

Course of Study	F	M	Total
Education Science & Teacher Training	8	33	41
Social & Behavioural Science	2	5	7
Commercial & Business Admin	2	4	6
Other Programs	6	-	6
Medical Science & Health Related	-	3	3
Agriculture, Forestry & Fishery	-	2	2
Law	1	1	2
TOTAL	19	48	67

Operational Highlights

DAFI students continued to pay the same tuition fees as national students. DAFI students received specific recognition from their universities for their integration into the university environment.

All DAFI students were trained on life skills, peace and conflict management and entrepreneurship.

Success Stories

- DAFI students volunteered in the refugee camps, teaching young refugees computer skills, English and entrepreneurial skills.

Turkey

12 students
 67 per cent female
 12 newly admitted student

students

USD 29,400

budget

8 higher education institutions
 Implemented by UNHCR Ankara

COUNTRY OF ORIGIN

12 SYR

NUMBER OF STUDENTS

12 2014

Protection environment

- Turkey has ratified the 1951 Convention and the 1967 Refugee Protocol.
- Turkey supports 1,622,839 refugees, of which 227,074 were living in 22 camps spread across ten provinces in South East Turkey; another 1,395,765 were living in communities and cities across Turkey.
- Turkey's Law on Foreigners and International Protection came into force, followed by the promulgation of the Temporary Protection Regulation. The Regulation applies to all Syrians and protects them from *refoulement*, providing access to social services such as health care, education and social assistance. Syrians also are allowed access to the labour market subject to secondary legislation and permits.

Course of Study

Course of Study	F	M	Total
Engineering	2	3	5
Education Science & Teacher Training	3	-	3
Social & Behavioural Science	1	1	2
Architecture & Town planning	1	-	1
Medical Science & Health Related	1	-	1
TOTAL	8	4	12

Operational Highlights

- The DAFI program in Turkey was established for Syrian refugees in 2014 in response to the rapidly expanding needs for higher education. Twelve students were enrolled as part of the first cohort.
- The Government of Turkey waived university tuition fees for Syrian refugee students. The language of instruction in universities is Turkish, which results in language challenges for many Arabic speaking Syrian refugees.

Uganda

18 newly admitted students

175 students per cent female 34 20 students graduated

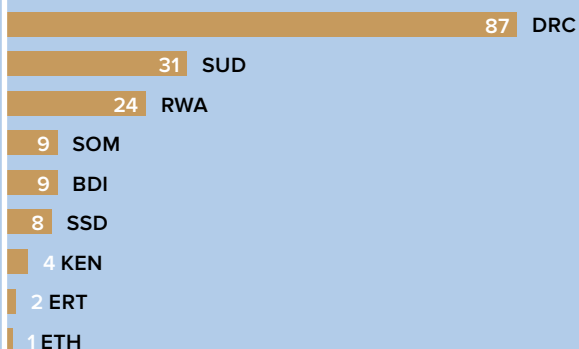
students

USD 447,708

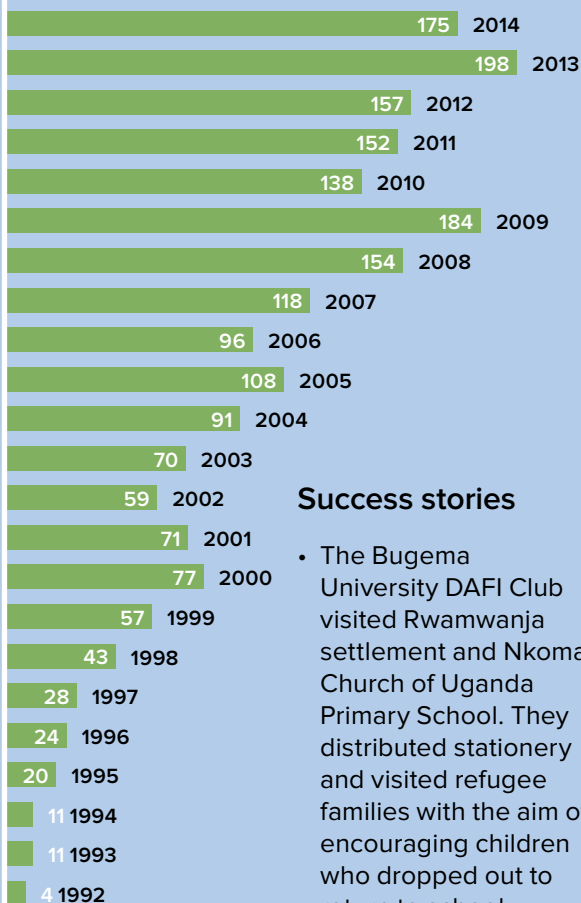
budget

14 higher education institutions Implemented by WTU (Windle Trust Uganda)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Success stories

- The Bugema University DAFI Club visited Rwamwanja settlement and Nkoma Church of Uganda Primary School. They distributed stationery and visited refugee families with the aim of encouraging children who dropped out to return to school.

Protection environment

- Uganda has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- The outbreak of violence in South Sudan displaced 1.1 million individuals and over 125,000 refugees and asylum-seekers have arrived in Uganda since December 2013.
- The Office of the Prime Minister (OPM) issues DAFI beneficiaries travel permits to enable them to leave the settlements and attend university in the city; refugee students are also issued identification documents which enable them to pay fees at the same rate as Ugandans.

Course of Study

Course of Study	F	M	Total
Social & Behavioural Science	23	34	57
Commercial & Business Admin	18	15	33
Mathematics & Computer Science	3	19	22
Education Science & Teacher Training	6	13	19
Medical Science & Health Related	5	12	17
Engineering	2	12	14
Other Programs	-	3	3
Agriculture, Forestry & Fishery	-	2	2
Public Administration	-	2	2
Humanities	-	2	2
Architecture & Town planning	1	-	1
Mass Communication & Documentation	1	-	1
Law	-	1	1
Natural Science	-	1	1
TOTAL	59	116	175

Operational Highlights

- The demand for the DAFI programme in Uganda continued to grow with 598 applicants competing for 18 scholarships, resulting in an admission rate of 3%.
- One persistent challenge is the lack of eligible female applicants from the refugee community; out of the 175 scholars there were only 59 women.
- Collaboration with the government continues to be close. Refugees access higher education in all public institutions on same terms as nationals.

Ukraine

22  64 per cent female 8 students graduated

students

USD 36,000

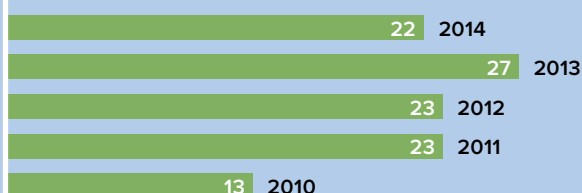
budget

14 higher education institutions
Implemented by UNHCR Regional Office Kyiv

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Ukraine has ratified the 1951 Convention and the 1967 Refugee Protocol.
- Regional integration is the most viable durable solution for most refugees from Afghanistan and African countries where repatriation is not an option.
- The fee structure for refugees varies by region: in Moldova fees vary between universities, in Belarus refugees pay fees as foreign nationals, and in Ukraine refugees pay the same fees as nationals.

Course of Study

Course of Study	F	M	Total
Medical Science & Health Related	4	4	8
Other Programs	2	1	3
Commercial & Business Admin	2	-	2
Humanities	2	-	2
Law	2	-	2
Engineering	-	1	1
Fine & Applied Arts	1	-	1
Social & Behavioural Science	-	1	1
Service Trades	1	-	1
Education Science & Teacher Training	-	1	1
TOTAL	14	8	22

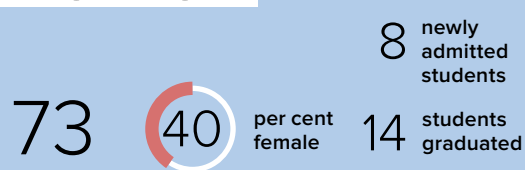
Operational Highlights

- The DAFI programme continued close collaboration with national partners in promoting refugees' integration into national systems in higher education studies. The Ministry of Education specified in its Rules for Admission to Universities that refugees can obtain state-funded coverage of tuition fees, if they qualify academically.
- The DAFI programme continued to support a diverse student cohort including vulnerable population segments, such as female-headed households. The enrolment rate of female students was 64%.

Success Stories

- DAFI students have the right to work in Ukraine upon graduation. Of seven students who graduated in 2014, two continued their studies and four found employment. Graduates have been employed as librarians, pharmacists, entrepreneurs and in international organizations.

Yemen



students

USD 201,670

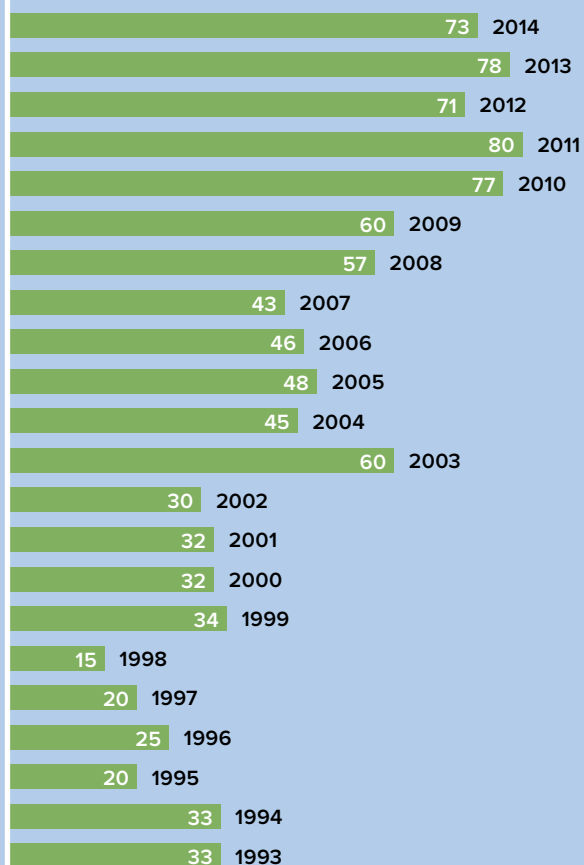
budget

6 higher education institutions

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Yemen has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Yemen currently hosts 248,000 refugees. The majority are from Somalia with refugees from Ethiopia, Eritrea, Iraq and Syria also represented. The country continued to receive new refugees despite internal instability in Yemen.

Course of Study

Course of Study	F	M	Total
Commercial & Business Admin	12	19	31
Mass Communication & Documentation	1	8	9
Social & Behavioural Science	5	4	9
Mathematics & Computer Science	2	5	7
Engineering	2	2	4
Law	1	3	4
Medical Science & Health Related	4	-	4
Education Science & Teacher Training	-	3	3
Architecture & Town planning	2	-	2
TOTAL	29	44	73

Operational Highlights

- The DAFI program in Yemen supported mainly Somali students. Despite the insecurity in Yemen, several graduates were able to find employment in fields, such as teaching, nursing, medical assistance and social work.

Success stories

- DAFI students contributed actively to their communities, hosting youth coffee sessions in refugee camps, emphasizing the importance of education and providing English classes.
- The Annual DAFI Club conference was held in March 2014, electing new leadership and honouring new membership in the union. Student workshops were held in Aden and Sana'a focusing on CV and resume writing, human rights, leadership and civic engagement.

Zambia

44  41 per cent female 10 newly admitted student

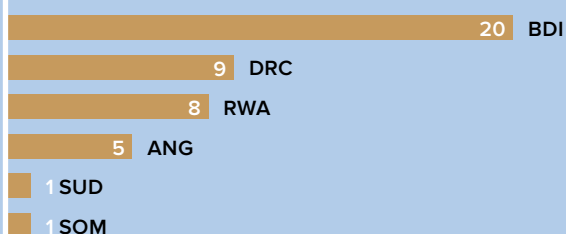
students

USD 203,170

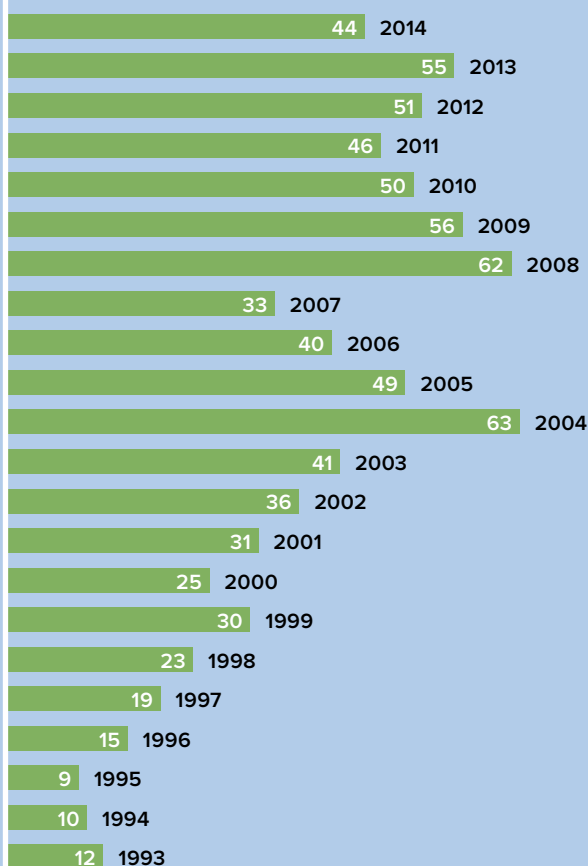
budget

14 higher education institutions Implemented by AAH (Aktion Afrika Hilfe)

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Zambia has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Zambia hosts over 27,000 refugees and asylum-seekers, primarily from Angola, the DRC, Rwanda, and Somalia.
- Refugees are able to work in Zambia, but must obtain a work permit.

Course of Study

Course of Study	F	M	Total
Natural Science	8	6	14
Medical Science & Health Related	4	4	8
Education Science & Teacher Training	1	6	7
Engineering	1	2	3
Home Economics (Domestic Science)	2	1	3
Other Programs	-	3	3
Commercial & Business Admin	-	2	2
Humanities	1	1	2
Agriculture, Forestry & Fishery	-	1	1
Social & Behavioural Science	1	-	1
TOTAL	18	26	44

Operational Highlights

- The program received a total of 40 applications in 2014 with the majority of applicants from the DRC and Burundi.
- Refugees in Zambia are granted equal access to tertiary institutions on the same terms as local Zambians and pay national fees.

Success Stories

- A DAFI scholar from Rwanda obtained employment as a nurse in Lusaka upon her graduation. Other recent graduates have found employment as teachers, amongst other professions.

Zimbabwe

14



per cent female

1 newly admitted student

3 students graduated

students

USD 66,500

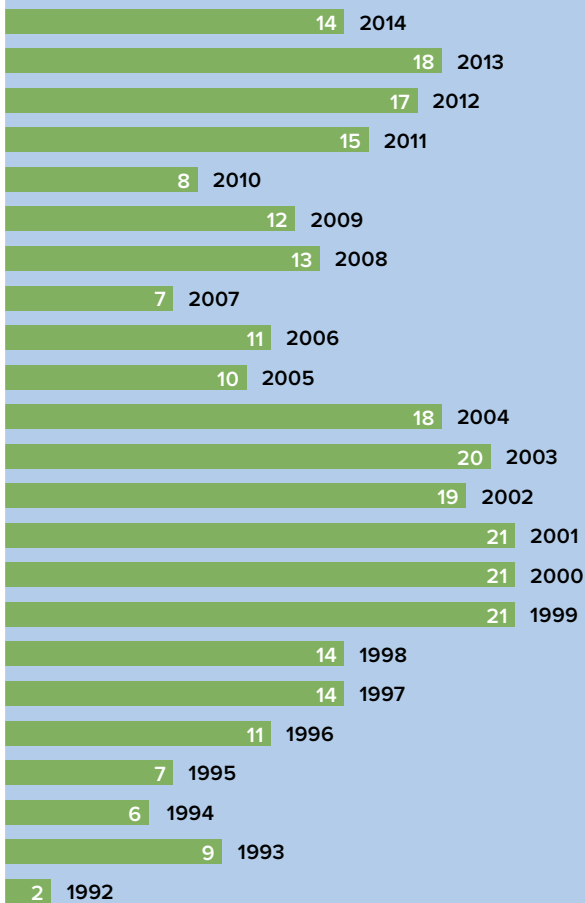
budget

5 higher education institutions Implemented by UNHCR Harare

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Protection environment

- Zimbabwe has ratified the 1951 UN Refugee Convention and the 1967 Protocol.
- Zimbabwe continues to receive refugees from the Great Lakes region and the horn of Africa, namely DRC, Burundi, Rwanda, Ethiopia, Eritrea and Somalia. The majority of the refugee population is based in the rural refugee camp in Chipinge South. The camp-based population has increased from 4,563 in 2007 to approximately 8,000 persons in December 2014.
- The prospects for voluntary return for refugees remain unlikely.

Course of Study

Course of Study	F	M	Total
Humanities	4	1	5
Engineering	-	3	3
Agriculture, Forestry & Fishery	-	2	2
Social & Behavioural Science	1	1	2
Commercial & Business Admin	-	1	1
Medical Science & Health Related	1	-	1
TOTAL	6	8	14

Operational Highlights

- The DAFI programme in Zimbabwe continued to enable access to higher education for refugees from various countries of origins.



NAME:
CLASS: 8
SUBJECT: Mathematics

County: Nairobi
District: Nairobi
Sub-county: Nairobi
Ward: Nairobi
Village: Nairobi



UNHCR
The UN Refugee Agency

