



The Albert Einstein
German Academic
Refugee Initiative



UNHCR
The UN Refugee Agency

DAFI 2015

ANNUAL REPORT

DAFI 2015

ANNUAL REPORT



with the support of



Federal Foreign Office



Albert Einstein
German Academic Refugee Initiative (DAFI)

This document is for general distribution. All rights reserved. Reproductions and translations are authorized, except for commercial purposes, provided the source is acknowledged.

© United Nations High Commissioner for Refugees, December 2015

Cover photo: © UNHCR / Ali Unal

Layout and design: BakOS DESIGN

EXECUTIVE SUMMARY

“ *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*”

Sustainable Development Goal 4

In September 2015 the UN General Assembly adopted a new development agenda “Transforming Our World: The 2030 Agenda for Sustainable Development”. Over the next fifteen years these universal goals will galvanize efforts from governments, civil society and UN-agencies to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

This agenda is potentially ground-breaking for the inclusion of refugees and displaced persons in national education services. Sustainable Development Goal Number 4 seeks quality education and lifelong learning opportunities for all – a goal that recognizes the need to employ special measures to reach the most marginalized children and youth, including refugees. Unlike previous development agendas, the Sustainable Development Goals also explicitly refer to higher education, stressing the interdependency of all education levels.

“ *Refugees have skills, ideas, hopes and dreams. They face huge risks and challenges, but they are also tough, resilient and creative, with the energy and drive to shape their own destinies, given the chance.*”

Filippo Grandi, UN High Commissioner for Refugees

UNHCR’s DAFI programme has pioneered such a holistic approach, empowering over 9,300 young refugees since 1992 to contribute knowledge, skills and leadership to their communities. Building on the dedicated support of the Government of Germany, additional private donors contributed to the programme in 2015. Based on constant growth, over 2,300 students in 40 countries benefited from a DAFI scholarship in 2015, including 678 newly enrolled students. 42% of DAFI scholars in 2015 were female.

The geographic coverage of the DAFI programme is continuously readjusted in response to global refugee situations and related higher education needs. The three largest student populations served by the programme in 2015 were from Afghanistan, Somalia, and Syrian Arab Republic. The three largest country programmes continued to be Ethiopia, Islamic Republic of Iran, and Uganda. The programme in Georgia is closed in line with needs assessment and priority setting.

In 2015, the DAFI programme continued to respond to the increasing importance of addressing the higher education scholarship needs among Syrian refugees. With the expansion of programmes in Lebanon, Turkey, Jordan, and Egypt, the number of Syrian refugees benefiting from a DAFI scholarship increased by 126%. In Turkey, where DAFI opened in 2014 with 12 scholarships, a total of 5,803 Syrian refugees applied for 70 additional scholarships in 2015. This admission rate of 1.2% demonstrates clearly that the demand for higher education continues to far outweigh existing opportunities.

Only one in 100 young refugees globally is able to obtain a higher education qualification compared to one-third of young people of university age around the world. To achieve the goal of “equal access to all levels of education for the vulnerable”¹, increased access for refugee youth to secondary education and admission to universities under the same conditions as nationals must be addressed. Connected learning programmes are providing an important expansion of access to higher education for refugees, particularly in isolated settings. In parallel, the interest to setup and expand scholarship schemes is welcome. In this changing landscape the DAFI programme is an example of quality, protection-sensitive and sustainable access to higher education for refugees.

As the programme moves forward in 2016, emphasis will be placed on the growing number of Syrian refugees in need of education, while still supporting long-standing refugee communities, particularly in sub-Saharan Africa where few opportunities for post-primary education exist.

¹ Target 4.5., Education 2030: Framework for Action.

TABLE OF CONTENTS

| | |
|---|----|
| EXECUTIVE SUMMARY | 4 |
| INTRODUCTION | 6 |
| OPERATIONAL CONTEXT | 8 |
| Global displacement situation in 2015 | 8 |
| Major countries of origin and asylum of refugees..... | 8 |
| Implications for higher education | 9 |
| FACTS AND FIGURES | 10 |
| Global overview | 12 |
| Main population groups..... | 13 |
| Regional dynamics | 14 |
| Africa | 14 |
| The Americas | 15 |
| Asia and the Pacific..... | 15 |
| Europe | 17 |
| Middle East and North Africa (MENA)..... | 17 |
| STUDENT PERFORMANCE AND SUPPORT | 18 |
| Fields of study..... | 19 |
| PROGRAMME HIGHLIGHTS | 21 |
| Equal access to education..... | 21 |
| Diverse professional avenues..... | 25 |
| MANAGEMENT AND GOVERNANCE | 26 |
| Management of the programme..... | 26 |
| Monitoring | 26 |
| REPORTING | 27 |
| FINANCIAL CONTRIBUTIONS AND EXPENDITURE | 28 |
| PROSPECTS FOR 2016 | 30 |
| COUNTRY FACTSHEETS | 31 |



INTRODUCTION

Provision and expansion of access to higher education for refugees is a strategic priority for the United Nations High Commissioner for Refugees (UNHCR). Higher education is an integral part of UNHCR's work to protect and support solutions for refugees. Higher education opportunities for displaced youth promotes peace, social cohesion and development among communities in exile and allows them to contribute to the host community. Returnees with high education levels are key drivers of post-conflict peace-building and reconstruction in their countries of origin.

Article 26 of the Universal Declaration on Human Rights specifies that higher education shall be equally accessible to all on the basis of merit. Yet, in conflict-affected countries and among displaced populations, access to education, particularly to higher education, is often seriously affected. Sustainable Development Goal Number 4 acknowledges the contributions of lifelong learning opportunities and higher education. Refugee children, who enrol and remain at school throughout primary and secondary education, reinforce protection in refugee communities. Enabling higher education students and graduates to serve as role models, they contribute to the prevention of harmful practices such as early marriage and child labour.

Yet, the need for higher education continues to far outweigh available opportunities. Access to higher education for refugees is estimated to be at 1% of the global number of young refugees. Dramatically increasing numbers of refugees worldwide, as well as growing secondary school completion rates among refugees, continue to increase the demand for higher education.



“ I am a Saharawi 28 year old female medicine graduate student. Despite my excellent educational performance, I was about to leave my study due to the high cost of the medicine studies at the Algerian universities. In the fourth year of my studies I got accepted for a DAFI scholarship – my only chance to achieve my dream to be a doctor and help my community after graduating, especially because the Saharawi refugee camps suffer from the lack of doctors. In 2015, I graduated and I am currently working as a doctor in Awserd camp. I play an active role in my community and became a role model for the young children in the neighbourhood. I am offering my services not only during the working hours, I am all time available when someone is in a need of my assistance.”

Fatma, DAFI graduate in Algeria, Saharawi refugee

Pioneering access to higher education for refugees, the Albert Einstein German Academic Refugee Initiative (DAFI)² has played a fundamental role in bridging the gap between the demand and available opportunities for higher education for refugees. Founded in 1992 by the Government of the Federal Republic of Germany and implemented by UNHCR, the DAFI programme has enrolled over 9,300 refugees in higher education scholarships during its existence. Following continuous growth, over 2,300 students in 40 countries of asylum benefitted from DAFI scholarships in 2015.

Inclusion in certified education systems is the principle underlying the DAFI programme enabling refugees to study on campuses in their countries of asylum alongside nationals. The **strategic priorities** of the DAFI programme are to:

- Develop human capital of refugee communities to contribute to durable solutions, including rebuilding political, economic and social structures upon repatriation;
- Promote self-reliance of the sponsored students through opportunities for employment and entrepreneurship;
- Empower students to contribute knowledge, skills and leadership to the refugee community, and to facilitate peaceful coexistence with host communities during displacement;
- Strengthen the protective impact of education by encouraging lifelong learning for young refugees;
- Foster future role models for refugee children and youth to demonstrate the impact of education on individuals, communities and societies.³

The DAFI programme enables young refugees to unlock their potential by addressing key barriers in access to higher education: The awards cover a wide range of costs from tuition fees and study materials to food, transport, accommodation and other allowances. Close monitoring, academic preparatory and language classes based on students' needs, as well as activities encouraging peer support, are among examples of further resources available to DAFI students.

² Deutsche Akademische Flüchtlingsinitiative Albert Einstein.

³ DAFI Policy and Guidelines, 4th Edition, 2009.



“ When I was about to start my studies at the University of Aleppo in 2013, I left Syria by myself and fled to Turkey. Within nine months I progressed from a beginner to proficient level in Turkish with the help of an intensive language course and was able to enroll in university. The immense financial burden of university life troubled me. I was very lucky to be granted a DAFI scholarship in 2014: now I can fully devote my time to my studies in mechanical engineering. Starting university was scary, exciting, interesting and I didn't know what will happen. Having met a lot of Turkish and Syrian friends at the university, I now feel much more confident and comfortable with my academic endeavors as well as with campus life in general. My dream for the future is to see the world and gain experience to help improve mechanical engineering back in Syria one day.”

Sameh Brais, DAFI scholar in Turkey, Syrian refugee



OPERATIONAL CONTEXT

GLOBAL DISPLACEMENT SITUATION IN 2015

In 2015, forced displacement continued to affect an ever-increasing number of people, reaching 65.3 million individuals by the end of the year. This means that 5.8 million more people fled from persecution, conflict, generalized violence, or human rights violations than in the previous year (59.5 million in 2014). The global number of refugees under UNHCR's mandate was estimated to be 16.1 million at the end of 2015. This was the highest level in the past two decades and approximately 1.7 million more than the total reported 12 months earlier.

41 percent of the refugees under UNHCR's mandate (6.7 million) were estimated to be in a protracted situation by the end of 2015, indicating five years or more in exile. Children below 18 years continue to constitute 51% of refugees, a record high figure. Overall, refugee numbers were only slightly reduced through the return of about 201,400 refugees, the resettlement of about 107,100 and the naturalization of at least 32,000.

MAJOR COUNTRIES OF ORIGIN AND ASYLUM OF REFUGEES

The total number of refugees has increased for the fifth consecutive year from 10.4 million at end-2011, representing a 55 percent rise in just four years. This increase was driven mainly by the conflict in the Syrian Arab Republic, which accounted for more than half of new refugees in 2015. There were also significant outflows of refugees from Afghanistan, Burundi, and South Sudan.

By the end of 2015 there were close to 5 million Syrian refugees worldwide, an increase of 1 million men, women, and children within a year. The Syrian Arab Republic remained the top source country of refugees at the end of 2015. The overwhelming majority of these refugees were hosted by neighbouring countries, most notably Turkey (2.5 million), Lebanon (1.1 million), Jordan (628,200), Iraq (244,600), and Egypt (117,600). As a result, Turkey hosted the largest refugee population in the world. Major host countries for Syrian refugees outside the immediate MENA region included Germany (115,600) and Sweden (52,700).

While much international attention has focused on refugees arriving in Europe and the needs created by the conflict in the Syrian Arab Republic, other unresolved crises and conflicts, as well as new ones that arose during the year, also contribute to the increase in global forced displacement. New or reignited conflicts prevailed in Burundi, Iraq, Libya, Niger, and Nigeria. Unresolved crises in Afghanistan, the Central African Republic, the Democratic Republic of the Congo, South Sudan, and Yemen continued to force people to flee their homes and prevent a safe return.

Afghanistan remained the second-largest refugee source country at the end of 2015 and Afghans were the largest protracted refugee group. The Afghan refugee population worldwide was estimated at 2.7 million by the end of 2015. The majority of Afghan refugees resided in Pakistan (1.6 million) and the Islamic Republic of Iran (951,100). The third largest refugee source country continues to be Somalia, despite an only marginal increase in 2015. Kenya and Ethiopia continue to host a significant share of the 1.12 million Somali refugees.

For three years in a row, countries in developing regions have hosted an average of 86 percent of all refugees under UNHCR's mandate. The countries with the largest numbers of refugees per GDP (Gross Domestic Product) per capita are the Democratic Republic of the Congo, Ethiopia and Pakistan. As in the previous year, Lebanon continues to be the country with the highest number of refugees per inhabitant, followed by Jordan.

IMPLICATIONS FOR HIGHER EDUCATION

Increasing numbers of refugees worldwide, as well as growing secondary school completion rates among refugees, continue to augment the demand for higher education opportunities for forcibly displaced persons. The receipt of 5,800 applications for 70 additional scholarships in Turkey exemplifies the demand resulting from the continued displacement of Syrians. While UNHCR was able to more than double the number of DAFI scholarships available to Syrian refugees through the expansion of programmes in Turkey, Lebanon, Jordan and Egypt, further massive scale-up is needed to prevent the loss of an entire academic generation. Fleeing unresolved conflict in their country, refugees from Afghanistan continue to be the second largest group of newly displaced persons. This is reflected by a continuously high share of DAFI scholarships for the Afghan population. 600 applications were received from potential refugee students for 89 new scholarships in Pakistan, illustrating the continued demand for higher education.

Quality learning opportunities for refugee youth in secondary education, as well as access to higher education with the same level of tuition fees as nationals, are imperative to reach the goals of Education 2030. To address the lifelong learning goal of SDG4, “equal access to all levels of education (...) for the vulnerable”,⁴ UNHCR continues to advocate for the systematic inclusion of refugees in national education systems at all levels.

Increased support from the Government of Germany and others set a positive example of the collective effort needed to support countries of first asylum in responding to the unprecedented scale of displacement. With the Syria crisis drawing increasing attention to the gap between existing opportunities for refugees and the demand for higher education, UNHCR continues to work closely with the increasing number of relevant actors, including the EU funded HOPES programme. In discussions around evolving scholarship opportunities in third countries, UNHCR contributes its expertise. Guidelines and an Education Brief on “Higher Education considerations for refugees” were developed and widely disseminated to ensure that protection considerations are fully taken into account in scholarship programmes.

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. Recognizing the immense potential of learning opportunities that utilize information technology while ensuring academic achievement through dedicated learner support, UNHCR is committed to promote and coordinate the scale up of Connected Learning programmes. Connected Learning in contexts of higher education in displacement or fragility is defined as the development and exchange of knowledge and ideas among students and faculty through use of information technology that enables learning not bound by geographical limitations in contexts of fragility. UNHCR has worked in partnership with universities, organizations, and donors to develop a “Connected Learning Consortium for Higher Education for Refugees” to promote and coordinate the provision of accredited quality higher education in contexts of conflict, crisis and displacement by disseminating knowledge and developing innovative and good practice. Since 2004, these 5 initiatives have provided accredited programs for over 3,500 students in nine countries.



DAFI student contributing to a Christmas activity for refugee children in Ecuador.

⁴ Target 4.5., Education 2030: Framework for Action.



FACTS AND FIGURES

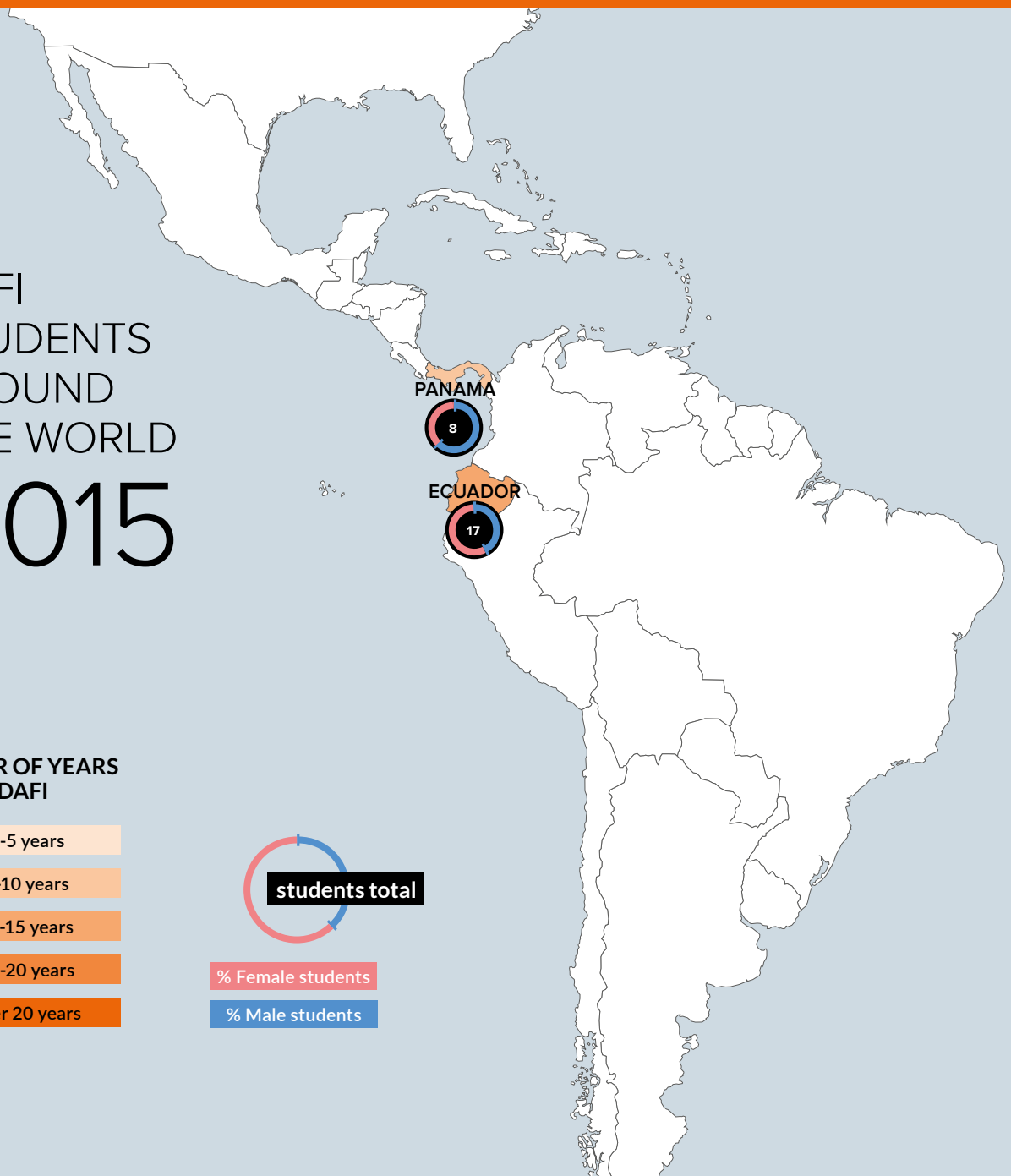
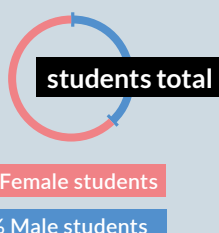
2015 saw a 4% increase from the previous year in the number of refugee students who had the opportunity to access higher education through the DAFI programme. A total of 2,231 students from 33 countries benefited from the programme that was implemented in 40 different host countries.

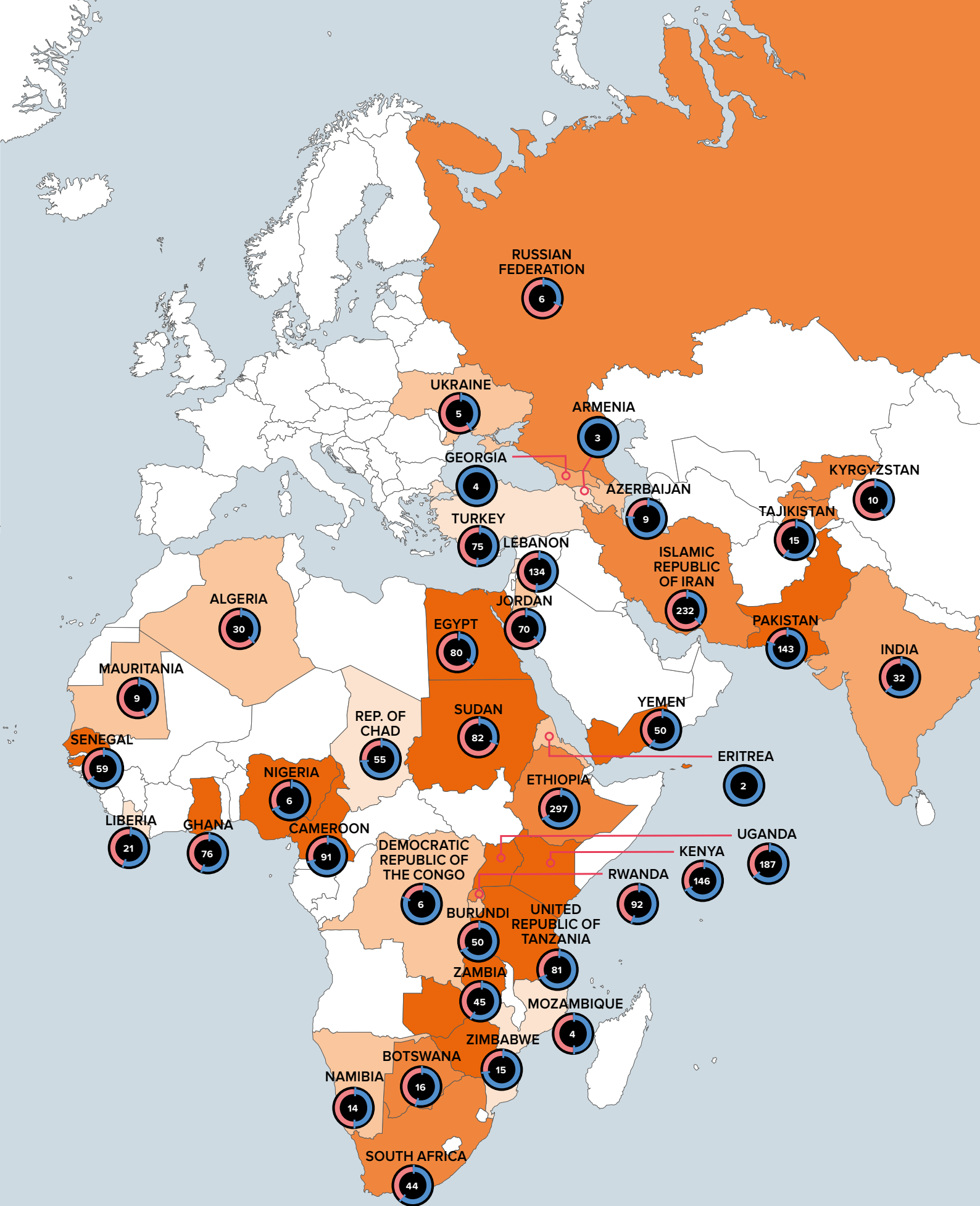
The highest number of DAFI students in 2015 were from Afghanistan (18%), Somalia (16%) and Syrian Arab Republic (14%), a change from 2014 with an increased focus on Syrian students, while the countries that hosted the most DAFI students continued to be Ethiopia (13%), Islamic Republic of Iran (10%) and Uganda (8%).

A total of 678 students were newly admitted in 2015, of whom 28% were from Syrian Arab Republic and 22% from Afghanistan. 364 students graduated in 2015, 30% were from Afghanistan and 11% from the Democratic Republic of Congo.

DAFI STUDENTS AROUND THE WORLD 2015

NUMBER OF YEARS WITH DAFI





GLOBAL OVERVIEW

2014

2,242 students

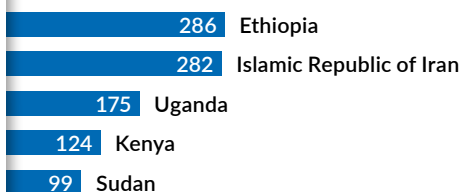
43% female



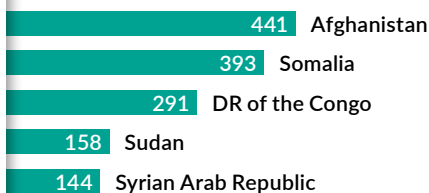
375 graduated | 529 newly admitted

41 countries of study*

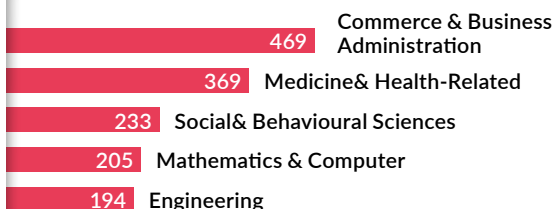
Top five countries of study



Top five countries of origin



Top five field of studies



2015

2,321 students

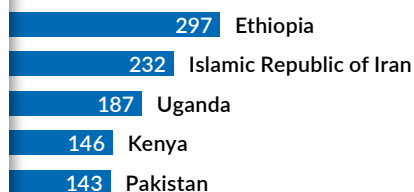
42% female



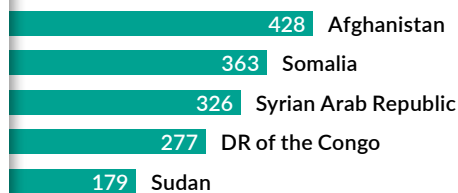
364 graduated | 678 newly admitted

40 countries of study

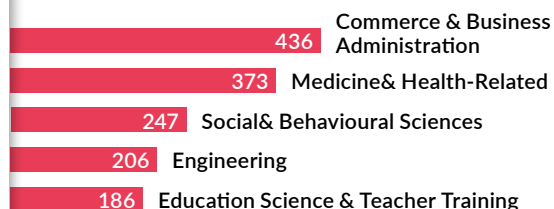
Top five countries of study



Top five countries of origin



Top five field of studies



* 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.

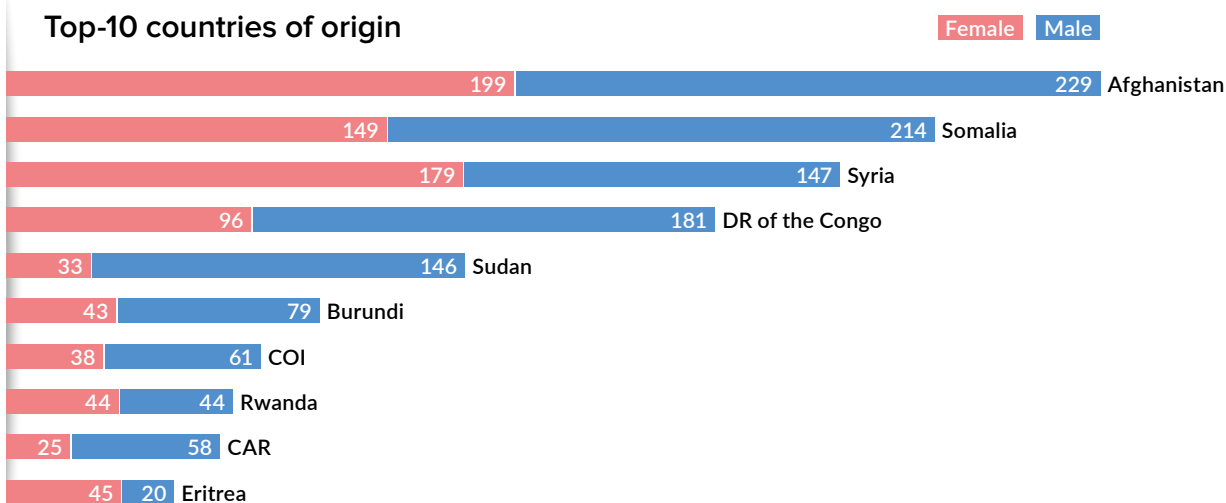
MAIN POPULATION GROUPS

The coverage of the DAFI programme is continuously readjusted based on global refugee movements and related higher education needs. In 2015, refugees from 33 nationalities received a DAFI scholarship. The top nationalities changed slightly from the previous year with Syrians becoming the third largest group of beneficiaries, and Congolese refugees moving into fourth place. Afghan refugee students represented 18% of the total number of students, followed by Somalis (16%) and Syrians (12%). The overall number of Syrian refugee students benefiting from the DAFI programme increased by 126% from the previous year, while the number of Afghan and Somali students was reduced by 3% and 8% compared to 2014 figures.

Refugees from the five largest student populations under the DAFI programme were attending universities in the following countries of asylum:

- Afghan students were the largest population (428) under the DAFI programme. 53% of the students studied in Islamic Republic of Iran and 33% in Pakistan. The other 14% were spread across India, Tajikistan, Kyrgyzstan, Russia, Azerbaijan, Turkey and Ukraine.
- Somali students were the second largest beneficiary population (363) under the DAFI programme. 59% of the students studied in Ethiopia, 18% in Kenya and 13% in Yemen. The remaining 9% studied in South Africa, Uganda, Tanzania, Egypt, Eritrea, Sudan, Turkey and Zambia.
- Syrian students were the third largest population (326) under the DAFI programme. This number increased tremendously from previous years due to the on-going crisis in Syrian Arab Republic and the increased commitment on the part of UNHCR and the German Government to support Syrian students to pursue higher education. 41% of the students studied in Lebanon, 21% in Turkey, 20% in Jordan and the remaining 18% in Egypt.
- Students from the Democratic Republic of Congo were the fourth largest beneficiary population (277) under the DAFI programme. 31% of the students studied in Rwanda, 30% in Uganda and 14% in Burundi. The remaining 24% studied in Tanzania, Zambia, South Africa, DRC, Namibia, Senegal, Kenya, Nigeria, Zimbabwe, Botswana, Cameroon, Liberia and Ukraine.
- Sudanese students were the fifth largest population (179) under the DAFI programme. 45% of the students studied in Ethiopia, 25% in Uganda, 15% in Chad, 11% in Kenya and the remaining 5% in Egypt and Cameroon.

Top-10 countries of origin



Note: Country abbreviations are explained in the glossary at the end of the report.

REGIONAL DYNAMICS

This chapter provides an overview of each region, complemented by detailed country factsheets. The DAFI programme continued to be implemented in five geographic regions in 2015:

| Region | Female | Male | Total | % of Students per Region | Budget [USD] | % of Total Budget | Average Scholarship Cost [USD] |
|----------------------|------------|--------------|--------------|--------------------------|------------------|-------------------|--------------------------------|
| AFRICA | 515 | 874 | 1,389 | 60% | 3,645,519 | 62% | 2,625 |
| ASIA AND THE PACIFIC | 199 | 233 | 432 | 19% | 361,118 | 6% | 836 |
| EUROPE | 46 | 56 | 102 | 4% | 351,060 | 6% | 3,442 |
| MENA | 204 | 169 | 373 | 16% | 1,452,570 | 25% | 3,894 |
| THE AMERICAS | 13 | 12 | 25 | 1% | 51,026 | 1% | 2,041 |
| TOTAL | 977 | 1,344 | 2,321 | 100% | 5,861,294 | 100% | 2,525 |

AFRICA

DAFI programmes in Sub-Saharan Africa represented over half of DAFI programmes globally. Three of the largest country programmes in the region were in Ethiopia (297 students), Uganda (187 students) and Kenya (146 students). Most students were Somali (309 students), Congolese (276 students) and Sudanese (171 students) refugees. The highest average cost for a DAFI scholarship was recorded in Botswana (USD 8,533) and the lowest cost in Ethiopia (USD 717). The Africa region recorded 37% female students under the DAFI programme and 63% male students.

| Country | Female | Male | Total | Budget [USD] | Average Scholarship Cost [USD] |
|--------------|------------|------------|--------------|------------------|--------------------------------|
| BOTSWANA | 7 | 9 | 16 | 136,520 | 8,533 |
| BURUNDI | 16 | 34 | 50 | 129,654 | 2,593 |
| CAMEROON | 27 | 64 | 91 | 267,147 | 2,936 |
| CHAD | 14 | 41 | 55 | 183,368 | 3,334 |
| DRC | 1 | 5 | 6 | 34,515 | 5,753 |
| ERITREA | 0 | 2 | 2 | 14,513 | 7,256 |
| ETHIOPIA | 100 | 197 | 297 | 212,852 | 717 |
| GHANA | 33 | 43 | 76 | 240,173 | 3,160 |
| KENYA | 47 | 99 | 146 | 489,533 | 3,353 |
| LIBERIA | 9 | 12 | 21 | 45,575 | 2,170 |
| MOZAMBIQUE | 2 | 2 | 4 | 15,084 | 3,771 |
| NAMIBIA | 7 | 7 | 14 | 74,091 | 5,292 |
| NIGERIA | 2 | 4 | 6 | 6,715 | 1,119 |
| RWANDA | 40 | 52 | 92 | 242,438 | 2,635 |
| SENEGAL | 21 | 38 | 59 | 224,840 | 3,811 |
| SOUTH AFRICA | 17 | 27 | 44 | 274,113 | 6,230 |
| SUDAN | 56 | 26 | 82 | 180,915 | 2,206 |
| TANZANIA | 26 | 55 | 81 | 256,083 | 3,162 |
| UGANDA | 68 | 119 | 187 | 385,904 | 2,064 |
| ZAMBIA | 18 | 27 | 45 | 183,226 | 4,072 |
| ZIMBABWE | 4 | 11 | 15 | 48,260 | 3,217 |
| TOTAL | 515 | 874 | 1,389 | 3,645,519 | 2,625 |



○ Students from Zaatari Camp in Jordan meet with UNHCR staff to discuss their wellbeing and situation. © UNHCR

THE AMERICAS

Ecuador and Panama continued to respond to the higher education needs of the Colombian refugees. The Americas recorded the second highest percentage of female students (52%) under the DAFI Programme among regions where the programme is implemented. 48% were male students. Among the two DAFI programmes, the higher average cost of a scholarship was recorded in Panama (USD 2,708).

| Country | Female | Male | Total | Budget [USD] | Average Scholarship Cost [USD] |
|--------------|-----------|-----------|-----------|---------------|--------------------------------|
| ECUADOR | 10 | 7 | 17 | 29,365 | 1,727 |
| PANAMA | 3 | 5 | 8 | 21,661 | 2,708 |
| TOTAL | 13 | 12 | 25 | 51,026 | 2,041 |

ASIA AND THE PACIFIC

Islamic Republic of Iran continued to be the largest DAFI programme in the region (232 students), followed by Pakistan (143 students). The largest beneficiary population in the region and globally within the DAFI programme are Afghan refugees (414 students). Asia and the Pacific recorded 46% female students and 54% male students. The highest average cost recorded in the region was Tajikistan (USD 2,221) and the lowest in Islamic Republic of Iran (USD 744). The Asia & Pacific region recorded the lowest average scholarship cost per student (USD 836) of all the five regions supporting DAFI programmes.

| Country | Female | Male | Total | Budget [USD] | Average Scholarship Cost [USD] |
|--------------------------|------------|------------|------------|----------------|--------------------------------|
| INDIA | 12 | 20 | 32 | 40,033 | 1,251 |
| ISLAMIC REPUBLIC OF IRAN | 144 | 88 | 232 | 172,631 | 744 |
| KIRGYZSTAN | 6 | 4 | 10 | 8,290 | 829 |
| PAKISTAN | 31 | 112 | 143 | 106,851 | 747 |
| TAJIKISTAN | 6 | 9 | 15 | 33,313 | 2,221 |
| TOTAL | 199 | 233 | 432 | 361,118 | 836 |



Scholarship-winner Shebab, 23, from Aleppo, Syria, is photographed in a park in Ankara after meeting the UN High Commissioner for Refugees, Filippo Grandi. He has qualified for one of UNHCR's DAFI scholarships to complete his tertiary education and is living in the Turkish capital Ankara. Shebab studies physical therapy and rehabilitation. © UNHCR/Charlie Dunmore

EUROPE

The largest DAFI programme in the region, with 75 students was Turkey. The main population group served by the Turkey DAFI programme, as well as the other DAFI programmes in the region, were Syrian refugees. The Turkey DAFI programme was set-up in 2014 in response to the significantly growing number of Syrian refugees. The highest average cost of a DAFI programme in the Europe region was recorded in Azerbaijan (USD 4,643) while the lowest was in Georgia (USD 974). The programme in Georgia closed with the graduation of the last cohort of students in 2015. Refugees in Georgia have access to a range of higher education opportunities through national scholarship schemes so a phase out of the programme has been underway over the past few years. Europe recorded 45% female students and 55% male students under the DAFI programme.

| Country | Female | Male | Total | Budget [USD] | Average Scholarship Cost [USD] |
|---------------------|-----------|-----------|------------|----------------|--------------------------------|
| ARMENIA | 0 | 3 | 3 | 8,643 | 2,881 |
| AZERBAIJAN | 2 | 7 | 9 | 41,785 | 4,643 |
| GEORGIA | 0 | 4 | 4 | 3,895 | 974 |
| RUSSIAN FEDER-ATION | 4 | 2 | 6 | 11,220 | 1,870 |
| TURKEY | 37 | 38 | 75 | 265,517 | 3,540 |
| UKRAINE | 3 | 2 | 5 | 20,000 | 4,000 |
| TOTAL | 46 | 56 | 102 | 351,060 | 3,442 |

MIDDLE EAST AND NORTH AFRICA (MENA)

Middle East and North Africa (MENA) saw the highest number of Syrian refugee beneficiaries under the DAFI programme (256 students) with the majority in Lebanon, Jordan and Egypt. Lebanon held the largest DAFI programme in the region, with 134 students, all of Syrian origin. The DAFI country programme in Lebanon was set up in 2014 to respond to the rapidly growing higher education needs for Syrian refugees. The highest average cost of a DAFI programme in the MENA region was recorded in Jordan (USD 12,145) and the lowest in Algeria (USD 1,095). The region also recorded the highest average cost per student (USD 3,894) of the five regions, largely due to very high fees in Jordan. MENA recorded the highest percentage of female students (55%) under the DAFI programme and 45% male students.

| Country | Female | Male | Total | Budget [USD] | Average Scholarship Cost [USD] |
|--------------|------------|------------|------------|------------------|--------------------------------|
| ALGERIA | 19 | 11 | 30 | 32,860 | 1,095 |
| EGYPT | 51 | 29 | 80 | 171,896 | 2,149 |
| JORDAN | 44 | 26 | 70 | 850,175 | 12,145 |
| LEBANON | 65 | 69 | 134 | 247,705 | 1,849 |
| MAURITANIA | 5 | 4 | 9 | 42,486 | 4,721 |
| YEMEN | 20 | 30 | 50 | 107,448 | 2,149 |
| TOTAL | 204 | 169 | 373 | 1,452,570 | 3,894 |

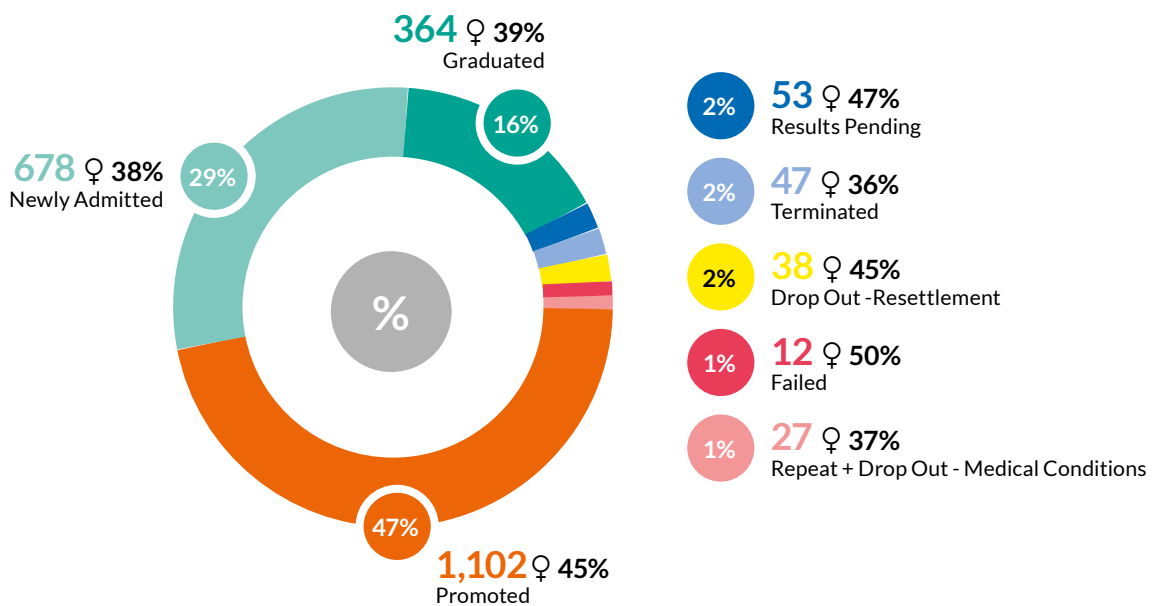


STUDENT PERFORMANCE AND SUPPORT

DAFI students continued to achieve good results in 2015. Of 2,321 students, 47% were promoted to the next academic year with female students representing 45% of the promoted. 16% of the total number of students graduated in the same year, 39% of them were female students. 29% of the total number of DAFI students were newly admitted in the 2015 academic year, 38% of them female.

A small percentage of the students terminated their studies during the year prior to the graduation; 0.4% due to medical conditions; 2% due to resettlement into another country and 2% due to other personal reasons. 1% of students were allowed to repeat the academic year while 1% failed their courses.

Students' Performance





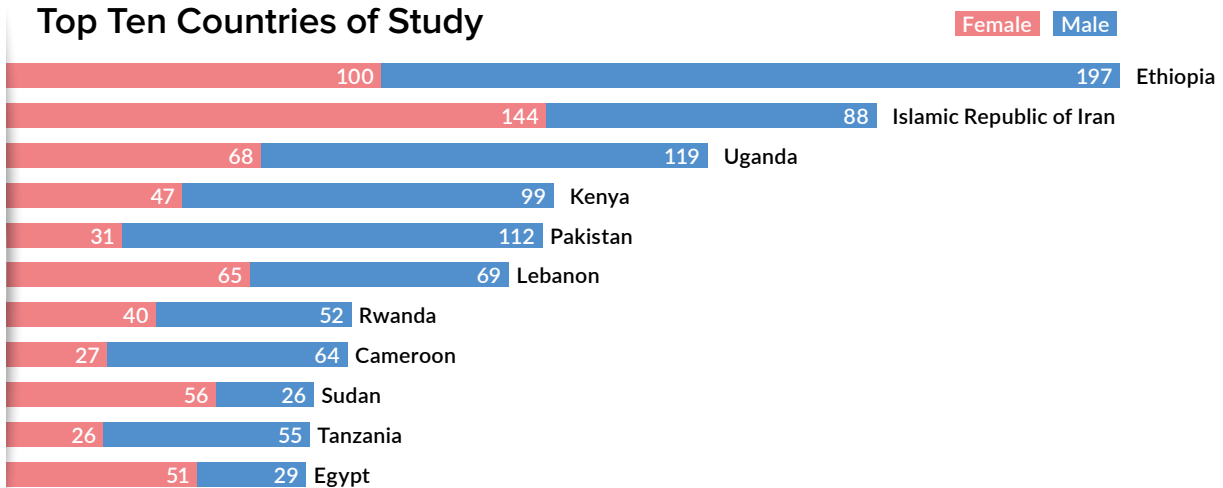
J. fled his hometown, Kobane in Syria, where he lost his brother. Fixing lifts in his country of asylum, he had no resources to pursue the higher education he had started. As a DAFI scholar he now studies political science and dreams of contributing to a diplomatic solution to end the war in his home country. © UNHCR

FIELDS OF STUDY

In line with Sustainable Development Goal 4, the DAFI programme empowers students to acquire the knowledge and skills to contribute to sustainable development. The DAFI selection committee plays a critical role in selecting students whose choice of study reflects strong linkages with the labour market and rebuilding societies after conflicts.

In 2015, Commercial & Business Administration was the most popular choice among students (18.8%) followed by Medical & Health related studies (16.1%) and Social & Behavioural Sciences (10.6%). The fields that in high demand by the female students were Medical & Health Related fields (58% female students) and Natural Sciences (55% female students).

Top Ten Countries of Study



| FIELD OF STUDY | | | | |
|--------------------------------------|------------|--------------|--------------|---------------|
| Field of Study | Female | Male | Grand Total | |
| Commercial & Business Administration | 177 | 259 | 436 | 18.8% |
| | 41% | 59% | | |
| Medical Science & Health Related | 216 | 157 | 373 | 16.1% |
| | 58% | 42% | | |
| Social & Behavioral Science | 107 | 140 | 247 | 10.6% |
| | 43% | 57% | | |
| Engineering | 57 | 149 | 206 | 8.9% |
| | 28% | 72% | | |
| Education Science & Teacher Training | 68 | 118 | 186 | 8.0% |
| | 37% | 63% | | |
| Mathematics & Computer Science | 57 | 120 | 177 | 7.6% |
| | 32% | 68% | | |
| Humanities | 69 | 81 | 150 | 6.5% |
| | 46% | 54% | | |
| Other Programs | 75 | 61 | 136 | 5.9% |
| | 55% | 45% | | |
| Law | 37 | 83 | 120 | 5.2% |
| | 31% | 69% | | |
| Natural Science | 53 | 43 | 96 | 4.1% |
| | 55% | 45% | | |
| Agriculture, Forestry & Fishery | 19 | 62 | 81 | 3.5% |
| | 23% | 77% | | |
| Mass Communication | 18 | 21 | 39 | 1.7% |
| | 46% | 54% | | |
| Architecture & Town Planning | 12 | 23 | 35 | 1.5% |
| | 34% | 66% | | |
| Transport & Communication | 2 | 13 | 15 | 0.6% |
| | 13% | 87% | | |
| Home Economics | 5 | 6 | 11 | 0.5% |
| | 45% | 55% | | |
| Fine & Applied Arts | 2 | 4 | 6 | 0.3% |
| | 33% | 67% | | |
| Nutrition and Food Science | 0 | 3 | 3 | 0.1% |
| | | 100% | | |
| Service Trades | 2 | 0 | 2 | 0.1% |
| | 100% | | | |
| Trade Craft & Industrial Programs | 1 | 1 | 2 | 0.1% |
| | 50% | 50% | | |
| Grand Total | 977 | 1,344 | 2,321 | 100.0% |



PROGRAMME HIGHLIGHTS

EQUAL ACCESS TO EDUCATION

Through the systematic implementation of its age, gender and diversity (AGD) policy, UNHCR seeks to ensure that all persons of concern enjoy their rights on an equal basis and can fully participate in the decision making processes affecting their families and communities. The policy sets out UNHCR's AGD approach which holds that each person is unique and that the differences between people, whether actual or perceived, can play a central role in determining a person's opportunities, capacities, needs and vulnerabilities. By analysing the AGD dimensions, UNHCR enhances its understanding of the multifaceted protection risks, assistance needs and existing capacities of diverse communities. This lays the basis for UNHCR's promotion of equal opportunities as well as targeted actions to combat inequality and discrimination.

The DAFI policy and guidelines incorporates that approach and outlines core actions to ensure equal access to higher education opportunities for refugee women and men. UNHCR emphasizes the importance of the female participation across the education spectrum.

In 2015 DAFI had an overall enrolment rate of 42% of female students (977 students), similar to recent years (43% in 2014 and 42% in 2013).



“ The graduation ceremony was a deeply moving day in my life. Despite all difficulties along the way, I was among the lucky ones to pursue primary and secondary education as a Sudanese refugee in Chad and selected for a DAFI scholarship in 2012. Now I have obtained my degree in Public Law. Refugee women are often deprived of their right to education, despite its importance for a person's whole life. I want to continue acting as a role model and sensitize both the youth and parents, as still today girls drop out or are not even enrolled in school in my community. My dream is to continue studies up to doctoral level and support my community in returning back to our home country in peace. It is not the time to cross our arms, but to act for a better future.”

Amina, 1st female DAFI graduate in Chad, Sudanese refugee

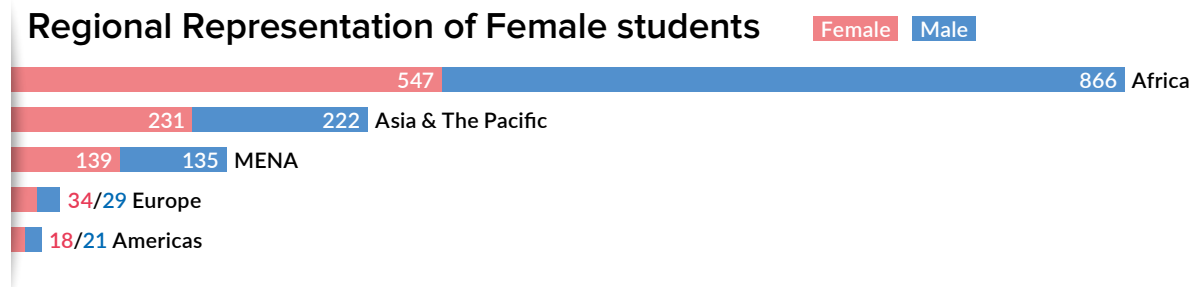
An analysis of the countries of origin of students reveals a number of disparities in gender equality, indicating the need to have a holistic approach to increasing the number of girls in higher education programmes. Traditions and social expectations in some communities, such as early marriages and prioritization of family life over studies often prevent young women from continuing their education. For example, only 18% of DAFI scholars from Sudan are female, while young women account for 55 % among Syrian DAFI students. Several measures undertaken by UNHCR and partners contribute to increased female representation and participation in the DAFI programme and address cultural barriers in communities that can impede education for girls. Examples include support to girls in secondary school, awareness raising campaigns on the importance of equal access to education beyond primary schooling, broad outreach during the application phase and affirmative action measures to support female candidates during the selection process. Female students who are already enrolled through a DAFI scholarship play an important role in these initiatives.

The enrolment rate of female students under the DAFI programme is very diverse across countries. 12 countries achieve 50% or more female participation. The record holder is again Sudan with 68%, followed by Russia, Egypt and Algeria. In Sudan, UNHCR’s partner organization Windle Trust adopted an effective gender mainstreaming policy. They established a partnership with the Masters Programme in Gender, Migration and Multicultural Studies for specific training sessions for DAFI students on women’s rights and international and refugee law and advocated with the Ahfad University for Women to offer study places for DAFI students with significantly reduced tuition fees. The learning from such good practices is shared among country operations and regions.

Countries such as the Democratic Republic of Congo, Pakistan, Azerbaijan and Chad have very low enrolment rates of female students (ranging from 17% to 25%). Deep-rooted and culturally embedded gender roles and norms are the main barriers for girls to access

| GENDER ANALYSIS PER COUNTRY OF ORIGIN | | | |
|---------------------------------------|--------------|------------|------------|
| Country of Origin | Total | Females | % |
| Afghanistan | 428 | 199 | 46% |
| Angola | 14 | 6 | 43% |
| Burundi | 122 | 43 | 35% |
| CAR | 83 | 25 | 30% |
| Columbia | 25 | 13 | 52% |
| Congo | 9 | 2 | 22% |
| Cook Islands | 1 | 0 | 0% |
| DRC | 277 | 96 | 35% |
| Egypt | 1 | 0 | 0% |
| Eritrea | 65 | 45 | 69% |
| Ethiopia | 27 | 16 | 59% |
| Islamic Republic of Iran | 3 | 0 | 0% |
| Iraq | 21 | 13 | 62% |
| Ivory Coast | 99 | 38 | 38% |
| Kenya | 4 | 2 | 50% |
| Liberia | 20 | 9 | 45% |
| Mali | 4 | 0 | 0% |
| Mauritania | 9 | 5 | 56% |
| Myanmar | 13 | 3 | 23% |
| Namibia | 3 | 2 | 67% |
| Niger | 9 | 1 | 11% |
| Russian Federation | 7 | 2 | 29% |
| Rwanda | 88 | 44 | 50% |
| Sierra Leone | 3 | 3 | 100% |
| Somali | 363 | 152 | 42% |
| South Sudan | 43 | 13 | 30% |
| Sudan | 179 | 33 | 18% |
| Syrian Arab Republic | 326 | 179 | 55% |
| Chad | 22 | 6 | 27% |
| Togo | 11 | 6 | 55% |
| Uganda | 1 | 0 | 0% |
| Western Sahara | 30 | 19 | 63% |
| Zimbabwe | 11 | 2 | 18% |
| Grand Total | 2,321 | 977 | 42% |

Regional Representation of Female students



education, leading to low rates of inclusion in secondary education and subsequently in post-secondary opportunities. Measures to address gender equality need to start in primary school and be sustained throughout secondary school. With limited access to secondary school in most refugees environments girls frequently lose out, and this has a strong effect on the application and enrolment rate of female students for the DAFI programme.

In order to receive more qualified applications from females for the DAFI scholarship, UNHCR continues its systematic measures to improve gender equality. Female DAFI students often act as role models for younger girls in primary and secondary school. They run awareness raising sessions with younger students and share their experiences of the benefits of higher education with their communities. Testimonies underline the importance of these activities for parents, community leaders and young people in support of the retention of girls in secondary school:

“ *Even at the refugee camp in Ivory Coast, I was really competitive; I always wanted to be first. It was very encouraging in the way the teachers were pushing you through, giving a lot of assignments; no time to play. You had to be focused. As a young girl I have to be educated.*”

Aiwon, 19 year old DAFI scholar from DRC living in Ivory Coast

In Ghana DAFI students held community sessions within the 16 days of activism against sexual and gender based violence. They took the opportunity to show to their peers, family members and neighbours that education and equal participation of girls and boys serve as a protection tool and lower risks of sexual and gender-based violence.

In Pakistan UNHCR works together with its partner Inspire Pakistan to increase female participation in the DAFI scholarship programme. The main challenge is the lack of sufficient eligible female applicants, which results from low enrolments in primary and especially secondary education for Afghan refugee girls in the country.

One challenge for the retention of girls in secondary school that has been identified by UNHCR and partners with the communities is the lack of a safe learning environment in school for girls and boys. This includes the lack of adequate facilities such as separate WASH facilities for girls and boys and also other security measures deemed necessary by the community. In order to address the family's fears and perceptions about girls' education, a holistic approach for community involvement is necessary. The DAFI programme supports this through its community engagement component by facilitating female DAFI students to return regularly to their communities in the border area of Afghanistan and meet with girls enrolled in secondary school. They share with them their experiences to motivate parents and the communities to send girls to schools and universities.

In addition, UNHCR recognizes the importance of using different outreach methods during the call for applications to ensure that the call reaches all members of the community. As a result, in many countries UNHCR and partners distribute the call for applications through schools and universities, community centres, youth clubs, online platforms and social media. Refugee outreach volunteers are involved to encourage applications from a broad circle of eligible refugees. **In Turkey**, information on the DAFI programme and application procedures was disseminated through social media, UNHCR's and YTB (Presidency for Turks Abroad) websites and the distribution of posters by NGOs and by organizations engaged in refugee counselling. A record-breaking 5,803 applications were received within a two week period. The selected scholarship holder are 50% female and 50% male students.

The DAFI programme has a strong emphasis on gender equality. Nevertheless the AGD policy speaks about the need for inclusion of all diverse groups, including persons with disabilities, ethnic minorities and persons with diverse sexual orientation and gender identities. **In Uganda and Jordan**, UNHCR supports two students with disabilities with a DAFI scholarship. However, more specific support is necessary to better accommodate the needs of students with disabilities. The application rate of students with disabilities is very low which goes hand in hand with very low enrolment rates in secondary school.

In Islamic Republic of Iran, UNHCR supports students from the ethnic group Hazara who have been largely marginalized in Afghanistan. In order to reach out to different ethnic groups, country teams are encouraged to understand the structure of the different population groups. Based on that analysis, they then adapt outreach and communication tools.

Besides the inclusion of diverse groups, the AGD policy also underlines the importance of meaningful participation. Participatory approaches are processes of building partnerships with refugee women and men of all ages and backgrounds by promoting meaningful participation through structured dialogues with groups of diverse age, gender and backgrounds to gather accurate information on the specific protection risks they face and the underlying causes, to understand their capacities, and to hear their proposed solutions. UNHCR's operations and their partners are in continuous contact with the DAFI students. Regular meetings and workshops are held to induct new students to the programme and to offer them additional training opportunities. Two-way communication allows operations to quickly identify needs and problems of DAFI students and to jointly find immediate solutions. In **Jordan**, the partner organization sets up different WhatsApp groups to enhance communication and to encourage students to seek support from fellow-students. In **Ethiopia**, UNHCR organizes a workshop on an annual basis to bring together currently enrolled DAFI students, alumni, representatives of the education management committee, students in secondary school and education partners to discuss topics such as access, retention and participation of refugees in higher education institutions. The workshop provides an opportunity to identify challenges and lessons learnt and improves communication in the implementation process. In **Lebanon**, UNHCR held specific participatory assessment sessions with DAFI students to analyse the cause of a relatively high dropout rate of students in 2015 (26 students) and to jointly identify solutions to reduce them. The result of these measures will be carefully monitored and analysed moving into 2016.

For the selection of DAFI students, offices set up multi-functional teams composed of staff members from different units, partners, academics and wherever possible representatives of Ministries of Education and the German Embassy. The diverse background of the committee members reflects the wide range of criteria taken into account to ensure equitable access and sustainability.

Based on strong two-way communication, students also have the possibility to express their views if the programme does not comply with the DAFI standards. In **Botswana** and **Lebanon**, UNHCR created student committees to ensure accountability towards DAFI students. Each committee is composed of five members elected by the students, with 60% of the representatives being female. Every member is responsible for a specific area such as liaison with the project coordinator, review of the attendance booklet or volunteering activities.

Finally, the DAFI programme contains a strong community-based protection element. All DAFI students are encouraged to support protection activities in their communities and to realize volunteer activities. In **Uganda**, three DAFI clubs visited refugee settlements and carried out various activities, for example, with the Rwamurunga Community Self



“ They should be very serious with their education because that will be the gate to their success. With hope, in any way that they can help, whether it is in their community or in the church, they should try to give their help to the society because the world needs us.”

With a bright smile on her face, A. refugee women from DRC in Liberia, sends a message to all refugee girls in the world: to persevere, to think positive and follow your dreams.

Help Secondary School where they offer additional tutorials. In **Liberia**, several DAFI scholars volunteered in the Bahn Refugee camp during the Ebola outbreak. They carried out prevention and preparedness awareness campaigns, served as community mobilizers, set up shelters in the camp, registered pregnant women and visited vulnerable refugees. In **Nigeria**, a former DAFI medical student from DRC assisted ailing refugees, especially those with specific needs, by following up with their medical treatments at hospitals. He also held sessions with refugee communities on family planning and on prevention of communicable and non-communicable diseases.

DIVERSE PROFESSIONAL AVENUES

Promoting the self-reliance of the scholarship recipients through improved opportunities for employment and entrepreneurship is one of the strategic priorities of the DAFI programme. Spanning 40 countries, the situation DAFI students face upon graduation varies significantly. In countries like **India**, where refugees have the right to work, DAFI graduates are well equipped to actively engage in a growing economy. Other countries of asylum like **Cameroon** see themselves confronted with high un- and underemployment rates affecting both nationals and refugees. While UNHCR continues to advocate for the right of refugees to work and contribute to the local economy, in some countries the employment of refugees is restricted or not legally allowed. In cases like **Algeria**, where refugees' right to work is confined to the camps, DAFI students can frequently put their knowledge to the service of their own communities, as for example, two 2015 graduates employed by UNHCR. Foni, a South Sudanese DAFI student from **Kenya**, a country where access to the labour market is increasingly restricted for refugees, illustrates another way how higher education proves to be a useful investment in the future of the students and their communities despite all obstacles: Empowered to contribute her knowledge and skills, the DAFI student took part in Global Refugee Youth Consultations organised by UNHCR and partners. During the consultations, which seek to place youth at the centre of decision making processes that affect them, she articulated the concerns, capacities and needs of a wider group of young refugees from her country in discussions with representatives from the United Nations and other organizations working with youth in her country.

In order to achieve a high impact, the DAFI programme encourages refugees to think of potential solutions from the onset of their studies. For example, in view of voluntary repatriation, Afghan students in **Islamic Republic of Iran** prefer fields of study for which a high demand for skilled work exists in their home country. To inform their choice, the students could rely on evidence gathered by missions of UNHCR livelihood colleagues to Afghanistan. A special emphasis is placed as well on selecting candidates that demonstrate a strong willingness to contribute to regional political security and dialogue. "Studying human rights motivates you to [...] give back to society", says Sullivan Omar, a 23-year-old Syrian youth from Aleppo, who studies Political Science at the Lebanese University and seeks to become a diplomat.

As preparation for employment begins prior to graduation, DAFI students can count on the support of UNHCR's partners and field offices during their studies. Additional short-term courses are offered on a needs basis, for example, allowing DAFI students in **Jordan** to improve their English language skills and acquire important ICT skills. In addition to career guidance that is available to all scholarship holders, workshops facilitated at least once a year focus on topics such as curriculum vitae writing or entrepreneurship. UNHCR's partner in **Burundi**, Refugee Education Trust (RET), initiated a programme for the DAFI scholars, offering opportunities to develop small entrepreneurial projects. Systematic linkages with partners like the German Chamber of Commerce in **South Africa** or the National Fund for Employment in **Cameroon** facilitate internship and employment opportunities for DAFI students. Subsistence and special travel allowances for the duration of internships are covered for each student and letters of support are issued. Alignment with existing UNHCR multi-year protection and solution strategies as well as scholarship opportunities for ongoing studies from different providers can offer additional opportunities for DAFI students. Over a number of years, 18 DAFI alumni, all of them Mauritanian returnees, were able to pursue a master's degree abroad with a scholarship from the **Mauritanian** government.

Once graduated, the DAFI programme encourages alumni to stay in touch and share their experiences with the next generation of scholars. Alumni Clubs, as established in **South Africa** in 2015, are not only a place to seek advice but also a valuable professional networking space.



MANAGEMENT AND GOVERNANCE

MANAGEMENT OF THE PROGRAMME

The global implementation of the DAFI programme is coordinated at UNHCR headquarters by two staff members⁵ 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 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 and that it is in line with the global Education Strategy. The policy support also aims at ensuring an equitable and transparent distribution of scholarships among operations and population groups, 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 in the most efficient and effective way throughout the academic year, engaging in individual follow-up and regular meetings.

MONITORING

The Education Officer and Education Associate undertake regular missions to country operations implementing the DAFI programme to ensure that the strategic objectives of the programme are met and impact maximized. Missions also serve to facilitate knowledge sharing and collection of good practices amongst DAFI country programmes.

In 2015, UNHCR headquarters staff undertook missions to two country programmes and engaged in additional activities to raise awareness and disseminate good practices from the DAFI programme:

⁵ One Education Associate at the G6 UN level, and one Education Officer at the P3 level.

- In **India**, UNHCR staff provided advice on the monitoring of DAFI graduates and implementation of additional support activities. As a follow-up to the mission, a strategic plan for outreach to public and private institutions will be developed to complement the current focus of enrolment in distance learning programmes.
- A mission to **Uganda** focussed on broadening access for refugees to tertiary education beyond DAFI scholarships. Inclusion of refugees into national higher education support mechanisms and expanding refugee access to formal vocational training programmes were identified as two mechanisms that will be strengthened. A connected learning programme with our partner Jesuit Worldwide Learning (JWL) has been set up in two regions, expanding access to certified higher education opportunities in isolated camp settings.
- Contributions at conferences organized by the University of Bath, as well as by SPARK, the Institute of International Education and Al-Fanar Media targeted the dissemination of good practices. With a mission on the scholarship initiative by the Spanish government and involvement in a seminar exploring the roles of European higher education actors, UNHCR staff contributed to policy coherence and coordination.



REPORTING

UNHCR headquarters provided close follow-up with each country office 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 took place for the 40 operations. The team also briefed any new staff working on the DAFI programme and provided individual support as needed.



Kenya / Three Somali graduates of UNHCR's unique higher education scholarship programme went back to school this month to pass on their knowledge to a younger generation of refugees in Kenya. Here, the DAFI students at their recent graduation ceremony in Nakuru.



FINANCIAL CONTRIBUTIONS AND EXPENDITURE

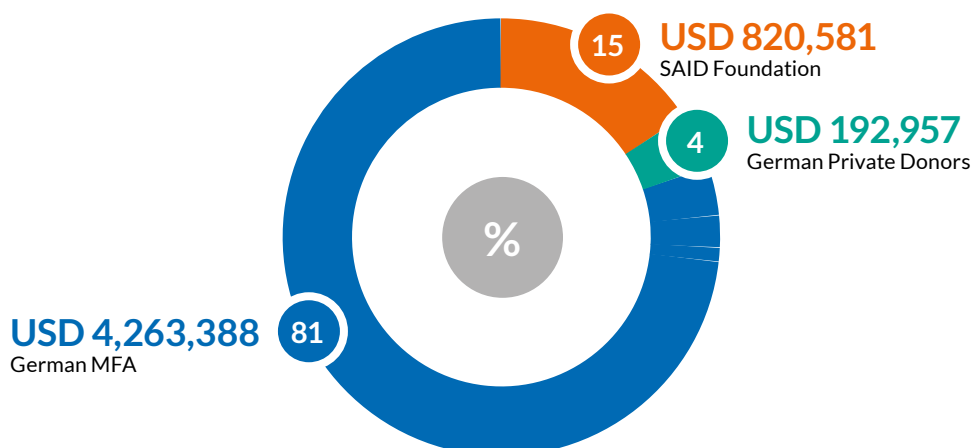
The financial contribution of the German Ministry of Foreign Affairs (MFA) to the DAFI programme represented 81% (USD 4,263,388) of the total contributions for 2015. The contributions were earmarked for the project and presented as a multi-year commitment.

In addition to the financial contribution of the German MFA, a multi-year commitment by the UK-based private donor, SAID Foundation, also continued to support Syrian refugee students in Lebanon and Jordan. Furthermore, German private donors, UNO-Flüchtlingshilfe and BASF Stiftung, also provided funding to the DAFI programme to support tertiary education for refugees in South Africa and West Africa consecutively. The SAID Foundation's contribution was 15% (USD 820,581) of the overall 2015 DAFI programme budget, while the German private donors' contribution was 4% (USD 192,957) of the overall DAFI programme budget.

DAFI Annual Report: Financial Statement (2000-2015)

| 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 | |
| 2015 | - | 4,263,388 | 1,013,538 | 5,276,926 | |

2015 DAFI Financial Contributions



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

- Carried out in strict accordance with UNHCR's financial rules and regulations currently in force.
- Examined through 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 staff 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% |
| | 5,629,020 | 351,839 | 5,980,859 | -703,933 | 113% |



PROSPECTS FOR 2016

Higher education plays a central role in protecting young refugees and preparing them and their communities for solutions in a variety of situations of forced displacement worldwide. It nurtures a generation of future change-makers who can take the lead in identifying sustainable solutions for refugees. Education 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 large-scale displacement seen in 2015 will continue into 2016 and will have significant implications for UNHCR's tertiary education programming. In order to meet the needs for higher education among Syrian refugees in Turkey and the MENA region, UNHCR will substantially increase the number DAFI scholarships for Syrian refugees as well as for refugees from Afghanistan and diverse refugee groups in Africa. With the generous support, particularly of the German Ministry of Foreign Affairs and of private foundations, UNHCR hopes to almost double the number of scholarships offered. Strengthening partnerships with academic institutions, other scholarship providers and national education institutions will be essential in order to manage the expansion. UNHCR and the German Academic Exchange Service (DAAD) are developing a memorandum of mutual understanding to join efforts in the MENA region for application and selection processes. Countries in the MENA region will also set up coordination mechanisms for tertiary education to better align processes of scholarship provision in the region and to connect more strongly with humanitarian coordination bodies.

UNHCR and partners will continue to explore innovative ways to open access to higher education for refugees in cost efficient ways. As a founder of the "Connected Learning Consortium for Higher Education for Refugees" UNHCR is committed to promote and coordinate the scale up of Connected Learning programmes. Building on the success of the 2015 Geneva Summer School on "Higher Education in Emergencies", UNHCR and partners will expand the programme and increase participation from the global south, including DAFI-alumni.

Several high-level events such as the General Assembly Summit on large movements of refugees and migrants in September 2016 in New York and the March meeting on global responsibility sharing through pathways for admission of Syrian refugees in Geneva will provide opportunities to stress the importance of higher education for durable solutions for refugees. UNHCR's Comprehensive Solutions team will also expand its work on complementary pathways for refugees and coordinate with government and academic institutions to support additional scholarship programmes for refugees in third countries. These higher education initiatives will complement the protection and education strategies of UNHCR and partners to preserve the protection space available for refugees.

At global, regional and national levels, UNHCR will build on government commitments to SDG 4 to advocate for the educational needs and rights of refugees. Close cooperation with development partners and the private sector will be necessary to achieve the ambitious targets. DAFI as a programme is a pioneer in that regard. For 23 years, the DAFI programme has enabled refugees to access national education systems through an innovative and community-based approach. Targeted assistance has enabled them to overcome the barriers that normally impede refugee access to higher education. Enhancing community support and building better linkages with livelihood programming will stay on the agenda in 2016.



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 |
| EGY | Egypt |
| ERT | Eritrea |
| ETH | Ethiopia |
| GEO | Georgia |
| IRN | Islamic Republic of Iran |
| IRQ | Iraq |
| KEN | Kenya |
| LBR | Liberia |
| MLI | Mali |
| MAU | Mauritania |
| MYA | Myanmar |
| NAM | Namibia |
| NEP | Nepal |
| NER | Niger |
| 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 | 32 |
| Armenia..... | 33 |
| Azerbaijan | 34 |
| Botswana..... | 35 |
| Burundi..... | 36 |
| Cameroon | 37 |
| Chad..... | 38 |
| Democratic Republic of Congo | 39 |
| Ecuador..... | 40 |
| Egypt..... | 41 |
| Eritrea..... | 42 |
| Ethiopia | 43 |
| Georgia | 44 |
| Ghana | 45 |
| India..... | 46 |
| Islamic Republic of Iran..... | 47 |
| Jordan..... | 48 |
| Kenya | 49 |
| Kyrgyzstan..... | 50 |
| Lebanon..... | 51 |
| Liberia..... | 52 |
| Mauritania..... | 53 |
| Mozambique..... | 54 |
| Namibia | 55 |
| Nigeria..... | 56 |
| Pakistan..... | 57 |
| Panama..... | 58 |
| Russian Federation..... | 59 |
| Rwanda | 60 |
| Senegal..... | 61 |
| South Africa | 62 |
| Sudan..... | 63 |
| Tajikistan..... | 64 |
| Tanzania..... | 65 |
| Turkey | 66 |
| Uganda..... | 67 |
| Ukraine..... | 68 |
| Yemen..... | 69 |
| Zambia..... | 70 |
| Zimbabwe..... | 71 |

Algeria

Protection environment

- Algeria has ratified the 1951 Refugee Convention and the 1967 Protocol.
- Algeria supports over 90 000 Sahrawi refugees distributed over 5 camps. Some of them have been living in exile for over 40 years.
- In the absence of registration, UNHCR's assistance programme is targeting the most vulnerable persons among the refugee population.
- Due to the extreme climatic conditions, there are almost no agricultural activities or other income generating activities available for the refugee population.

Operational Highlights

- With the absence of fixed income-generating projects for the Sahrawi families in the camps, most of the families are living on humanitarian assistance. With 5-10% of Sahrawi students at Algerian public universities dropping out from their education due to financial reasons, the DAFI program is one of the rare opportunities offering support for higher education.
- In 2015, UNHCR Tindouf Office received 266 applications for 10 new scholarship slots.

Success Story

- While Saharawi students do not have the right to work in Algeria, they do have the right to work in the camps. Two of the 2015 DAFI graduate students obtained employment with UNHCR in the camps.
- 24 scholars attended the 2015 Annual DAFI Meeting to plan new awareness programmes to be implemented over the course of the academic year.

Student Support

- An annual meeting for both new and already enrolled DAFI students took place before the start of the academic year to increase communication and contact among the group, share experiences and inform the students about the DAFI programme.

30 students



19 female



5 graduated



10 newly admitted

USD 32,860 budget

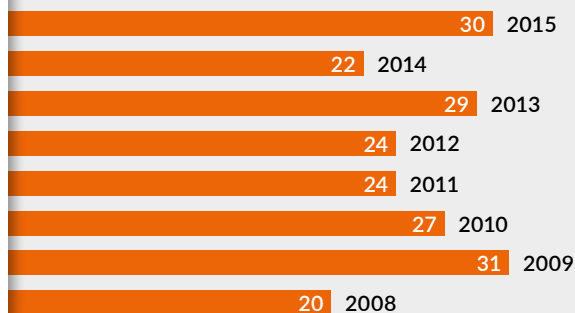
11 Higher Education Institutions

Implemented by: UNHCR Tindouf Office

Country of Origin

30 WSH

Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Natural Science | 5 | 2 | 7 |
| Architecture & Town Planning | 4 | 2 | 6 |
| Medical Science & Health Related | 4 | 1 | 5 |
| Law | 1 | 2 | 3 |
| Commercial & Business Administration | 2 | 1 | 3 |
| Education Science & Teacher Training | 2 | 0 | 2 |
| Mathematics & Computer Science | 0 | 2 | 2 |
| Engineering | 0 | 1 | 1 |
| Transport & Communication | 1 | 0 | 1 |
| TOTAL | 19 | 11 | 30 |

Armenia

Protection environment

- Armenia has ratified the 1951 Refugee Convention and the 1967 Protocol.
- Armenia hosted 3,319 refugees.
- According to the constitution, everyone has the right to education in Armenia. Refugees have access to free primary and secondary education. However, when it comes to higher and professional education, refugees are treated as foreigners, facing elevated tuition fees and limited access to local scholarships.
- Refugees have the right to work in Armenia.
- According to governmental data, 20,000 Syrian refugees have sought protection in Armenia of whom approximately 16,000 – 17,000 are presently staying in the country. Over 15,000 Syrians have been granted Armenian citizenship.

Operational Highlights

- Despite being a small office, UNHCR Armenia has implemented the component effectively through including DAFI scholars in various projects of other agencies and partners.

Success Story

- Two scholars successfully graduated in 2015 and both found employment afterwards. One of them has left the country for family reunification in the USA.

Student support

- In addition to regular meetings with the DAFI students, meetings with their families were also held. To counterbalance loss of income by the scholarship-holder while pursuing studies, when eligible, families have been included in income generating projects offered by the Armenian Red Cross Society.
- UNHCR's partner facilitated training sessions and online professional development opportunities for DAFI scholars.

3 students



0 female



2 graduated



0 newly admitted

USD 8,643 budget

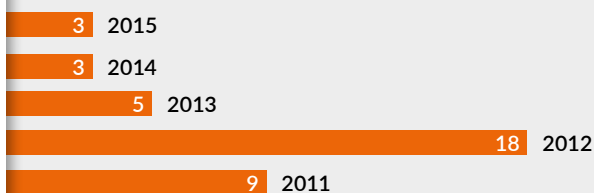
3 Higher Education Institutions

Implemented by: UNHCR Yerevan Office

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------|----------|----------|----------|
| Architecture & Town Planning | 0 | 1 | 1 |
| Transport & Communication | 0 | 1 | 1 |
| Mathematics & Computer Science | 0 | 1 | 1 |
| TOTAL | 0 | 3 | 3 |

Azerbaijan

Protection environment

- Azerbaijan has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2015, Azerbaijan hosted 1,498 refugees and asylum seekers mainly from Afghanistan, the Russian Federation, Iran, Iraq and Pakistan.
- Asylum seekers and refugees from the Chechen Republic or the Russian Federation are still not admitted to national asylum procedures; however, the government permits them to remain in its territory without formal recognition.

Operational Highlights

- While employers hiring foreign citizens no longer face additional fees, this new regulation only applies to refugees recognised and registered also with the government, not to refugees registered by UNHCR.

Student support

- Based on students' needs, general English courses were facilitated.
- Additionally a training on Information Technology and networking was supported.

Success Stories

- An Afghan 2015 DAFI graduate has been employed by the Afghan Embassy in Baku, Azerbaijan

9 students

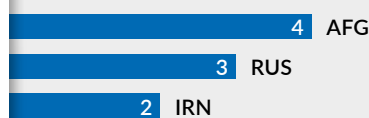
♀ 2 female | 🎓 3 graduated | ➡️ 2 newly admitted

USD 41,785 budget

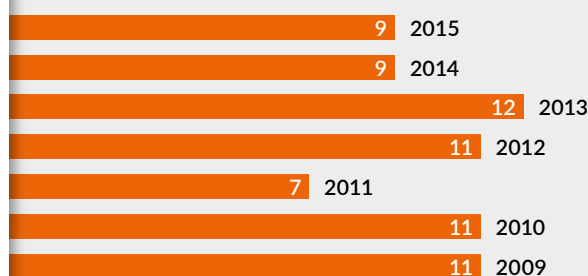
8 Higher Education Institutions

Implemented by: UNHCR Baku Office

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|----------|
| Architecture & Town Planning | 0 | 2 | 2 |
| Commercial & Business Administration | 1 | 1 | 2 |
| Engineering | 0 | 2 | 2 |
| Mathematics & Computer Science | 0 | 2 | 2 |
| Social & Behavioral Science | 1 | 0 | 1 |
| TOTAL | 2 | 7 | 9 |

Botswana

Protection environment

- Botswana has ratified the 1951 Refugee Convention and the 1967 Protocol.
- Botswana hosted 2,265 refugees and asylum seekers.
- The Government of Botswana has made 7 reservations to the Convention. Refugees cannot obtain gainful employment and their movement is restricted to the camps.
- Refugees have to pay international fees, which are marginally higher than fees for nationals.
- Refugees in Botswana are fully integrated into the national education system.
- Towards the end of 2015 and early 2016 Botswana experienced an influx of asylum seekers mostly from DRC. Most of them already had refugee status in neighboring countries.

Operational Highlights

- Although the country office could not enroll new DAFI students in 2015 due to a lack of additional funding, 40 refugees were accepted to Universities and Colleges.

Support to students

- Policy and operational oversight is provided by the Education Committee composed of representatives from the Refugee Welfare Committee, representatives from all implementing partners in the camp, as well as UNHCR and the Government of Botswana. The committee is vested with the responsibility of selecting, supporting, monitoring and mentoring DAFI scholars.

Success Story

- DAFI students have set up a group of student representatives who act as interlocutor between DAFI students, implementing partners and UNHCR to enhance communication, collection of ideas and suggestions, and complaints.

16 students



7 female



0 graduated



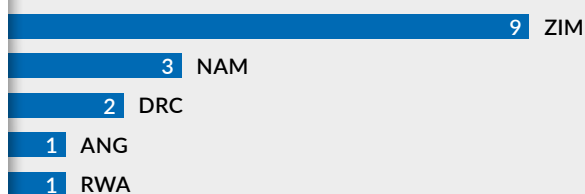
0 newly admitted

USD 136,520 budget

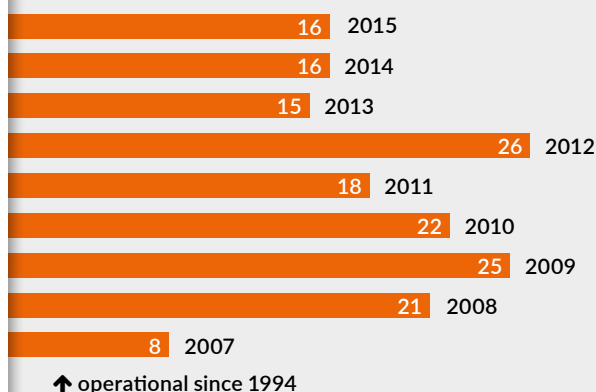
2 Higher Education Institutions

Implemented by: UNHCR Gaborone Office

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|-----------|
| Humanities | 2 | 3 | 5 |
| Mathematics & Computer Science | 3 | 0 | 3 |
| Commercial & Business Administration | 0 | 2 | 2 |
| Social & Behavioral Science | 1 | 1 | 2 |
| Education Science & Teacher Training | 0 | 1 | 1 |
| Engineering | 0 | 1 | 1 |
| Fine & Applied Arts | 0 | 1 | 1 |
| Medical Science & Health Related | 1 | 0 | 1 |
| TOTAL | 7 | 9 | 16 |

Burundi

Protection environment

- Burundi has ratified the 1951 Refugee Convention and the 1967 Protocol.
- Burundi hosted 53,363 refugees and 2,931 asylum seekers.
- Since the outbreak of a violent crisis in April 2015, more than 240,000 people have fled Burundi.
- Refugees have the right to work.

Operational Highlights

- The president’s announcement to run for a third term in the 2015 presidential elections provoked violent protests and demonstrations. As a result, the government closed all of the country’s universities for the months April-July.
- DAFI scholarships mainly target Congolese students living in refugee camps and Burundian returnees from Tanzania, selected based on merit and vulnerability criteria.
- In 2015, UNHCR received 66 applications for 10 new scholarships.

Success Stories

- Despite the closure of universities due to political unrest, 4 students successfully graduated in 2015.
- DAFI alumni together with current scholars created an association named “Association des Fruits du Programme DAFI”. UNHCR’s partner RET integrated this programme into their project “Les adolescents et les jeunes ouvrent la voie vers la paix au Burundi”. The cooperation was facilitated by teachers to jointly share knowledge and competences with the students.

Student support

- RET initiated a programme for the DAFI scholars to start their own entrepreneurial projects. 18 scholars took the theoretical courses for three months and completed a two day practical training with the aim of creating own enterprises under the guidance of the government or other organizations.
- A meeting between current DAFI scholars and upper secondary school students was held, outlining scholarship opportunities, to encourage them to successfully complete secondary education.

50 students



16 female | 1 graduated | 10 newly admitted

USD 129,654 budget

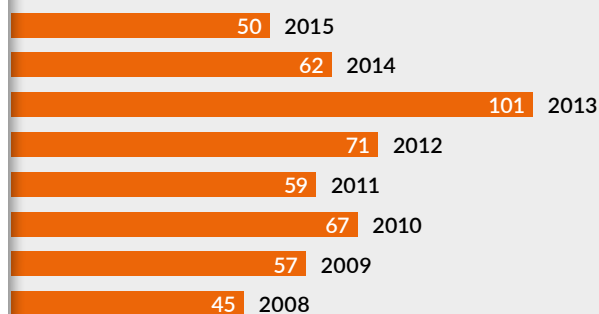
2 Higher Education Institutions

Implementing Partner: RET

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Medical Science & Health Related | 6 | 7 | 13 |
| Mathematics & Computer Science | 1 | 7 | 8 |
| Social & Behavioral Science | 1 | 6 | 7 |
| Commercial & Business Administration | 2 | 4 | 6 |
| Mass Communication | 4 | 2 | 6 |
| Law | 1 | 3 | 4 |
| Engineering | 1 | 2 | 3 |
| Other Programs | | 3 | 3 |
| TOTAL | 16 | 34 | 50 |

Cameroon

Protection environment

- Cameroon has ratified the 1951 Refugee Convention and the 1967 Protocol.
- Cameroon hosted 327,121 refugees and 5,373 asylum-seekers.
- Since 2011, refugees have access to education under the same conditions as national students.
- Access to the labour market is a challenge for refugees as well as for nationals given an unemployment rate of 13% and an underemployment rate of 76%.

Operational Highlights

- In Cameroon, the number of high school graduates and thus the number of potential students increases year by year.
- In 2015, UNHCR received 367 applications for 37 new scholarships.

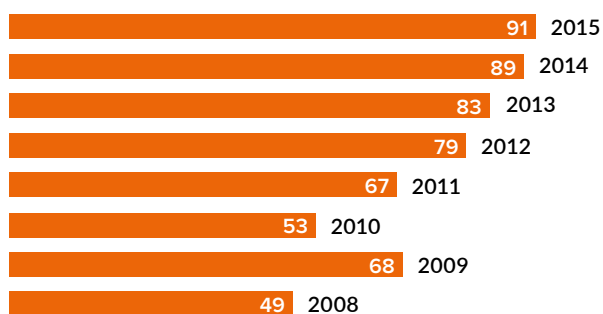
Success Stories

- Close collaboration with the National Fund for Employment facilitated various internships followed by recruitment of DAFI students after their graduation. After a series of trainings DAFI graduates are included in a database of the fund which allows them to establish direct contact with possible employers.
- Members of the DAFI club in Cameroon organized cultural activities with their communities, including around World Refugee Day. They also offer extra courses for refugee children with learning difficulties in primary and secondary schools.

Student support

- English classes and preparatory courses were offered.

Number of Students



↑ since 1992

91 students



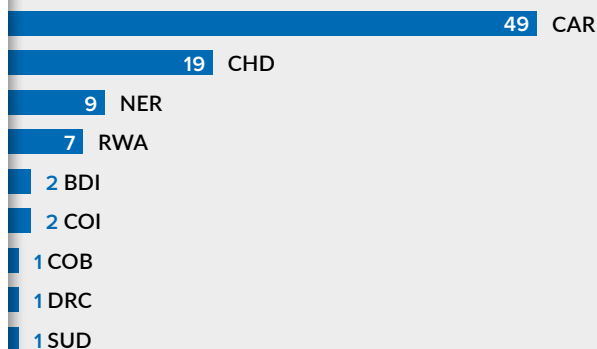
27 female | 11 graduated | 37 newly admitted

USD 267,147 budget

32 Higher Education Institutions

Implementing Partner: ADRA
(Adventist Development and Relief Agency)

Country of Origin



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Commercial & Business Administration | 6 | 13 | 19 |
| Medical Science & Health Related | 7 | 6 | 13 |
| Transport & Communication | 0 | 10 | 10 |
| Social & Behavioral Science | 2 | 6 | 8 |
| Natural Science | 2 | 5 | 7 |
| Education Science & Teacher Training | 1 | 5 | 6 |
| Mass Communication | 2 | 4 | 6 |
| Humanities | 2 | 3 | 5 |
| Mathematics & Computer Science | 1 | 4 | 5 |
| Engineering | 2 | 2 | 4 |
| Other Programs | 0 | 3 | 3 |
| Fine & Applied Arts | 1 | 1 | 2 |
| Agriculture, Forestry & Fishery | 0 | 1 | 1 |
| Architecture & Town Planning | 0 | 1 | 1 |
| Law | 1 | 0 | 1 |
| TOTAL | 27 | 64 | 91 |

Chad

Protection environment

- Chad has ratified the 1951 Refugee Convention and the 1967 Protocol.
- Chad hosted 369,540 refugees and 2,898 asylum seekers.
- Refugees have the right to work in Chad if they can provide the necessary legal documents.

Operational Highlights

- Due to unpaid salaries, two strikes were conducted in 2015 in universities where DAFI students were enrolled, resulting in a closure of the universities and an intermission of all academic activities for 45 days.
- UNHCR received 134 applications for 5 new scholarships, leading to an admission rate of 3.7%.

Success Stories

- UNHCR was able to sign MoUs with the Chadian universities, allowing for the admission of refugees under the same conditions as nationals and reducing the admission fees by approx. 83%.
- 8 out of 9 graduates in 2015 found jobs with NGOs in camps, many of them as secondary school teachers. The increase in qualified personal as well as intense awareness raising campaigns with critical input from DAFI students contributed to a significant increase of the enrolment rate in secondary education in the camps in the east of Chad (83% in December 2015 compared to 28% in the previous year).
- DAFI scholars participated in awareness raising campaigns for secondary schooling in refugee camps.

Student support

- UNHCR's implementing partner RET facilitated additional workshops for the DAFI scholars, for example, on entrepreneurship.

55 students

♀ 14 female | 0 graduated | 5 newly admitted

USD 183,368 budget

5 Higher Education Institutions

Implementing Partner: RET

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Law | 2 | 16 | 18 |
| Commercial & Business Administration | 6 | 9 | 15 |
| Medical Science & Health Related | 5 | 10 | 15 |
| Mathematics & Computer Science | 0 | 4 | 4 |
| Education Science & Teacher Training | 0 | 2 | 2 |
| Social & Behavioral Science | 1 | 0 | 1 |
| TOTAL | 14 | 41 | 55 |

Democratic Republic of Congo

Protection environment

- DRC has ratified the 1951 Refugee Convention and the 1967 Protocol.
- DRC hosted 383,095 refugees and 983 asylum-seekers.

Operational Highlights

- The DAFI programme in DRC focuses on Congolese returnees who have been repatriated from neighbouring countries, particularly Burundi, the Central African Republic, Congo and Uganda.
- With the successful graduation of the remaining 6 DAFI scholars, the DAFI programme in DRC closed. It started in 2009 and supported 19 students over the years. 13 students completed their license (BAC+5, equivalent to the French master) in 2014 and 6 in 2015.

Student support

- Monthly meetings with the students took place.

Success Stories

- The scholars participated in several extracurricular and voluntary activities, such as trees planting on the university's campus.

6 students



1 female



6 graduated



0 newly admitted

USD 34,515 budget

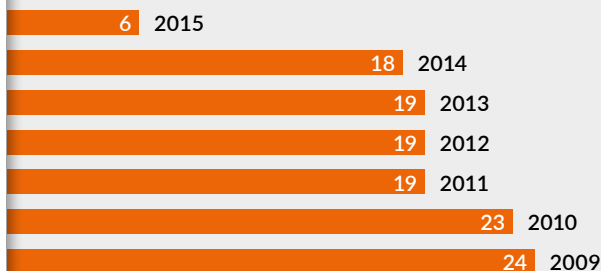
1 Higher Education Institutions

Implementing Partner: IEDA Relief
(International Emergency and Development Agency)

Country of Origin

6 DRC

Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|----------|
| Mass Communication | 0 | 3 | 3 |
| Education Science & Teacher Training | 1 | 1 | 2 |
| Other Programs | 0 | 1 | 1 |
| TOTAL | 1 | 5 | 6 |

Ecuador

Protection environment

- Ecuador has ratified the 1951 Refugee Convention and the 1967 Protocol.
- In 2015, Ecuador hosted a total of 57,191 mostly Colombian refugees and 11,583 asylum-seekers.
- In terms of access to tertiary education, refugees do not face any legal barriers as they have the same rights and obligations as Ecuadorians. However, discrimination and administrative constraints lead to some refugees applying for naturalization.
- Refugee students and those under Temporary Humanitarian Protection pay the same fees as national students.

Operational Highlights

- The higher Education System of Ecuador has been subject to several modifications since 2012, increasing among others the importance of entrance exams for accessing public universities.

Success Stories

- 3 of the 4 students that graduated in 2015 are currently employed.
- One 2015 graduate received a positive response after applying for a professional visa, which will allow better job opportunities and labor inclusion.

Student support

- A meeting of DAFI students was organized in Quito and brought together 15 scholars to discuss employment and access to scholarships.

17 students



10 female | 4 graduated | 5 newly admitted

USD 29,365 budget

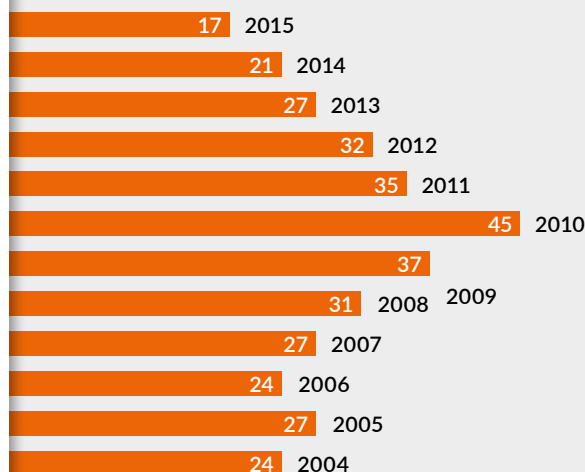
13 Higher Education Institutions

Implementing Partner: HIAS (Hebrew Immigrant Aid Society)

Country of Origin

17 COL

Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|----------|-----------|
| Commercial & Business Administration | 4 | 1 | 5 |
| Medical Science & Health Related | 2 | 1 | 3 |
| Engineering | 0 | 2 | 2 |
| Fine & Applied Arts | 0 | 2 | 2 |
| Architecture & Town Planning | 0 | 1 | 1 |
| Humanities | 1 | 0 | 1 |
| Mathematics & Computer Science | 1 | 0 | 1 |
| Service Trades | 1 | 0 | 1 |
| Social & Behavioral Science | 1 | 0 | 1 |
| TOTAL | 10 | 7 | 17 |

Egypt

Protection environment

- Egypt has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- The Government of Egypt made reservations to five articles, including access to education. However, in 1992, refugee children were allowed to attend public schools.
- In 2015, Egypt hosted 212,500 refugees and 38,171 asylum-seekers.
- The number of Syrian refugees slightly decreased in 2015 from 140,000 to 120,000. Other nationalities include Somalis, Eritreans, Sudanese, Ethiopians and Iraqis.
- Refugees are able to work upon obtaining a work permit, which is often difficult to get.

Operational Highlights

- At the beginning of the academic year 2015/2016 30 new scholarships were added to the DAFI programme, out of which 20 are for Syrians.
- Syrians are charged the same tuition fees as nationals.
- Egypt's MoHE indicated that as of 2015, all refugee postgraduate students need to pay foreign student fees to cover the large budget deficit.

Success Stories

- UNHCR received more than 200 applications for the available 30 new scholarships in 2015.
- UNHCR's partner facilitated coordination and communication between DAFI students and stakeholders through a web-portal.

Student support

- Three well attended events were arranged by the DAFI programme for the students during the year:
 - A "Get together event" was held at the German Embassy for 37 DAFI students as well as representatives from DAAD, UNHCR and CRS, welcoming the new students as well as introducing scholarship opportunities.
 - The "DAFI End of 2014/2015 Academic Year Event" focused on scholarship rules, regulations and challenges.
 - The "DAFI Newly Enrolled Students Orientation Event" presented students with information on rules, regulations and communication.

80 students

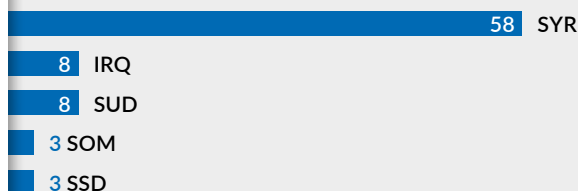
♀ 51 female | 0 graduated | ➔ 30 newly admitted

USD 171,896 budget

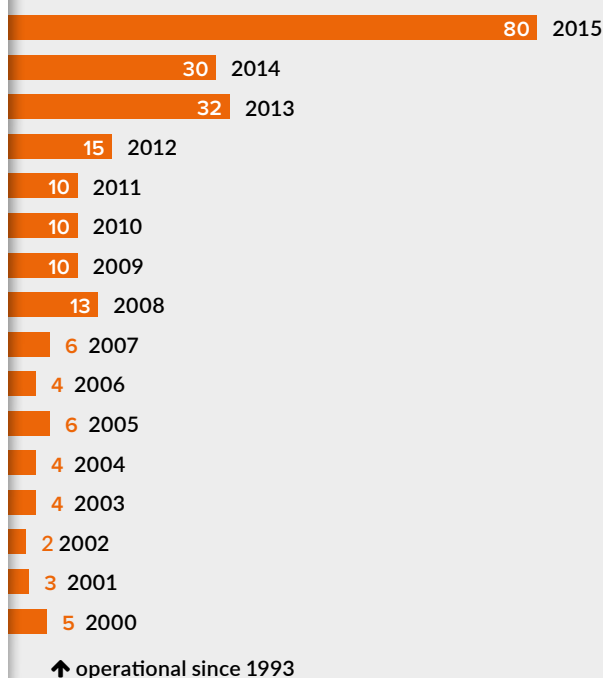
5 Higher Education Institutions

Implementing Partner: CRS (Catholic Relief Services)

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|-----------------|-----------|-----------|-----------|
| Other Programs | 51 | 29 | 80 |
| TOTAL | 51 | 29 | 80 |

Eritrea

Protection environment

- Eritrea has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- In 2015, Eritrea hosted 2,419 refugees, mostly Somalis.
- Most refugees are camp-based. Since neither voluntary repatriation to Somalia nor local integration are feasible, resettlement is currently the only durable solution for many refugees.
- Refugees do not have the right to work.

Operational Highlights

- Since the Eritrean government offers no scholarship schemes and refugees depend on livelihoods assistance, the DAFI programme provides the only possibility for refugees to access higher education.

Success story

- A DAFI graduate from 2014 works as a community mobilizer in the Umukule refugee camp. He is employed as an incentive worker by the government partner that is responsible for camp management. He focuses mainly on livelihood activities but also runs awareness sessions on SGBV and the importance of education for young people.

2 students



0 female | 0 graduated | 0 newly admitted

USD 14,513 budget

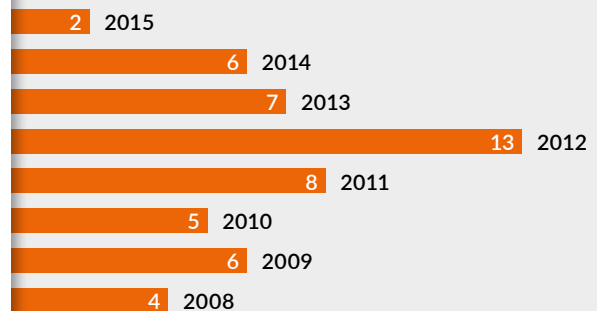
2 Higher Education Institutions

Implemented by: UNHCR Asmara Office

Country of Origin

2 SOM

Number of Students



Course of Study

| Course of Study | F | M | Total |
|----------------------------------|----------|----------|----------|
| Medical Science & Health Related | 0 | 2 | 2 |
| TOTAL | 0 | 2 | 2 |

Ethiopia

Protection environment

- Ethiopia has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- The Government of Ethiopia made reservations to the 1951 Refugee Convention on employment and access to education.
- Nevertheless refugee children have access to public schools and universities, as well as tertiary education scholarships.
- In 2015, Ethiopia hosted over 730,000 refugees from over 17 countries and 2,131 asylum-seekers.
- Most refugees are from the neighboring countries of South Sudan, Somalia, Eritrea and Sudan.

Operational Highlights

- The refugee population increased in 2015 by a total of 72,677 persons of concern mainly due to new arrivals from South Sudan, Eritrea, Yemen and Somalia.
- The Government of Ethiopia has expanded higher education infrastructure across the regional states to ensure equitable access for all citizens.

Success Stories

- DAFI scholars actively engage in community activities. DAFI students organized, for example, tutorial classes for secondary students on selected subjects such as mathematics, science and English language.
- In Ethiopia, there is another tertiary level scholarship opportunity for refugees which is facilitated by the government. The program largely targets refugee students who have no education credentials when they arrive to Ethiopia. UNHCR contributes to 25 % of the education cost under this scholarship programme.

Student support

- In 2015, two annual DAFI workshops were organized in Gambella and Jijiga areas to bring together current and former DAFI scholars with representatives of the education management committee and representatives of the donor countries.

297 students



100 female



22 graduated



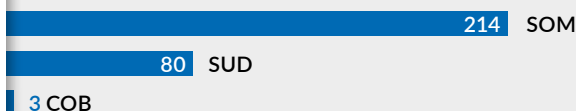
72 newly admitted

USD 212,852 budget

22 Higher Education Institutions

Implementing Partner: AEEG
(Association of Ethiopians Educated in Germany)

Country of Origin



Number of Students



↑ operational since 1993

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|------------|------------|------------|
| Medical Science & Health Related | 56 | 29 | 85 |
| Commercial & Business Administration | 1 | 54 | 55 |
| Education Science & Teacher Training | 25 | 11 | 36 |
| Engineering | 3 | 26 | 29 |
| Agriculture, Forestry & Fishery | 0 | 20 | 20 |
| Social & Behavioral Science | 1 | 19 | 20 |
| Humanities | 4 | 11 | 15 |
| Mathematics & Computer Science | 4 | 7 | 11 |
| Law | 1 | 7 | 8 |
| Natural Science | 5 | 3 | 8 |
| Mass Communication | 0 | 4 | 4 |
| Nutrition and Food Science | 0 | 3 | 3 |
| Home Economics | 0 | 2 | 2 |
| Other Programs | 0 | 1 | 1 |
| TOTAL | 100 | 197 | 297 |

Georgia

Protection environment

- Georgia has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Georgia hosted 1,300 refugees and 733 asylum-seekers.
- Refugees have the right to work in Georgia.
- Refugee students pay the same fees as nationals.

Operational Highlights

- In June 2015, the local integration assistance programme for Chechen refugees from the Russian Federation was successfully completed, resulting in the subsequent closure of the DAFI programme. Since 2009, some 370 households had benefited from the integration assistance programme.

Success Stories

- With the graduation of the remaining four scholars, a joint closing ceremony was held with the German Embassy. Since 2002, UNHCR Georgia has offered the DAFI scholarship to more than 30 refugee students.

4 students



0 female | 4 graduated | 0 newly admitted

USD 3,895 budget

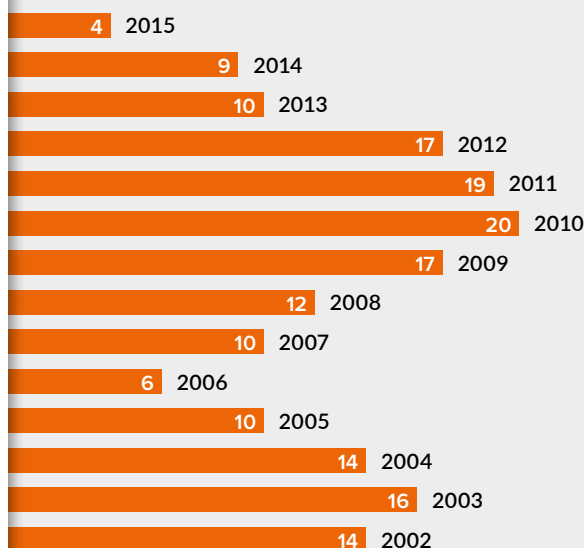
1 Higher Education Institutions

Implemented by: UNHCR Tbilisi Office

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|----------|
| Commercial & Business Administration | 0 | 3 | 3 |
| Law | 0 | 1 | 1 |
| TOTAL | 0 | 4 | 4 |

Ghana

Protection environment

- Ghana has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Ghana hosted 17,406 refugees and 1,859 asylum-seekers.
- While refugees have access to education, universities charge refugees significantly higher fees compared to national students.
- Refugees have the right to work.

Operational Highlights

- DAFI scholarships provide the only available support for refugees in Ghana to access tertiary education.

Success Stories

- In addition to the 61 DAFI scholars in 2015, savings realized in negotiations of tuition fees were used to support 15 refugee students at risk of dropping out.
- A former DAFI scholar, Mt. Emmanuel Cisco, published his book “Between Her Womb and Your Tomb – How to Make Your Life Worth Celebrating”. In his launching speech, he emphasized the important role DAFI played in transforming his life from an underprivileged refugee boy to not just a first class degree holder, but also the best BSc. Economics graduate in 2013 in the university.
- The DAFI scholars held seminars for school children in both refugee camps and host communities.

Student support

- On the occasion of UNHR 16 Days of Activism campaign against sexual and gender based violence, a seminar was held in collaboration with beneficiaries of Kutunse Child Development Centre (KCDC).

76 students



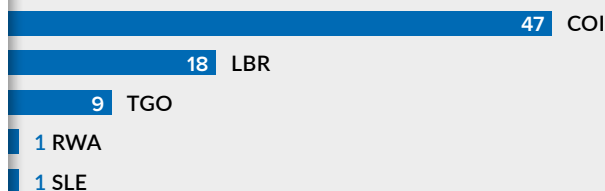
33 female | 19 graduated | 23 newly admitted

USD 240,173 budget

21 Higher Education Institutions

Implementing Partner: CCG (Christian Council of Ghana)

Country of Origin



Number of Students



↑ operational since 1993

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Commercial & Business Administration | 19 | 14 | 33 |
| Humanities | 6 | 6 | 12 |
| Mathematics & Computer Science | 0 | 9 | 9 |
| Education Science & Teacher Training | 1 | 5 | 6 |
| Engineering | 0 | 4 | 4 |
| Social & Behavioral Science | 2 | 1 | 3 |
| Mass Communication | 1 | 1 | 2 |
| Medical Science & Health Related | 2 | 0 | 2 |
| Natural Science | 1 | 1 | 2 |
| Agriculture, Forestry & Fishery | 1 | 0 | 1 |
| Architecture & Town Planning | 0 | 1 | 1 |
| Other Programs | 0 | 1 | 1 |
| TOTAL | 33 | 43 | 76 |

India

Protection environment

- India has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- India hosts 201,381 refugees and 6,480 asylum seekers, coming mostly from Myanmar and Afghanistan.
- Since 2012, the Government of India has allowed all refugees to apply for long-term visas, work permits and enrolment in tertiary education institutions. However, refugees, especially those who look like foreigners still experiences various forms of discrimination.

Operational Highlights

- Admission to higher education in India is highly competitive with only 5% of the 18-28 age group admitted to university education.
- While refugee students with secondary school certificates from India who apply for tertiary education under the common category often succeed in getting admitted, those clearly identifying themselves as refugees face difficulties and are charged higher tuition fees.
- Most of the DAFI graduates are gainfully employed, however, entry to the formal sector is constrained.

Success Stories

- DAFI students actively took part in a 'Youth Support for Elderly' Initiative, World Refugee Day Celebrations, and activities to raise awareness on sexual and gender based violence.

Student support

- UNHCR's implementing partner BOSCO organized several workshops providing career counselling and training interview situations.
- 11 interactive sessions on topics such as goal setting, future planning, SGBV awareness and gender sensitivity were facilitated.

32 students



12 female



10 graduated



7 newly admitted

USD 40,033 budget

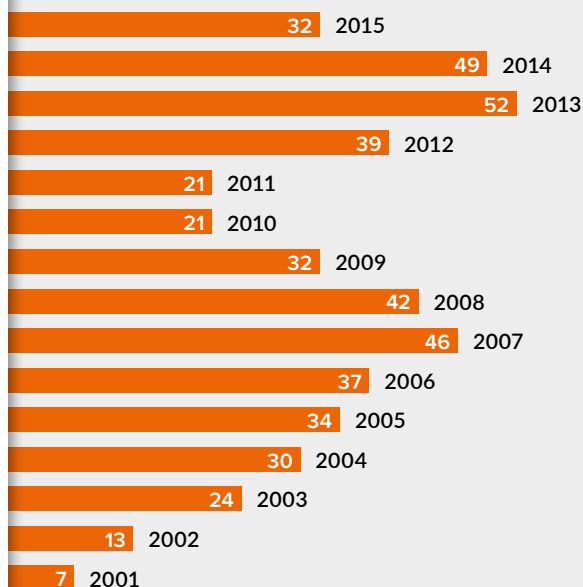
12 Higher Education Institutions

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

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Commercial & Business Administration | 4 | 10 | 14 |
| Humanities | 7 | 6 | 13 |
| Mathematics & Computer Science | 0 | 2 | 2 |
| Law | 1 | 0 | 1 |
| Medical Science & Health Related | 0 | 1 | 1 |
| Natural Science | 0 | 1 | 1 |
| TOTAL | 12 | 20 | 32 |

Islamic Republic of Iran

Protection environment

- Iran has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Iran has one of the largest refugee populations in the world, hosting more around 950,000 Afghan refugees and 32,000 Iraqi refugees.
- Since 2012, Iran has been guided by a six-year quadripartite solution strategy aimed at addressing the needs of Afghan refugees and at assisting and empowering refugees with access to education and healthcare.
- Refugees have the right to work in Iran with a work permit.

Operational Highlights

- All actors for refugee education (UNHCR, UNICEF, UNESCO, DRC and NRC) meet monthly to ensure that educational activities are not overlapping but complementary.

Success Stories

- A high percentage of graduates found employment with the Afghan State Department and international NGOs, underlining the impact of the DAFI programme on societal level.

Student support

- UNHCR Iran organized workshops for the DAFI scholars to maintain the channel of communication among them and to raise awareness and promote knowledge on the required skills for their area of studies in the job market, with a special focus on current labour market needs in Afghanistan.
- As part of a workshop for high achieving students, access to ICT was facilitated.

232 students



144 female



72 graduated



50 newly admitted

USD 172,631 budget

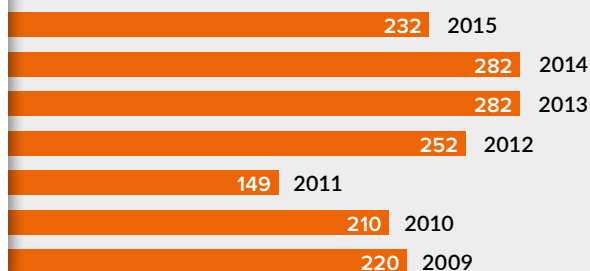
59 Higher Education Institutions

Implemented by: UNHCR Tehran Office

Country of Origin



Number of Students



↑ operational since 1995

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|------------|-----------|------------|
| Engineering | 26 | 30 | 56 |
| Medical Science & Health Related | 38 | 16 | 54 |
| Commercial & Business Administration | 13 | 13 | 26 |
| Agriculture, Forestry & Fishery | 16 | 3 | 19 |
| Natural Science | 17 | 2 | 19 |
| Law | 10 | 8 | 18 |
| Social & Behavioral Science | 11 | 3 | 14 |
| Architecture & Town Planning | 3 | 5 | 8 |
| Mathematics & Computer Science | 6 | 2 | 8 |
| Humanities | 2 | 5 | 7 |
| Education Science & Teacher Training | 1 | 1 | 2 |
| Mass Communication | 1 | 0 | 1 |
| TOTAL | 144 | 88 | 232 |

Jordan

Protection environment

- Jordan has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- Jordan hosted 664,118 refugees, the majority of whom are from Syria, and 24,935 asylum-seekers.
- The latest participatory assessment conducted by UNHCR in 2015 revealed an increasing number of Syrian refugees who are considering onward migration to other countries, Europe being the preferred destination.
- Syrians entering the country as asylum seekers or who are registered as refugees with UNHCR are not given residency and have limited ability to seek lawful employment.

Operational Highlights

- Two universities are reported to have tightened regulations on the necessary documentation, despite the Ministry of Higher Education having issued a circular that recognizes UNHCR asylum seeker certificates and Ministry of Interior cards as valid identification documents.
- Restrictions in movement cause frustration: DAFI scholars from Zataari Camp had to obtain permission from Camp security every two weeks to leave the camp.
- UNHCR plays an active role in advocating for refugee’s access to Higher Education Institutions: A reduction in tuition fees for Syrian refugees was negotiated with one of the universities as well as an agreement to allow refugees to take a proficiency test for admission if they do not have certified education transcripts.

Success Stories

- 3 students graduated successfully in 2015.
- A female Syrian DAFI student in the field of Mathematics obtained a DAAD scholarship in order to pursue a master’s degree.
- DAFI students have been involved in the Global Youth Forum which took place in Jordan in 2015 and developed a roadmap to partner with young people in preventing conflict, countering violent extremism and building lasting peace.

Student support

- In 2015, 7 meetings were held for DAFI students at JCEE for different announcements, registration issues, academic performance, challenges faced, student’s needs and training courses.
- UNHCR’s implementing partner organized a workshop on “Effective Communication Skills” which was attended by 46 DAFI scholars.
- 17 students were registered in ICT classes, 22 students took English courses and one student signed up for a German language course.

70 students



44 female



0 graduated



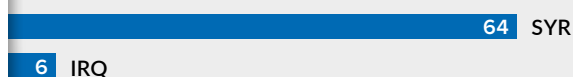
11 newly admitted

USD 850,175 budget

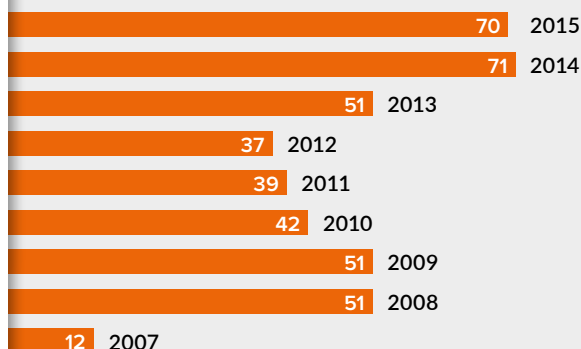
10 Higher Education Institutions

Implementing Partner: Noor-Al Hussein Foundation

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Medical Science & Health Related | 24 | 9 | 33 |
| Other Programs | 11 | 5 | 16 |
| Engineering | 2 | 7 | 9 |
| Education Science & Teacher Training | 3 | 3 | 6 |
| Law | 1 | 1 | 2 |
| Mathematics & Computer Science | 1 | 1 | 2 |
| Commercial & Business Administration | 1 | 0 | 1 |
| Mass Communication | 1 | 0 | 1 |
| TOTAL | 44 | 26 | 70 |

Kenya

Protection environment

- Kenya has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Kenya hosted over 550,000 refugees and around 40,000 asylum-seekers. The majority of these refugees, mainly of Somali origin, were residing in two major camps: Dadaab and Kakuma.

Operational Highlights

- UNHCR's partner Windle Trust Kenya offers several additional training classes for over 2,500 girls in Kakuma and Dadaab refugee camps to increase retention in secondary school and build up a pool for future female DAFI applicants.

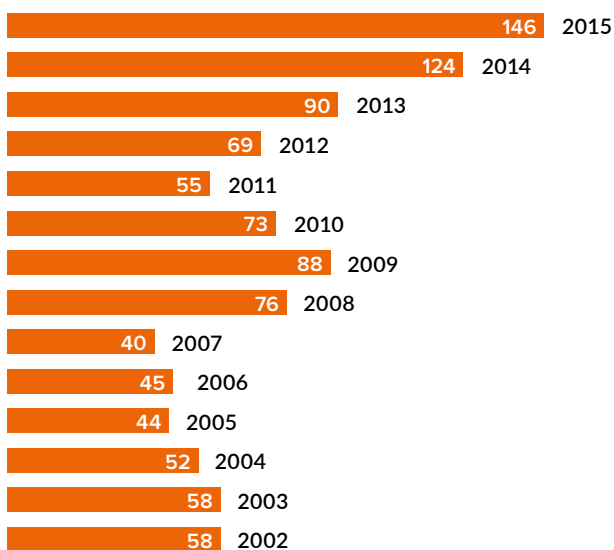
Success Stories

- A DAFI alumnus was engaged in the 2015 WISE summit on „Investing for Impact: Quality Education for Sustainable and Inclusive Growth“.
- The chair of the DAFI Kenya Students' Organization participated in UNHCR's 2015 consultation with Non-Governmental Organizations in Geneva.
- One DAFI scholar participated in President Obama's meeting with Kenyan youth.

Student support

- Windle Trust Kenya collaborated with the Government of Kenya to secure movement passes for students from the camps.

Number of Students



↑ since 1992

146 students



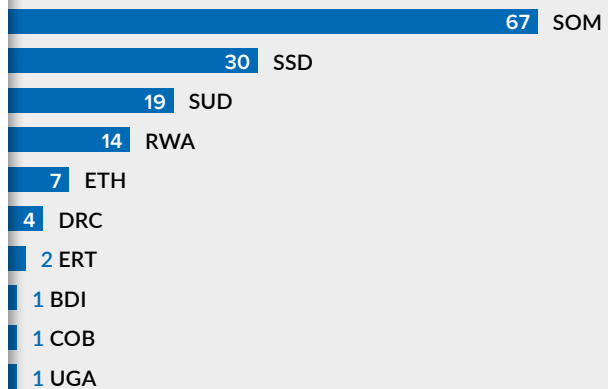
47 female | 19 graduated | 39 newly admitted

USD 489,533 budget

8 Higher Education Institutions

Implementing Partner: Windle Trust Kenya

Country of Origin



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|------------|
| Commercial & Business Administration | 15 | 21 | 36 |
| Social & Behavioral Science | 14 | 19 | 33 |
| Education Science & Teacher Training | 2 | 20 | 22 |
| Mathematics & Computer Science | 5 | 12 | 17 |
| Medical Science & Health Related | 2 | 13 | 15 |
| Law | 1 | 4 | 5 |
| Home Economics | 2 | 2 | 4 |
| Mass Communication | 4 | 0 | 4 |
| Other Programs | 2 | 2 | 4 |
| Engineering | 0 | 3 | 3 |
| Agriculture, Forestry & Fishery | 0 | 1 | 1 |
| Natural Science | 0 | 1 | 1 |
| Trade Craft & Industrial Programs | 0 | 1 | 1 |
| TOTAL | 47 | 99 | 146 |

Kyrgyzstan

Protection environment

- Kyrgyzstan has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2015, the total number of refugees and asylum-seekers in Kyrgyzstan was 512 persons, of whom 258 were from Afghanistan. The second largest group came from Syria, followed by Ukraine and Uzbekistan.
- Convention refugees have the right to work in Kyrgyzstan while mandate refugees do not have access to legal employment.
- Refugees pay the same fees as foreigners.

Operational Highlights

- The DAFI programme is the only programme providing targeted support to refugees to participate in tertiary education and is well known among the refugee community.

Success Story

- 2 of the 3 DAFI students who graduated in 2015 were resettled in 2015.
- DAFI students are perceived as the most progressive members of their community.

Student support

- UNHCR’s implementing partner conducted 16 meetings with DAFI scholars, discussing academic performance, internship and employment opportunities.

10 students

6 female | 3 graduated | 3 newly admitted

USD 8,290 budget

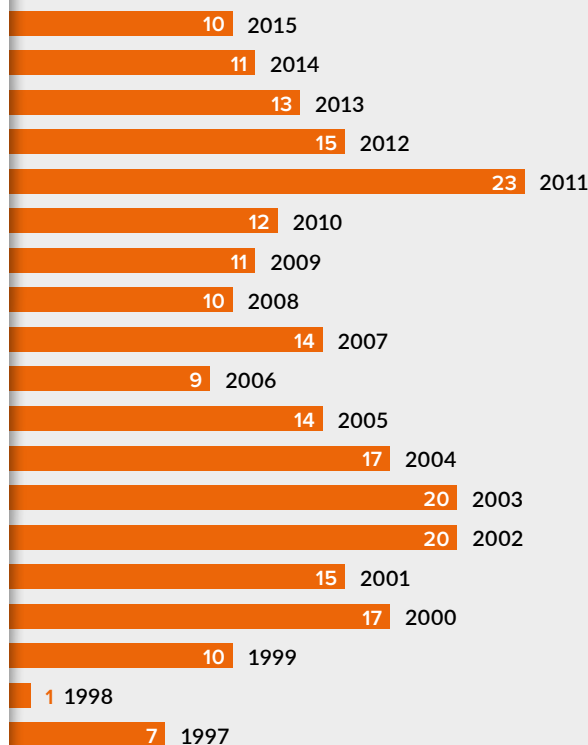
6 Higher Education Institutions

Implementing Partner: CCS (Crisis Centre Sezim)

Country of Origin

10 AFG

Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|-----------|
| Medical Science & Health Related | 4 | 0 | 4 |
| Commercial & Business Administration | 2 | 1 | 3 |
| Law | 0 | 1 | 1 |
| Natural Science | 0 | 1 | 1 |
| Social & Behavioral Science | 0 | 1 | 1 |
| TOTAL | 6 | 4 | 10 |

Lebanon

Protection environment

- Lebanon has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- Lebanon hosted over 1 million Syrian refugees, dispersed in more than 1700 locations, and 12,139 asylum seekers.
- Syrians, like all foreigners, have to obtain an equivalency certificate from the Lebanese Ministry of Education and Higher Education (MEHE) before being able to register at universities. The needed documents are very difficult for most Syrians to obtain.
- Foreign students have to apply and pay for student residency. During their studies, they are not allowed to work but can receive a small contribution for an internship or volunteering if related to their studies.

Operational Highlights

- The call for application for scholarships received a total of 377 applications.
- Higher education at public and private universities in Lebanon is bilingual (Arabic, English or French). This causes great learning difficulties for the majority of Syrian students who are not proficient in a second language. Therefore, particular attention was given to degrees in which a majority of lectures are delivered in Arabic with a view to facilitating these students integration in the Lebanese education system.

Success Stories

- The British Council offered DAFI students additional courses to improve their English language skills.

Student support

- In November 2015, 4 orientation workshops were connecting students with one another and encouraging them to form support groups at their universities.

134 students



65 female | 0 graduated | 102 newly admitted

USD 247,705 budget

4 Higher Education Institutions

Implementing Partner: Fondazione Terre Des Hommes Italia ONLUS

Country of Origin

134 SYR

Number of Students

134 2015

58 2014

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|------------|
| Humanities | 37 | 35 | 72 |
| Social & Behavioral Science | 9 | 14 | 23 |
| Law | 5 | 13 | 18 |
| Natural Science | 7 | 2 | 9 |
| Engineering | 3 | 0 | 3 |
| Mathematics & Computer Science | 1 | 2 | 3 |
| Medical Science & Health Related | 2 | 1 | 3 |
| Commercial & Business Administration | 0 | 2 | 2 |
| Mass Communication | 1 | 0 | 1 |
| TOTAL | 65 | 69 | 134 |

Liberia

Protection environment

- Liberia has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- In 2015, Liberia hosted 36,505 refugees, most of them from the Ivory Coast.
- Refugees have the right to work in Liberia.

Operational Highlights

- The outbreak of the Ebola Virus severely marked Liberia in 2014 and beginning of 2015. Study programmes of DAFI students continued in 2015 without interruption.

Success Stories

- During the Ebola outbreak, several DAFI scholars volunteered in Bahn Refugee Camp, carrying out prevention and preparedness awareness campaigns, served as community mobilizers, updated shelters in the camp, registered pregnant mothers, and visited vulnerable refugees.

Student support

- Counselling services were provided to DAFI scholars once a week to address academic challenges and to provide support.

21 students



9 female | 2 graduated | 6 newly admitted

USD 45,575 budget

6 Higher Education Institutions

Implementing Partner: SEARCH (Special Emergency Activity to Restore Children's Hope)

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|-----------|-----------|
| Agriculture, Forestry & Fishery | 0 | 1 | 1 |
| Commercial & Business Administration | 0 | 1 | 1 |
| Education Science & Teacher Training | 1 | 4 | 5 |
| Engineering | 0 | 2 | 2 |
| Medical Science & Health Related | 7 | 1 | 8 |
| Other Programs | 1 | 2 | 3 |
| Social & Behavioral Science | 0 | 1 | 1 |
| TOTAL | 9 | 12 | 21 |

Mauritania

Protection environment

- Mauritania has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Mauritania hosted 51,394 refugees and 497 asylum-seekers.
- Mauritanian returnees have access to all national universities but face administrative challenges.
- The DAFI programme in Mauritania started as a returnee based programme, but due to the increasing number of refugees from Mali, Syria and Central Africa the programme has broadened its target group.

Operational Highlights

- The programme sees increased interest from Syrian and Malian refugees.

Success Stories

- Three of the five 2015 graduates did internships in their fields of study.
- Over the years 18 DAFI alumni were able to pursue a master's degree abroad with a scholarship from the Mauritanian government.

Student support

- DAFI scholars learned more about gender based violence and HIV/Aids in workshops provided by the implementing partner. They pass on this knowledge to their communities.
- Staff regularly visited DAFI scholars at their respective institutions to identify the needs and problems of students and to facilitate a close relationship between the scholars and their professors.
- Staff provided guidance and counselling for the graduates regarding a potential Master's degree or the search for a job.

9 students



5 female



5 graduated



0 newly admitted

USD 42,486 budget

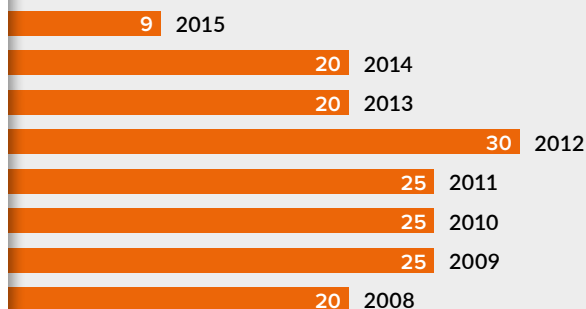
1 Higher Education Institutions

Implementing Partner: ACTIONS Mauritania

Country of Origin

9 MAU

Number of Students



Course of Study

| Course of Study | F | M | Total |
|-----------------|----------|----------|----------|
| Humanities | 2 | 2 | 4 |
| Law | 2 | 1 | 3 |
| Natural Science | 1 | 1 | 2 |
| TOTAL | 5 | 4 | 9 |

Mozambique

Protection environment

- Mozambique has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Mozambique hosted 5,622 refugees and 14,825 asylum-seekers, living mostly in Maratane Camp, the only refugee camp in Mozambique.
- Refugees enjoy freedom of movement and have access on equal terms with nationals to education, including tertiary.
- Refugees have the right to work.

Operational Highlights

- Continued devaluation of the local currency against the dollar results in increasing costs of living.

Success Stories

- Although there was no scholarship allocation for the academic year beginning in 2015 and hence no call for applications, UNHCR received 250 applications. 150 of these applications came from students graduating high school in 2014.

Student support

- Regular meetings were held with the students and management of the different universities.

4 students



2 female | 0 graduated | 0 newly admitted

USD 15,084 budget

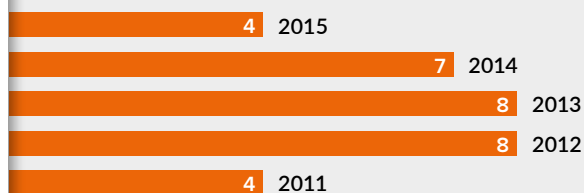
3 Higher Education Institutions

Implemented by: UNHCR Maputo Office

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|----------------------------------|----------|----------|----------|
| Medical Science & Health Related | 1 | 1 | 2 |
| Humanities | 1 | 0 | 1 |
| Mathematics & Computer Science | 0 | 1 | 1 |
| TOTAL | 2 | 2 | 4 |

Namibia

Protection environment

- Namibia has ratified the 1951 UN Refugee Convention and the 1967 Refugee Protocol.
- Namibia hosted 1,737 refugees and 1,112 asylum seekers.
- On average, some 30 new arrivals were recorded as entering Namibia every month in 2015.
- Refugees continue to be subject to restrictions: They are required to obtain exit permits to go outside the settlement and are granted work permits only if fulfilling employment criteria applicable to foreign nationals.

Operational Highlights

- Following the cessation clause for Angolan refugees in Namibia in 2012 and the subsequent repatriation of 3,000 Angolan nationals, the refugee population in Osire settlement dropped to a few thousand. UNHCR therefore began a gradual phase-out process that concluded with the full closure of the Windhoek and field offices in December 2015. The DAFI programme will continue under the direct management of the Regional Office in Pretoria.

Student support

- Support to students was ensured despite the office closure in Windhoek by first designating temporary staff based in Windhoek and later conducting missions from Pretoria.

14 students



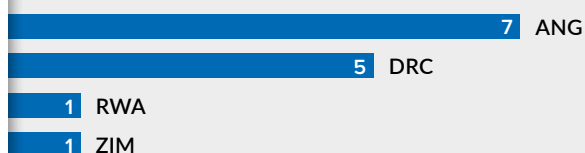
7 female | 0 graduated | 0 newly admitted

USD 74,091 budget

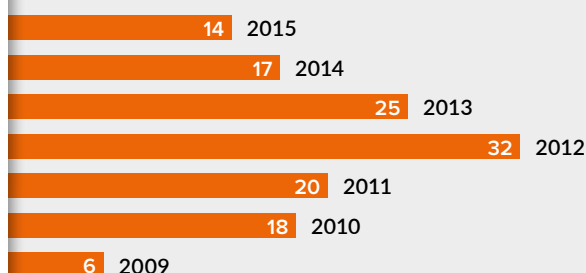
2 Higher Education Institutions

Implemented by: UNHCR Windhoek Office

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|-----------|
| Engineering | 1 | 3 | 4 |
| Mathematics & Computer Science | 1 | 2 | 3 |
| Commercial & Business Administration | 2 | 0 | 2 |
| Education Science & Teacher Training | 2 | 0 | 2 |
| Other Programs | 1 | 1 | 2 |
| Medical Science & Health Related | 0 | 1 | 1 |
| TOTAL | 7 | 7 | 14 |

Nigeria

Protection environment

- Nigeria has ratified the 1951 UN Refugee Convention and the 1967 Refugee Protocol.
- Nigeria hosted 1,395 refugees and 386 asylum-seekers.
- Recognized refugees have access to tertiary institutions at the same conditions.
- Refugees have the right to work.

Operational Highlights

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

Success Stories

- Some DAFI alumni achieved self-reliance through employment upon repatriation.
- One DAFI alumnus is employed in a private hospital as a surgeon, contributing to the well-being of both refugee and host communities.

6 students

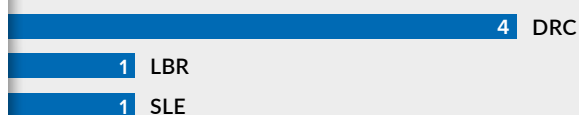
♀ 2 female | 🎓 0 graduated | ➔ 0 newly admitted

USD 6,715 budget

4 Higher Education Institutions

Implemented by: UNHCR Abuja Office

Country of Origin



Number of Students



↑ operational since 1992

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|----------|
| Education Science & Teacher Training | 1 | 1 | 2 |
| Agriculture, Forestry & Fishery | | 1 | 1 |
| Mathematics & Computer Science | | 1 | 1 |
| Medical Science & Health Related | 1 | | 1 |
| Other Programs | | 1 | 1 |
| TOTAL | 2 | 4 | 6 |

Pakistan

Protection environment

- Pakistan has not ratified the 1951 Refugee Convention or the 1967 Refugee Protocol.
- In 2015, Pakistan hosted more than 1.5 million Afghan refugees and 6,442 asylum seekers.
- Afghan refugees are permitted to work in Pakistan, but are not eligible for government jobs.

Operational Highlights

- In 2015, UNHCR received 600 applications from potential refugee students for 89 new scholarships.
- Over the years, the number of female applicants has been low. In 2015, 21% of the DAFI scholars were female.

Success Stories

- The number of female candidates participating in education in Pakistan is increasing, and interest in the DAFI programme is growing.
- To increase interaction and collaboration with Afghan students, the University of Faisalabad appointed a dedicated Afghan Student Advisor.

Student support

- UNHCR's implementing partner facilitated coordination and communication between DAFI students and stakeholders through a web-portal.

143 students



31 female | 28 graduated | 89 newly admitted

USD 106,851 budget

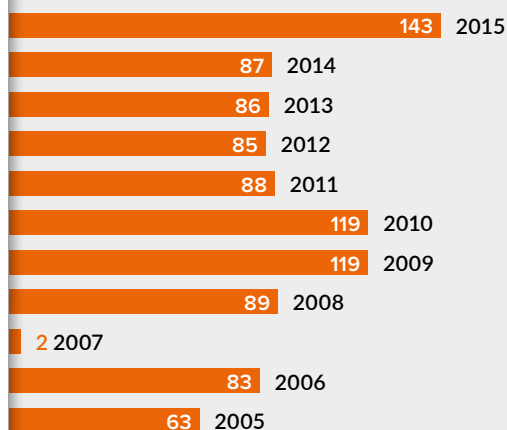
35 Higher Education Institutions

Implementing partner: INSPIRE

Country of Origin

143 AFG

Number of Students



↑ operational since 1992

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|------------|------------|
| Social & Behavioral Science | 13 | 19 | 32 |
| Commercial & Business Administration | 5 | 20 | 25 |
| Mathematics & Computer Science | 5 | 18 | 23 |
| Agriculture, Forestry & Fishery | 0 | 20 | 20 |
| Medical Science & Health Related | 3 | 13 | 16 |
| Natural Science | 4 | 11 | 15 |
| Engineering | 0 | 7 | 7 |
| Architecture & Town Planning | 0 | 3 | 3 |
| Humanities | 1 | 0 | 1 |
| Mass Communication | 0 | 1 | 1 |
| TOTAL | 31 | 112 | 143 |

Panama

Protection environment

- Panama has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Panama hosted 2,322 refugees and 2,934 asylum-seekers.
- Recognized refugees and those who attain permanent residency have the right to work in Panama.

Operational Highlights

- The DAFI programme in Panama targets both refugees and Temporary Humanitarian Protection Status (THP) holders.

Success Stories

- Both 2015 graduates are currently employed.

Student support

- UNHCR’s implementing partner facilitated three workshops for the DAFI scholars with a psychologist. Topics included writing resumes, preparing for job interviews, and working in teams.

8 students



3 female | 2 graduated | 0 newly admitted

USD 21,661 budget

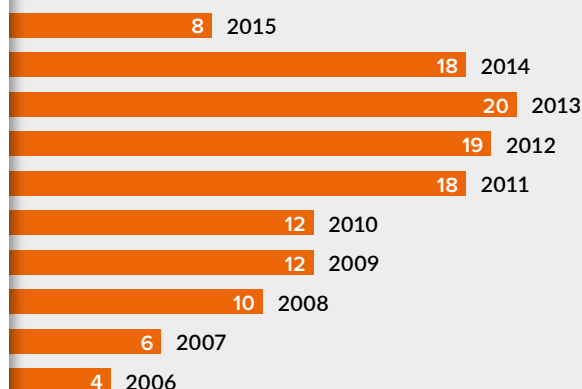
4 Higher Education Institutions

Implementing partner: Arquidiocesis de Panama

Country of Origin

8 COL

Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|----------|
| Commercial & Business Administration | 3 | 3 | 6 |
| Agriculture, Forestry & Fishery | 0 | 2 | 2 |
| TOTAL | 3 | 5 | 8 |

Russian Federation

Protection environment

- The Russian Federation has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- The Russian Federation has hosted 314,506 refugees and 2,088 asylum-seekers. 101,813 stateless persons were recorded.
- The majority of the individuals that applied for refugee status or temporary asylum in 2015 fled hostilities in the south-east of Ukraine, followed by Syrians and Afghans.
- Asylum-seeker students with no regularized legal status have the right to apply for studies in colleges and universities as foreign students; they must successfully pass entrance exams and have to pay study tuition which are often higher than the fees paid by Russian Federation students.

Operational Highlights

- After advocacy from UNCHR, 3 universities waived tuition fees.

Success Stories

- One student successfully graduated in 2015 and found employment.

Student support

- Throughout 2015, DAFI students were counselled on education-related questions, their performance was monitored during individual meetings and home visits and meetings with their parents were conducted.
- DAFI students actively participated in various events organized by UNHCR, partners and local authorities.
- The scholars actively participated in the “programme of cultural integration”, visiting Moscow theatres and concert halls during the academic year.

6 students



4 female



1 graduated



0 newly admitted

USD 11,220 budget

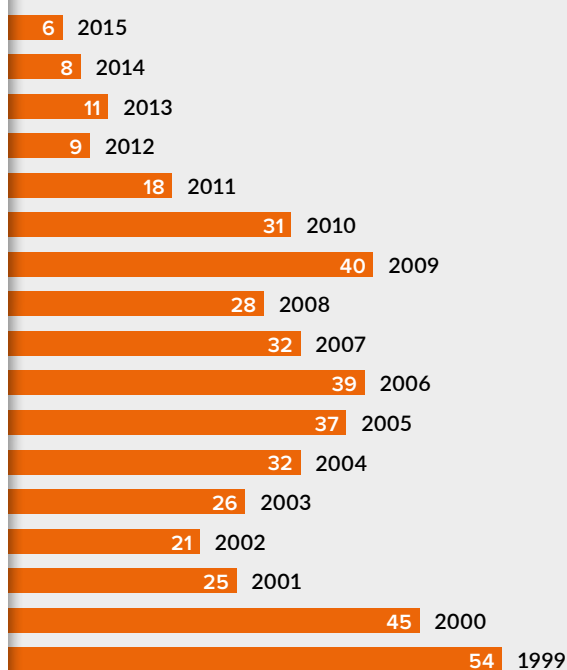
6 Higher Education Institutions

Implemented by: UNHCR Moscow Office

Country of Origin

6 AFG

Number of Students



↑ operational since 1994

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|----------|
| Commercial & Business Administration | 1 | 1 | 2 |
| Fine & Applied Arts | 1 | 0 | 1 |
| Mathematics & Computer Science | 0 | 1 | 1 |
| Medical Science & Health Related | 1 | 0 | 1 |
| Social & Behavioral Science | 1 | 0 | 1 |
| TOTAL | 4 | 2 | 6 |

Rwanda

Protection environment

- Rwanda has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Rwanda hosted 144,737 predominantly Congolese refugees and 414 asylum seekers.
- Refugees have to pay international students fees.

Operational Highlights

- In 2015, UNHCR received 600 applications for 15 new scholarships, making the programme one of the most competitive with an admission rate of 2.5%.

Success Stories

- Some workshops were facilitated in collaboration with the DAFI alumni group.

Student support

- UNHCR's implementing partner organized a workshop to strengthen entrepreneurship capacities.

92 students



40 female



3 graduated



15 newly admitted

USD 242,438 budget

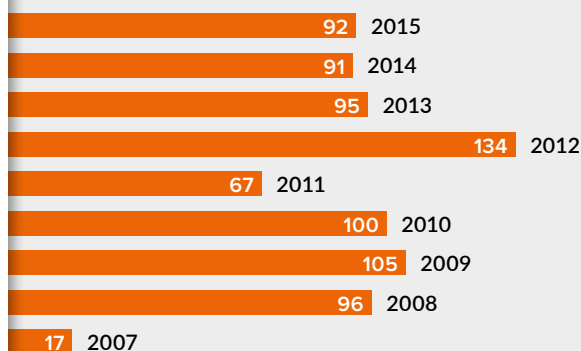
7 Higher Education Institutions

Implementing partner: ADRA
(Adventist Development and Relief Agency)

Country of Origin



Number of Students



↑ operational since 1992

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Commercial & Business Administration | 20 | 20 | 40 |
| Medical Science & Health Related | 6 | 7 | 13 |
| Social & Behavioral Science | 5 | 6 | 11 |
| Agriculture, Forestry & Fishery | 2 | 5 | 7 |
| Natural Science | 3 | 4 | 7 |
| Mathematics & Computer Science | 2 | 3 | 5 |
| Education Science & Teacher Training | 2 | 1 | 3 |
| Humanities | 0 | 3 | 3 |
| Engineering | 0 | 2 | 2 |
| Law | 0 | 1 | 1 |
| TOTAL | 40 | 52 | 92 |

Senegal

Protection environment

- Senegal has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Senegal hosted 14,392 refugees and 3,119 refugees.
- Refugees have access to higher education under the same conditions as nationals.

Operational Highlights

- 27 of the 31 graduates returned to their country of asylum.
- While some universities already grant a discount in fees for DAFI students, negotiations with other universities had to be put on hold due to strikes.

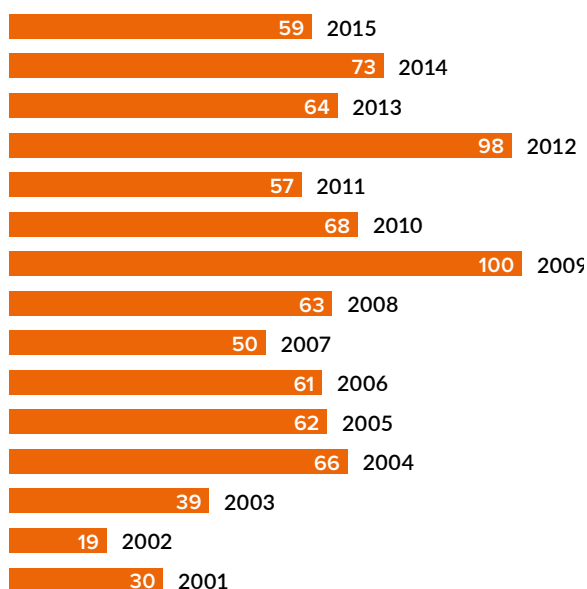
Success Stories

- DAFI Club members organized a visit to the new Goethe Institute in May 2015 with DAFI alumni to promote the exchange of experience.
- Several DAFI students who graduated in 2014 found employment in 2015, one, for example, as head of quality assurance in a construction company and another one as employee of a university faculty.

Student support

- The implementing partner offers regular meetings for the DAFI students to discuss current problems and develop joint solutions.

Number of Students



↑ operational since 1992

59 students



21 female



27 graduated



15 newly admitted

USD 224,840 budget

9 Higher Education Institutions

Implementing partner: OFADEC (Office Africain pour le Développement et la Coopération)

Country of Origin



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Law | 7 | 16 | 23 |
| Commercial & Business Administration | 11 | 9 | 20 |
| Mathematics & Computer Science | 2 | 4 | 6 |
| Architecture & Town Planning | 0 | 4 | 4 |
| Engineering | 0 | 2 | 2 |
| Social & Behavioral Science | 1 | 1 | 2 |
| Medical Science & Health Related | 0 | 1 | 1 |
| Transport & Communication | 0 | 1 | 1 |
| TOTAL | 21 | 38 | 59 |

South Africa

Protection environment

- South Africa has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- South Africa hosted 121,645 refugees and over a million asylum seekers.
- Refugees are charged the same fees as nationals for higher education.

Operational Highlights

- 240 applications of refugees from 15 countries were received for 20 new scholarships. 60% of the new intake are female.
- The Feesmustfall campaign unsettled most institutions as well as the Department of Higher Education.




Success Story

- Former DAFI scholars created an alumni-network for past and present DAFI students grouped per locality. Each group chose their own chairperson and secretary.

Student support

- In-person mentoring conversations were conducted with all 2015 beneficiaries.
- Three alumni meetings took place in the first semester in Gauteng, Western Cape and KwaZulu-Natal where the majority of the students live.

44 students

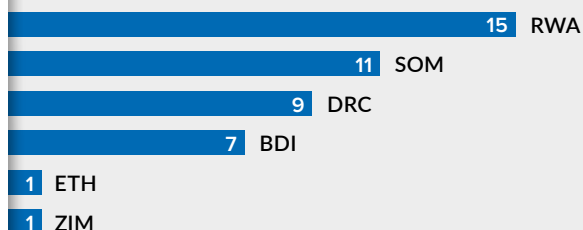
 17 female |
  14 graduated |
  0 newly admitted

USD 274,113 budget

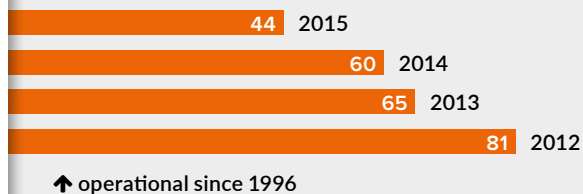
15 Higher Education Institutions

Implementing partner: Studietrust

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Medical Science & Health Related | 7 | 5 | 12 |
| Engineering | 2 | 8 | 10 |
| Commercial & Business Administration | 4 | 4 | 8 |
| Law | 1 | 2 | 3 |
| Mass Communication | 0 | 2 | 2 |
| Other Programs | 0 | 2 | 2 |
| Transport & Communication | 1 | 1 | 2 |
| Home Economics | 1 | 0 | 1 |
| Humanities | 0 | 1 | 1 |
| Mathematics & Computer Science | 0 | 1 | 1 |
| Natural Science | 1 | 0 | 1 |
| Social & Behavioral Science | 0 | 1 | 1 |
| TOTAL | 17 | 27 | 44 |

Sudan

Protection environment

- Sudan has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Sudan hosted 309,639 refugees and 12,581 asylum seekers, including over 197,000 South Sudanese.
- The number of IDPs in Sudan in 2015 is estimated to be approximately 3.1 Million, concentrating mostly in Darfur (around 2.5 Million).
- Refugee students are charged the fees for foreign students.
- Refugees have the right to work, but they must obtain a work permit, which presents a significant obstacle.

Operational Highlights

- UNHCR's implementing partner was able to formalize some of the discounts granted for refugees by universities in memoranda of understanding.
- UNHCR's implementing partner WTI consulted with other organisations in the Windle network to discuss measures to strengthen employability.
- Students from Chad could not apply for scholarships because the MoHE did not recognize their certificates for admission. UNHCR continues to advocate for a policy change in 2016.

Success Stories

- Yohana Tekhle Tesfo from Eritrea graduated in April 2015 and works as a physiotherapist in an association for children with special needs.
- Three graduates completed internship trainings and acquired practical skills in psychological diagnosis and therapy for which they received certificates.
- Drop outs were reduced from 9% in 2014 to 3% in 2015.

Student support

- WTI contacted the 2015 graduates to evaluate the impact of the programme on their lives and provide appropriate advice.
- In collaboration with the Masters programme in Gender, Migration and Multicultural Studies at Ahfad University for Women, a workshop was held on refugee rights in international law and Sudanese laws and policies. The workshop aimed at promoting refugee rights, at raising awareness among refugees of their rights in Sudan and at promoting advocacy on refugee employment rights with duty bearers in relevant institutions.
- WTI continued to fund English language and computer training to enhance students' skills for employability.

82 students

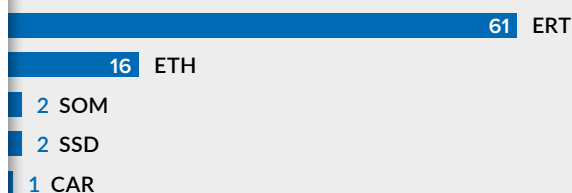
♀ 56 female | 🎓 10 graduated | ➡ 15 newly admitted

USD 180,915 budget

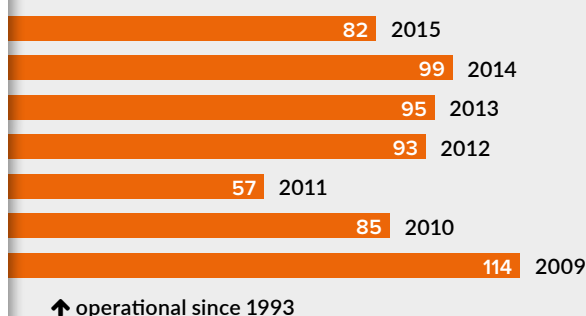
16 Higher Education Institutions

Implementing partner: Windle Trust International (WTI)

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Mathematics & Computer Science | 17 | 9 | 26 |
| Commercial & Business Administration | 15 | 10 | 25 |
| Medical Science & Health Related | 13 | 3 | 16 |
| Social & Behavioral Science | 8 | 0 | 8 |
| Humanities | 1 | 2 | 3 |
| Education Science & Teacher Training | 1 | 0 | 1 |
| Engineering | 0 | 1 | 1 |
| Natural Science | 0 | 1 | 1 |
| Other Programmes | 1 | 0 | 1 |
| TOTAL | 56 | 26 | 82 |

Tajikistan

Protection environment

- Tajikistan has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Tajikistan hosted more than 1,969 refugees and 288 asylum seekers from Pakistan, Iran, and Afghanistan.
- Refugees are granted access to primary and secondary education, but are charged higher fees for tertiary education than Tajik nationals.
- Due to the low standard of living and lack of employment opportunities, nearly half of the adult male population currently works abroad, mainly in Russian Federation or Kazakhstan.

Operational Highlights

- With limited employment opportunities available to Tajik citizens, finding meaningful and sustainable employment remains one of the biggest challenges that the refugee community faces.
- The DAFI project in Tajikistan has developed extensive links with secondary schools and other educational programmes which are implemented by DAFI students. The scholars teach refugee children in English and Dari in their spare time and provide catch-up classes.

Success Stories

- One DAFI alumnus who graduated from State Medical University is currently working as an assistant at a Private Dental Center.
- DAFI students helped to establish various youth clubs and societies in Dushanbe.

Student support

- Once a month, UNHCR's implementing partner organized counselling and monitoring meetings with the DAFI graduates to facilitate their integration into the local employment market.

15 students



6 female | 0 graduated | 3 newly admitted

USD 33,313 budget

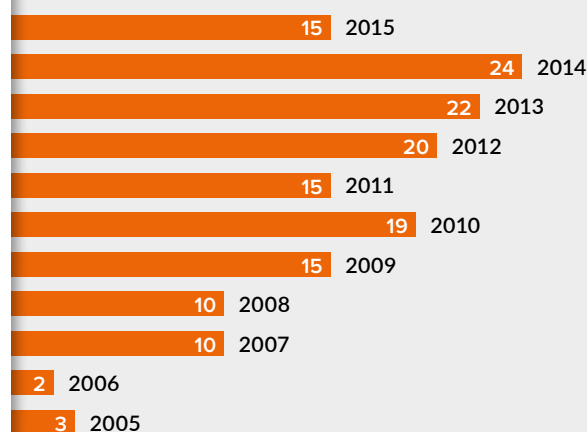
2 Higher Education Institutions

Implementing partner: RCVC (Refugee Children and Vulnerable Citizens)

Country of Origin

15 AFG

Number of Students



↑ operational since 1999

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|----------|-----------|
| Law | 1 | 4 | 5 |
| Engineering | 0 | 2 | 2 |
| Mathematics & Computer Science | 1 | 1 | 2 |
| Architecture & Town Planning | 0 | 1 | 1 |
| Education Science & Teacher Training | 1 | 0 | 1 |
| Home Economics | 0 | 1 | 1 |
| Medical Science & Health Related | 1 | 0 | 1 |
| Other Programs | 1 | 0 | 1 |
| Service Trades | 1 | 0 | 1 |
| TOTAL | 6 | 9 | 15 |

Tanzania

Protection environment

- Tanzania has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Tanzania hosted 211,845 refugees and 2,150 asylum-seekers.
- The Government of Tanzania implemented a naturalization process by which Burundians who arrived in Tanzania in 1972 were provided naturalization certificates.
- Refugees have the right to education and pay the same tuition fees as nationals.

Operational Highlights

- During 2015, Tanzania experienced an influx of Burundian refugees fleeing political instability in their country. With over 120,000 Burundian refugees arriving in Tanzania between May and December 2015, the demand for educational support is likely to increase substantially.

Success Stories

- One Congolese student was able to get recognition of his Congolese transcript by the National Examinations Council of Tanzania (NECTA), setting a precedent for future admissions. Most Somali and Burundian candidates possess Tanzanian certificates.

Student support

- A DAFI training workshop was conducted for new students to enable them to acquire skills and knowledge regarding entrepreneurship, enterprise development and proposal writing.
- Student received updates on employment opportunities as well as guidance on how to obtain work and movement permits.

81 students



26 female



34 graduated



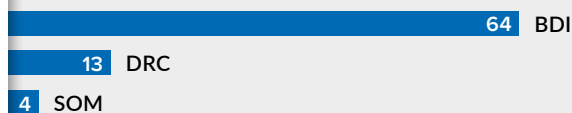
15 newly admitted

USD 256,083 budget

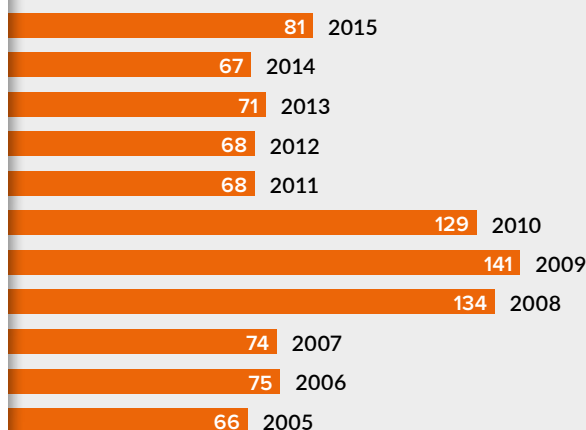
31 Higher Education Institutions

Implementing partner: REDESO
(Relief to Development Society)

Country of Origin



Number of Students



↑ operational since 1994

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Education Science & Teacher Training | 8 | 37 | 45 |
| Other Programs | 7 | 4 | 11 |
| Commercial & Business Administration | 5 | 4 | 9 |
| Social & Behavioral Science | 4 | 5 | 9 |
| Medical Science & Health Related | 1 | 3 | 4 |
| Law | 1 | 1 | 2 |
| Agriculture, Forestry & Fishery | 0 | 1 | 1 |
| TOTAL | 26 | 55 | 81 |

Turkey

Protection environment

- Turkey has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Turkey hosted over 2.5 million refugees, mostly from Syria, and 212,408 asylum-seekers.
- Almost 90% of all registered Syrian refugees live in urban areas, in cities and towns across South East Turkey and other major metropolitan areas including Konya, Izmir, Bursas, Ankara and Istanbul. The remaining 10% of refugees are housed in 25 government-operated camps in south-eastern Turkey.
- It is estimated that around 100,000 university-aged Syrians are registered in Turkey.
- The Government of Turkey waived tuition fees for Syrian students attending state universities for the third consecutive year. Refugees from other nationalities are obliged to pay foreign student fees.
- By the end of the reporting period, the Government of Turkey issued a regulation that will facilitate legal access to the labour market by Syrians under temporary protection.

Operational Highlights

- UNHCR received 5803 applications for 70 new scholarships in 2015 from Syrian students leading to an admission rate of 1.2%.
- In January 2016, the Higher Education Council (YOK) reported that 10,000 Syrian students were enrolled in Turkish universities.
- Language requirements and lack of recognition of courses completed in Syria remain barriers in accessing higher education in Turkey.

Success Stories

- UNHCR successfully negotiated free access for Syrian DAFI students to Turkish universities.

Student support

- DAFI scholarship holders were included in programmes and activities designed for Syrian recipients of the Türkiye Burslari programme.
- Complementary to the DAFI programme, UNHCR supports our partner YTB's university preparation programme that provides a 9 to 10-month intensive language preparation courses for high school graduates.

75 students



37 female | 0 graduated | 63 newly admitted

USD 265,517 budget

34 Higher Education Institutions

Implementing partner: YTB (Presidency for Turks Abroad and Related Communities)

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Engineering | 14 | 19 | 33 |
| Education Science & Teacher Training | 8 | 1 | 9 |
| Medical Science & Health Related | 5 | 4 | 9 |
| Social & Behavioral Science | 5 | 4 | 9 |
| Commercial & Business Administration | 1 | 5 | 6 |
| Architecture & Town Planning | 3 | 2 | 5 |
| Mathematics & Computer Science | 0 | 2 | 2 |
| Humanities | 0 | 1 | 1 |
| Mass Communication | 1 | 0 | 1 |
| TOTAL | 37 | 38 | 75 |

Uganda

Protection environment

- Uganda has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Uganda hosted 477,187 refugees and 35,779 asylum seekers.
- Refugees cannot qualify for government scholarships.
- The Uganda National Council for Higher Education has accredited 5 public and 31 private universities where refugees are able to access tertiary education.

Operational Highlights

- As a result of the conflicts in South Sudan, Burundi and DRC, the refugee population increased by approximately 25% from 2014 to 2015, which led to an increased demand for education at all levels.
- UNHCR received 391 applications for 40 new scholarships.
- French speaking students coming from DRC face particular challenges in the Ugandan education system, where English is the language of instruction.

Success Stories

- Three DAFI clubs conducted numerous activities such as visiting the sick in hospital, cleaning Health Centres and giving motivational talks for both primary and secondary children.
- One DAFI Alumnus participated in a panel discussion with the German Foreign Minister.
- 75% of DAFI alumni from South Sudan find employment in line with their university education within 6 months of graduation.

Student support

- WTU offices allocated two days a week to provide individual counselling for students in need.
- Two seminars held in the course of 2015 were attended by 100 scholars. One focussed on the topic of job search and CV writing skills, the other on “entrepreneurship for self-sustenance”.
- In order to improve the gender balance, WTU continued to set positive strategies by promoting more girls to complete secondary school successfully and by encouraging them to apply for tertiary education.

187 students



68 female



42 graduated



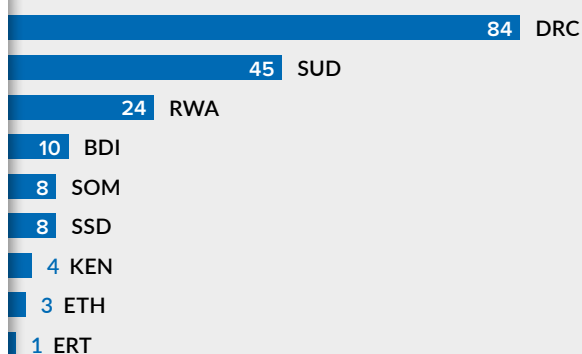
40 newly admitted

USD 385,904 budget

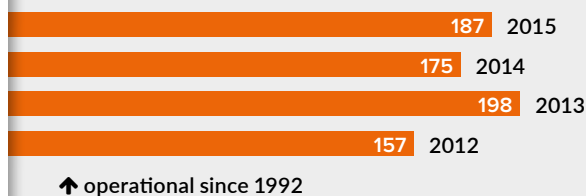
16 Higher Education Institutions

Implementing partner: WTU (Windle Trust Uganda)

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|------------|------------|
| Social & Behavioral Science | 21 | 28 | 49 |
| Commercial & Business Administration | 24 | 16 | 40 |
| Mathematics & Computer Science | 4 | 19 | 23 |
| Medical Science & Health Related | 8 | 15 | 23 |
| Education Science & Teacher Training | 6 | 15 | 21 |
| Engineering | 1 | 17 | 18 |
| Agriculture, Forestry & Fishery | 0 | 4 | 4 |
| Other Programs | 0 | 3 | 3 |
| Mass Communication | 2 | 0 | 2 |
| Architecture & Town Planning | 1 | 0 | 1 |
| Law | 0 | 1 | 1 |
| Natural Science | 0 | 1 | 1 |
| Trade Craft & Industrial Programs | 1 | 0 | 1 |
| TOTAL | 68 | 119 | 187 |

Ukraine

Protection environment

- Ukraine has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Ukraine hosted 3,273 refugees and 6,502 asylum-seekers.
- Regional integration is the most viable durable solution for most refugees in Ukraine.
- Refugees pay the same fees as nationals.
- Due to the poor socio-economic situation, second generation refugees are engaged in unskilled low-paid jobs, risking exploitation and abuse. The lack of access to tertiary education for female students impacts their prospects for self-reliance and creates a situation of dependence on marriage and male support.

Operational Highlights

- Refugees have the same rights to tertiary education as Ukrainian citizen. However, the scholarships are scarce and placement at universities is rather competitive.

Success Stories

- Thanks to UNHCR's advocacy, refugees can obtain state-funded coverage of tuition fees if they qualify academically. In 2015, one DAFI student succeeded in securing tuition-free enrolment in a university on the basis of her excellent grades.
- A former DAFI Law student successfully completed a M.A. degree programme and is considering PhD studies. A 2015 DAFI graduate in International Relations now pursues a M.A. degree.

Student support

- DAFI graduates received job counselling from UNHCR IP employment specialists. They were also provided support by State Employment Centers which includes orientation in the job market and search of job placements.

5 students



3 female



0 graduated



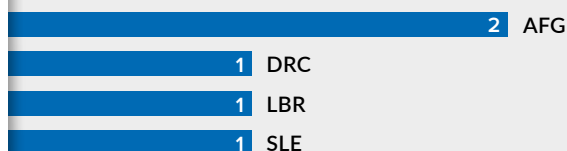
0 newly admitted

USD 20,000 budget

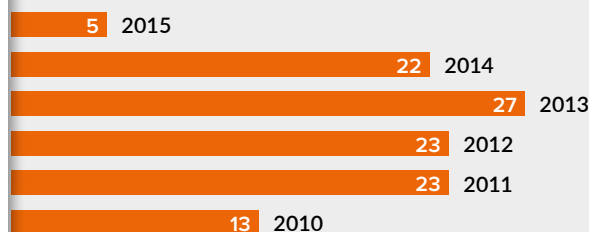
4 Higher Education Institutions

Implemented by: UNHCR Kiev Office

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|----------------------------------|----------|----------|----------|
| Medical Science & Health Related | 3 | 1 | 4 |
| Social & Behavioral Science | 0 | 1 | 1 |
| TOTAL | 3 | 2 | 5 |

Yemen

Protection environment

- Yemen has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Yemen hosted 267,173 refugees and 9,866 asylum seekers with a majority coming from Somalia, followed by Ethiopia, Eritrea, Iraq and Syria.
- Despite ongoing instability in Yemen, the insecurity in the Horn of Africa region continues to drive refugees to Yemen.
- Refugees have the right to work.

Operational Highlights

- The violence and insecurity in Yemen led to the shutdown of the entire educational system in the governorate of Aden from April until September 2015. Gradually, institutes and universities reopened but the situation remains highly volatile, especially in the south.
- Refugees face obstacles in obtaining work permits, having to present a passport.
- 7 DAFI graduates and 11 enrolled students fled the country because of the ongoing conflict.

Success Stories

- During 2015, one DAFI graduate was able to find a job as social worker with INTERSOS to work in the area of prevention and response to gender based violence.

Student support

- UNHCR's implementing partner organised multiple meetings with the DAFI students to discuss the activities DAFI students would like to arrange and security issues. DAFI students in Sana'a were worried about how an outbreak of conflict might affect their studies.
- INTERSOS conducted several meetings with universities to follow up on DAFI students and discuss further enrolment conditions.

50 students



20 female



7 graduated



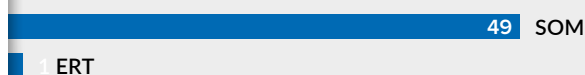
0 newly admitted

USD 107,448 budget

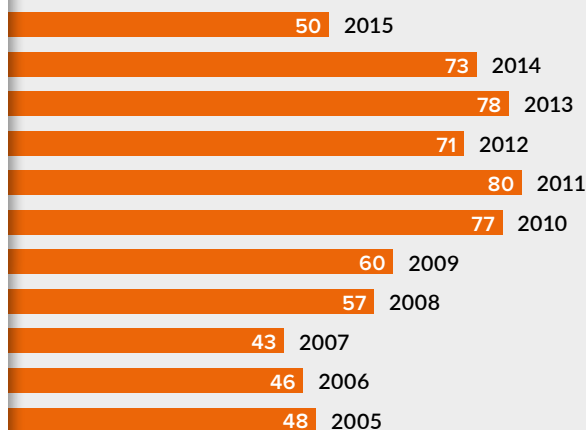
5 Higher Education Institutions

Implementing partner : INTERSOS

Country of Origin



Number of Students



↑ operational since 1993

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Commercial & Business Administration | 9 | 13 | 22 |
| Social & Behavioral Science | 3 | 4 | 7 |
| Mass Communication | 1 | 4 | 5 |
| Mathematics & Computer Science | 2 | 3 | 5 |
| Engineering | 2 | 2 | 4 |
| Education Science & Teacher Training | 0 | 3 | 3 |
| Law | 1 | 1 | 2 |
| Architecture & Town Planning | 1 | 0 | 1 |
| Medical Science & Health Related | 1 | 0 | 1 |
| TOTAL | 20 | 30 | 50 |

Zambia

Protection environment

- Zambia has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Zambia hosted 26,477 refugees and 2411 asylum seekers, primarily from Angola, the DRC, Rwanda, and Somalia.
- Refugees are able to work in Zambia upon obtaining a work permit, but face discrimination on the job market.
- Refugees have access to tertiary education under the same conditions as nationals, once they obtained a study permit.

Operational Highlights

- Study permits issued by the government for refugees cover a maximum of 2 years and have to be renewed after this period.

Success Stories

- Networking events with DAFI alumni facilitated the exchange of experiences.

Student support

- UNHCR’s implementing partner provided psychosocial support to students.

45 students



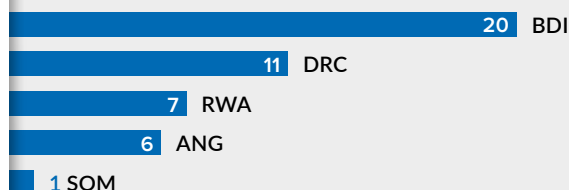
18 female | **0** graduated | **6** newly admitted

USD 183,226 budget

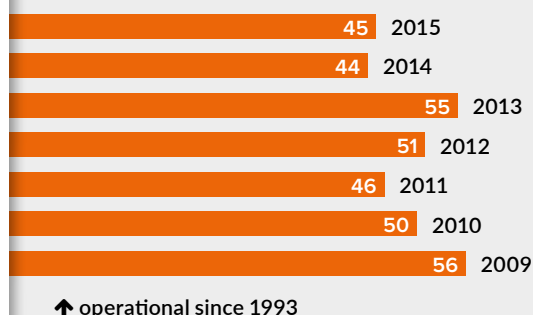
14 Higher Education Institutions

Implementing partner: AAH (Action Africa Help)

Country of Origin



Number of Students



Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|-----------|-----------|-----------|
| Natural Science | 7 | 7 | 14 |
| Medical Science & Health Related | 5 | 5 | 10 |
| Education Science & Teacher Training | 2 | 7 | 9 |
| Home Economics | 2 | 1 | 3 |
| Other Programs | 0 | 3 | 3 |
| Commercial & Business Administration | 0 | 2 | 2 |
| Humanities | 1 | 1 | 2 |
| Engineering | 0 | 1 | 1 |
| Social & Behavioral Science | 1 | 0 | 1 |
| TOTAL | 18 | 27 | 45 |

Zimbabwe

Protection environment

- Zimbabwe has ratified the 1951 Refugee Convention and the 1967 Refugee Protocol.
- Zimbabwe hosted 6,950 refugees and asylum seekers, mainly from the Great Lakes region and the Horn of Africa, 85% of whom reside in Tongogara refugee camp.
- The prospect of voluntary return for refugees remains unlikely, but the government is not open to local integration as a durable solution, thus leaving refugees with the solution of resettlement. Resettlement, however, provides opportunities to only slightly over five percent of the refugee population every year.

Operational Highlights

- In 2015, 13 students successfully graduated from the camp's high school with A-levels. Since only one of the 9 DAFI scholarship applicants was camp-based, UNHCR strengthened linkages with secondary schools to encourage students to apply for the DAFI programme.
- The number of female students applying has decreased in recent years. Since this problem has to be tackled in primary and secondary school, school clubs were introduced to keep girls in school and encourage them to have higher aspirations for their future.

Success Stories

- The presence of DAFI scholars has led to an increased interest by Zimbabwean fellow-students in refugee matters. While some of them started research in the camp, Africa University donated for example text books to the local secondary school.

Student support

- Awareness of the DAFI scholarships among A-level students based in camps was increased through meetings.

15 students



4 female



8 graduated



5 newly admitted

USD 48,260 budget

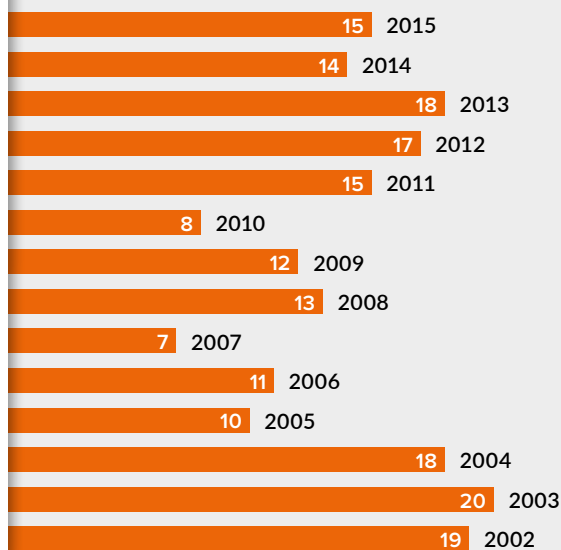
5 Higher Education Institutions

Implemented by: UNHCR Harare Office

Country of Origin



Number of Students



↑ operational since 1992

Course of Study

| Course of Study | F | M | Total |
|--------------------------------------|----------|-----------|-----------|
| Humanities | 2 | 2 | 4 |
| Agriculture, Forestry & Fishery | 0 | 3 | 3 |
| Commercial & Business Administration | 1 | 2 | 3 |
| Engineering | 0 | 3 | 3 |
| Medical Science & Health Related | 0 | 1 | 1 |
| Social & Behavioral Science | 1 | 0 | 1 |
| TOTAL | 4 | 11 | 15 |



with the support of



Federal Foreign Office

