



DAFI ANNUAL REPORT 2012

UNHCR – Division of International Protection

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Cover photo:

DAFI students from Yemen (top), Kenya (right) and Cameroon (left) celebrating DAFI 20th Anniversary

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INTRODUCTION

DAFI, named after the German acronym *Deutsche Akademische Flüchtlingsinitiative Albert Einstein* is a tertiary education scholarship programme that gives opportunities to deserving young refugees to study at universities and colleges in their country of asylum, and, at times, in their home countries immediately upon repatriation.

This annual report provides an overview of the DAFI programme implemented by UNHCR in 39 countries in 2012.

UNHCR's Global Report 2012¹, highlighted that "after the mass displacement and enormous humanitarian challenges of 2011, the year 2012 was even worse". By the end of 2012², 45.2 million people were forcibly displaced worldwide³, the second highest number on record. The total number of refugees under UNHCR's mandate reached 10.5 million, including 1.1 million newly displaced refugees during the course of the year. Forty-eight percent of the refugee population in 2012 were women and children below 18 years, constituting 46% of the entire refugee population. The majority of these children were girls. Developing countries hosted over 80% of the world's refugees, compared to 70% ten years ago. Almost three quarters of the refugee population under UNHCR's mandate have been living in exile for five years or more. The length of stay in such protracted refugee situations is growing, with a large proportion of refugees remaining in exile for a decade or more. Finally yet importantly, on a global scale, half of all children out of school – 28.5 million – were living in countries affected by conflict in 2011 – an increase from 42% in 2008. 20 million out of school adolescents were living in countries affected by conflict in 2011, of which 11 million are female⁴.

¹ <http://www.unhcr.org/gr12/index.xml>

² Following figures are from UNHCR Global trends 2012, June 2012 (<http://www.unhcr.org/51bacb0f9.html>)

³ Of whom some 35.8 million were of concern to UNHCR

⁴ Education For All Global Monitoring Report, Policy Paper 10, Children still battling to go to school. UNESCO, 2011

Behind these figures are displaced children, men and women who were forced to flee violence and conflict, experiencing fear and trauma, sometimes being separated from their families.

“We as young people, we plan, dream and we have a lot of goals, but then we realize that our aims can't be achieved. Not because we don't have the ability, but we simply can't pay the fees...” Hadeel Matti, an Iraqi female student in Jordan.

Young people's dreams to become teachers, engineers, lawyers or even hold higher office in their countries usually dramatically end when they are forced into exile. Their education disrupted, they face adverse conditions (including poverty and subsequent inability to pay school fees or buy school materials, shortage of professionally qualified teachers, language issues, discrimination, among others) that prevent them from obtaining a higher education.

Yet, faced with the massive challenges described above, confronted with limited resources to respond to life-threatening, desperate humanitarian situations, why should the international community, UNHCR and Germany in particular, support tertiary education for refugees? The words of refugee students speak for themselves:

“Albert Einstein once said: ‘The most significant problems we face today cannot be solved at the same level of thinking we were at when we created them.’ Therefore, in order to solve the significant problems of my country, I need to be at the level where I am thinking new thoughts.” Emmanuel, a refugee who studied Economics in Ghana

Thanks to the DAFI scholarship programme, 2012 has been a year of academic progress and hope for 2,045 refugee youth, because solutions to their plight cannot be only humanitarian. Sponsored young students across the globe testify to the unique impact of a DAFI scholarship, saying that the tertiary education programme has helped provide and sustain meaningful livelihoods and support to refugee communities. Since its inception by the Government of Germany in 1992, the programme has had multiplier effects on the lives of the beneficiaries, as well as contributing to long-term empowerment of refugees and their communities alike.

In 2012, UNHCR renewed its commitment to the provision of refugee education as a core component of UNHCR's protection and durable solutions mandate. UNHCR recognizes that the future security of individuals and societies is inextricably connected to the transferable skills, knowledge, and capacities that are developed through quality education.

Since the launch of UNHCR's Education Strategy in 2012, substantial progress has been made in supporting refugees to access education. UNHCR placed emphasis on assisting host countries to mainstream refugees within national education systems, thus channelling resources to strengthen existing services for host communities and refugees alike. Progress is being made in expanding and strengthening partnerships with Ministries of Education, UNICEF and other education partners, and measures have been taken to ensure refugee education is closely monitored and evaluated through better tools and capacity for information management.

Building on approaches initiated by DAFI, the global education strategy stresses the importance of lifelong learning and the role higher education can play to help rebuild war-torn societies and gain pathways out of poverty. In terms of refugee protection, the skills, knowledge and ability to access information that education brings strengthens not only individual capacity but also builds leadership skills and provides a breadth of experience, understanding and maturity that can support communities in multiple ways. This personal development and potential for greater outreach is accentuated the higher up the education scale a person reaches, maximizing with the opportunity to participate in higher education.

Getting children into schools remains one of the most efficient forms of child protection, as child-friendly spaces and safe school environments reduce the risk of forced recruitment, exploitation and early marriage. As education is a continuum, the possibility of accessing tertiary education motivates young people to enrol in and complete secondary schooling, which has a similar impact on demand for primary education.

University credentials help to sustain meaningful livelihoods. As demonstrated by multiple testimonies from refugee university graduates, higher education provides a greater meaning to a life too often constrained by a forced displacement context.

As I grew up I realized that education was only a privilege of the rich, but you have spoken loudly and strongly that even the poor can perform equally or even better if given a chance. I now strongly reject the notion that only a selected few can change the world.” Abdirashid Mohamud Ahmed, a Somalian refugee, studied in Kenya.

The following report presents the contribution of the DAFI programme to refugee education in 2012. In addition to statistics and global student demographics, the report provides detailed country fact sheets in its first chapter. The second part highlights the specific impact of DAFI on protection and durable solutions for refugees, as reported by students themselves. It also provides an account of the celebrations organised in 2012 for the 20th anniversary of the programme. The last chapter is dedicated to the management of the programme and the financial statement.

DAFI FACTS AND FIGURES

GLOBAL TRENDS

The following section provides a profile of beneficiaries by region, gender, country of origin, academic results and fields of study.

In 2012, 2,045 students from 40 nationalities benefitted from a DAFI scholarship to access higher education in university or college. This is a sharp increase from 2011, with 269 additional scholarships offered. Seven hundred students newly admitted to the programme benefitted for the first time from a DAFI scholarship in 2012.

Summary Facts and figures for 2012

Number of students: 2,045

Male / Female ratio: 60/40

453 students graduated

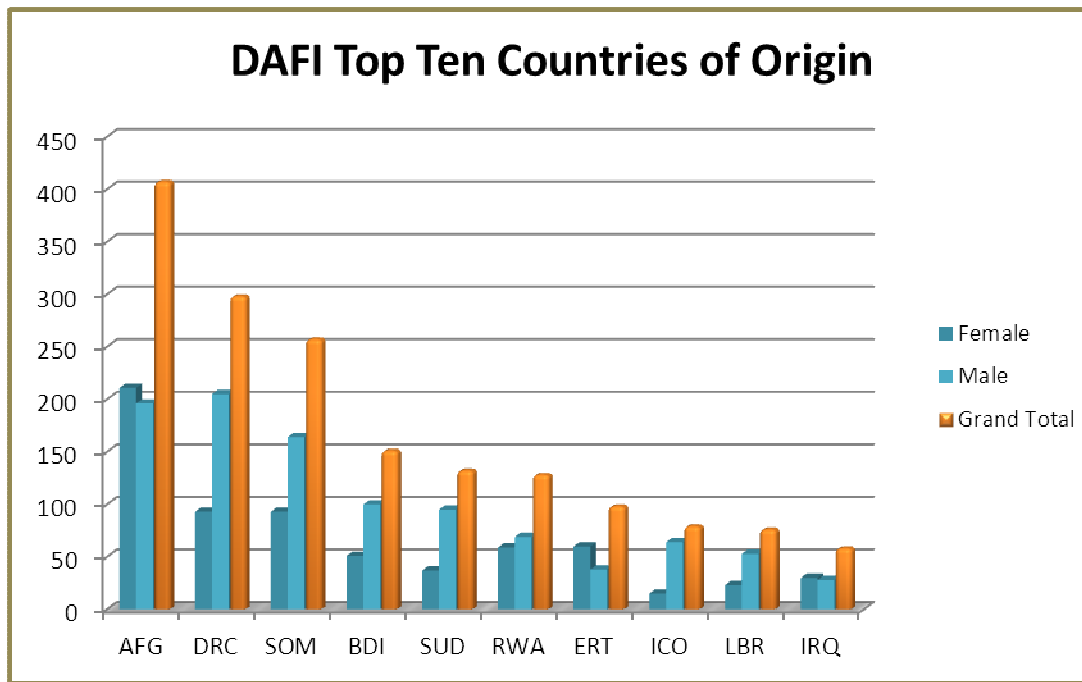
Countries of study: 39

Top 5: Iran, Uganda, Ethiopia, Rwanda, Senegal

Countries of origin: 40

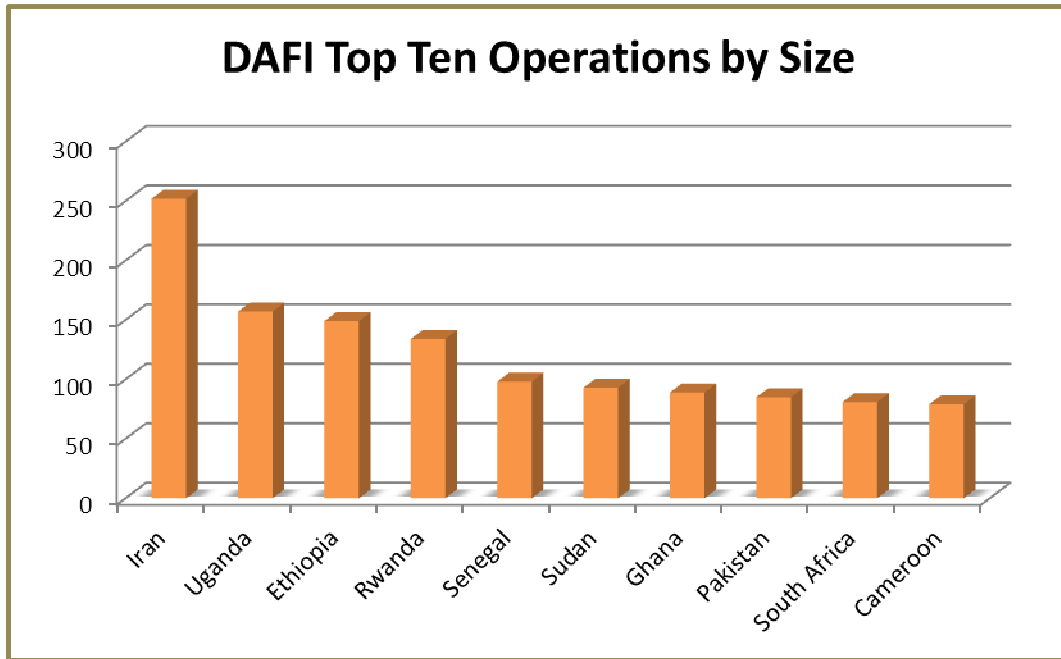
Top 5: Afghanistan, Democratic Republic of Congo, Somalia, Burundi and Sudan

Top 5 study subjects: Commerce and business administration, Medical sciences and health related studies, Social and behavioural sciences, Engineering, Education sciences and teacher training.

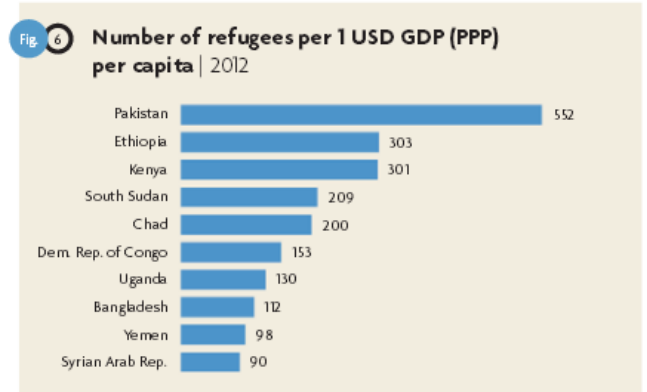
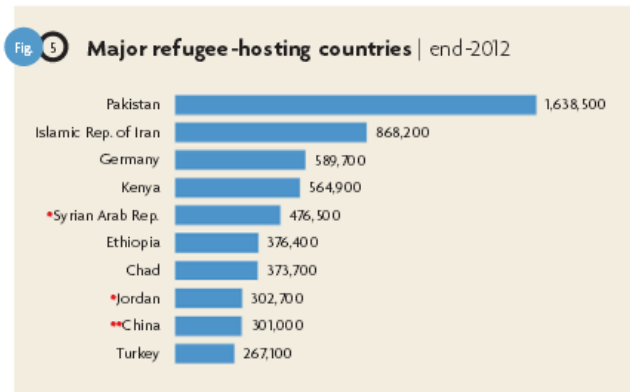


The countries of origin of DAFI students largely correspond to those of the global refugee population. The majority of scholarship recipients are from Afghanistan, DRC (Democratic Republic of Congo), Somalia, Burundi and Sudan⁵. On average, one out of every four refugees worldwide is Afghan (2.7 million refugees), with 95 per cent located in Pakistan or Iran. Somalia, another country in protracted conflict, was the world’s second largest refugee producing nation during 2012. The outbreak of violence in the Democratic Republic of the Congo led to a new outflow of more than 65,000 Congolese into Uganda, Rwanda, and Burundi.

⁵ All data for Sudan may actually include citizens of South Sudan, in absence of separate statistics for both countries.

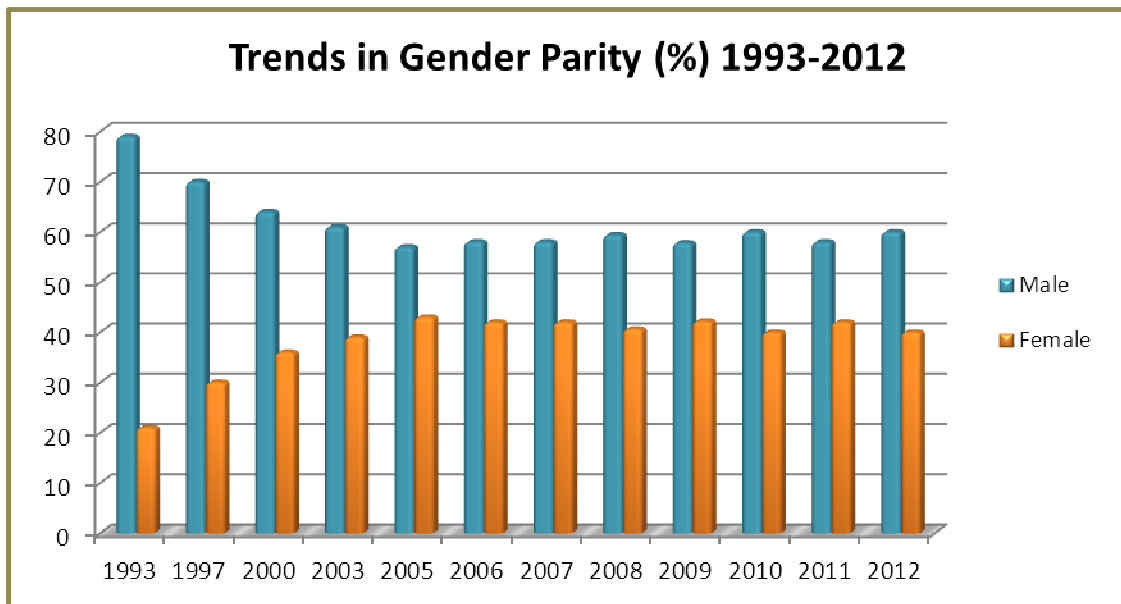


The DAFI programme is implemented in most of the major refugee-hosting countries, including Iran, Pakistan, Kenya, Ethiopia, Chad, Uganda, Yemen and Jordan. The programme is in place in 21 African countries, 6 countries in Asia, 5 in MENA, 5 in Europe and 2 in Latin America.

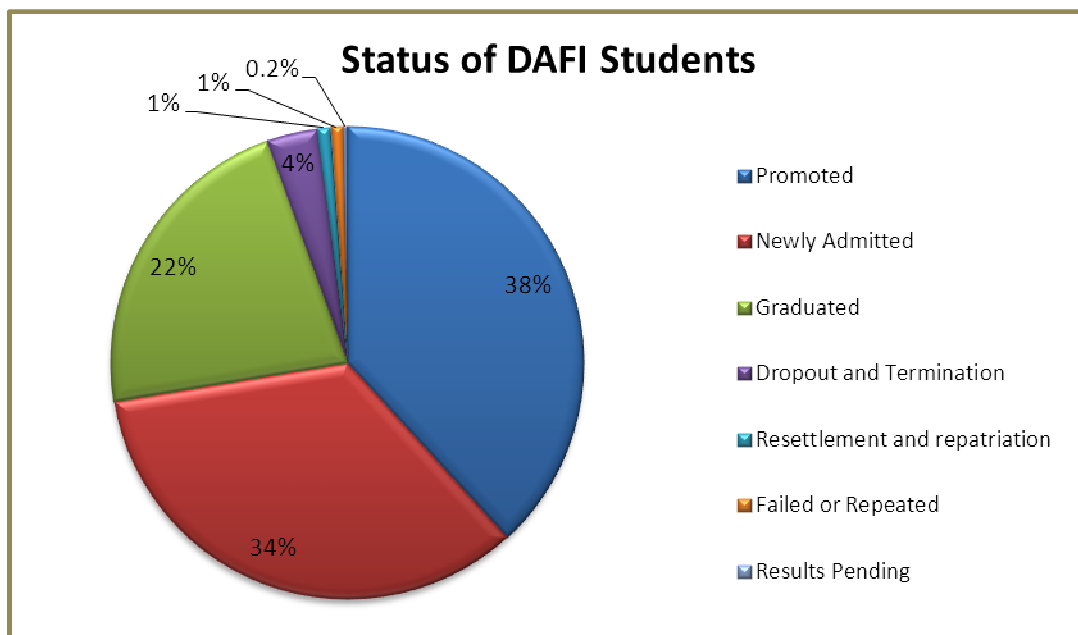


* Government estimate.
 ** The 300,000 Vietnamese refugees are well integrated and in practice receive protection from the Government of China.

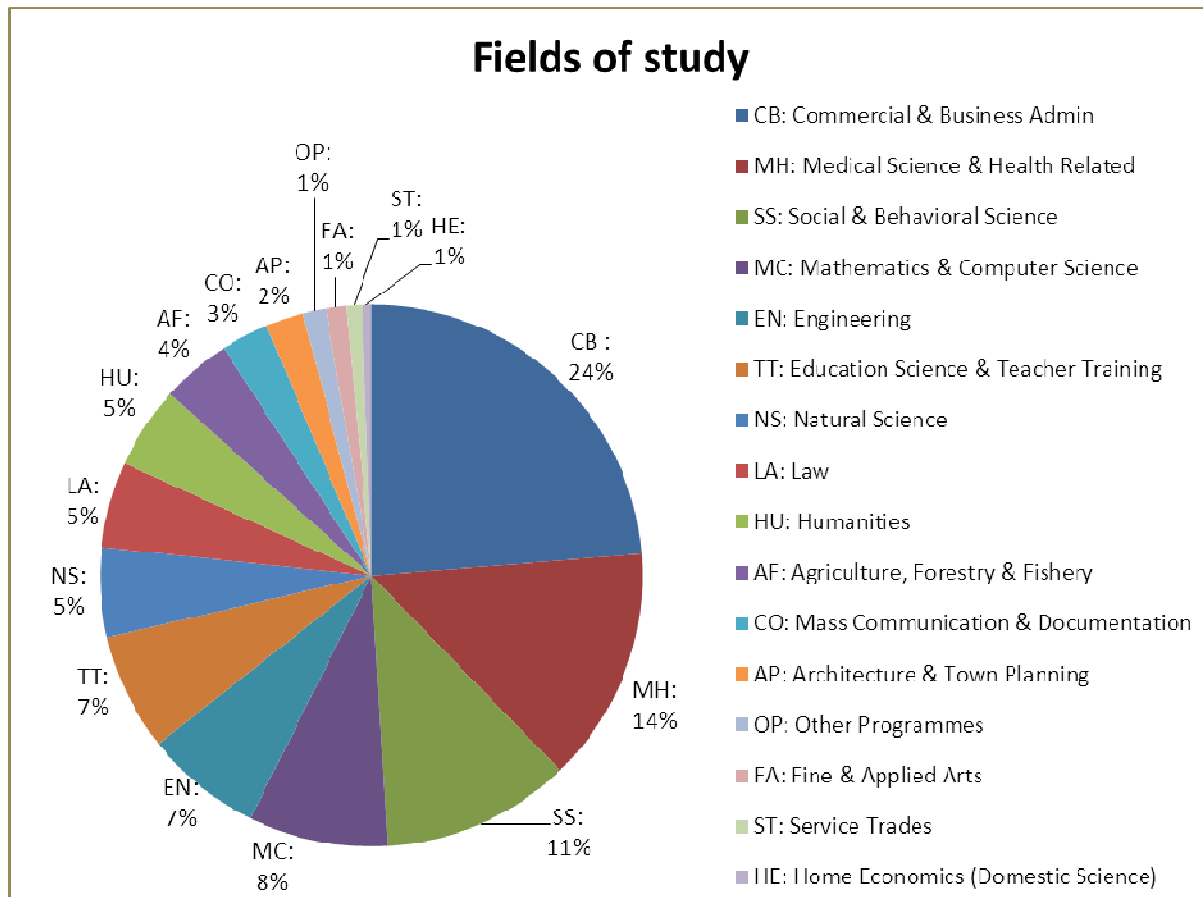
Source: UNHCR Global Trends 2012



While the total number of women enrolled in the programme increased, reaching 814, the global female participation stands at 40%, following the same trend since 2005.



Academic results remained highly satisfactory, with a very small number of drop-out, representing 4% of the total number of students. In 2012, 453 students received their final diploma on graduation.



DAFI students are undertaking increasingly diversified fields of study. Most students are preparing for degrees in commerce and business administration (485). While it is still difficult to identify trends from one year to the next, it seems that an increasing number of refugee students are studying health and medical sciences (287), engineering (143) and education and teacher training (143). This is a positive move given the relevance of these areas for development and the difficulties in ensuring strong academic achievements in science in secondary schools. Interestingly, there was also an increase in female enrolment in these fields in 2012.

DAFI REGIONAL DEVELOPMENTS

This section provides a regional overview of students and recent developments in the programme. Detailed country information is available in the fact sheets in the third section, and more information related to protection and durable solutions for DAFI students and their communities can be found in chapter 2.

Africa

- Regional overview

Despite an increase in refugee returns in Africa in 2012, the number of refugees grew slightly to 2.8 million as a result of the emergencies in Mali and eastern areas of the DRC, clashes in South Kordofan and Blue Nile states in Sudan, and the on-going arrival of Somali refugees in Ethiopia and Kenya.

The main refugee-hosting countries in Africa were: Kenya, with nearly 565,000 refugees; Ethiopia, with more than 376,000; and Chad, with some 374,000. Next in refugee population size were South Sudan, with more than 202,500 refugees, and Uganda, with nearly 198,000.

Following the implementation of UNHCR's comprehensive durable solutions⁶ strategies in Africa, more than 335,000 refugees returned home in 2012. These included refugees from Ivory Coast, the DRC, Burundi, Angola, Liberia, and Rwanda.

- Regional scholarship allocation

A total of 1,326 refugee students benefitted from a scholarship in Africa, an increase of 23% from 2011. A total of 476 new scholars were enrolled in the programme in 2012, yet more than 3,000 applications were received, indicating the magnitude of the need.

⁶ To resolve protracted refugee situations, UNHCR has tried to adopt comprehensive strategies that involve all three traditional durable solutions—voluntary repatriation, local integration and resettlement.

| <i>Country of Study</i> | <i>Female Students</i> | <i>Male Students</i> | <i>Total Students</i> | <i>Budget (USD)</i> | <i>Average Scholarship Cost (USD)</i> |
|-------------------------|------------------------|----------------------|------------------------------|----------------------------|---------------------------------------|
| <i>Benin</i> | 16 | 31 | 47 | 94,564 | 2,012 |
| <i>Botswana</i> | 8 | 18 | 26 | 187,479 | 7,210 |
| <i>Burundi</i> | 19 | 52 | 71 | 166,600 | 2,346 |
| <i>Cameroon</i> | 30 | 49 | 79 | 199,157 | 2,520 |
| <i>Chad</i> | 3 | 18 | 21 | 41,996 | 1,999 |
| <i>DRC</i> | 8 | 11 | 19 | 70,374 | 3,703 |
| <i>Eritrea</i> | 1 | 12 | 13 | 36,080 | 2,775 |
| <i>Ethiopia</i> | 43 | 106 | 149 | 178,718 | 1,199 |
| <i>Ghana</i> | 27 | 62 | 89 | 405,302 | 4,553 |
| <i>Kenya</i> | 19 | 50 | 69 | 186,739 | 2,706 |
| <i>Mozambique</i> | 4 | 4 | 8 | 18,992 | 2,374 |
| <i>Namibia</i> | 15 | 17 | 32 | 268,020 | 8,375 |
| <i>Nigeria</i> | 1 | 3 | 4 | 9,039 | 2,259 |
| <i>Rwanda</i> | 50 | 84 | 134 | 185,058 | 1,381 |
| <i>Senegal</i> | 23 | 75 | 98 | 338,210 | 3,451 |
| <i>South Africa</i> | 39 | 42 | 81 | 352,734 | 4,354 |
| <i>Sudan</i> | 65 | 28 | 93 | 138,196 | 1,485 |
| <i>Tanzania</i> | 12 | 56 | 68 | 158,238 | 2,327 |
| <i>Uganda</i> | 58 | 100 | 158 | 317,187 | 2,007 |
| <i>Zambia</i> | 17 | 35 | 52 | 176,638 | 3,396 |
| <i>Zimbabwe</i> | 9 | 8 | 17 | 55,168 | 3,245 |
| TOTAL | 466 | 860 | 1326 | 3,584,489 | 2,703 |
| % | 35% | 65% | 65% (of total DAFI students) | 71% (of total DAFI budget) | |

Students in Africa represent 65% of total DAFI students worldwide, the majority of them studying in the East and Horn of Africa. In Kenya, the number of students slightly increased in 2012, a trend that will continue in 2013 in order to respond to the increasing needs. Indeed, overall, some 763,000 Somalis or an estimated 8% of the population have left the country during the past six years, with the majority in exile in Kenya.

In Africa, DAFI mostly supports students from the DRC (298), Somalia (257) and Sudan (132). 151 Burundian students are supported, including 57 who started their studies in 2008. The number of students from Ivory Coast (79) and Angola (33) has increased, in an effort to support comprehensive solutions approaches in Zambia and in the West of Africa

respectively. Angolans whose refugee status ended mid-2012 in Namibia and Zambia benefitted from alternative legal status allowing them to finish their studies.

A DAFI programme opened in Chad for the first time in 2012. Chad hosts one of the largest refugee populations in Africa. As access to secondary education for Sudanese refugees in camps in Chad has expanded since 2009, the need to open the door to tertiary education for them was a priority. An assessment identified almost 500 refugees in the East as potentially eligible. In the South, refugee students from Central African Republic used to study in universities in neighbouring Cameroon. Secondary school leavers can now be enrolled in colleges in the south of Chad. This approach is less disruptive for young refugees who can more easily stay in touch with their communities.

Overall, the percentage of female students enrolled in the programme remained stable at 35%. In Chad, only 3 female scholars have been recruited. This number is expected to increase over time, as more women will become aware of the programme, and have sufficient time to plan their study in coordination with their families.

Asia and the Pacific

- Regional overview

The Solutions Strategy for Afghan Refugees to support Voluntary Repatriation, Sustainable Reintegration and Assistance to Host Countries – a multi-year strategy developed by Afghanistan, the Islamic Republic of Iran and Pakistan and UNHCR – was endorsed by the international community in May 2012.

UNHCR supported measures to broaden the protection and self-sufficiency of refugees living in urban areas. In the Islamic Republic of Iran, the issuance of work permits to registered refugees gave access to livelihood opportunities and contributed towards the economy. In India, the Government adopted a policy that allowed eligible refugees to apply for long-stay visas and work permits, in addition to providing them with access to health care and education. Central Asia is a complex region, still in transition towards achieving political and socio-economic stability.

- Regional scholarship allocation

| <i>Country of Study</i> | <i>Female Students</i> | <i>Male Students</i> | <i>Total Students</i> | <i>Budget (USD)</i> | <i>Average Scholarship Cost (USD)</i> |
|-------------------------|------------------------|----------------------|------------------------------|---------------------------|---------------------------------------|
| <i>India</i> | 19 | 20 | 39 | 55,214 | 1,415 |
| <i>Iran</i> | 152 | 100 | 252 | 292,187 | 1,159 |
| <i>Kyrgyzstan</i> | 8 | 7 | 15 | 17,953 | 1,196 |
| <i>Pakistan</i> | 19 | 64 | 83 | 48,139 | 579 |
| <i>PNG</i> | 1 | 1 | 2 | 7,871 | 3,935 |
| <i>Tajikistan</i> | 12 | 8 | 20 | 30,361 | 1,518 |
| <i>Total</i> | 212 | 201 | 413 | 451,725 | 1,093 |
| <i>%</i> | 51% | 49% | 20% (of total DAFI students) | 9% (of total DAFI budget) | |

A total of 413 refugee students benefitted from a DAFI scholarship in 2013, an increase of 12% compared to 2011. The reported number of applications was extremely high, with 1,500 expressions of interest received, for 180 students recruited.

Students in Asia represent 20% of total DAFI students worldwide, the majority of them in Iran. The number of students in Pakistan remained stable, due to uncertainties regarding the extension of the Proof of Registration cards.

The overwhelming majority of students are from Afghanistan, with 17 from Myanmar enrolled in India.

Asia is the only region where the percentage of women is slightly higher than men.

MENA (Middle East and North Africa)

- Regional overview

The Middle East sub region continued to experience turbulence in 2012.

More than 82,000 Iraqi refugees returned to their country, mainly from Syria because of the prevailing conflict there. Despite its own political and socio-economic challenges, Yemen remained a generous host to more than 237,000 refugees and maintained its open-door policy towards those fleeing the Horn of Africa. A voluntary repatriation programme for Mauritanian refugees from Senegal was completed in March 2012, by which time UNHCR

had assisted some 24,000 people to return home since the beginning of this repatriation programme.

By the end of 2012, more than 575,000 Syrian refugees, the majority of them women and children, had fled to neighbouring countries and beyond. The region was also affected by the conflict in Mali that forced many people to flee to neighbouring countries, including Mauritania.

- Regional scholarship allocation

| <i>Country of Study</i> | <i>Female Students</i> | <i>Male Students</i> | <i>Total Students</i> | <i>Budget (USD)</i> | <i>Average Scholarship Cost (USD)</i> |
|-------------------------|------------------------|----------------------|-----------------------------|----------------------------|---------------------------------------|
| <i>Algeria</i> | 11 | 13 | 24 | 36,881 | 1,536 |
| <i>Egypt</i> | 7 | 8 | 15 | 43,005 | 2,867 |
| <i>Jordan</i> | 21 | 16 | 37 | 271,869 | 7,347 |
| <i>Mauritania</i> | 8 | 22 | 30 | 74,293 | 2,476 |
| <i>Yemen</i> | 27 | 44 | 71 | 196,200 | 2,763 |
| Total | 74 | 103 | 177 | 622,248 | 3,515 |
| % | 42% | 58% | 9% (of total DAFI students) | 12% (of total DAFI budget) | |

A total of 177 refugee students benefitted from a scholarship in the MENA region. This number is comparable to 2011⁷. The demand remains high in the region, with almost 500 applications received, mainly in Yemen, Algeria and Egypt.

The number of students slightly increased in Yemen and Egypt, yet the number of female scholars decreased in Jordan and Yemen, a situation that will UNHCR will try to address in 2013 through increased outreach to female students.

DAFI students in the region are mainly from Somalia (74). Thirty-seven students from Iraq were studying in Jordan, while another 21 were enrolled in higher education institutions in Iran (4), Egypt (7), Armenia (9) and Mauritania (1). Four students from Mauritania were still studying in Senegal in 2012. Twenty-seven young people benefitted from a DAFI return programme in Mauritania.

⁷ There were 203 students in the MENA region in 2011. The Syria programme (25 students) phased out.

Europe

- Regional overview

The regional protection and local integration programmes funded by the European Union (EU) in Eastern Europe, particularly in Belarus, the Republic of Moldova and Ukraine, have succeeded in integrating protection monitoring, training, capacity building and local integration into national structures.

Despite this, refugees and asylum-seekers faced restrictive registration policies, long waiting periods with limited assistance and had difficulties in obtaining appropriate documents or legal status. Access to social assistance and local labour opportunities remained challenging, leaving many with no recourse but to depend on international assistance.

- Regional scholarship allocation

| <i>Country of Study</i> | <i>Female Students</i> | <i>Male Students</i> | <i>Total Students</i> | <i>Budget (USD)</i> | <i>Average Scholarship Costs (USD)</i> |
|-------------------------|------------------------|----------------------|-----------------------------|---------------------------|--|
| <i>Armenia</i> | 7 | 11 | 18 | 51,015 | 2,834 |
| <i>Azerbaijan</i> | 1 | 10 | 11 | 41,683 | 3,789 |
| <i>Georgia</i> | 9 | 8 | 17 | 41,500 | 2,441 |
| <i>Russia</i> | 7 | 2 | 9 | 13,530 | 1,503 |
| <i>Ukraine</i> | 14 | 9 | 23 | 83,383 | 3,625 |
| <i>Total</i> | 38 | 40 | 78 | 231,111 | 2,962 |
| <i>%</i> | 49% | 51% | 4% (of total DAFI students) | 5% (of total DAFI budget) | |

The total number of students in Europe remained stable, with 78 refugees benefitting from the programme. No new enrolment took place in Georgia, where the DAFI programme will gradually phase down, nor in Russia.

Beneficiaries from the DAFI programme in Europe are mostly from Afghanistan, Azerbaijan, Russia, and Ukraine. In Georgia, students are mostly from Chechnya. There were 14 students from Iraq and Azerbaijan in Armenia.

Gender parity in the region has almost been reached because of the high number of women enrolled in Ukraine and Russia.

America

- Regional overview

The Latin America region as a whole made notable progress towards ratification of international refugee and statelessness instruments. Local integration continued to be difficult due to the difficult economic situation in the majority of the countries in the region and the common sentiment of prejudice against foreigners, including refugees. In 2012, UNHCR continued to increase access to public programmes and livelihood projects for people of concern.

- Regional scholarship allocation

| <i>Country of Study</i> | <i>Female Students</i> | <i>Male Students</i> | <i>Total Students</i> | <i>Budget (USD)</i> | <i>Average Scholarship Cost (USD)</i> |
|-------------------------|------------------------|----------------------|-----------------------------|---------------------------|---------------------------------------|
| <i>Ecuador</i> | 17 | 15 | 32 | 55,099 | 1,721 |
| <i>Panama</i> | 7 | 12 | 19 | 51,573 | 2,714. |
| <i>Total</i> | 24 | 27 | 51 | 106,672 | 2,091 |
| <i>%</i> | 47% | 53% | 2% (of total DAFI students) | 2% (of total DAFI budget) | |

Fifty-one students were studying in the region (53 in 2011), mainly from Colombia. There were also three students from Burundi, Haiti and Peru. Almost half of the students were female.

COUNTRY FACT SHEETS

The following fact sheets present an overview of the DAFI programme in each country of study. The first table indicates the total number of students and graduates, the number of higher education (HE) institutions in which DAFI students are enrolled, the name of the project's implementer, as well as the allocated budget for 2012. The percentage of female students also appears in the table.

| | |
|---|--------------------|
| Number of students | Implementer |
| Number of graduates | 2012 Budget in USD |
| Number of higher education institutions | |
| Percentage of female students | |

Information about recent developments of the DAFI programme is provided in the box *Operational Highlights and Developments*. Information on students' origin and their field of study is available in the graph and in the table.

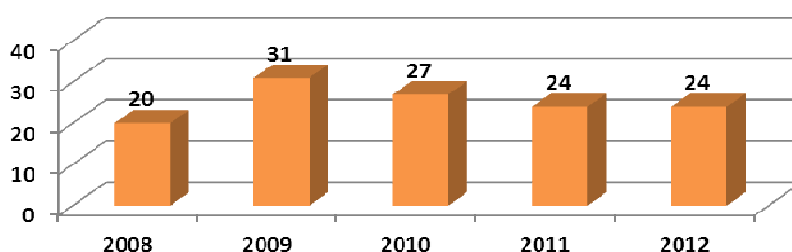
A brief overview of UNHCR's operation is provided under *Protection Environment*. More information on the protection environments and UNHCR's achievements by operation can be found in UNHCR's Annual Global Report⁸.

⁸ Available on UNHCR website: <http://www.unhcr.org/gr12/index.xml>

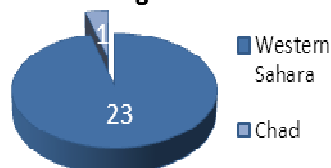
Algeria

| | |
|--------------------|---------------|
| 24 students | UNHCR Tindouf |
| 15 HE institutions | USD 36,881 |
| 7 graduates | |
| 46% female | |

Algeria - Number of Students



Students by Country of Origin



Operational Highlights and Developments

In 2012, the DAFI programme supported the Students' Association by providing them with IT equipment for the creation of a student database. The database will provide a more accurate information source for current and future university students. It will facilitate the collection of theses of university graduates with the aim to set up a digital library. The database will also serve as a platform for circulation of job vacancies, surveys, etc.

The students also created a DAFI group of volunteers to help the refugee community in different areas of social work and education, by helping the most vulnerable families, organizing literacy summer classes for adults, and supporting classes for pupils facing reading difficulties as well as for those preparing the secondary-school end exam (Bac).

Protection environment

Algeria is a signatory state to the 1951 UN Convention and the 1967 Protocol.

Tens of thousands of refugees from Western Sahara arrived in Algeria in 1975-1976 and were recognized on a prima facie basis. Since then, they have continued to live in four camps and one settlement in the south-western province of Tindouf.

Pending registration, UNHCR's programme is based on a planning figure of 90,000 vulnerable refugees in the camps. A few hundred refugees and asylum-seekers are living in urban areas. In 2012, UNHCR invested in the key sectors of water, nutrition, health and education in the camps.

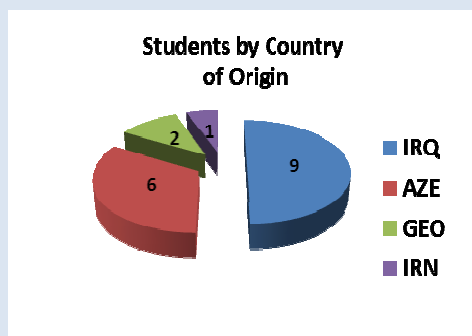


DAFI students in Algeria

| Course of Study | Female | Male | Grand Total |
|---------------------------------------|--------|------|-------------|
| AP: Architecture & Town Planning | 1 | 1 | 2 |
| CB: Commercial & Business Admin | 2 | 2 | 4 |
| EN: Engineering | 3 | 3 | 6 |
| LA: Law | 1 | | 1 |
| MH: Medical Science & Health Relate | 2 | 1 | 3 |
| NS: Natural Science | | 2 | 2 |
| ST: Service Trades | | 1 | 1 |
| TT: Education Science & Teacher Train | 2 | 3 | 5 |
| TOTAL | 11 | 13 | 24 |

Armenia

| | |
|-------------------|-----------------|
| 18 students | Mission Armenia |
| 7 HE institutions | USD 38,985 |
| 1 graduate | |
| 39% female | |

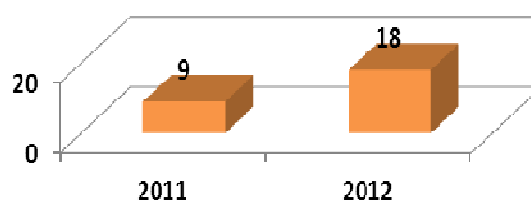


Protection environment

Armenia is a signatory state to the 1951 UN Convention and the 1967 Protocol. In total, there were 2,854 refugees and persons in refugee like situations in Armenia at the end of 2012.

The focus of UNHCR's activities in Armenia was on safeguarding previously established refugee protection standards. DAFI scholarship program is required for Armenia, as many refugees in the country are living in conditions of extreme poverty. Other projects aiming at enhancing refugees' skills include the Community Technology Access Project, where refugees can benefit from vocational training.

Armenia - Number of Students



Operational Highlights and Developments

In 2012, UNHCR strengthened its collaboration with Yerevan State College of Informatics. The college agreed to provide four refugee students with full scholarships throughout their studies at YSC, while UNHCR contributed through the DAFI programme to establishing a mechatronics lab in the college.

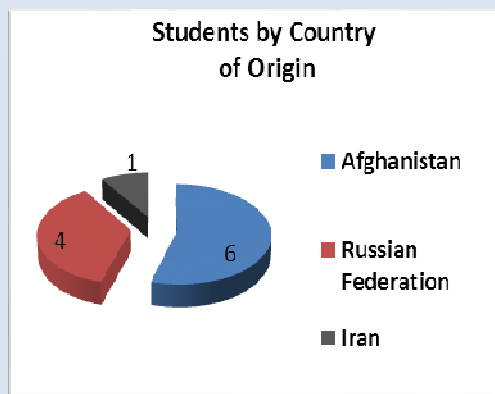
Students benefited from presentations and meetings with other educational entities to get information on educational and training opportunities, including from USA Education, the American Council for International Education, IREX and Deutsche Akademische Austauschdienst (DAAD).

DAFI students submitted a proposal to the Open Society Foundation (OSF) to develop the personal and professional skills of refugee youth. Their "Diversity for change" project with a budget of 1,000.00USD was approved by OSF-Armenia.

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|----------|-----------|-------------|
| MC: Mathematics & Computer Science | 3 | 3 | 6 |
| MH: Medical Science & Health Related | 2 | 3 | 5 |
| AP: Architecture & Town Planning | | 3 | 3 |
| AF: Agriculture, Forestry & Fishery | | 1 | 1 |
| NS: Natural Science | 1 | | 1 |
| OP: Other Programmes | | 1 | 1 |
| ST: Service Trades | 1 | | 1 |
| Grand Total | 7 | 11 | 18 |

Azerbaijan

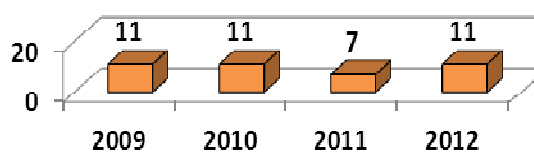
| | |
|-------------------|------------|
| 11 students | UNHCR Baku |
| 2 graduates | USD 41,683 |
| 4 HE institutions | |
| Female: 9% | |



Protection environment

In Eastern Europe, UNHCR works in diverse situations involving refugees, internally displaced persons (IDPs), returnees, stateless people and asylum-seekers in the context of complex mixed-migration flows. In 2012, there were 1,468 refugees registered with UNHCR in Azerbaijan. UNHCR works to enhance the national asylum system. Refugees living in urban areas are assisted, within available resources, to become self-reliant. UNHCR helped ensure access to education for refugee children, including through financial aid to vulnerable families. In 2012, livelihoods programmes also provided small-business grants to some 150 people.

Azerbaijan - Number of Students



Operational Highlights and Developments

Access to university education is difficult for the majority of refugees who graduated from secondary school either in their country of origin or in Azerbaijan due to unaffordable annual fees and indirect study costs.

Voluntary repatriation is currently not a viable option for the majority of refugees and resettlement opportunities remain limited. There are no immediate prospects in sight for local integration. UNHCR continues to advocate strengthened asylum legislation in Azerbaijan and facilitated access to jobs, currently subject to high annual fees for getting a work permit.

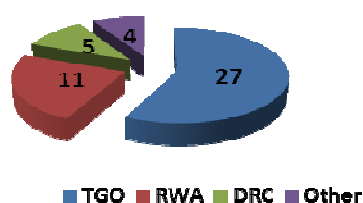
DAFI Students will be well equipped to compete on the job market upon return or when the asylum conditions become more favorable.

| Course of Study | Female | Male | Grand Total |
|------------------------------------|----------|-----------|-------------|
| AP: Architecture & Town Planning | | 5 | 5 |
| EN: Engineering | | 2 | 2 |
| MC: Mathematics & Computer Science | | 2 | 2 |
| HU: Humanities | | 1 | 1 |
| SS: Social & Behavioral Science | 1 | | 1 |
| TOTAL | 1 | 10 | 11 |

Benin

| | |
|-------------------|---|
| 47 students | UNHCR Cotonou (covering Togo and Benin) |
| 8 graduates | |
| 2 HE institutions | USD 94,564 |
| 34% female | |

Students by Country of Origin



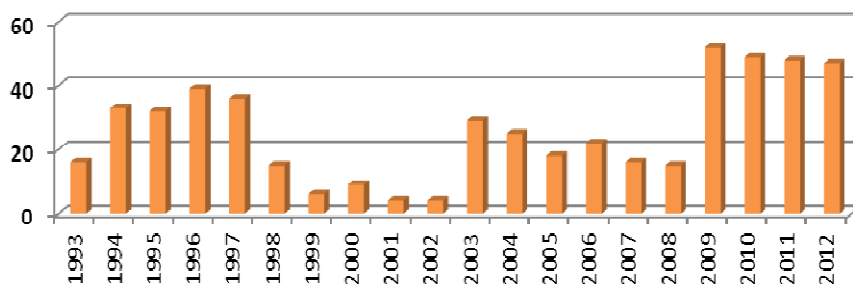
Protection environment

Benin is a signatory state to the 1951 UN Convention and the 1967 Protocol. In total, there were 4,966 refugees registered with UNHCR in Benin at the end of 2012 and 23,540 in Togo.

UNHCR advocated for durable solutions for urban and rural refugees with the Government and other partners in Benin. There was a significant increase in school enrolment among refugees.

In Togo, almost 5,000 Ghanaians sought asylum in 2012. The 2012 programme for Ivorian refugees focused on local integration, with some 810 refugees receiving help to conduct income-generating activities.

Benin - Number of Students



Operational Highlights and Developments

Two DAFI graduates reportedly found jobs including one in Burkina-Faso. Several activities were organised by the DAFI student association: a training on first aid, meetings with secondary school students to promote DAFI and an awareness campaign on prevention of SGBV targeting adolescents in Agame.

In Benin, the Government has generously agreed to provide residence permits to refugees. All 29 students currently in Benin have opted for local integration. A total of 85 new students will benefit from one-off support in 2013 to facilitate their integration into local universities.



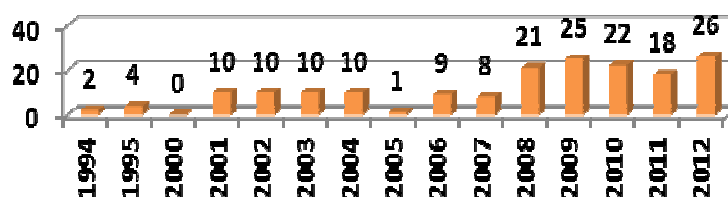
DAFI students
in Benin

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 6 | 11 | 17 |
| MH: Medical Science & Health Related | 4 | 3 | 7 |
| NS: Natural Science | 1 | 6 | 7 |
| SS: Social & Behavioral Science | | 6 | 6 |
| LA: Law | 2 | 2 | 4 |
| AF: Agriculture, Forestry & Fishery | 1 | 2 | 3 |
| HU: Humanities | 1 | 1 | 2 |
| MC: Mathematics & Computer Science | 1 | | 1 |
| Total | 16 | 31 | 47 |

Botswana

| | |
|-------------------|-------------|
| 26 students | UNHCR |
| 5 graduates | Gaborone |
| 2 HE institutions | USD 187,479 |
| 31% female | |

Botswana - Number of Students



Operational Highlights and Developments

Due to lack of livelihood and economic opportunities in the camp, refugees are highly dependent on DAFI scholarships. While in the camp during vacation, students play a major role in environmental, sports and mentorship programmes. A profiling exercise of DAFI graduates was undertaken in 2012. The findings showed that most graduates were not employed mainly because employment restrictions. However, on an exceptional basis, DAFI graduates were employed due to demand for the specific skills they acquired through higher education, highlighting the need to further orient students to take courses that meet job market needs.

The DAFI programme has been a token of hope for many and has stirred a spirit of endurance among scholars. The interaction of the DAFI scholars with local and international communities in the country continues to raise awareness on refugee issues. With time, such exchanges are hoped to help improve the image of refugees in Botswana.

As part of the 20th Anniversary celebrations, a DAFI Scholars' Gala Dinner was organized with the German Embassy (picture).



Protection environment

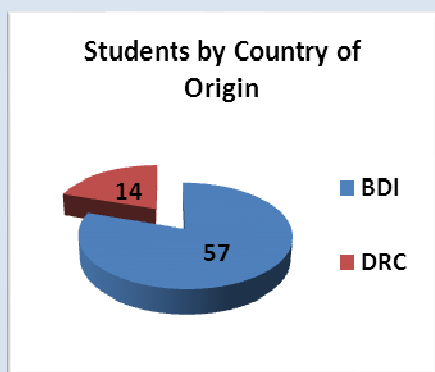
Almost 3,500 refugees and asylum-seekers reside in Botswana, nearly all of them in the Dukwi refugee camp. The Government enforces a strict encampment policy, and refugees are not allowed to work. Most of the refugees are from Namibia, Zimbabwe, Angola, Somalia and the DRC.

The residents of the camp had access to basic services provided by the Government of Botswana, while UNHCR supplied food and domestic items. UNHCR continued to advocate for the Government to amend Botswana's refugee legislation in order to bring it in line with international standards.

| Course of Study | Female | Male | Grand Total |
|--|----------|-----------|-------------|
| HU: Humanities | 3 | 6 | 9 |
| SS: Social & Behavioral Science | 2 | 4 | 6 |
| CB: Commercial & Business Admin | 1 | 2 | 3 |
| MC: Mathematics & Computer Science | | 3 | 3 |
| LA: Law | 1 | 1 | 2 |
| FA: Fine & Applied Arts | | 1 | 1 |
| NS: Natural Science | 1 | | 1 |
| TT: Education Science & Teacher Training | | 1 | 1 |
| TOTAL | 8 | 18 | 26 |

Burundi

| | |
|--|-------------------------------|
| 71 students | Refugee Education Trust (RET) |
| No graduate (first graduates expected in 2013) | USD 166,600 |
| 2 HE institutions | |
| 27% female | |



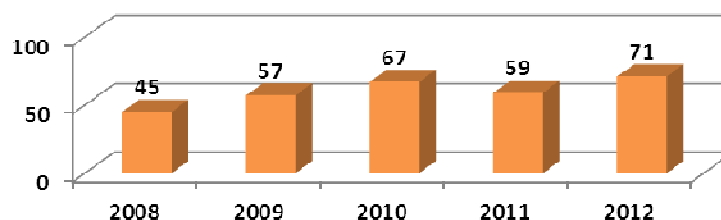
Protection environment

Burundi is a signatory state to the 1951 UN Convention and the 1967 Protocol. Some 42,000 refugees and 6,000 asylum-seekers, were protected and assisted by UNHCR in 2012.

Refugees are mostly from the Democratic Republic of the Congo (DRC) and fled to Burundi to escape conflict in the Kivus region in eastern DRC in the 1990s. Another group fled renewed armed conflict in the Kivus in 2012.

As part of the durable solutions strategy UNHCR provided nearly 36,000 Burundian returnees with initial reintegration assistance, some 35,000 of whom had been residing in Mtabila Camp in the United Republic of Tanzania.

Burundi - Number of Students



Operational Highlights and Developments

Students in their final year participated in a two day workshop on access to the job market delivered by a human resources specialist. Students practiced how to write a CV, write a motivation letter, prepare for an interview and integrate in the workplace. Students also benefitted from training on leadership, peaceful conflict resolution and non-violent communication. This topic was chosen to facilitate daily communication with partners and improve the management of the programme.

UNHCR's partner, RET, also set up a specific partnership with Burundi Business Incubator (BBI) to deliver training on entrepreneurship and better inform students on the possibility to become self-employed.

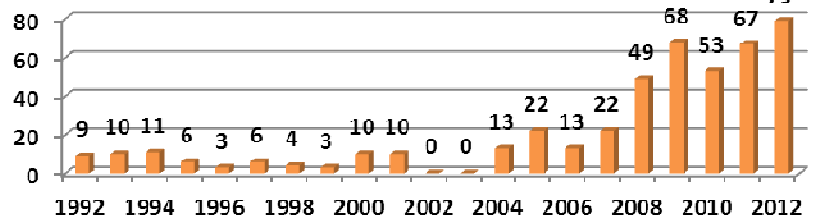
For the second consecutive year, a special day was organized with returnee students in Rutana province, to allow DAFI scholars to share their experience and further encourage their younger peers to continue their studies.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| MC: Mathematics & Computer Science | 2 | 20 | 22 |
| CB: Commercial & Business Admin | 3 | 10 | 13 |
| LA: Law | 4 | 6 | 10 |
| CO: Mass Communication & Documentat | 4 | 5 | 9 |
| SS: Social & Behavioral Science | 1 | 7 | 8 |
| MH: Medical Science & Health Related | 2 | 4 | 6 |
| HE: Home Economics (Domestic Science) | 2 | | 2 |
| TT: Education Science & Teacher Training | 1 | | 1 |
| TOTAL | 19 | 52 | 71 |

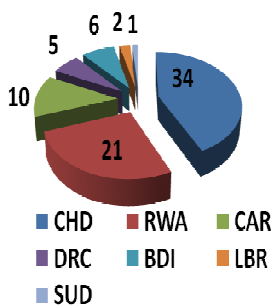
Cameroon

| | |
|--------------------|--|
| 79 students | ADRA (Adventist Development and Relief Agency) |
| 9 graduates | |
| 38 HE institutions | USD 199,157 |
| 37% female | |

Cameroon- Number of Students



Students by country of origin



Students in health science during an awareness session

Operational Highlights and Developments

As education in Cameroon is bilingual (English and French), many refugee students face language barriers especially English. All students with English as their second language are provided with language support through targeted language classes.

Students receive career guidance through partnership between ADRA, UNHCR and the National Employment Fund. Amongst seventeen students trained in Technical Employment Research (TRE), eight are already employed. Two students won a European scholarship to study in France and Spain at master level in Communication and Multimedia Professional Journalism.

The DAFI Club launched a magazine to feature their competencies and stories, disseminated to communities and employers.

In 2012, Cameroon celebrated the 20th anniversary of the DAFI programme with diverse activities such as a visit to a soap factory, a football game, workshops on HIV/AIDS and an academic orientation workshop.

Protection environment

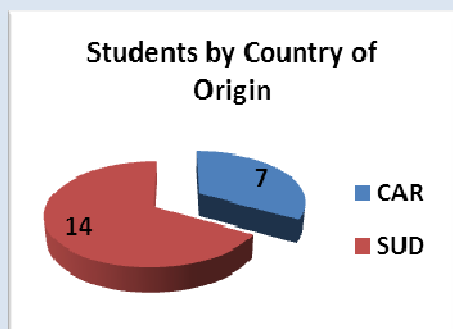
Cameroon is a signatory state to the 1951 UN Convention and the 1967 Protocol. The country has continued to extend a generous welcome to asylum-seekers. UNHCR provided assistance to some 106,000 refugees and asylum-seekers, including over 87,000 refugees of the Mbororo ethnic group from the Central African Republic.

A tripartite agreement, signed in October by the Governments of Chad and Cameroon and UNHCR, paved the way for the repatriation of some 1,800 Chadian refugees.

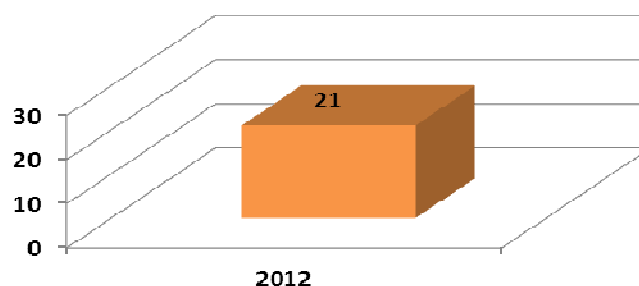
| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 7 | 8 | 15 |
| MH: Medical Science & Health Related | 10 | 6 | 16 |
| EN: Engineering | 1 | 8 | 9 |
| MC: Mathematics & Computer Science | 0 | 7 | 7 |
| ST: Service Trades | 0 | 1 | 1 |
| CO: Mass Communication & Documentation | 5 | 1 | 6 |
| HU: Humanities | 3 | 4 | 7 |
| LA: Law | 0 | 2 | 2 |
| NS: Natural Science | 0 | 3 | 3 |
| SS: Social & Behavioral Science | 0 | 3 | 3 |
| AF: Agriculture, Forestry & Fishery | 1 | 1 | 2 |
| FA: Fine & Applied Arts | 1 | 2 | 3 |
| TT: Education Science & Teacher Training | 0 | 2 | 2 |
| AP: Architecture & Town Planning | 0 | 1 | 1 |
| TC: Transport & Communication | 1 | 1 | 2 |
| TOTAL | 29 | 50 | 79 |

Chad

| | |
|-----------------------------|-------------------------------|
| 21 students | RET (Refugee Education Trust) |
| No graduate (new programme) | USD 41,996 |
| 2 HE institutions | |
| 14% female | |



Chad - Number of Students



Operational Highlights and Developments

In 2012, UNHCR opened a new DAFI programme in Chad, promoting access for 21 refugee youth in 2 institutes for higher learning. Not only has DAFI changed the lives of these 21 youth, but it has also motivated other youth and inspired potential candidates for the future.

Access and quality of education in francophone Chad remain a challenge, in particular for refugees from Darfur hosted in isolated camps in the East. Schools in the camps are currently using the Sudanese curriculum, and most students do not speak French. Less than 1,000 students are accessing secondary schools in the camp every year, but this number is growing, and students needed to be encouraged to pursue their education. In the south, refugees from CAR are well integrated and study in the Chadian francophone system. It was therefore important to ensure access to the full spectrum of education for these young people too.

Agreements have been negotiated with two institutions to facilitate registration of students and monitoring. In the East, Sudanese students have access to Arabic programmes provided by a public university. In the south, students are enrolled in a public teacher training college, where they have been generously exempted from tuition fees.

Protection environment

The main groups of people of concern in 2012 were 288,000 refugees from Sudan who fled conflict in Darfur in 2003-2004 and who live in 12 refugee camps in the East of Chad; and 56,700 refugees from Central African Republic (CAR) who escaped from fighting in 2003-2004, as well as smaller influxes since then, in the south of the country.

UNHCR successfully advocated for the Ministries of Education in Chad and Sudan to allow Sudanese refugee students to sit for the Sudanese national exams in camps in Chad. In addition, plans are underway to integrate Sudanese refugees into the Chadian curriculum with the view of promoting greater sustainability and improved access to certification and higher learning opportunities.

Due to the unstable situation in their home countries, UNHCR sought to increase self-reliance and livelihoods opportunities for refugees.

| Course of Study | Female | Male | Grand Total |
|--|----------|-----------|-------------|
| LA: Law | 1 | 7 | 8 |
| TT: Education Science & Teacher Training | | 7 | 7 |
| HU: Humanities | 1 | 2 | 3 |
| MC: Mathematics & Computer Science | 1 | 2 | 3 |
| TOTAL | 3 | 18 | 21 |

Democratic Republic of the Congo

| | |
|------------------|--|
| 19 students | Actions & Interv. Devt.& Encadrement (AIDES) |
| 0 graduate | |
| 1 HE institution | USD 70,374 |
| 42% female | |

Students by Country of Origin (DRC)

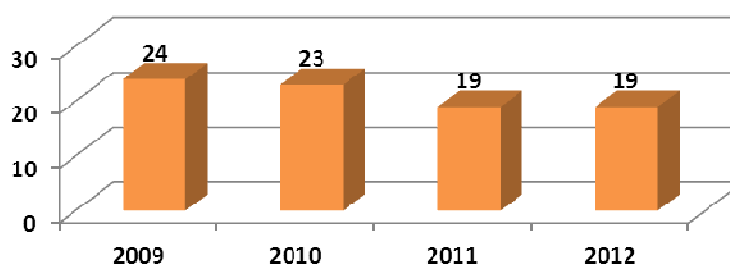


Protection environment

The main groups of people of concern to UNHCR were: Angolan, Rwandan and Burundian refugees who arrived in the DRC in different waves, starting in the 1990s and repatriated refugees from the DRC, who fled to the Congo during the post-2010 election crisis and returned to the DRC in 2012. More than 400,000 Congolese refugees currently remain outside the DRC.

Since the beginning of 2012, ethnic tensions and inequitable access to land have led to renewed violence in the east and north-east of the Democratic Republic of the Congo (DRC), resulting in the displacement of more than 2.2 million people inside the country. In addition, almost 70,000 people have crossed the border into neighbouring countries.

DRC - Number of Students



Operational Highlights and Developments

In the Democratic Republic of the Congo (DRC) the DAFI programme supported 19 returnees under a DAFI for Return programme set up in 2009 for students returning from Zambia.

A partnership has been set up with a local health center to ensure prevention and access to primary health care.

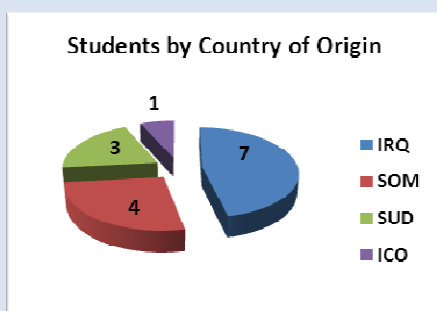
The administrative collaboration with the university has been excellent, and students feel fully integrated. Academic counseling done in 2011 and 2012 continued to yield positive results.

All academic students were promoted, and will graduate in 2013, and they are receiving support on transition to the job market.

| Course of Study | Female | Male | Grand Total |
|--|--------|------|-------------|
| SS: Social & Behavioral Science | 4 | 8 | 12 |
| TT: Education Science & Teacher Training | 4 | 1 | 5 |
| MH: Medical Science & Health Related | | 1 | 1 |
| OP: Other Programmes | | 1 | 1 |
| TOTAL | 8 | 11 | 19 |

Egypt

| | |
|-------------------|-------------|
| 15 students | UNHCR Cairo |
| 5 graduates | USD 43,005 |
| 2 HE institutions | |
| 47% female | |

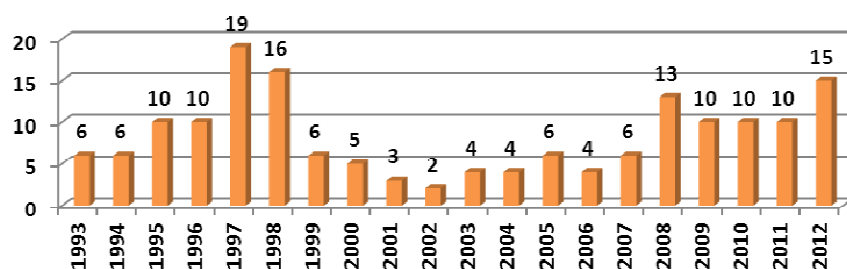


Protection environment

UNHCR in Egypt provided assistance to 57,040 refugees. In 2012, UNHCR's main populations of concern were: Syrian refugees who fled their homes after 2011; and Sudanese refugees and asylum-seekers who have been in Egypt since they fled conflict in the 1980s.

In addressing basic needs, UNHCR gave priority to strengthening access to health care and education, including subsidized primary schooling and emergency care. UNHCR facilitated the safe and dignified voluntary repatriation of people of concern, in particular Sudanese, South Sudanese and Iraqis.

Egypt - Number of Students



Operational Highlights and Developments

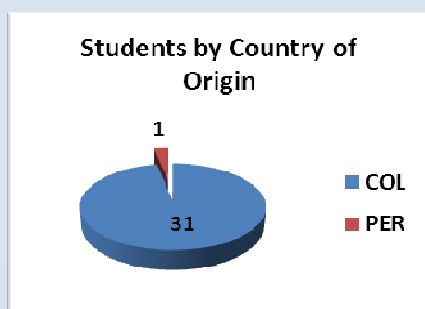
Sudanese, Syrian and Libyan refugees who are beneficiaries of scholarships from UNHCR are entitled to enroll in government schools under the same conditions as Egyptian students. Other nationalities, including Iraqis, Somalis, Ethiopians and Eritreans are not entitled to this access and as such are forced to learn outside the formal education system or find places in the more expensive private schools or universities. Many, however, cannot afford this option. The call for applications for DAFI scholarships was disseminated countrywide and a lot of interest was registered outside of Cairo, namely in Alexandria, for the first time.

The situation aftermath the revolution was not stable in certain areas of Egypt. However, students were able to continue their studies with no interruption.

| Course of Study | Female | Male | Grand Total |
|--|--------|------|-------------|
| SS: Social & Behavioral Science | 3 | 1 | 4 |
| TT: Education Science & Teacher Training | | 3 | 3 |
| HE: Home Economics (Domestic Science) | 1 | 1 | 2 |
| MC: Mathematics & Computer Science | | 2 | 2 |
| CO: Mass Communication & Documentation | | 1 | 1 |
| EN: Engineering | 1 | | 1 |
| HU: Humanities | 1 | | 1 |
| MH: Medical Science & Health Related | 1 | | 1 |
| TOTAL | 7 | 8 | 15 |

Ecuador

| | |
|--------------------|-------------------------------------|
| 32 students | HIAS (Hebrew Immigrant Aid Society) |
| 3 graduates | |
| 21 HE institutions | USD 55,099 |
| 53% female | |



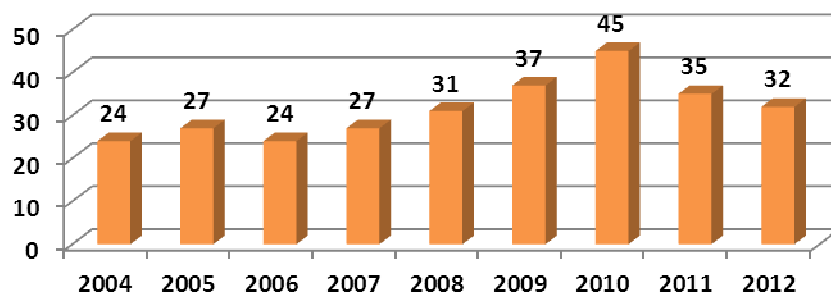
Protection environment

At the end of 2012 Ecuador hosted some 55,500 refugees, with more than half this number recognized during the enhanced registration exercise conducted in 2009 and 2010. Almost all of the refugees originate from Colombia.

UNHCR launched a comprehensive solutions strategy focused on regularization and local integration.

Refugee issues are often associated with questions of national security in Ecuador. Negative public perceptions of refugees and the adoption of the new Refugee Decree have made it more difficult for people of concern to gain access to asylum.

Ecuador - Number of Students



Operational Highlights and Developments

The Programme has substantially improved the students' opportunities to access the labour market and to successfully integrate socio-economically within the community.

DAFI students participated in social activities supporting HIAS workshops for other refugees, through volunteering in homes for the elderly and giving lectures on first aid and other topics related to the careers that they are pursuing.

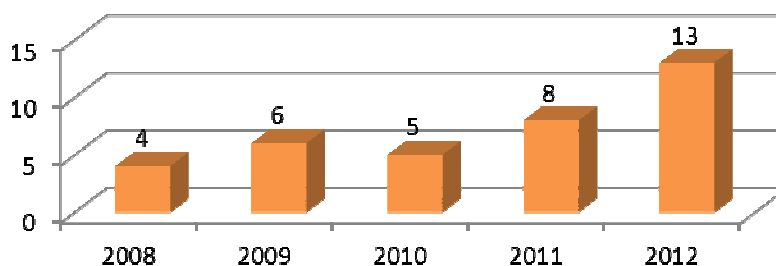
They also attended events such as World Refugee Day, leading a bicycle tour in the city of Quito to raise awareness on refugee issues and promote integration.

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|-----------|-----------|-------------|
| EN: Engineering | 3 | 5 | 8 |
| CB: Commercial & Business Admin | 5 | 1 | 6 |
| MH: Medical Science & Health Related | 2 | 2 | 4 |
| ST: Service Trades | 2 | 2 | 4 |
| AF: Agriculture, Forestry & Fishery | | 2 | 2 |
| MC: Mathematics & Computer Science | 1 | 1 | 2 |
| SS: Social & Behavioral Science | 1 | 1 | 2 |
| FA: Fine & Applied Arts | | 1 | 1 |
| HU: Humanities | 1 | | 1 |
| LA: Law | 1 | | 1 |
| NS: Natural Science | 1 | | 1 |
| TOTAL | 17 | 15 | 32 |

Eritrea

| | |
|-------------------|--------------|
| 13 students | UNHCR Asmara |
| 0 graduate | USD 36,080 |
| 2 HE institutions | |
| 8% female | |

Eritrea - Number of Students



Students by Country of Origin (SOM)



Protection environment

At the end of 2012, there were about 3,600 refugees (3,440 camp based Somalis, 73 Ethiopian urban refugees and 87 Sudanese/South Sudanese refugees living out of the camp) registered with UNHCR in Eritrea. Currently refugees are not officially allowed to access gainful employment and the chance of being reintegrated with the local community is very limited. The only viable durable solution for the Somali refugees so far was resettlement. In 2012, encouraging developments inside Somalia allowed UNHCR and the international community to begin reviewing the possibilities for durable solutions in aid of the more than 1 million Somali refugees in the region.

Operational Highlights and Developments

In 2012, no 12th grade classes were provided during the day due to government policy. Class time in the evening was not sufficient, and students were therefore not able to sit the secondary school leaving examination to access higher education.

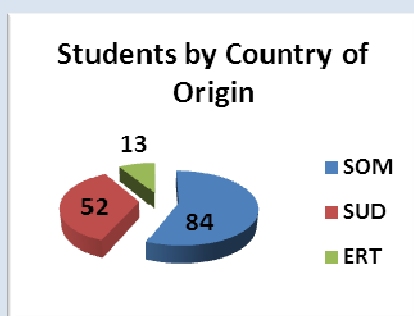
In 2012, UNHCR strengthened its collaboration with the National Board for Higher Education (NBHE), which resulted in better coordination and follow-up of students.

Quality of education remains challenging, which creates difficulty for refugee students to achieve academic standards. Yet DAFI is the only opportunity for students to continue their education and acquire qualifications that will be crucial if the possibility to return materializes, or upon resettlement.

| Course of Study | Female | Male | Grand Total |
|--|--------|------|-------------|
| MH: Medical Science & Health Related | | 5 | 5 |
| TT: Education Science & Teacher Training | | 5 | 5 |
| NS: Natural Science | | 2 | 2 |
| EN: Engineering | 1 | | 1 |
| TOTAL | 1 | 12 | 13 |

Ethiopia

| | |
|--------------------|--|
| 149 students | AEEG (Association of Ethiopians Educated in Germany) |
| 22 graduates | |
| 11 HE institutions | USD178,718 |
| 29% female | |

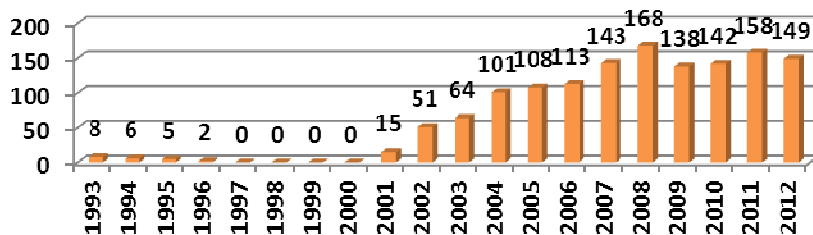


Protection environment

Ethiopia is a signatory to 1951 UN Convention and 1967 Protocol, with reservations on the right to work. The main groups of people of concern to UNHCR in Ethiopia in 2012 were: Somali refugees, who fled to escape the security situation and famine in Somalia; Eritrean refugees who sought asylum due to human rights abuses or forced conscription; Sudanese and South Sudanese refugees, who fled to escape conflict. 2012 was marked by a continuous inflow of Somali and Sudanese. Ethiopia hosted 376,000 refugees in 2012.

As of December 2012, more than 1,500 refugees, mainly Eritreans benefited from tertiary education in urban areas, through the out-of-camp policy.

Ethiopia - Number of Students



Operational Highlights and Developments

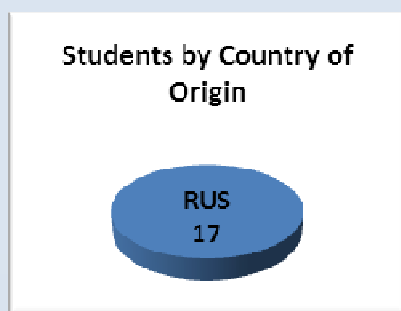
In 2012, collaboration with universities was strengthened through the signature of an MoU under the cost-sharing system implemented by the Government of Ethiopia. This helped facilitate monitoring and ensured students' diplomas were issued shortly after graduation. Students from South Sudan continue to largely avail of the possibility to repatriate freely after completing their studies. The percentage of female students increased from 18% in 2010 to 29% in 2012.

UNHCR's partner, AEEG, in collaboration with UNHCR and our government partner, ARRA, organized a regional workshop in Jijjga where the achievement of DAFI in Ethiopia was commemorated and a DAFI Club established. This workshop also set up an DAFI annual meeting where current and ex-DAFI students share experiences and prospects. In addition to DAFI students, this meeting brought together various stakeholders including parents and NGOs working with refugee education. The launch of a students' newsletter will help capitalize on the experiences/contribution of refugees.

| Course of Study | Female | Male | Grand Total |
|--|-----------|------------|-------------|
| MH: Medical Science & Health Related | 26 | 11 | 37 |
| SS: Social & Behavioral Science | 1 | 18 | 19 |
| TT: Education Science & Teacher Training | 13 | 6 | 19 |
| EN: Engineering | 1 | 17 | 18 |
| CB: Commercial & Business Admin | 2 | 14 | 16 |
| NS: Natural Science | | 15 | 15 |
| AF: Agriculture, Forestry & Fishery | | 6 | 6 |
| CO: Mass Communication & Documentation | | 5 | 5 |
| HU: Humanities | | 5 | 5 |
| OP: Other Programmes | | 3 | 3 |
| LA: Law | | 2 | 2 |
| MC: Mathematics & Computer Science | | 2 | 2 |
| AP: Architecture & Town Planning | | 1 | 1 |
| HE: Home Economics (Domestic Science) | | 1 | 1 |
| TOTAL | 43 | 106 | 149 |

Georgia

| | |
|--------------------|----------------|
| 17 students | UNHCR Tbilissi |
| 6 graduates | USD 41, 500 |
| 11 HE institutions | |
| 53% female | |

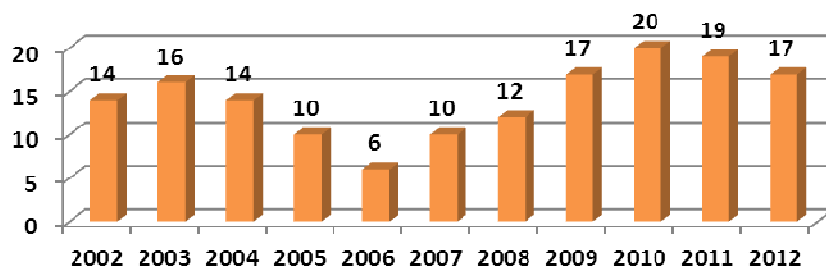


Protection environment

The operation in Georgia focused on the naturalization of Chechen refugees from the Russian Federation, the implementation of the statelessness determination procedure and the acquisition or confirmation of Georgian nationality for some 400 people, under the Office's statelessness mandate.

There were 329 refugees in Georgia at the end of 2012.

Georgia - Number of Students



Operational Highlights and Developments

Education opportunities are very limited for refugees living in the Pankisi Valley. State Universities are located far from the residences of the refugees and expensive. DAFI has provided a unique opportunity for refugees to gain high level qualifications.

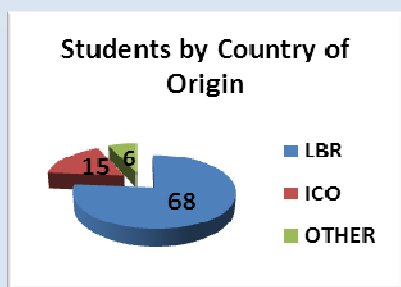
Within the overall UNHCR strategy to increase self-reliance of Chechen refugees in Pankisi Valley, the DAFI scholarship programme contributes to strengthening prospects of refugees for local integration. In 2012 six refugee students were naturalized and gained citizenship of Georgia.

The gradual transition from humanitarian interventions to sustainable longer-term development, with refugees and IDPs being integrated into development programmes, is entering its final phase. By 2014 all students will have graduated.

| Course of Study | Female | Male | Grand Total |
|--|----------|----------|-------------|
| CB: Commercial & Business Admin | 2 | 5 | 7 |
| LA: Law | 2 | 1 | 3 |
| HU: Humanities | 2 | | 2 |
| MC: Mathematics & Computer Science | | 2 | 2 |
| SS: Social & Behavioral Science | 2 | | 2 |
| TT: Education Science & Teacher Training | 1 | | 1 |
| TOTAL | 9 | 8 | 17 |

Ghana

| | |
|--------------------|---|
| 89 students | CCG Ghana (Christian Church Council) |
| 21 graduates | |
| 20 HE institutions | |
| USD 405,302 | |
| 30% female | |



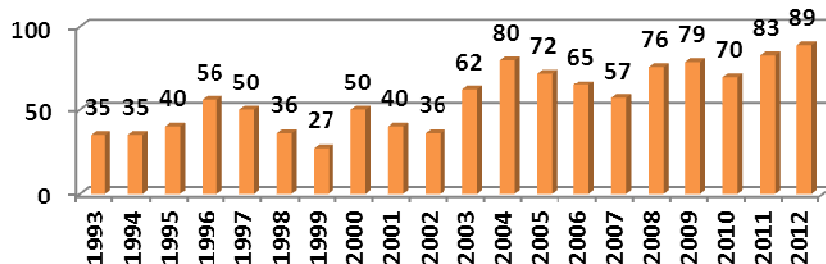
DAFI students during the mission from the education unit, December 2012

Protection environment

There were 16,000 refugees in Ghana in 2012. During the year, UNHCR pursued local integration opportunities for more than 10,000 Liberians in West Africa, including some 4,000 in Ghana.

The process of cessation of refugee status for Liberian, Togolese and Rwandan refugees and the pursuit of durable solutions for some 10,000 Ivorian refugees will be the principal challenges facing UNHCR in Ghana in 2013.

Ghana - Number of Students



Operational Highlights and Developments

Tertiary education is generally expensive in Ghana. Universities also charge foreign students higher fees, ranging from 50 to 150% of fees paid by local students. UNHCR and its partner undertook advocacy efforts in 2012 and are expected to yield results in 2013, hopefully resulting in lower fees.

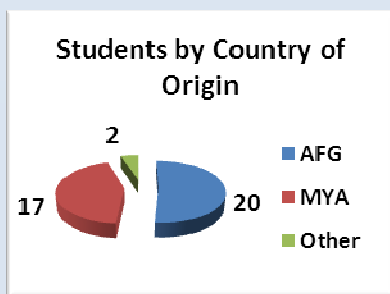
Both past and current students organized themselves to mark UNHCR's 16 days Campaign against Violence against Women, with Girls Empowerment Seminars in all 4 refugee camps. It was an opportunity for scholars to contribute back to their communities by reaching out to girls in upper primary, where they gave talks, counseled and shared their personal experience with younger students. It was a moment of encouragement for the young girls to know that despite the challenges of the refugee situation they can also make it to the University level.

Students benefited from training in financial management during which they were encouraged to save and extend some support to their communities. As a result of this training and with the aim of encouraging girls in the refugee camps not to drop out of school, members of the DAFI club raised funds among themselves to support a young female refugee student from Togo to continue in secondary school.

| Course of Study | Female | Male | Grand Total |
|---|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 15 | 21 | 36 |
| HU: Humanities | 7 | 9 | 16 |
| MC: Mathematics & Computer Science | | 8 | 8 |
| CO: Mass Communication & Documenta | 2 | 5 | 7 |
| TT: Education Science & Teacher Trainin | 2 | 5 | 7 |
| SS: Social & Behavioral Science | | 6 | 6 |
| AF: Agriculture, Forestry & Fishery | | 3 | 3 |
| MH: Medical Science & Health Related | 1 | 1 | 2 |
| NS: Natural Science | | 2 | 2 |
| AP: Architecture & Town Planning | | 1 | 1 |
| EN: Engineering | | 1 | 1 |
| TOTAL | 27 | 62 | 89 |

India

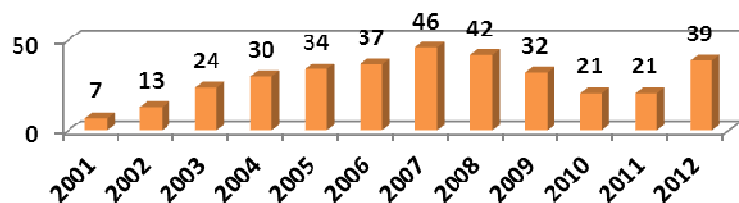
| | |
|--------------------|------------|
| 39 students | Don Bosco |
| 6 graduates | USD 55,214 |
| 16 HE institutions | |
| 49% female | |



Protection environment

India has not acceded to the 1951 Refugee Convention or its 1976 Protocol and has not promulgated national refugee legislation. India has been providing protection and humanitarian assistance directly to nearly 100,000 Tibetans and 100,000 Sri Lankan refugees. In addition, as of 31 December 2012, there were 18,491 refugees registered with UNHCR in India. The majority of them are from Afghanistan (52%) and Myanmar (42 %) and there are smaller groups from Somalia (4%) and other countries. The government of India allows refugees and asylum-seekers access to public healthcare, education and the national legal system. However, lack of awareness of the local systems and limited language skills sometimes constitute barriers to effective access. UNHCR works in close cooperation with its Implementing Partners (IPs) to improve protection delivery through a holistic set of programmes.

India - Number of students



Operational Highlights and Developments

Access to universities remains costly for foreigners who are charged higher fees than nationals. Distance learning is often the preferred option for students who prefer to secure jobs while studying or for Afghan women who prefer to study at home.

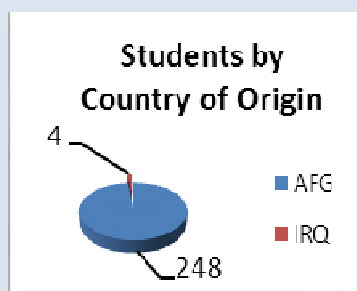
Pending the full implementation of the new policy on long stay visas and work permits, refugees and asylum-seekers may avail of work opportunities in the informal sector which employs 93% of Indians. UNHCR's partner provides job placement support. Five DAFI alumni working as accountants/teachers were invited to interact with current scholars at a DAFI workshop, a very successful initiative.

Sensitisation of community leaders regarding the significance of the DAFI programme and the need for students to succeed helped in creating a supportive environment for students to persevere despite all odds.

| Course of Study | Female | Male | Grand Total |
|---------------------------------|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 11 | 12 | 23 |
| HU: Humanities | 8 | 5 | 13 |
| NS: Natural Science | | 2 | 2 |
| SS: Social & Behavioral Science | | 1 | 1 |
| TOTAL | 19 | 20 | 39 |

Iran

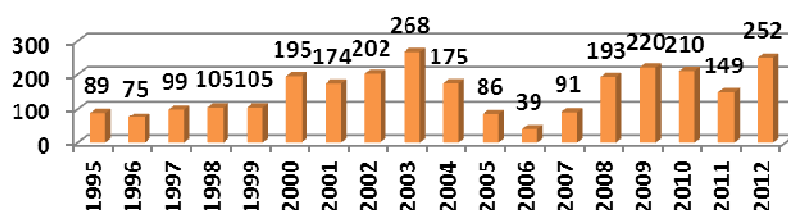
| | |
|---------------------|--------------|
| 252 students | UNHCR Tehran |
| 62 graduates | USD 292,187 |
| 139 HE institutions | |
| 60% female | |



Protection environment

The Islamic Republic of Iran is a signatory to the 1951 Refugee Convention and its 1967 Protocol. The Islamic Republic of Iran continues to host one of the largest protracted refugee populations and the single largest urban refugee population in the world, with an estimated registered 840,158 Afghan and 42,501 Iraqi refugees. More than 97% of these refugees are residing in urban areas whereas only less than 3% of them live in 18 settlements. The authorities of Iran have stated their intention to offer to refugees registered in the country to consider the voluntary exchange of their Amayesh cards (which indicate refugee status), for documents allowing temporary residence status as an alternative stay arrangement. These stay arrangements would accord additional rights, freedoms and benefits to temporary resident status holders, particularly with regard to mobility and employment.

Iran - Number of Students



Operational Highlights and Developments

Registered refugee students are largely integrated into the Iranian education system, benefiting from a quality system with certification in place. Admissions to tertiary education programmes are highly competitive and university seats are offered based on the National Entrance Examination. Students come from both refugee settlements and urban areas.

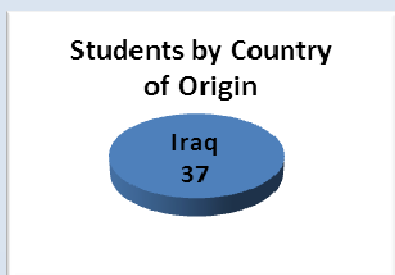
Workshops for DAFI students are regularly organised to encourage networking activities, share information and facilitate experience sharing. A one-day workshop was held in November 2012 in the UNHCR Tehran office, covering two main topics, namely CV and proposal writing.

As socio-economic conditions continue to be challenging for refugees, the DAFI programme provided a unique opportunity for families who could otherwise not afford to support access to higher education for their children.

| Course of Study | Female | Male | Grand Total |
|--|------------|------------|-------------|
| EN: Engineering | 13 | 29 | 42 |
| CB: Commercial & Business Admin | 27 | 12 | 39 |
| MH: Medical Science & Health Related | 25 | 11 | 36 |
| NS: Natural Science | 19 | 12 | 31 |
| MC: Mathematics & Computer Science | 15 | 7 | 22 |
| LA: Law | 12 | 7 | 19 |
| AF: Agriculture, Forestry & Fishery | 11 | 6 | 17 |
| HU: Humanities | 7 | 6 | 13 |
| AP: Architecture & Town Planning | 5 | 5 | 10 |
| CO: Mass Communication & Documentation | 8 | 1 | 9 |
| SS: Social & Behavioral Science | 8 | 1 | 9 |
| TT: Education Science & Teacher Training | 1 | 2 | 3 |
| FA: Fine & Applied Arts | 1 | | 1 |
| ST: Service Trades | | 1 | 1 |
| TOTAL | 152 | 100 | 252 |

Jordan

| | |
|-------------------|----------------------------|
| 37 students | Noor Al-Hussein Foundation |
| 9 graduates | |
| 4 HE institutions | USD 271,869 |
| 57% female | |

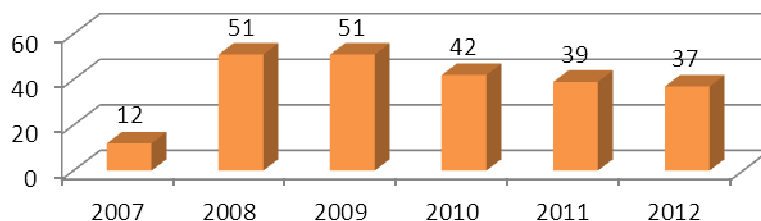


Protection environment

Jordan is not a signatory to 1951 UN Convention and 1967 Protocol. The protection environment in Jordan remained stable despite the large influx of Syrian refugees in 2012. While the numbers of Syrians assisted by UNHCR rose to almost 119,000 people, the number of assisted Iraqi refugees fell by 13 per cent from 33,700 to 27,800 at the end of 2012.

UNHCR strengthened its operational response to the evolving situation with more staff and reinforced its field presence outside of Amman.

Jordan - Number of Students



Operational Highlights and Developments

In 2012, 26 students were enrolled in the German Jordanian University, and 5 were studying in Germany in 2012 to complete their studies.

DAFI students continued to excel in the field of ICT and Robotics, and special emphasis was put on competition and linkages between IT and robotics.

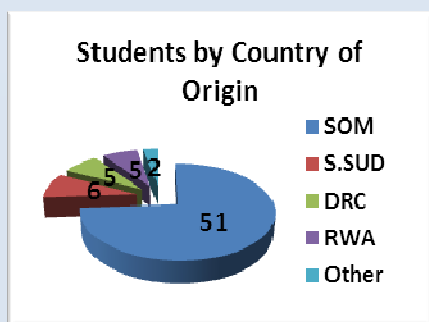
DAFI female and male students participated in several trainings, conferences and competitions linked to their graduation projects in the field of robotics and IT. Their contributions were valued and highly appreciated. A student also completed an internship in Morocco.

DAFI students continued to organize social events and maintain a very dynamic network. A brochure presenting achievements of the DAFI programme in Jordan was published by UNHCR's partner.

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|-----------|-----------|-------------|
| AP: Architecture & Town Planning | 9 | 4 | 13 |
| EN: Engineering | 2 | 11 | 13 |
| MH: Medical Science & Health Related | 5 | 1 | 6 |
| MC: Mathematics & Computer Science | 5 | | 5 |
| TOTAL | 21 | 16 | 37 |

Kenya

| | |
|--------------------|--------------------|
| 69 students | Windle Trust Kenya |
| 22 graduates | USD186,739 |
| 12 HE institutions | |
| 28% female | |



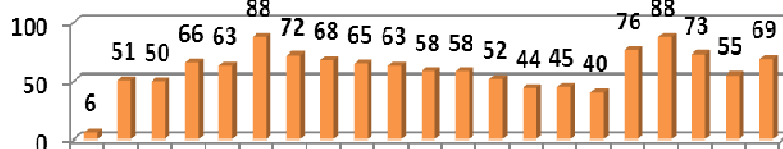
DAFI Students Association in Kenya

Protection environment

Kenya is a signatory state to the 1951 Refugee Convention and the 1967 Protocol. The main groups of people of concern to UNHCR in Kenya in 2012 were: Somali refugees from South-Central Somalia, who fled civil war, violence and famine between 1992 and 2011, and who are hosted mainly in Dadaab and Kakuma; and South Sudanese asylum-seekers and refugees fleeing conflict and violence, the second largest group of persons of concern in Kakuma.

The education sector recorded an increase in total enrolment of nearly 30 per cent in Kakuma and almost 25 per cent in Dadaab, yielding a total primary school enrolment rate of some 17,300 children in Kakuma and over 80.400 in Dadaab.

Kenya - Number of Students



Operational Highlights and Developments

The demand for higher education remains high in Kakuma and Dadaab camps, as well as in urban areas. Almost a thousand refugee students completed secondary education in 2012.

The refugee camps experienced increased insecurity. This situation limited free travel of DAFI scholars between the camps and campuses to undertake internships or to renew their movement passes. The government and UNHCR addressed these protection issues.

In October 2012, Kenyatta university opened the first ever campus next to a refugee camp worldwide, a unique opportunity for refugees who wish to access higher education not having to leave the camp.

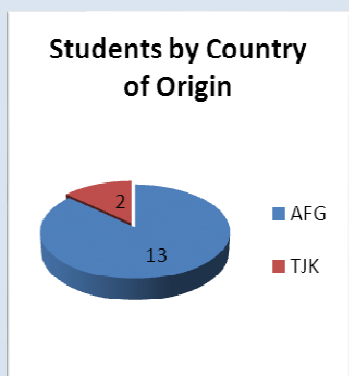
DAFI graduates of Somali origin are increasingly securing jobs in safe pockets of Somalia. Fifteen fresh graduates found jobs in various parts of Somalia. This implies a great likelihood of more graduates returning to Somalia to participate in rebuilding and reconstruction.

In May 2012, UNHCR and its partner Windle Trust Kenya organized a festivity to celebrate the 20th Anniversary of the DAFI programme. In order to celebrate this special event a movie was produced by the DAFI Club Kenya highlighting the importance of higher education in times of crises.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| SS: Social & Behavioral Science | 8 | 17 | 25 |
| CB: Commercial & Business Admin | 4 | 14 | 18 |
| MC: Mathematics & Computer Science | 1 | 7 | 8 |
| TT: Education Science & Teacher Training | 1 | 7 | 8 |
| CO: Mass Communication & Documentation | 2 | 1 | 3 |
| MH: Medical Science & Health Related | 2 | | 2 |
| OP: Other Programmes | | 2 | 2 |
| AF: Agriculture, Forestry & Fishery | | 1 | 1 |
| HE: Home Economics (Domestic Science) | | 1 | 1 |
| LA: Law | 1 | | 1 |
| TOTAL | 19 | 50 | 69 |

Kyrgyzstan

| | |
|-------------------|------------|
| 15 students | Sezim |
| 3 graduates | USD 17,953 |
| 6 HE institutions | |
| 53% female | |

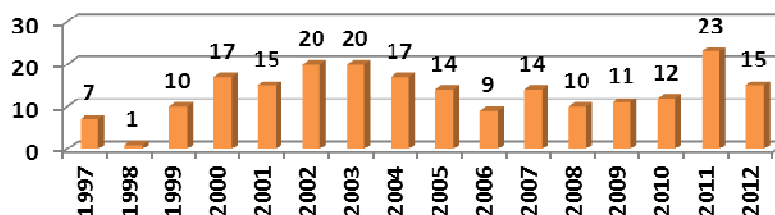


Protection environment

Kyrgyzstan, a signatory state to the 1951 UN Convention and the 1967 Protocol, hosts more than 4,900 refugees. UNHCR continued its efforts to maintain asylum space and protect refugees and asylum-seekers, with a special focus on State refugee status determination (RSD) structures, reception centres, capacity building among government stakeholders and advocacy with decision-makers.

In addition to its IDP programmes, UNHCR continued to implement protection and assistance activities for sustainable reintegration of returnees.

Kyrgyzstan - Number of Students



Operational Highlights and Developments

In 2012, DAFI students benefitted from a two-day Leadership Skills Development training organized by UNHCR and its partner with an aim to mobilize the refugee community to explore successful integration of young refugees and asylum seekers into the host community. The training was combined with another workshop on Social Project Development during which participants gained experience in teamwork, joint project development, promotion of ideas and interests of their communities.

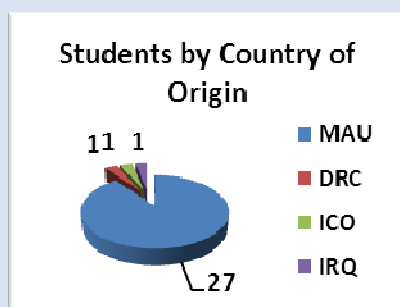
10 DAFI scholarship students were involved in a training on Forum-Theater Teaching Methods for refugee youth. They later took an active part in celebration of the World Refugee Day and International Children's Day, organizing short interactive theater performances and team games for the refugees and asylum-seeker children.

As a result of the above mentioned training, a Refugee Youth Initiative Group was established and information awareness campaigns were conducted in four schools of Bishkek city. These activities were part of 16-day international campaign against gender violence under the slogan of "Developing tolerance among the younger generation".

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|----------|----------|-------------|
| SS: Social & Behavioral Science | 3 | 2 | 5 |
| CB: Commercial & Business Admin | 2 | 2 | 4 |
| MH: Medical Science & Health Related | 1 | 1 | 2 |
| CO: Mass Communication & Document | 1 | | 1 |
| HU: Humanities | 1 | | 1 |
| MC: Mathematics & Computer Science | | 1 | 1 |
| NS: Natural Science | | 1 | 1 |
| TOTAL | 8 | 7 | 15 |

Mauritania

| | |
|------------------|------------|
| 30 students | ACTIONS |
| 10 graduates | USD 74,293 |
| 1 HE institution | |
| 37% female | |

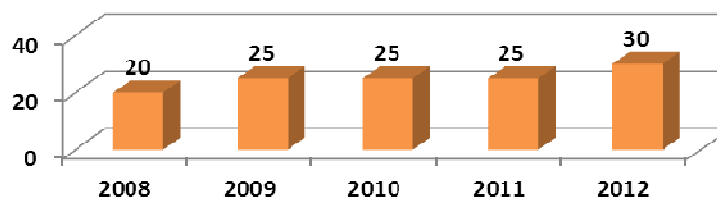


Protection environment

The year 2012 saw the completion of the voluntary repatriation and reintegration of Mauritanian refugees from Senegal. Nearly 25,000 Mauritanian refugees have been assisted to return home since the operation began in 2008.

UNHCR's operation in Mauritania underwent drastic changes in 2012 with the influx of Malian refugees fleeing violence in their country. In coordination with the Mauritanian Government, UNHCR set up a refugee camp in Mbera, in the region of Hodh el Charghi, some 60 km from the border. With the completion of individual registration, the Malian refugee population in Mbera Camp totaled some 54,000 at the end of 2012.

Mauritania - Number of students



Operational Highlights and Developments

In 2012, the DAFI programme was originally set up in 2008 to support the reintegration process of Mauritanian students. Returnees from Senegal live in precarious conditions and the DAFI scholarship is a unique opportunity for them to access higher education. UNHCR's partner ensures linkages between the DAFI programme and secondary education.

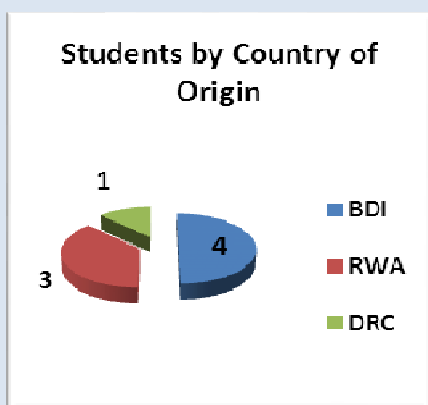
6 graduates got admitted in European universities to continue their studies.

The DAFI Club is extremely active and organized awareness raising sessions on gender based violence (GBV) and entrepreneurship. Students have access to an IT lab to facilitate their academic studies. They also receive support in Arabic language.

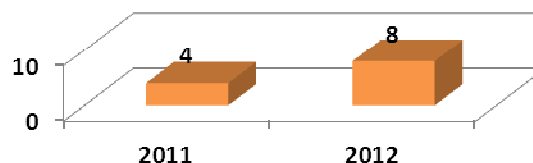
| Course of Study | Female | Male | Grand Total |
|--------------------------------------|----------|-----------|-------------|
| HU: Humanities | 2 | 7 | 9 |
| LA: Law | 1 | 6 | 7 |
| MH: Medical Science & Health Related | 3 | 2 | 5 |
| NS: Natural Science | | 5 | 5 |
| SS: Social & Behavioral Science | 2 | 1 | 3 |
| AF: Agriculture, Forestry & Fishery | | 1 | 1 |
| TOTAL | 8 | 22 | 30 |

Mozambique

| | |
|-------------------|--------------|
| 8 students | UNHCR Maputo |
| 0 graduate | |
| 4 HE institutions | USD 18,992 |
| 50% female | |



Mozambique - Number of Students



Operational Highlights and Developments

DAFI scholarships have improved the lives of students from vulnerable families to further their studies. Most of the students are undertaking professional courses such as medicine, law and computer science which are in demand in the job market. Once graduated, these students will be able to compete for jobs at equal footing with nationals.

The Operation in 2012 continued to support education as means of facilitating local integration of refugees.

Protection environment

Mozambique is a signatory state to the 1951 UN Convention and the 1967 Protocol.

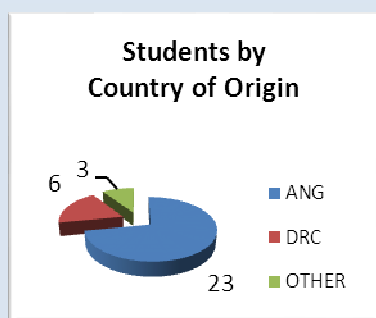
Some positive steps have been taken in the management of mixed-migration movements in Mozambique such as signing of the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families. The majority of the refugee population in Mozambique remains camp-based.

In 2012, there were 4,398 refugees registered with UNHCR and some 8,200 asylum seekers.

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|----------|----------|-------------|
| MC: Mathematics & Computer Science | 1 | 2 | 3 |
| MH: Medical Science & Health Related | 1 | 2 | 3 |
| AP: Architecture & Town Planning | 1 | | 1 |
| LA: Law | 1 | | 1 |
| TOTAL | 4 | 4 | 8 |

Namibia

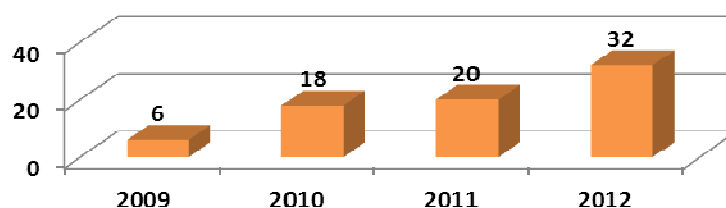
| | |
|-------------------|----------------|
| 32 students | UNHCR Windhoek |
| 9 graduates | USD268,020 |
| 2 HE institutions | |
| 47% female | |



Protection environment

At the beginning of 2012 Namibia hosted nearly 7000 refugees and asylum-seekers, mainly in the Osire settlement. Some 62 per cent of them were from Angola, 29 per cent from the DRC and the remainder from Burundi, Rwanda and other African countries. Through the Angolan solutions strategy, nearly 3,000 Angolans returned home during 2012 with the assistance of UNHCR, the Government of Namibia and partners. UNHCR has been supporting the Government to establish a policy on local integration for the residual Angolan population. The Government of Namibia continued to provide financial support, mainly in the areas of health and education.

Namibia - Number of Students



Operational Highlights and Developments

All refugees have unhindered access to study at two tertiary institutions of higher learning recognized by UNHCR and the DAFI programme. Both the University of Namibia (UNAM) and the Polytechnic of Namibia registers refugees on an equal basis to nationals. The Polytechnic of Namibia has representation on the DAFI Selection Committee and this serves as a bridge between the institution, UNHCR and prospective students who would like to continue their education with this institution.

A comprehensive programme was set up to celebrate the 20th Anniversary of the DAFI programme, with the generous support of the Embassy of Germany. Students and their communities planted a tree at Osire Secondary school – the DAFI Tree of Life (picture). A special event providing career guidance to Grade 10, 11 and 12 students was also organized by DAFI Club members, to share experiences and discuss future opportunities in higher learning with institutions in Namibia.

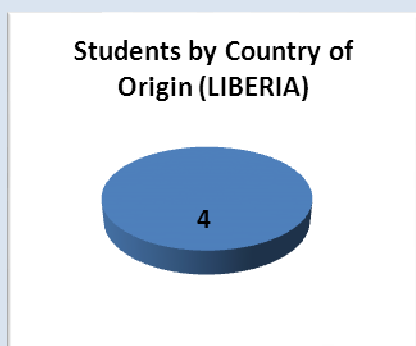
With the significant reduction in the number of refugees residing in Namibia, UNHCR and the Government reviewed the phase-out strategy that would lead to the latter assuming full responsibility for refugee protection and assistance by 2014. This would include a gradual phase-out of the DAFI programme.



| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 8 | 2 | 10 |
| OP: Other Programmes | 3 | 5 | 8 |
| MC: Mathematics & Computer Science | 1 | 5 | 6 |
| EN: Engineering | 1 | 4 | 5 |
| TT: Education Science & Teacher Training | 2 | | 2 |
| MH: Medical Science & Health Related | | 1 | 1 |
| TOTAL | 15 | 17 | 32 |

Nigeria

| | |
|---|---|
| 4 students 2 graduates 1 HE institution | JDPC (Justice, Development and Peace Commission) USD 9,039 |
| 25% female | |

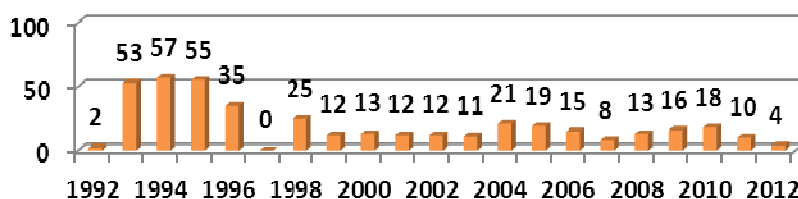


Protection environment

In Nigeria, UNHCR provided protection to some 8,800 refugees and asylum-seekers, a figure which went down to some 4,200 with the application of the cessation clause for Liberian refugees. Only some 170 Liberian refugees expressed the desire to repatriate and they were assisted to do so.

Kidnappings in some parts of West Africa, in particular the Sahel region, and bombings in Nigeria made an already difficult working environment even more challenging. In addition to political instability, the region also suffered from very bad weather. Unprecedented floods affected 33 of Nigeria's 36 States and displaced more than 2 million people.

Nigeria - Number of Students



Operational Highlights and Developments

Beneficiaries from the DAFI project are refugee students from the rural and urban areas of Nigeria. While refugees manage to graduate from secondary schools, they often face financial constraints to continue their studies at higher levels.

The relationship with the university where the DAFI scholars were enrolled was very cordial due to the regular visitation and monitoring of the students on campus.

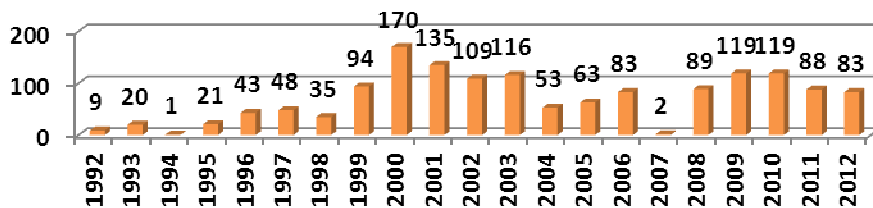
Two DAFI scholars found internships before their final year in the universities though without stipend. They were however able to gain practical experience in their field of studies. Entrepreneurship training is seen as a support toward making a living, given the high unemployment rate in Nigeria.

| Course of Study | Female | Male | Grand Total |
|-------------------------------------|--------|------|-------------|
| AF: Agriculture, Forestry & Fishery | | 1 | 1 |
| CB: Commercial & Business Admin | | 1 | 1 |
| EN: Engineering | | 1 | 1 |
| SS: Social & Behavioral Science | 1 | | 1 |
| TOTAL | 1 | 3 | 4 |

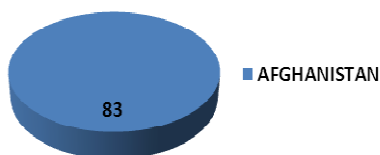
Pakistan

| | |
|--------------------|-----------------|
| 83 students | UNHCR Islamabad |
| 20 graduates | USD 48,139 |
| 32 HE institutions | |
| 24% female | |

Pakistan - Number of Students



Students by Country of Origin



Operational Highlights and Developments

Pakistani universities are increasingly attractive to Afghan students. All beneficiaries of the DAFI programme in Pakistan are Afghans who hold a valid Proof of Registration card. No other scholarship programme is available for refugees.

The DAFI programme remains extremely popular, with several hundreds of applications received from refugees enrolled in various universities in the country.

Academic progression for students is monitored through quarterly reports provided by the universities. The students' network is quite strong not yet formal in Afghanistan. UNHCR is seeking to enhance cross-border collaboration to share more information on employment opportunities.

Many graduates return to Afghanistan with assistance from UNHCR and find jobs. It is more difficult for women though, who are competing on the local job market.

Protection environment

In 2012, UNHCR's main populations of concern were some 1.6 million Afghan refugees, mostly originating from Afghanistan's eastern and southern regions bordering Pakistan. There are also refugees from other nationalities in urban areas.

UNHCR continued to advocate for Pakistan's accession to the 1951 Refugee Convention and adoption of national asylum legislation.

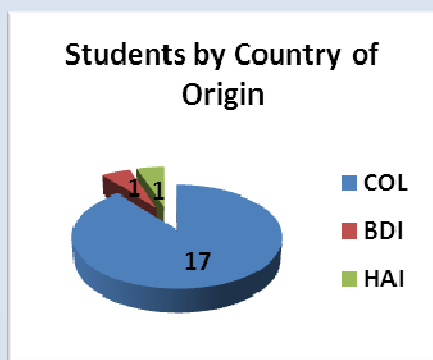
A multi-year Solutions Strategy for Afghan Refugees to support voluntary repatriation, sustainable integration and assistance to host countries (2012-2014) was adopted by the Governments of Afghanistan, the Islamic Republic of Iran and Pakistan, in May 2012

UNHCR facilitated the voluntary repatriation of some 80,000 Afghan refugees.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 8 | 16 | 24 |
| AF: Agriculture, Forestry & Fishery | | 21 | 21 |
| MC: Mathematics & Computer Science | 2 | 14 | 17 |
| NS: Natural Science | 6 | 7 | 13 |
| SS: Social & Behavioral Science | 1 | 2 | 3 |
| CO: Mass Communication & Documentation | | 2 | 2 |
| MH: Medical Science & Health Related | | 2 | 2 |
| OP: Other Programmes | 2 | | 2 |
| TOTAL | 19 | 64 | 83 |

Panama

| | |
|-------------------|---|
| 19 students | VIDA (Vicariato de Darién – Pastoral de Movilidad Humana) |
| 0 graduate | |
| 7 HE institutions | |
| | USD 51,574 |
| 37% female | |

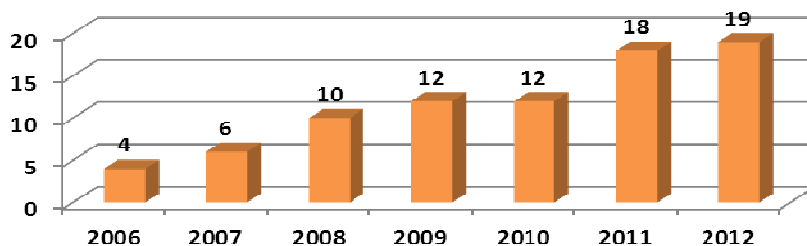


Protection environment

There were 17,429 refugees in Panama.

In 2012, UNHCR supported the implementation of the 2011 law permitting the regularization of some 863 refugees, mainly Colombians living in the province of Darién, who had lived under a Temporary Humanitarian Protection Regime (THP) for 10 years. This measure will enable them to integrate locally.

Panama - Number of Students



Operational Highlights and Developments

In 2012, the programme provided students with good opportunities for integration, while developing their personal and professional skills and capacity to achieve a better future.

Pastoral de Movilidad Humana promoted an agreement between Vicariato Del Darien (VIDA) and the Hebrew Immigrants Society (HIAS). This agreement enhanced psychosocial support through Workshops on Human Promotion, monitoring visits and psychological interviews.

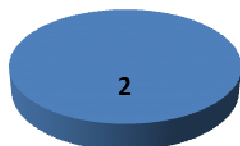
In 2012, HIAS also promoted a new strategy focusing on participatory assessment, allowing students to better define their needs and propose initiatives to facilitate their academic, psychosocial and local integration process.

| Course of Study | Female | Male | Grand Total |
|-------------------------------------|----------|-----------|-------------|
| CB: Commercial & Business Admin | 3 | 5 | 8 |
| HU: Humanities | 3 | 3 | 6 |
| AF: Agriculture, Forestry & Fishery | | 3 | 3 |
| EN: Engineering | | 1 | 1 |
| SS: Social & Behavioral Science | 1 | | 1 |
| TOTAL | 7 | 12 | 19 |

Papua New Guinea

| | |
|---|---|
| 2 students 1 graduate 2 HE institutions | Diocese of Daru And Kiunga (DDK) USD 7,871 |
| 50% female | |

Students by Country of Origin (Indonesia)

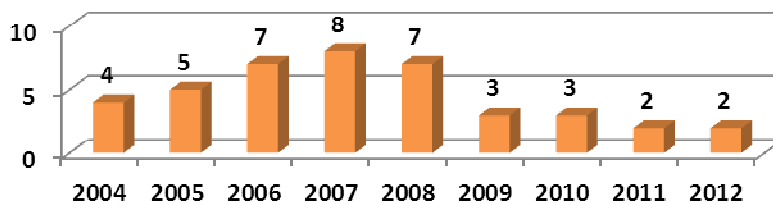


Protection environment

Papua New Guinea is a signatory state to the 1951 UN Convention and the 1967 Protocol. There has been gradual progress towards improving refugee protection, with a policy submission for the withdrawal of the seven reservations to the 1951 Convention tabled by the National Executive Council, and referred to the new Government for decision. UNHCR supported DPLGA (Department of Provincial and Local Government Affairs) in preparing a policy submission for the reduction of the application fee for citizenship for West Papuan refugees. The policy submission was then shared with key Government counterparts, including ICS for the organization of inter-agency consultations.

In total, there were 9,383 refugees and people in refugee-like situations registered with UNHCR in 2012.

PNG - Number of Students



Operational Highlights and Developments

In In 2012, UNHCR's main focus in 2012 was to improve the protection environment and facilitate durable solutions for all refugees.

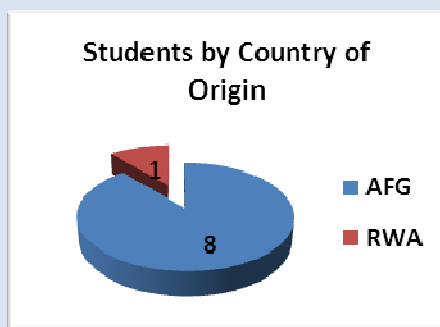
UNHCR mobilized external partners such as the Western Province government, Emergency Architects for Australia, PNG Sustainable Development and OK Tedi to provide support for larger-scale projects in the areas of education, health and community development. Overall, UNHCR continued to play an active role in the PNG UN Country Team, thereby ensuring that refugee issues were incorporated into development strategies and planning.

As DAFI programme is phasing out in PNG, the remaining students will be exiting in 2014, with programme management taken over by RO Canberra

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|--------|------|-------------|
| MH: Medical Science & Health Related | | 1 | 1 |
| SS: Social & Behavioral Science | 1 | | 1 |
| TOTAL | 1 | 1 | 2 |

Russia

| | |
|-------------------|--------------|
| 9 students | UNHCR Moscow |
| 3 graduates | USD 13,530 |
| 9 HE institutions | |
| 78% female | |

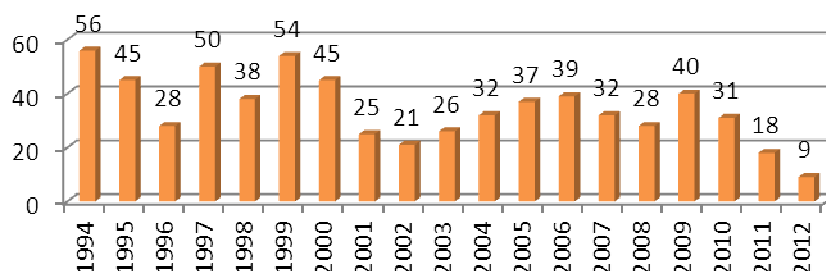


Protection environment

The Russian Federation is a signatory state to the 1951 UN Convention and the 1967 Protocol. In 2012 UNHCR continued to focus on improving asylum systems, including the quality and consistency of procedures, reception conditions and the use of detention, among other aspects.

Despite the planned adoption of a new Law on Refugees in 2014, several amendments were made to the existing law to grant refugee status for an indefinite period of time instead of the initial three-year deadline. In total, 1,269 refugees were registered with UNHCR in 2012.

Russia- Number of Students



Operational Highlights and Developments

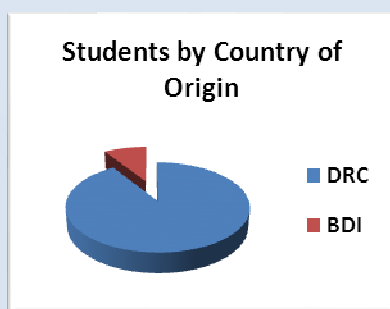
In 2012, UNHCR Moscow continued its cooperation with the Moscow Department of Education in organizing studies for the adolescents graduating from Grades 11 of secondary school. The University Teachers' training College #4 and Moscow College of Light Industry #5, the oldest of its kind in Moscow, continued to cover the tuition fees for two DAFI students.

At the end of November 2012, BO Moscow and the local NGO, "Perekrestok", conducted a DAFI meeting for current and ex-DAFI students. The meeting was dedicated to the prevention of HIV/AIDS and integration of the young people into Russian society. Twenty three current and former students participated in this workshop and discussed problems of youth in the Moscow region. Representatives of UNHCR and mass media (radio "Russia") were invited to the workshop. A correspondent obtained an interview from DAFI students for her monthly radio broadcast.

| Course of Study | Female | Male | Grand Total |
|--|----------|----------|-------------|
| LA: Law | 2 | | 2 |
| ST: Service Trades | 1 | 1 | 2 |
| TT: Education Science & Teacher Training | 2 | | 2 |
| CB: Commercial & Business Admin | | 1 | 1 |
| CO: Mass Communication & Documentation | 1 | | 1 |
| MH: Medical Science & Health Related | 1 | | 1 |
| TOTAL | 7 | 2 | 9 |

Rwanda

| | |
|-------------------|-------------|
| 134 students | BO Kigali |
| 52 graduates | USD 185,058 |
| 8 HE institutions | |
| 37% female | |



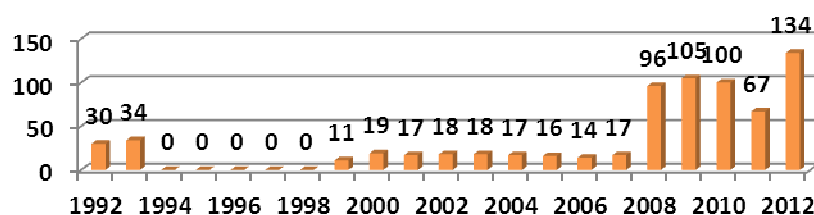
Protection environment

The main populations of concern in 2012 were: DRC refugees, who fled to Rwanda to escape conflict in the Kivus region in eastern DRC in the 1990s, and another group of DRC refugees who fled renewed armed conflict in their country in 2012; and Rwandan returnees, who fled Rwanda during the civil war in the 1990s and have since returned home, mainly from the DRC but also from neighbouring countries.

UNHCR protected and assisted some 58,000 refugees and 1,500 asylum-seekers, mostly from the Democratic Republic of the Congo (DRC), including some 20,000 new arrivals who had fled the eastern DRC in 2012.

UNHCR assisted more than 10,700 Rwandan returnees (mostly returning from the DRC) with initial reintegration assistance, including reception and transportation to their places of origin in Rwanda.

Rwanda - Number of Students



Operational Highlights and Developments

In 2012, the vast majority of new students were enrolled within the National University of Rwanda in Butare. The decrease in the number of academic institutions in which DAFI students are enrolled allows UNHCR to interact with universities and students in a more regular and systematic manner, including streamlined monitoring and guidance functions.

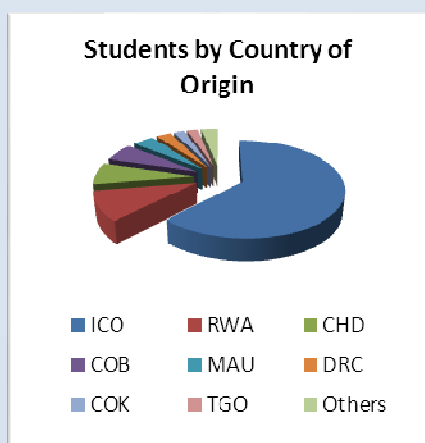
DAFI students report that they adapt generally well to the university environment, although some students experience medical and psychosocial challenges. Advice and guidance are given during meetings and individually on a case-by-case basis.

DAFI students, like many of their national counterparts, face challenges in finding internships during their studies and employment once they have graduated. Some DAFI alumni students work as teachers in schools located in the refugee camps and some have found employment in the public/private sector in Rwanda. Although refugees are allowed to work in Rwanda according to national law, it is hard for refugees to compete in the job market with nationals. Despite employment difficulties, all students state that they have greatly benefited from the DAFI programme, as it provides them with the general preconditions to access livelihoods opportunities, as well as lifeskills that facilitate them in the search for durable solutions.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 19 | 30 | 49 |
| MH: Medical Science & Health Related | 12 | 15 | 27 |
| SS: Social & Behavioral Science | 6 | 15 | 21 |
| FA: Fine & Applied Arts | 9 | 6 | 15 |
| AF: Agriculture, Forestry & Fishery | 2 | 6 | 8 |
| EN: Engineering | 1 | 3 | 4 |
| MC: Mathematics & Computer Science | | 4 | 4 |
| NS: Natural Science | 1 | 2 | 3 |
| LA: Law | | 2 | 2 |
| TT: Education Science & Teacher Training | | 1 | 1 |
| TOTAL | 50 | 84 | 134 |

Senegal

| | |
|--------------------|-------------|
| 98 students | OFADEC |
| 29 graduates | USD 338,210 |
| 10 HE institutions | |
| 23% female | |



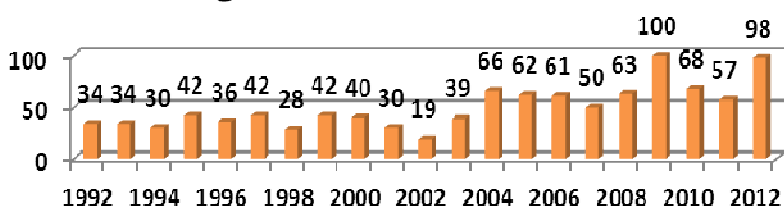
Protection environment

By the end of 2012, UNHCR was providing protection and assistance to some 884,000 people of concern in West Africa.

UNHCR implemented a comprehensive strategy in 2012 to assist refugees in protracted situations in the region. For instance, it assisted in the voluntary repatriation of some 2,736 Mauritians in Senegal.

Mali's political turmoil triggered huge waves of displacement inside Mali and in West Africa, compelling the organization to redirect its human and financial resources to respond to the emergency.

Senegal - Number of Students



Operational Highlights and Developments

The DAFI programme in Senegal covers the francophone sub-region. In Senegal, the national refugee law grants refugees the same right to work as nationals, and the constitution guarantees the right to work to all. Refugees from the region can also benefit from the ECOWAS legal framework, however recognition of previous academic certificates may present an issue.

Students are often willing to continue their studies to a Masters level to be more competitive on the job market. Despite a challenging socio-economic environment, refugees find jobs locally or feel better equipped to return home. In 2012, DAFI students participated in two days to encourage networking activities and integration of new students.

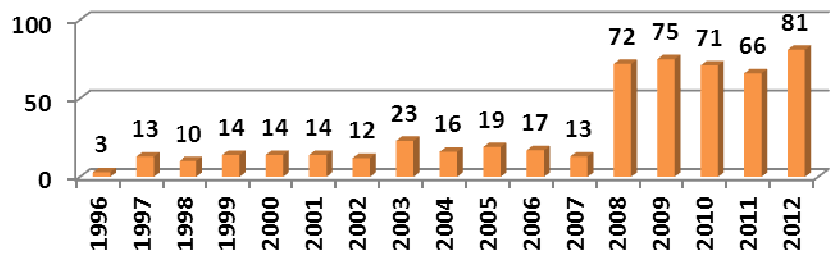
The DAFI selection committee is composed of a wide range of representatives from the refugee community and the academic and local civil society. Linkages with the private sector have been strengthened through the participation of a new member from a private company. Collaboration with universities is strong, with several institutions having granted discounted fees for refugee students.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 12 | 39 | 51 |
| LA: Law | 7 | 22 | 29 |
| MC: Mathematics & Computer Science | | 10 | 10 |
| SS: Social & Behavioral Science | 3 | | 3 |
| AP: Architecture & Town Planning | | 1 | 1 |
| EN: Engineering | | 1 | 1 |
| MH: Medical Science & Health Related | 1 | | 1 |
| NS: Natural Science | | 1 | 1 |
| TT: Education Science & Teacher Training | | 1 | 1 |
| TOTAL | 23 | 75 | 98 |

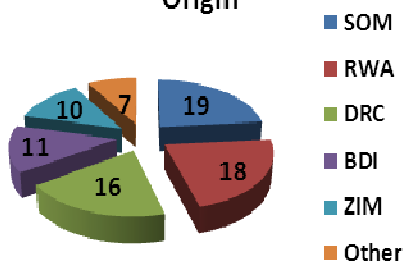
South Africa

| | |
|--------------------|----------------|
| 81 students | UNHCR Pretoria |
| 20 graduates | USD 352,734 |
| 19 HE institutions | |
| 48% female | |

South Africa - Number of Students



Students by Country of Origin



Operational Highlights and Developments

Refugees enjoy freedom of movement, the right to work, the right to attend school and access to public health care facilities. However, they face many challenges in trying to access these facilities as they are perceived to be competing for resources with nationals. The majority of refugees and asylum seekers live under difficult conditions due to lack of employment. The DAFI programme therefore remains a crucial opportunity to access university and find qualified jobs.

As demonstrated by the compilation of alumni stories published by UNHCR, DAFI is a pathway to livelihood and empowerment.

Given the size of the DAFI programme in South Africa, 3 alumni networks exist: in Cape Town, Durban and Pretoria / Johannesburg.

The DAFI 20th anniversary was celebrated by two events in South Africa: a reception at the German's Ambassador's residence in Pretoria; and a Scholars' Gala Dinner with the students, UNHCR, representatives of the German Embassy and university officials organized by the Cape Town Alumni network.

Protection environment

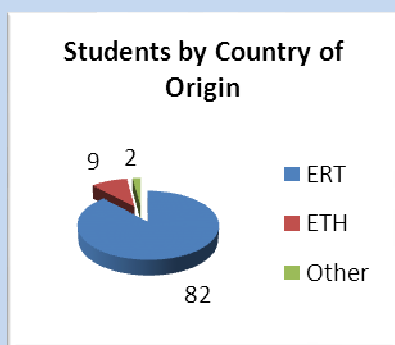
There were 295,800 refugees and asylum seekers in South Africa, out of which 10% assisted by UNHCR.

Since 2008, South Africa has received growing numbers of asylum applications, with the majority of applicants originating from Zimbabwe, Ethiopia, Somalia, and the Democratic Republic of the Congo (DRC). In 2012, UNHCR helped 34 people to repatriate voluntarily, mostly to Burundi and the DRC. Voluntary repatriation was promoted in the context of the invocation of cessation clauses for Angolans and Rwandans, but there was little interest among these groups, most of whose members preferred to remain in South Africa and apply for alternative status.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| MH: Medical Science & Health Related | 18 | 7 | 25 |
| CB: Commercial & Business Admin | 10 | 11 | 21 |
| EN: Engineering | 4 | 8 | 12 |
| CO: Mass Communication & Documentation | 2 | 2 | 4 |
| MC: Mathematics & Computer Science | 1 | 3 | 4 |
| NS: Natural Science | 2 | 1 | 3 |
| SS: Social & Behavioral Science | | 3 | 3 |
| FA: Fine & Applied Arts | 1 | 1 | 2 |
| OP: Other Programmes | | 2 | 2 |
| ST: Service Trades | | 2 | 2 |
| AP: Architecture & Town Planning | | 1 | 1 |
| HE: Home Economics (Domestic Science) | 1 | | 1 |
| TT: Education Science & Teacher Training | | 1 | 1 |
| TOTAL | 39 | 42 | 81 |

Sudan

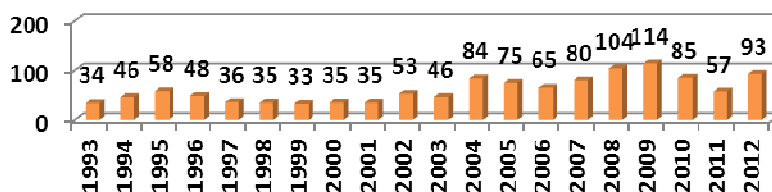
| | |
|--------------------|-------------------------------|
| 93 students* | Windle Trust International |
| 15 graduates | |
| 13 HE institutions | USD 138,196 |
| 70% female | |



Protection environment

In 2012, UNHCR's main populations of concern were Eritrean refugees (112,300), the majority of whom are hosted in camps in the eastern part of the country, with some living in a protracted situation for up to 40 years. Despite a difficult operational environment in eastern Sudan, self-reliance interventions under the Transitional Solutions Initiative (TSI) raised income levels. The construction of new schools and the recruitment of new teachers improved education prospects.

Sudan- Number of Students



Operational Highlights and Developments

In 2012, 48 students participated in a one day Workshop on Refugee Rights and Refugee Law. The Commissioner for Refugees Office (COR) participated by presenting a paper on the issue and by facilitating the workshop and addressing students' concerns and queries. This had a positive impact on the wider knowledge of the refugees about their rights. As a result of the workshop the students elected 6 members, of whom 4 were females, to represent the students as focal points. COR agreed that they would fully support the committee and work closely with them to resolve issues related to refugee students.

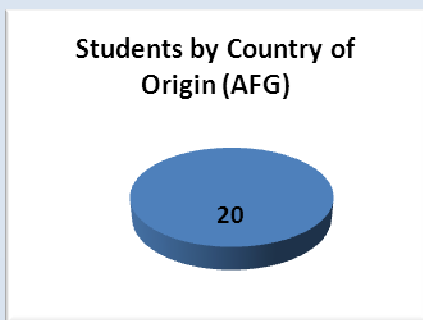
Graduates still face difficulties in accessing employment due to the complex and expensive process to get a work permit. Linkages with COR and advocacy efforts have been strengthened to help address this problem.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| MH: Medical Science & Health Related | 29 | 3 | 32 |
| CB: Commercial & Business Admin | 13 | 4 | 17 |
| SS: Social & Behavioral Science | 11 | 1 | 12 |
| EN: Engineering | | 9 | 9 |
| MC: Mathematics & Computer Science | 4 | 2 | 6 |
| NS: Natural Science | 1 | 5 | 6 |
| AF: Agriculture, Forestry & Fishery | 3 | 1 | 4 |
| TT: Education Science & Teacher Training | 4 | | 4 |
| HU: Humanities | | 3 | 3 |
| TOTAL | 65 | 28 | 93 |

* 13 students graduated in 2012 but did not receive financial support

Tajikistan

| | |
|--------------------|---|
| 20 students | RCVC (Refugee Children & Vulnerable Citizens) |
| No graduate | |
| 12 HE institutions | USD30,361 |
| 60% female | |

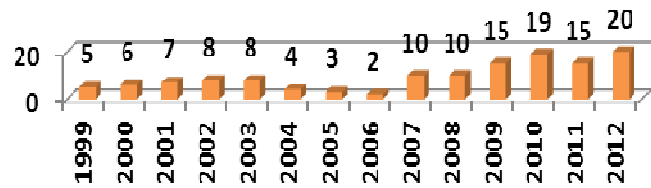


DAFI Club: Latifa and her English class in Vahdat.

Protection environment

The Republic of Tajikistan continues to host the largest population of refugees and asylum-seekers (2,249 refugees and 2139 asylum seekers, mainly Afghans) in Central Asia. In 2012, UNHCR and the local authorities completed a comprehensive verification and profiling exercise of the refugee population in the country.

Tajikistan - Number of Students



Operational Highlights and Developments

DAFI students actively participated in Y-PEER activities, a youth volunteer initiative implemented by UNFPA, to gain opportunities to work with Tajik students, to improve social integration and to develop a deeper understanding of one another's problems and challenges.

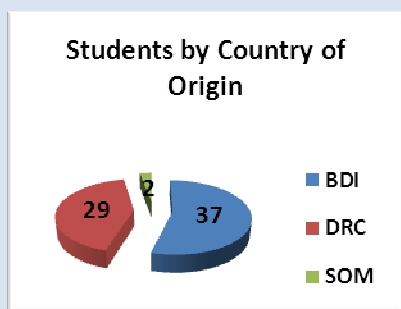
Two of the current DAFI students are teaching English classes at RCVC language centers and one of the students is working as a volunteer for a local hospital. Their examples serve as a role model for other refugee students to further their education, particularly female students thus promoting girls' education.

All DAFI students were invited by the German Ambassador along with the Ambassador of Afghanistan, representatives of DAAD and UNHCR and the Director of «Refugee Assistance» project, to a dinner which was an occasion to share their success stories.

| Course of Study | Female | Male | Grand Total |
|--|-----------|----------|-------------|
| MH: Medical Science & Health Related | 9 | 2 | 11 |
| CB: Commercial & Business Admin | 1 | 1 | 2 |
| EN: Engineering | | 2 | 2 |
| AP: Architecture & Town Planning | | 1 | 1 |
| HE: Home Economics (Domestic Science) | 1 | | 1 |
| LA: Law | | 1 | 1 |
| ST: Service Trades | | 1 | 1 |
| TT: Education Science & Teacher Training | 1 | | 1 |
| TOTAL | 12 | 8 | 20 |

Tanzania

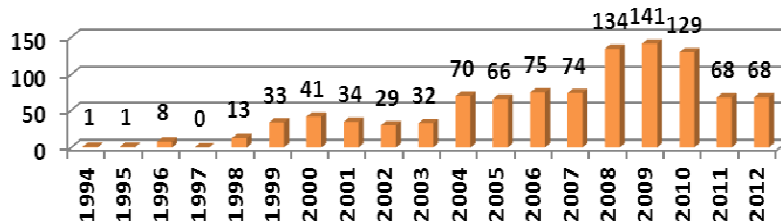
| | |
|--------------------|--|
| 68 students | REDES0 (Relief to Development Society) |
| 16 graduates | |
| 22 HE institutions | |
| USD 158,238 | |
| 18% female | |



Protection environment

UNHCR's main populations of concern in Tanzania are refugees from DRC and Burundi who fled conflicts in the 1990s and newly naturalized Tanzanians (some 162,000 Burundian refugees who were naturalized in April 2010 and are now awaiting local integration). UNHCR and its partners protected and assisted some 67,000 refugees (mainly from the DRC) in Nyarugusu Camp. More than 35,000 Burundian refugees living in Mtibila Camp repatriated voluntarily in 2012. The fate of more than 162,000 newly naturalized Tanzanians, i.e. former Burundian refugees from the Old Settlements, remained uncertain with the integration process still on hold, leaving these former refugees in legal and socio-economic limbo.

Tanzania - Number of Students



Operational Highlights and Developments

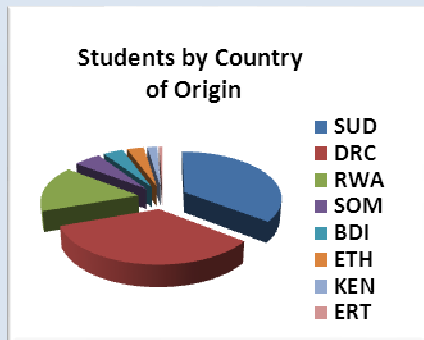
In 2012, efforts were undertaken to try and increase female access to university. This included sensitization sessions conducted by former DAFI female graduates as role models in the refugee communities. DAFISOTA Club members also encouraged secondary pupils, and especially female candidates to study hard with the purpose of joining universities. Measures to encourage more girls to join university start at lower grades. Strategies to promote girls' education and opportunities are included in the protection strategies for girls and women in other sectors such as child protection, SGBV, Education, gender and development.

DAFI Programme in Tanzania has been successful due to the fact that some DAFI graduates have gained employment in the Government and in NGOs. Some of those include Burundian teachers who possess Tanzania school certificates. All DAFI students also benefitted from certified training on Entrepreneurship Awareness and Personal Development.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| TT: Education Science & Teacher Training | 9 | 31 | 40 |
| CB: Commercial & Business Admin | 1 | 9 | 10 |
| AF: Agriculture, Forestry & Fishery | 1 | 4 | 5 |
| SS: Social & Behavioral Science | | 5 | 5 |
| AP: Architecture & Town Planning | | 3 | 3 |
| MH: Medical Science & Health Related | | 3 | 3 |
| HU: Humanities | 1 | | 1 |
| LA: Law | | 1 | 1 |
| TOTAL | 12 | 56 | 68 |

Uganda

| | |
|--------------------|------------------------|
| 158 students | Windle Trust Uganda |
| 52 graduates | |
| 12 HE institutions | USD 317,187 |
| 37% female | |

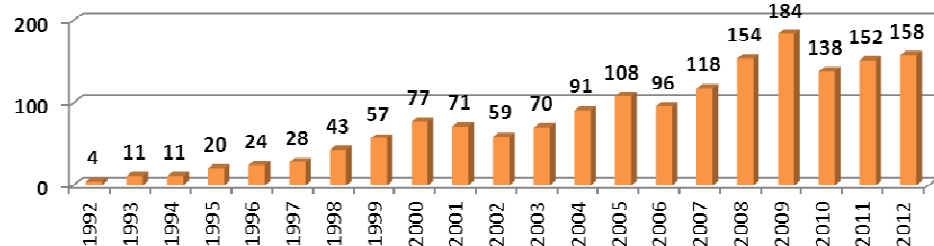


Protection environment

Uganda, a Signatory to 1951 UN Convention and 1967 Protocol, is host to 225,000 refugees and asylum seekers. The main groups of people of concern to UNHCR in Uganda in 2012 were: Congolese refugees and asylum-seekers who fled the conflicts in North Kivu and Province Orientale of the Democratic Republic of the Congo (DRC) and make up the majority of people of concern to UNHCR in Uganda; Somali refugees arriving over the last two decades, with a substantial increase in new arrivals since 2006; Rwandan refugees and asylum-seekers, and South Sudanese refugees, including those who fled Sudan prior to the creation of South Sudan as well as recent arrivals from South Sudan (Jonglei state).

More than 2,000 South Sudanese and Rwandan refugees repatriated voluntarily.

Uganda - Number of Students



Operational Highlights and Developments

The number of refugees from the Democratic Republic of Congo increased since 2011. Yet students from DRC continue to face challenges to access university. Their academic documents must be translated; they can only go to private universities, as the National Examination Board lacks equation criteria to equate their diploma to national qualifications, and most of those who studied outside of Uganda need pre-university English language courses to be able to follow an academic higher education course.

DAFI scholars helped in sensitization seminars in the settlements to encourage girls to stay in school from primary to secondary level, and to excel in their studies.

A workshop on CV writing skills and job applications was organized for graduating students. Students benefitted from a seminar entitled "University Lifestyles: Taking Charge of Your Personal and Professional Future".

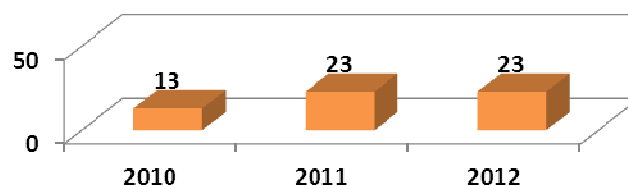
The DAFI programme remains successful, with several dozens of graduates succeeding in getting qualified jobs in Uganda, and many former scholars successfully reintegrating in South Sudan.

| Course of Study | Female | Male | Grand Total |
|--|-----------|------------|-------------|
| SS: Social & Behavioral Science | 23 | 32 | 55 |
| CB: Commercial & Business Admin | 22 | 16 | 38 |
| MH: Medical Science & Health Related | 7 | 11 | 18 |
| MC: Mathematics & Computer Science | 2 | 16 | 18 |
| TT: Education Science & Teacher Training | 2 | 9 | 11 |
| EN: Engineering | 1 | 4 | 5 |
| AF: Agriculture, Forestry & Fishery | | 3 | 3 |
| AP: Architecture & Town Planning | | 2 | 2 |
| FA: Fine & Applied Arts | | 2 | 2 |
| OP: Other Programmes | 1 | 5 | 6 |
| TOTAL | 58 | 100 | 158 |

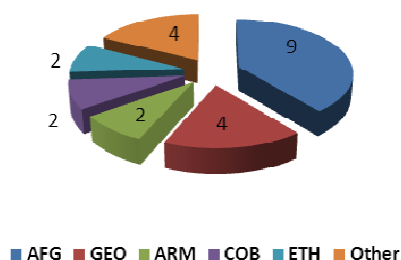
Ukraine

| | |
|--------------------|------------|
| 23 students | UNHCR Kyiv |
| No graduate | USD 83,383 |
| 19 HE institutions | |
| 61% female | |

Ukraine - Number of Students



Students by Country of Origin



Protection environment

The Regional Office in Kyiv covers Belarus, the Republic of Moldova and Ukraine. In Ukraine, the ongoing reorganization of the State Migration Service prompted UNHCR to undertake direct protection interventions and assistance. New legislation adopted by Parliament and the introduction of complementary protection allowed many previously rejected asylum-seekers to reapply, leading to a significant increase in the number of new applicants. There were 2,000 refugees in Ukraine and more than 5,000 asylum seekers. Majority of refugees in the region are from Afghanistan, African countries and CIS Region.

Operational Highlights and Developments

Vulnerable families face difficulties meeting basic needs and are not in a position to support higher education for their children. With the DAFI programme, UNHCR managed to reach out to a very diverse group of refugees from different backgrounds who would not have had access to higher education otherwise such as single-headed households, girls from communities where education for girls remains often not prioritized, etc.

Linking the DAFI implementation with an EU-funded project in local integration has enabled maximizing the effect of the assistance provided under the both projects. In Moldova, UNHCR established cooperation with one private and two state universities at which UNHCR applicants will be enrolled at rates equal to those for Ukrainian nationals.

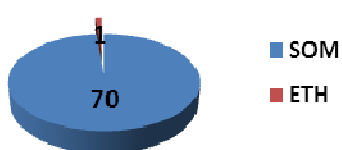
Three students, who are newly naturalized refugees, succeeded in securing government-sponsored tuition-free enrolment to the universities and required assistance only with allowance for expenses associated with studying. One female Afghan student pursuing a degree in Law chose to have her summer internship with an NGO providing legal assistance to refugees and asylum-seekers.

| Course of Study | Female | Male | Grand Total |
|--|-----------|----------|-------------|
| MH: Medical Science & Health Related | 3 | 3 | 6 |
| OP: Other Programmes | 2 | 3 | 5 |
| LA: Law | 3 | 1 | 4 |
| CB: Commercial & Business Admin | 2 | | 2 |
| HU: Humanities | 2 | | 2 |
| CO: Mass Communication & Documentation | 1 | | 1 |
| FA: Fine & Applied Arts | 1 | | 1 |
| SS: Social & Behavioral Science | | 1 | 1 |
| TT: Education Science & Teacher Training | | 1 | 1 |
| TOTAL | 14 | 9 | 23 |

Yemen

| | |
|-------------------|--------------------------|
| 71 students | Save the Children Sweden |
| 10 graduates | |
| 9 HE institutions | |
| USD 196,200 | |
| 38% female | |

Students by Country of Origin



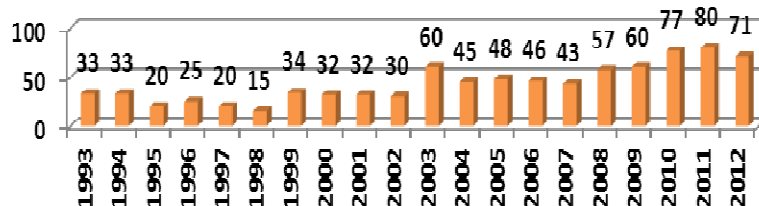
DAFI Students Graduation ceremony

Protection environment

Yemen, a Signatory to 1951 UN Convention and 1967 Protocol, hosted 237,182 refugees in 2012, with Somalis making up 95 per cent of the caseload. Somalis are granted prima facie refugee status, while UNHCR conducts refugee status determination (RSD) for other nationalities.

More than 103,000 refugees and migrants arrived from the Horn of Africa in 2011 and another 80,000 vulnerable people having entered Yemen so far in 2012, with numbers continuing to grow.

Yemen - Number of Students



Operational Highlights and Developments

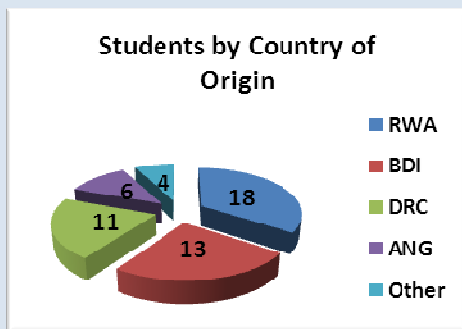
In 2012, several events were organised on the occasion of the 20th Anniversary of the DAFI scholarship programme. The DAFI Union assisted and took part in several locally relevant Youth Initiatives in order to increase the visibility of the DAFI Students' Union. The Union also organized seminars and street activities to raise awareness on education. They also ensured information was disseminated to younger students on the procedures to access university and apply for a scholarship. A DAFI Magazine was published focusing on health and education related topics and a DAFI Union sports team was established. Students are also involved in information sessions on drug awareness and provide guidance for newly arrived refugees.

At least six students who graduated in 2012 have found employment in NGOs, as well as in a private health clinic in Yemen. Students from camps, located in remote areas where limited livelihood opportunities exist, continue to be encouraged to further their education.

| Course of Study | Female | Male | Grand Total |
|--------------------------------------|-----------|-----------|-------------|
| CB: Commercial & Business Admin | 12 | 25 | 37 |
| MH: Medical Science & Health Related | 8 | 2 | 10 |
| MC: Mathematics & Computer Science | 2 | 6 | 8 |
| CO: Mass Communication & Documentati | 1 | 6 | 7 |
| SS: Social & Behavioral Science | 3 | 1 | 4 |
| LA: Law | | 3 | 3 |
| AP: Architecture & Town Planning | 1 | | 1 |
| EN: Engineering | | 1 | 1 |
| TOTAL | 27 | 44 | 71 |

Zambia

| | |
|--------------------|--|
| 52 students | AAH (Action Africa Help International) |
| 8 graduates | |
| 14 HE institutions | |
| | USD 176,638 |
| 31% female | |

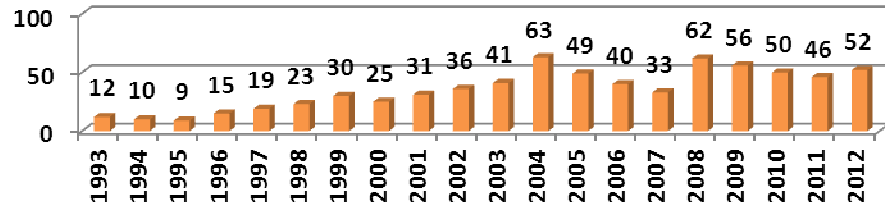


Protection environment

Some 50,000 persons of concern live in Zambia, most in the refugee settlements of Meheba and Mayukwayuka. They originate mainly from Angola, the DRC, Rwanda and Somalia. Around 70 per cent of those living in the settlements make a living from farming and cattle herding and are not dependent on food aid. Unrest in the DRC in 2012 drove more than 2,500 Congolese to seek refuge in Zambia.

As follow-up to its pledge at the Geneva ministerial meeting in December 2011 to integrate 10,000 Angolan refugees on its soil, the Government of Zambia published the criteria for local integration and began processing residence permits for this group. In addition, local-integration activities for Angolans were launched.

Zambia - Number of Students



Operational Highlights and Developments

UNHCR sought to increase the number of Angolans benefitting from DAFI in order to support their local integration. However, the number of qualified applicants remained low, due to limited access to secondary education, so subsequent low numbers of refugee graduates.

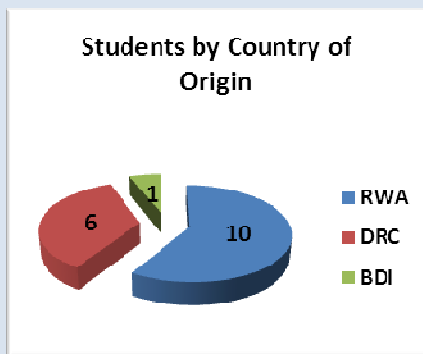
Over the years, DAFI graduates have been able to receive residence permits when holding qualifications in demand on the job market. In 2012, emphasis was placed on recruiting students in the School of Education as teachers are in demand in Zambia.

Quarterly meetings were conducted, which provided a forum for students to exchange topics for discussion such as SGBV and HIV, with the aim of awareness raising.

| Course of Study | Female | Male | Grand Total |
|--|-----------|-----------|-------------|
| TT: Education Science & Teacher Training | 3 | 9 | 12 |
| NS: Natural Science | 4 | 5 | 9 |
| MH: Medical Science & Health Related | 4 | 4 | 8 |
| CB: Commercial & Business Admin | 1 | 6 | 7 |
| SS: Social & Behavioral Science | 2 | 4 | 6 |
| HE: Home Economics (Domestic Science) | 2 | 1 | 3 |
| EN: Engineering | | 2 | 2 |
| OP: Other Programmes | 1 | 4 | 5 |
| TOTAL | 17 | 35 | 52 |

Zimbabwe

| | |
|-------------------|--------------|
| 17 students | UNHCR Harare |
| 1 graduate | USD 55,168 |
| 5 HE institutions | |
| 53% female | |

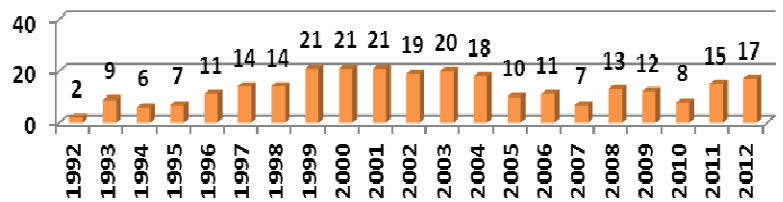


Protection environment

In 2012, Zimbabwe sheltered nearly 7,000 refugees and asylum-seekers, mostly in Tongogara Camp, along with others in urban areas. The majority originate from Burundi, the DRC and Rwanda. More than 6,000 arrivals in mixed-migratory flows were recorded in 2012, mainly from the DRC, Ethiopia and Somalia.

There is a strict encampment policy in place for refugees in Zimbabwe. Employment permits are required, through a long process, for refugees to engage in employment.

Zimbabwe - Number of Students



Operational Highlights and Developments

Several measures have been put in place to improve students' academic success this year and to keep close contacts with graduating students. DAFI students, in collaboration with UNHCR's office, have set up a weekly consultation to strengthen network and academic counseling. In addition, universities have made their facilities available to cater for students facing specific language difficulties.

UNHCR also advocated for students to access residence at the campus to ensure that students learn effectively and avoid having to commute to their respective colleges on a daily basis.

Because of the state of the economy and the Zimbabwean policy on refugee employment, it has been difficult to successfully ensure job placements for graduating DAFI students. Some students have been able to secure employment/internship on their own. Some of UNHCR's translators are also former DAFI scholars.

The number of students graduating from secondary education and qualifying for tertiary education is increasing each year. In Zimbabwe, the DAFI programme is the only tertiary level sponsorship available for refugee students as the host government can only provide support up to secondary education through in collaboration with UNHCR.

| Course of Study | Female | Male | Grand Total |
|--|----------|----------|-------------|
| HU: Humanities | 4 | 1 | 5 |
| AF: Agriculture, Forestry & Fishery | | 3 | 3 |
| CB: Commercial & Business Admin | 2 | 1 | 3 |
| SS: Social & Behavioral Science | 1 | 2 | 3 |
| CO: Mass Communication & Documentation | 1 | 1 | 2 |
| MH: Medical Science & Health Related | 1 | | 1 |
| TOTAL | 9 | 8 | 17 |



HIGHLIGHTS OF 2012

The Achievements of DAFI scholars were reported from 39 countries in 2012. This year, UNHCR invested considerable effort in collecting stories and testimonials from former students around the world.

The results of the programme should be reviewed against DAFI's initial programme objectives established in 1992:

- To achieve self-reliance of the sponsored students and their families and empower them to find gainful and qualified employment;
- To develop qualified human resources in order to contribute to the reconstruction of the country of origin upon repatriation;
- To contribute to the development of the refugee - and host - community;
- To facilitate integration into the host country, temporary or permanent, through university qualification and improved access to the labor market;
- To provide role models for refugee students in primary and secondary schools and particularly encourage female students.

In this year's report, the highlighted areas of impact are community-based protection⁹ and durable solutions.

This section also provides a description of initiatives taken in 2012 to celebrate the 20th anniversary of the programme worldwide.

⁹ Community-Based Protection puts the capacities, agency, rights and dignity of persons of concern at the centre of programming. It generates more effective and sustainable protection outcomes by identifying protection gaps through consultation and strengthening local resources and capacity.

IMPACT OF THE PROGRAMME

Strengthening community-based protection

A community-based approach to protection, both at the strategic level and in UNHCR's day-to-day work in any operation, is essential to provide effective solutions that address protection gaps. DAFI students bring a wealth of resources – practical skills and knowledge – that can play a significant role in contributing to community-based protection.

In 2012, the results of UNHCR's Age, Gender and Diversity accountability exercise showed that more needed to be done to ensure women's meaningful participation in all aspects of decision-making affecting them, their families and communities. Financial, cultural and other obstacles – including a lack of education and training – often preclude women from doing so. DAFI female students are therefore at the heart of their communities, spearheading the efforts towards women's participation. Many male and female graduates have become agents of change in their community, helping to alter traditional views on the roles of men and women in partnership, family and society at large.

“My sisters got married when I was away. If I were here, I wouldn't agree with this decision. Why? Because they have a right to be educated and not only being housewives. I have seen very intelligent women in the city. Some of my lectures were female professors.” Joshua, a refugee from Burundi in Tanzania



Abdulrahman Farh, who studied Business Management, is currently working with an inclusive education programme in Aden, Yemen. ©UNHCR Photo.

UNHCR’s approach to sexual and gender-based violence (SGBV) prevention places significant emphasis on the active engagement of men and boys in strengthening communities-based prevention. The extensive involvement of DAFI male and female students in SGBV prevention initiatives in Ghana, Cameroon, Benin, Uganda, Tanzania, Mauritania and Kyrgyzstan is now becoming systematic.

Increased participation of students in education programmes, through voluntary teaching, as in Tanzania, has proven to be beneficial in encouraging boys and girls to continue their studies.



DAFI Scholars in Ghana, with children in procession through Ampain Refugee Camp. . ©CCG Ghana.

As DAFI students become young professionals they directly contribute to refugee protection, be it as teachers, or even as UNHCR staff, as shown by the number of UNHCR colleagues in countries such as South Sudan and Burundi. A recent addition to the UNHCR team in Chad includes a former student who graduated in Kenya:



“My temporary assignment contract as Associate External Relations/PI officer in N’Djamena Chad is a solid foundation in my career path and a springboard for competing in the job market. This is evident that education makes refugees stand out in the society they live as it restores their dignity by providing them employment opportunity, socio-economic integration, hence making them capable to contributing in the society both in the country of asylum and when they return back home.” David Bulambo, who fled DRC to Kenya where he graduated in 2012

In 2012, when UNHCR commissioned livelihood surveys in Kenya and Iran, DAFI students became involved and were trained as enumerators. Refugee students often represent their communities in various community events and sharing common concerns and initiatives with young people from their host countries. In Russia and Sudan, DAFI students contributed to refugee protection and law, participating in dedicated workshops like in Sudan or as guests in an annual radio talk show in Russia.

Contributing to solutions

The DAFI scholarship programme goes well beyond providing individual opportunities. Several key elements directly or indirectly help refugees find solutions.

The ultimate aim of refugee protection is to secure lasting solutions to refugee situations. Lasting solutions may be achieved by returning to a home country (voluntary repatriation), by settling permanently in the country where the refugee has found protection (local integration) or by relocating to a third country which offers the refugee permanent residence (resettlement).

“The DAFI programme changes the life of youths. It makes them feel that they can do something for community after they thought they meant nothing and their presence or absence was the same.” Hadeel, a refugee from Iraq, studies Medical Sciences and health related studies

When DAFI students have a chance to integrate into the job market, or even have pathways to local integration, they demonstrate the huge difference they can make. In Uganda, graduates from 2012 in fields such as radiography, advert design and statistics already have found jobs in the private or non-profit sector. Dozens of Burundian students who have studied educational sciences at teacher training colleges have been hired in Tanzanian public and private schools.

"I train traditional midwives to work professionally to reduce the mortality rate among women at and after birth, as Yemen is one of the countries with the highest rate of maternal death. I am happy in my work because now I can provide Yemeni people with this important service as they treated me and my family as any Yemeni citizen without any discrimination." Khadra, a Somali refugee living in Yemen

The DAFI programme provides UNHCR with a opportunity to engage with Ministries of Education and universities in a unique way. University leaders, often influential figures in political life, praise refugees for their remarkable achievements. The DAFI programme is seen by many as an opportunity to reach beyond their university's traditional geographic and cultural boundaries. This has led to generous offers to facilitate students' registration, provide specific services and reduce or cancel tuition fees, as in Armenia, chad or Cameroon to name a few. It is a win-win situation, not only for the university and students, but for employers and the society as well who can benefit from a wider pool of qualified graduates.

Scholars play a pivotal role in changing the negative image frequently associated with refugees. In Cameroon, Ghana, and Yemen, the publication of students' magazines and newsletters contribute to disseminating the skills that refugees can offer. There is a strong potential to link tertiary education with the promotion of social integration for refugees. Too often, employers are not aware of refugees' right to work when granted for example.



DAFI Magazine launched by students in Cameroon, December 2012

Southern Sudanese populations who have been educated in Uganda, Kenya and Ethiopia are eager to return home and have become some of the few medical doctors, female members of the parliament, and economists in banks in newly born South Sudan. In Somalia, graduates are striving to help their countries by working in the private sector, but are also finding jobs with NGOs and UN agencies. For many refugee populations, repatriation is not possible because of continuing conflict in their country of origin, localized persistent violence, damaged and destroyed markets and infrastructure, and limited access to basic services and livelihoods. Despite these adverse conditions, many graduates return to these challenging places with a strong will to contribute to their societies in countries including Somalia, South Sudan, Afghanistan, and Liberia.

“Given my achievements and that of many other DAFI beneficiaries around the world, I can argue that Education is the best investment for a refugee as it enhances his or her choices for repatriation, resettlement or local integration.”
William Nyanakpe Tarr, Liberian refugee, studied Development Planning in Ghana and Germany

“To involve refugees’ own priorities in finding solutions to their problems, UNHCR has stated that ‘mobility’ can play an important role in achieving durable solutions for refugees, and has begun to explore the potential for migration channels to contribute to durable solutions” (*The state of the World’s Refugees. In Search of Solidarity*, UNHCR, 2012). The qualifications and skills acquired by DAFI students have often enabled them to continue their studies or find jobs in a third country, following personal initiatives outside of UNHCR’s resettlement process.

Celebrating DAFI 20th Anniversary

The DAFI scholarship programme celebrated its 20th Anniversary in 2012. A series of events took place in Geneva and in the field to raise awareness on the impacts of the programme worldwide. Media and communications activities included production of leaflets and posters, and increased visibility online and in the social media.

The exhibition “Seeds of Hope”¹⁰ was prepared, thanks to the support of dozens of DAFI partners and students worldwide who contributed their stories and pictures. Sponsored young students across the globe testified that tertiary education had helped them sustain meaningful livelihoods and provided support to refugee communities.

The exhibition was displayed for a week at the United Nations Office in Geneva (Palais des Nations) during UNHCR’s Executive Committee Annual meeting in October 2012. The exhibit was officially opened by the permanent representative of Germany to the UN Office at Geneva, Ambassador Hanns Heinrich Schumacher, and the UN High Commissioner for Refugees, Antonio Guterres, who addressed an audience of EXCOM delegates and NGO representatives.

To coincide with the launch of the exhibition, UNHCR’s Africa Bureau organized a side-event on refugee education. Two refugees, both former DAFI scholars, shared their experience and hopes for the future. The audience, composed of a mix of representatives from

¹⁰ The PDF files of the exhibition is available here: <http://www.unhcr.org/50a3b42f9.html>

embassies, governments and NGOs, was thoroughly moved by their stories. Interestingly, several members of the audience added their own testimonials, as former refugees who had benefitted both from DAFI scholarships or other higher education opportunities and strongly felt the need to contribute back to their societies.



David Bulambo, UN High Commissioner for Refugees Antonio Guterres, Vanessa Kave and Ambassador Hanns Heinrich Schumacher, opening the exhibit. © UNHCR

The exhibition “Seeds of Hope” was subsequently displayed for several days in UNHCR’s main building in Geneva.

To increase the awareness of the positive impact of higher education in refugee situations, DAFI was featured on UNHCR’s intranet and web pages as a spotlight, in English, German and French. Furthermore, a DAFI Facebook Album was created to feature the success stories of DAFI scholarship holders, which became very popular, triggering lots of appreciative comments. The DAFI Facebook page was reactivated and continues to remain quite active.

Thanks to Michael Flowers, a DAFI graduate, the DAFI scholarship blog was merged with the alumni website, refed.org, to enhance awareness and site utilization. It is now possible for DAFI graduates to make their personal achievements as well as their community projects visible.

To advance networking and exchange with other organizations that focus on higher education in emergencies, blog posts were published on various websites: the Higher

Education Development Association (HEDDA), the Inter-Agency Network for Education in Emergencies (INEE) as well as a German network of international students¹¹.

Events that took place in the field, often organised by the students with UNHCR and the German embassy, are reported in the country fact sheets included in this report. Press statements and screen copies are also reproduced in annex.

¹¹ - *The impact of higher education in refugee situations: 20 years of UNHCR scholarships* accessible at <http://www.ineesite.org/en/blog/the-impact-of-higher-education-in-refugee-situations-20-years-of-unhcr-scho>
- *The impact of higher education in refugee situations – 20 years of UNHCR scholarships for refugees*, – accessible at <http://uv-net.uio.no/wpmu/hedda/2012/12/10/thematic-week-the-impact-of-higher-education-in-refugee-situations-20-years-of-unhcr-scholarships-for-refugees/>
Perspektiven für Flüchtlinge durch Hochschulbildung, accessible at <https://nefia.org/Publikation-ad-hoc/ad-hoc-Archiv/Ausgabe-11-Bildungsumwege-Was-bewegt-sich-in-der-globalen>

DAFI management and governance

DAFI programme management

There has been no major change in the structure and management of the programme in 2012¹². The DAFI Scholarship programme is situated in the Division of International Protection (DIP) at UNHCR Headquarters. Global programming and policy functions are centrally managed by two staff members within the Education Unit¹³. Programming functions include operational assessment and planning, annual detailed budget allocation and financial monitoring for each country operation. Technical support, and strategic and policy advice are provided in line with regional and country protection approaches and durable solutions strategies. In 2012, four missions were undertaken to Ethiopia, Cameroon, Senegal, and Ghana. Missions also took place in early 2013 to Rwanda, Pakistan and South Africa.

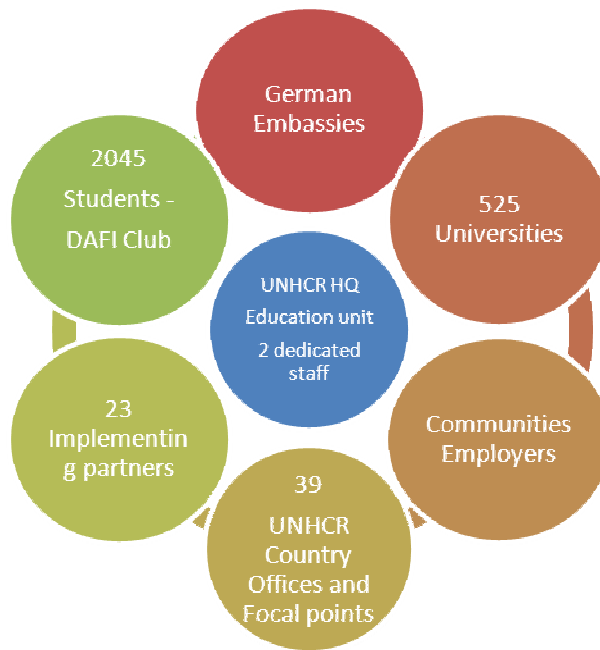
DAFI budgets allocated by operation cover the following detailed lines for students:

- tuition fees
- book supply
- clothing allowance
- transportation, food and accommodation allowances
- research and printing costs

Administrative costs include partner salaries, monitoring, travel and communication costs. UNHCR, or the partner in charge of project implementation, ensures the provision of non-academic support through individual follow-up, student meetings and remote assistance.

¹² Details can be found in the DAFI Guidelines, 2009

¹³ One Education Associate at the G6 UN level, and one Education Officer at the P3 level.



DAFI management and governance

Data and information management were improved by sharing guidance and by ensuring systematic review and crosschecking of statistics for all 39 operations. Improved templates were disseminated to facilitate the review of annual budget allocations and improve the quality of narrative reporting. The DAFI team in HQ also facilitated experience sharing at the regional level across operations, by organising call conferences and sharing good practices.

Fundraising efforts

In addition to the contribution of the federal Government of Germany, UNHCR received earmarked financial support from two private entities, the UNO-Flüchtlingshilfe Stiftung, a German Foundation for UN-Refugee Aid, as well as BASF Stiftung, a Foundation based in Ludwigshafen, Germany.

Efforts are on-going to expand the donor base to respond better to the unmet higher education needs of refugee students. Following the increased visibility provided to the programme in 2012, updated and compelling materials have been produced which will further assist UNHCR in its advocacy efforts.

Financial statement

| | | |
|---|-----|-----------|
| <i>Contribution from the Federal Republic of Germany 2012</i> | EUR | 3,401,000 |
| | | |
| <i>Equivalent in</i> | USD | 4,394,057 |
| | | |
| <i>Total Operational Expenditures</i> | USD | 4,332,716 |
| <i>HQ Administrative and Staff Costs (ABOD)</i> | USD | 377,178 |
| <i>Total Expenditures as of 31/12/2012</i> | USD | 4,709,894 |

DAFI 2012 Annual Report : Financial Statement (2000-2012)

| <i>YEAR</i> | <i>CARRY-OVER</i> | <i>CONTRIBUTION</i> | <i>OTHER INCOME</i> | <i>TOTAL</i> | <i>EXPENDITURE</i> | <i>HQ ADMIN COSTS</i> | <i>TOTAL EXPENDITURES</i> | <i>SHORTFALL/SURPLUS</i> | <i>IMPL. RATE</i> |
|-------------|-------------------|---------------------|---------------------|--------------|--------------------|-----------------------|---------------------------|--------------------------|-------------------|
| 2000 | 75,579 | 1,722,903 | 92,112 | 1,890,594 | 1,929,265 | 174,258 | 2,103,523 | -212,929 | 111% |
| 2001 | - | 1,665,136 | 29,903 | 1,695,039 | 1,984,953 | 193,066 | 2,178,019 | -482,980 | 128% |
| 2002 | - | 1,545,769 | 210,228 | 1,755,997 | 1,572,221 | 199,642 | 1,772,063 | -16,066 | 101% |
| 2003 | - | 2,142,949 | 104,829 | 2,247,778 | 1,846,565 | 227,529 | 2,074,094 | 173,684 | 92% |
| 2004 | 173,684 | 2,134,870 | 50,913 | 2,359,467 | 2,067,205 | 239,043 | 2,306,248 | 53,219 | 98% |
| 2005 | 53,219 | 2,233,653 | 70,146 | 2,357,017 | 2,055,754 | 249,878 | 2,305,632 | 51,386 | 98% |
| 2006 | 51,386 | 2,043,966 | 44,215 | 2,139,568 | 2,028,902 | 201,552 | 2,230,454 | -90,886 | 104% |
| 2007 | - | 2,280,143 | - | 2,280,143 | 2,089,372 | 237,228 | 2,326,600 | -46,457 | 102% |
| 2008 | - | 5,322,157 | - | 5,322,157 | 3,979,549 | 265,700 | 4,245,249 | 1,076,908 | 80% |
| 2009 | 1,076,997 | 5,580,830 | - | 6,657,827 | 5,363,456 | 529,661 | 5,893,117 | 764,710 | 88% |
| 2010 | 764,710 | 4,619,970 | 66,934 | 5,451,614 | 5,447,433 | 299,360 | 5,746,793 | -295,179 | 105% |
| 2011 | | 4,790,141 | 133,333 | 4,923,474 | 4,463,091 | 314,199 | 4,777,289 | 146,184 | 97% |
| 2012 | | 4,394,057 | 200,000 | 4,594,057 | 4,332,716 | 377,178 | 4,709,894 | -115,837 | 103% |

Conclusion and perspectives for 2013

The DAFI programme allowed 2,045 refugees throughout the world to obtain an higher education in 2012. For many refugees, this programme is the only opportunity they have to continue their education.

The increasing enrolment trends for refugees in higher education must not only be maintained, but also must remain consistent. Evidence collected at the individual level (surveys, discussions, feedback) does demonstrate that the objectives of the DAFI programme are achieved and still relevant for refugee youth. A DAFI scholarship is an opportunity that not only changes lives, but which also contributes to social cohesion, promotes mutual respect and understanding, and helps young people become leaders and agents of change.

Specific efforts will be made to get a better understanding of reasons for low female enrolment in some countries. The DAFI team in HQ is closely working with the focal point on girls' education to provide targeted advice and share good practices.

Tertiary education will continue to be part of UNHCR's organisational strategy for education in 2013. The visibility of the DAFI programme has increased in 2012. It is anticipated that the advocacy efforts undertaken to attract more sponsors in 2012 will yield positive results in 2013 and 2014.

Additional support is needed to respond to growing unmet needs for scholarships. Every year, several thousands of applicants receive a negative response to their application. Every year, the cohort of refugees accessing secondary education is slowly, but gradually increasing. These young people must not remain without hope to move higher, to develop more knowledge and skills and to achieve their dreams. Yet additional challenges remain. UNHCR must do more to ensure equitable access to university education for women and men. Furthermore, as the number of scholarships increases, UNHCR must continue to ensure that the excellence of the programme is sustained as it expands. Monitoring will remain strict and more emphasis will be placed on evaluation in the field to obtain a better understanding of how the programme impacts refugees and their communities.

At the request of UNHCR's office in Liberia, an assessment will be carried out in 2013 to look at the possibility of opening a DAFI programme, mainly benefiting Ivorian students. Further, the new programme launched in Chad in 2012 will be expanded. Students assisted in Benin and Papua New Guinea will be supported until their graduation in 2014 and 2015, but no new enrolments will take place as durable solutions have been found for refugees there. Following the crisis in Mali and Syria, the needs of the large numbers of displaced Malian and Syrian students will also be further assessed.

Cross border linkages between UNHCR offices where DAFI is implemented are currently being strengthened. Targeted regions include South Asia, West Africa and the East and Horn of Africa. It is expected that these efforts will further improve the academic successes and professional networks of students with specific attention given towards improving gender parity. Collection of good practices and testimonies from female students will be shared more widely with a view to encourage young women to apply and increase female enrolment in the programme.

To achieve this, UNHCR will expand its partnership with donors and universities, foundations, corporations, governments, non-governmental organizations and multilateral agencies. However, UNHCR will work first with students and refugee communities, listening to their needs and suggestions, and leveraging their contributions to multiply the effects of higher education.

ANNEX

German scholarship helps refugees become class acts

Making a Difference, 23 August 2012



© UNHCR/N.Bose

Thanks to the DAFI programme, Lali is in her first year of a Bachelor's degree in Business Administration. "I am getting so much help and it's making me a stronger person."

NEW DELHI, India, August 23 (UNHCR) – Young, bright-eyed and eager to take on the world: meet Jasmeet Kaur, an Afghan refugee and scholar who is studying to become an accountant.

Back home, the 18-year-old may not have had the same opportunities in a traditional society that exerts enormous pressure on girls to marry young. But she is lucky: "My parents are not educated. It is good that they are supporting me in every way, so that I will be educated," she says.

Jasmeet has spent most of her life in India, where she studied in a government school and has always been an enthusiastic student. Thanks to her hard work, she became one of 39 young refugees in India to be awarded a scholarship under the Albert Einstein German Academic Refugee Initiative (DAFI) this year. Some 350 refugees have been DAFI scholars in India since the program began in 2001.

"I learn once and don't forget," she says, smiling. Her secret? "I make notes and read and then I remember."

Like Jasmeet, many refugees excel in school and are then at loose ends, trying to fund their way through college. The German-funded DAFI scholarships are a lifeline to young refugees eager to further their education. During the current academic year, 20 more DAFI scholarships have been offered. The scholars get a monthly allowance, including for books and tuition fees. This has enabled some of them to get degrees and make something of their lives.

For 21-year-old Lali Nun Pui, the "marketing" training started early. "When I was young, I used to help my parents in their store, selling home-made food in my village," she says. Today, she's a confident young woman in her first year of a Bachelor's degree in Business Administration. With her parents still in Myanmar, she lives alone in Delhi, travelling by the Delhi metro to get to college every day.

"With DAFI, I can study English, I can buy the books I need for college. I am getting so much help and it's making me a stronger person," she says.

The DAFI scholar program is monitored by BOSCO, an implementing partner of UNHCR. Encouraged by UNHCR to do more for their communities, many DAFI scholars are involved in the activities of youth clubs run by this NGO. They help with education campaigns, persuading reluctant parents to send their children to government schools. Some help with tuition classes for refugee children at outreach centres, and all tutor one high school student each. Others help the elderly by visiting and by doing their grocery shopping.

Harveen Singh, 19, is the youngest of five siblings and is in his final year of an honours degree in Commerce at Delhi University. He sees his future in India and, like the rest of his family, has applied for Indian citizenship. "I am like an Indian," he says, looking ahead to a successful career in finance.

The DAFI scholarship is a stepping stone, turning dreams into reality. "I want to work in a big firm and take it even higher. I will prove that I can make a difference," says Jasmeet confidently.

Lali, too, has big plans: "I want to own a large showroom selling ready-made western clothes." Her degree will equip her with the skills necessary to take the first steps towards realising her potential. None of this – not even the dream – would have been possible without her DAFI scholarship.

Nayana Bose in New Delhi, India

DAFI at 20: Two grateful students tell how education helped

Making a Difference, 7 June 2012



© UNHCR

A happy group of Somali DAFI students graduate from their higher education courses.

GENEVA, June 7 (UNHCR) – Since being launched by UNHCR 20 years ago, the DAFI scholarship programme has helped more than 6,000 refugees from countries around the world to pursue life-changing higher education studies. Funded by Germany, DAFI (Albert Einstein German Academic Refugee Initiative) began in 1992 with 220 students from 16 countries. Today, it provides funding support for 1,700 scholars in 39 countries. The graduates have gone on to successful careers, including many who have returned to their countries to play an important role in rebuilding efforts. Those who have benefited from DAFI scholarships include Khadra Abdullah Mohammed from Somalia and Shadrach Saizia Gbokie from Liberia. Khadra was awarded a DAFI scholarship to study midwifery at a health institute in Aden. She graduated in 2010 and now works in south Yemen as a health project officer for Save the Children (UK). Shadrach is a 28-year-old Liberian refugee in her last year of a sociology degree at the University of Ghana in Accra. The two recently told UNHCR how DAFI has changed their lives.

Khadra:

"I was born in Somalia in 1986 and I am the fourth child, between three sisters and a brother. Our life in Somalia was very happy until my father suddenly died. Then all our troubles began because of racism; my parents belonged to different tribes and there were many problems between the two sides. My mother became scared, especially when the civil war started [in 1991]. She was worried about losing her children, so she decided to take us across the sea to Yemen, where we became refugees and I grew up and studied.

"If I talk about my time in Yemen, I think of education. I believe education is like oxygen; it is everything. I've seen my mother working in hard jobs because she did not have the education to do anything better. This made me determined to study and learn so that I could help my family, especially my mother.

"I completed my primary and secondary education at a school in the Ma'ala area of Aden. When I had finished high school, my friends told me about a scholarship programme called DAFI, which I had never heard of before. I applied, thinking I'd never be successful because of the strong competition. I'll never forget the moment when I found out that I had been accepted because it changed my life forever.

"Since graduating, I have been working as a midwife and helping some of the most needy and vulnerable women in remote areas of Imran and Lahj governorates, which are two of the most deprived regions in Yemen. Literacy rates among women are low and they are ill-informed about health issues. I promote a healthy culture and I train the traditional midwives to work professionally so as to reduce the high mortality rates among pregnant women and those giving birth.

"I am happy in my work because now I can provide this important service to Yemeni people, giving back something to people who have treated me and my family as any Yemeni citizen. They taught me what it means to give and love others without discrimination, and I am looking forward to returning to my homeland to work in the health sector and help rebuild when the war is over. My goal in life is to do my best in my work and, who knows, if I work hard, I might become the next Save the Children country director. I know that without the DAFI scholarship, I would not be the person I am today."

Shadrach:

"The years of civil war [1989-2003] had an enormous affect on Liberia. Hundreds of thousands of people were killed, raped or abused. Many children were left motherless or fatherless with no one to turn to for help, and huge numbers fled to other countries [or were forcibly displaced within Liberia].

Throughout this period, many young children like me were not in school. Our education came to a standstill. Most schools were closed, but in areas where schools were open, children only attended classes once or twice a week due to the fear of armed attacks at any moment. Our dreams of becoming doctors, nurses, pilots, scientists, lawyers, bankers, economists, accountants, managers, etc, were fading fast.

"After international intervention, peace was restored [in 1996] and Charles Taylor was elected as president in 1997. Many Liberians were relieved and felt that the country was now back on track. In October 1996, at the age of 12, I started 1st grade at the Mildred Taylor Academy in [the Liberian capital of] Monrovia. During my second year I was promoted to 4th Grade. It took me only three years to reach 6th Grade. All this time, I was being supported by my mother, who

was a petty trader at the market in Paynesville [a suburb of Monrovia]. There was no contact with my father and we did not know where he was. My mother rented a room for us in Paynesville, where I attended school before we fled to Ghana in 2001.

"We left because of concern about the security situation in the capital. [The second Liberian civil war began in 1999 and ended in 2003]. Taylor was fighting rebels in the north and west of Liberia and young men and women were being arrested indiscriminately and taken to the frontline to fight without any military training or experience. I went by road to Côte d'Ivoire with my mother, elder brother, two sisters and two cousins. When we got to Ghana, we were hosted by some family friends at the Buduburam Refugee Camp.

"Soon, I started thinking about continuing my education. A Ghanaian sponsor paid the school fees for me and my sister. I studied hard and became the head prefect of my junior high school. I won a place to study at Adisadel College, one of the oldest and best secondary schools in Ghana. However, there was no money to continue. Then a friend told me about the DAFI secondary education scholarship programme. I applied and was selected for sponsorship. This was the beginning of great things.

"My mother was no longer responsible for paying my fees. I was given an allowance for my textbooks, transportation, clothing. So I could go to school with a relaxed mind and focus on my studies . . . I eventually was accepted by the University of Ghana to read economics, history, political science and sociology. In 2008, I applied for a regular DAFI scholarship and was accepted. I will soon finish my final and, hopefully, become the holder of a BA in sociology later this year.

"This would not have been possible without the DAFI scholarship. DAFI has made me who I am today. Eight years ago, with no hope of continuing to secondary school, DAFI came to my rescue and gave me a brighter future. Today, my dream of becoming a leader in Liberia and helping other people is alive and well."

Vanessa Kave Bishogo was one of the speakers in the Side-event organised by the Africa bureau in October 2012, during UNHCR's EXCOM.

Vanessa left her home town of Bukavu in eastern DRC due to the civil war which began over 15 years ago. "Bukavu has a neighbouring border to Rwanda and Burundi as thus it was the easiest entry for rebels to penetrate and harass the community, especially women and children", she recalls. As the war intensified, she and her siblings decided to start running like everybody else in their community and since 2001 they have never seen their beloved town.

Vanessa explains the challenges she faced upon arrival in South Africa. "As we landed in Durban at four in the morning at a train station with nothing but our set of clothes we did not realise the life that waited us. The first challenge was communication, I thought of how I will start learning English and be able to speak it very well to get by. Other than communication we faced the challenge to find accommodation and meet our daily needs of food and clothes. But in just a month, my sister was able to find a job in a hair salon as well as me in different township and together we provided for our family. In 2003 my sister decided that I should go to school to complete my secondary education together with my brothers so that we can have a better future to help our family."

Getting the DAFI scholarship changed her life in a way she did not anticipate. When she was in high school it took her the first year to learn English. She says, "what helped was my understanding of French as some words in English are written the same way in French, so that was helpful." When she was in her final year of school she came across a DAFI pamphlet and with the help of a social worker with Refugee Social Services, she was able to obtain application forms which she used to apply for the scholarship. "I was privileged enough to be selected for the programme and could never have words to thank the programme. I went on to study for a degree in psychology which I completed in 2009," she says.

In 2010, Kave was employed as a Programme Facilitator for an NGO which works with adolescents in many impoverished township. In 2011, She was employed by one of the organization's biggest supporters to work as their Research and Assessment Officer. With the knowledge obtained from university and her collaboration with friends and community organizations she was able to start a small NGO called Women Across Borders which is a non for profit organization aimed at empowering refugee women with skills that will enable them to provide for them and their children. Kave excitedly explains "the journey of the organization has been amazing as we have drawn in volunteers from across the world to support our programmes and activities from the basic administration to IT, finance and leadership development. Recently we received funding from the Wheat Trust foundation to run a business course for 15 refugee women who will then be able to start their own businesses. We also received a grant from the local municipality to buy sewing machines for our sewing programme which is underway and we are in the process of launching a children clothing ranged, sourced by one of the local designers. **Being a DAFI scholar is an incredible opportunity and my desire is to see many refugee young girls achieve the same level of success like I have.**"

Kave is also currently pursuing a Masters degree in Gender Studies with special focus on the politics and theory of gender as well as psychoanalysis.

DAFI Online Video

<http://www.youtube.com/watch?v=M1s2k60HLB0>

The short story of Mowlid, a DAFI scholar who has braved the plight of displacement from his home country and achieved much in life. Mowlid's great ambition, inspired by the transformation that education brings into society, drives him into the future.

<http://www.youtube.com/watch?v=Hcf7rAwIA6g>

"You need to be able to help yourself. " Shadia Mbabazi ,22, was born in Rwanda and fled during the genocide in 1994. Her family traveled overland through Burundi and Congo and finally,in 200, to Botswana, where they have been living in a camp ever since. Her mother, who was Tutsi, died in 2004. She has two brothers. "(My Mum) was a very strong woman because she was always there for us, " she says. Shadia was determined to complete her studies. She won a competitive scholarship from DAFI, the Albert Einstein German Academic Refugee Initiative, which is a UNHCR-administered, German-funded program that provides scholarships to deserving refugee children worldwide. After five years of study, Shadia earned a degree in Community Development through a distance learning program at UNISA, the largest university in South Africa. Other camp residents urged her to quit and get married but she persisted, she says, because "even if you get married your husband might die tomorrow, what are you going to do? Start baking? You need to be able to help yourself."

<http://www.youtube.com/watch?v=H3VNj8CbT6o>

The annual Albert Einstein German Academic Refugee initiative, commonly referred to as the DAFI, celebrated 20 years of existence during a students' conference in Kisumu. The conference brought together 42 refugee students in Kenya who are beneficiaries of the program.

Websites and facebook pages

dafischolars.org




DAFI Facebook pages



DAFI - Albert Einstein German Academic Refugee Initiative is on Facebook.

To connect with DAFI - Albert Einstein German Academic Refugee Initiative, sign up for Facebook today.

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DAFI - Albert Einstein German Academic Refugee Initiative

222 likes

Organization
The Albert Einstein German Academic Refugee Initiative (DAFI) is a unique scholarship programme funded by the German government that enables refugee studen

About Photos Likes

Highlights

DAFI - Albert Einstein German Academic Refugee Initiative shared DAFI's album
18 October 2012 · 🌐

Seeds of Hope (7 photos)

My name is Dorothy Pallay and I am studying Business Administration at the Pentecost University College in Ghana. Originally I am from Liberia.

"I always dreamt of having an orphanage home for homeless children. My future plan is to have a... See more



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Share · 11 July at 17:36

Joseph M D Johnson

Who cares about how African youth fees or lives! Do you care? I take this time to be very realistic about where Africa is actually heading with all these diplomatic consultations, conferences and summits on Youth Development. In fact, today should have marked my 2nd Day at the ongoing "African Youth Charter Summit 2013" at the University of Dares Salaam, Tanzania, as part of the speakers panel! I find the gap between reaching agreements on paper and actual implementation increasingly wide. In July 2006, African Union Head of States and Governments meeting in Banjul, Gambia, endorsed the African Youth Charter (AYC). Since then, African youth are still facing many challenges. The Signing and Rectification process seems to be smooth but how about the implementation of this Policy Framework defining Africa's Youth Agenda?? How many African State are implementing this Policy? How many youth in Africa have an idea about this policy? Are the youth themse...
See more



DAFI Club Algeria

The image shows a screenshot of the Facebook page for 'Dafi's students'. The page features a cover photo of a group of people, including students and staff, in a formal setting. The page name is 'Dafi's students' with 29 likes. A 'Welcome' banner is visible. The page is in Arabic, with a post from May 28th. The post text reads: 'لاني اؤمل اني اكون في الجزائر في يوم ما... السلام عليكم ورحمة الله تعالى وبركاته... هناك من يمشي و يفتن و يفرح و يمسح الأذنين و يفرح... واني الأخير عندما تخرج ورقة الأسئلة أمانه بحسن انه لا يعرف شيئا'. The page also has a 'Help Improve this Page' pop-up and an 'Invite Your Friends to Like this Page' section with names like Prince Amil Dal'Optimist, Knaam Farah, and Providence Malabadi.

PRESS STATEMENTS



NEWS

from the Federal Republic of Germany

Issued by: The Embassy of the Federal Republic of Germany
P.O.Box GP 1757, Accra, Tel: 021-221311 or 241082; Fax: 021-221347
E-mail: PR-100@accr.diplo.de

Date: December 28, 2012

28th December, 2012

THE UNHCR, GERMAN EMBASSY IN GHANA, CELEBRATE 20 YEARS OF DAFI

The Embassy of the Federal Republic of Germany and the United Nations High Commissioner for Refugees (UNHCR), Ghana, in collaboration with the Ghana Refugee Board (GRB) and the Christian Council of Ghana (CCG) are celebrating the 20th anniversary of the “Deutsche Akademische Flüchtlings-Initiative” or “Albert Einstein German Academic Refugee Initiative Fund”, DAFI. The DAFI programme, funded by the German government since its inception in 1992, provides scholarships to deserving refugees to study at universities and colleges in their host country and more recently in their countries of origin upon return. This global UNHCR programme has seen more than 6,000 refugee and returnee scholars obtain a university degree and thus has paved the way for long term achievement in durable solution for refugees. DAFI, is currently operational in 40 countries worldwide, mostly in Africa and Asia and to a lesser extent in Eastern Europe and South America.

The DAFI programme contributes to skills development, empowerment and academic achievement as part of a broader UNHCR strategy of promoting self-reliance and durable solutions for refugees. Its main objectives are to achieve self-reliance by providing a higher education that will lead to gainful employment; develop qualified human resources among the displaced population and build the capacity and leadership of individual refugees when they return home; support the refugee community in camps as qualified professionals including teachers and community workers until a durable solution is found; facilitate integration and contribute skills and qualified human resources to the host country if repatriation is not desired

or not possible; and serve as a role model for other refugees to further their education, particularly female students.

Between 2003 to date, the DAFI programme in Ghana has assisted 164 refugee students to pursue courses in business and administration, social and behavioural science, humanities, maths and computer science at 18 different universities. The main population group assisted are Liberian refugees and to a lesser extent Togolese, Rwandese, Sierra Leoneans and Ivorians. The Christian Council of Ghana, (CCG), which is the Implementing Partner for the DAFI programme, collaborates with other stakeholders such as the National Council for Tertiary Education and the various University Councils to ensure that refugees have access to tertiary education without discrimination.

Each year, more than 2,000 refugee students benefit from the programme. Due to the limited funding, competition for scholarships is high and only a portion of the qualified candidates can be admitted to the programme. Ghana continues to be a very active programme sharing its inspiring success stories worldwide encouraging younger students to continue their education. Many successful DAFI Liberian graduates have taken on important roles in rebuilding their home country upon return.

In Ghana, we are proud and happy to celebrate the anniversary with both former and current students, the Embassies and High Commissioners, potential donors and all stakeholders. A support to one refugee without hope can rebuild a nation. Other donors are welcome to support this initiative.

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ARMENIA

Aravot Daily, 10 October 2012 <http://www.aravot.am/2012/10/10/118660/>

Refugees are granted the Opportunity to receive Tertiary Education

Today, on 10 October 2012 UNHCR Armenia, its partners and refugees commemorated the 20th anniversary of Albert Einstein German Academic Refugee Initiative Fund (DAFI) thanks to which vulnerable refugee children worldwide can be granted scholarships to study in universities and receive tertiary education.

In his opening remarks Mr. Damtew Dessalegne, Representative of the United Nations High Commissioner (UNHCR) in Armenia said that tertiary education is particularly important for refugees but they regrettably can hardly afford it. "UNHCR gives great importance to education. Refugees appreciate very much when granted this opportunity. And refugees do have the right for education."

Mr. Christoph Breunig, Deputy Chief of Mission of the German Embassy in Armenia noted that his country has been supporting DAFI program for 20 years now. "In Germany people do understand what it means going through hardships. Education is crucial for everybody but for refugees, even more, as it helps them integrate and become a full member of the society."

Since 2011 thanks to Albert Einstein German Academic Refugee Initiative Fund (DAFI) UNHCR in Armenia through Mission Armenia NGO has been helping vulnerable refugee children to get scholarships and receive tertiary education at various universities of the country.

Mr. Never Sargsyan, UNHCR Armenia senior Programme Associate DAFI is the only opportunity for refugees to receive tertiary education and have self-sufficiency. "Our aim is to support children return home and become full members of their society".

Ms. Hripsime Kirakosyan, President of Mission Armenia charitable NGO, also highlighted the importance of DAFI programme in Armenia. She believes that if we want to have a powerful state, we should have an educated nation.

Mr. Zhamasp Gharapetyan, a DAFI beneficiary, together with his mother and younger brother fled from Iran in 2002. They now reside in one of the rooms of a communal centre in Yerevan. Zhamasp is a 4-grade student of the faculty of Cybernetics and Microelectronics of the Yerevan Architectural University. They don't have any income. His mother is a third-group disabled, and the brother studies at a college. "Payment of my education fee was becoming more and more difficult year after year. I already lost hope that I would be able to continue my education in 2011. Nevertheless, after the assessment, carried out by Mission Armenia NGO, I was enrolled in DAFI program." he told the journalist from Aravot

Zhamasp is one of the 17 happy refugee young people, from Iraq, Iran, Georgia and Azerbaijan, who with the help of UNHCR is getting the benefit of DAFI programme in Armenia.

translated by Anahit Hayrapetyan

Namibia



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Press Release

No. 51 / 2012
Germany joins hands with UNHCR in funding DAFI 20th Anniversary
6 December 2012

The Embassy of the Federal Republic of Germany informs:

Joint Press Release

Recently the German Ambassador to Namibia and UNHCR Representation in Namibia signed an agreement in provision financial support to the DAFI 20th Anniversary. At the signing ceremony, the German Ambassador (LEFT), His Excellency Onno Hückmann, said that his government (the Federal Republic of Germany) provided over US\$60 million worldwide in support of tertiary education to refugee students since 1992. Namibia was no exception, as the refugees here also benefited from these financial contributions.

The UNHCR Assistant Programme Officer (RIGHT), Mr. Antonius Kamerika who signed the agreement on behalf of the UNHCR Representation in Namibia expressed his gratitude for this financial support by the Government of Germany and her people and to make sure that the funds will be used to commemorate/celebrate the DAFI 20th Anniversary. So far, thirty-two (32) refugee students from Angola, the Democratic Republic of Congo, Rwanda, Burundi and Zimbabwe are proud recipients of the DAFI scholarships awarded to them since 2009 in Namibia.

The DAFI scholarships are aimed at ensuring that refugee students, upon completion of their secondary education, are able to study at higher learning institutions in the country of asylum or in the region. The financial contribution made available by the Federal Government of Germany and her people demonstrates the high added value to education which results in the positive and constructive manner in which people could contribute to the rebuilding of their societies and countries once they return home, as well as to the host communities.

DAFI stands for – In English: “Albert Einstein Academic Refugee Initiative (DAFI)” and in German: “Deutsche Akademische Flüchtlingsinitiative Albert Einstein (DAFI)”.

Photo caption:

From the left to right: Mr. Antonius Kamerika (UNHCR) Ambassador Onno Hückmann (German Embassy)