



The Albert Einstein
German Academic
Refugee Initiative



DAFI 2013 annual report

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Albert Einstein
German Academic Refugee Initiative (DAFI)

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EXECUTIVE SUMMARY

There is a major unmet demand for tertiary education among refugees who have completed secondary school and seek access to higher education in their countries of asylum. According to the UNESCO Institute of Statistics, globally, in 2012, 32% of young people in the university age cohort were enrolled in tertiary education.¹ For young refugees, the equivalent figure is estimated at less than 1%.² Amongst the estimated amount of 5 million refugees over 18 years old, many are not given the chance, despite their capabilities, to access higher education.

“*Everyone has the right to education. [...] higher education shall be equally accessible to all on the basis of merit.*”

UN Declaration of Human right, 1948:Art.26

¹ UIS, 2010a: 170

² In 2012, approximately 3,000 refugees were assisted by UNHCR to undertake tertiary studies. In the same year, there were approximately 11.7 million refugees of concern to UNHCR, of whom at least 10%, or 585,000, are estimated to be in the university-going age cohort. $3,000 \div 585,000 = 0.51$.

The DAFI programme (Albert Einstein German Academic Refugee Initiative) has been instrumental in providing academic scholarships to refugee students for over twenty years. Access to tertiary education in their country of asylum signals a process of change away from the disempowerment that often accompanies forced displacement, providing an opportunity for young people to acquire a professional qualification leading to gainful employment and the development of skills useful for the refugee community. Whether they return to their country of origin, locally integrate in the country of asylum, or are resettled to a third country, DAFI graduates are well-equipped to make important contributions to the societies in which they live.

The benefits of higher education are not only at the individual level. Social returns are also high, as higher education provides a powerful way to orient young people towards positive lifelong engagement in contributing to their communities both in exile and on return home. Through promoting self-reliance for refugee women and men, DAFI contributes to durable solutions and post-conflict reconstruction, enabling refugees to participate independently in modern economies. The choice of the fields of study by DAFI scholars reflects current job market needs as well as the demand for teachers and medical professionals within refugee communities. An additional benefit of tertiary education opportunity is the impact on strengthening refugee participation in education at all levels, motivating young people to enrol in and complete secondary schooling, which has a similar impact on demand for primary education.

In 2013, the DAFI programme provided scholarships for 2,221 students across four continents, with 176 additional students in comparison to 2012. This includes 349 students who graduated in June 2013 and 724 newly admitted students who started in September 2013. The programme was implemented in 40 operations, with 18 directly implemented by UNHCR and 22 implemented by a partner. Reflecting the high number of Afghan refugees worldwide, Afghans were the highest represented nationality among DAFI students in 2013, followed by Somali, Congolese (DRC), Burundian and Sudanese students. Africa hosts the highest number of DAFI students, with 65 per cent of the scholars studying in Sub-Saharan Africa.



“DAFI has made me who I am. Today, my dream of leading my country one day and positively affecting the lives of people in my society and the world at large is alive and well nurtured.”

SHADRACH SAIZIA GBOKIE
A Liberian refugee in Ghana

UNHCR continues to encourage a strong community-based approach to the DAFI programme. This approach has two dimensions: firstly involving the community in the implementation of the programme and secondly having DAFI students return to the community during their studies and upon completion.

In 2013, female representation among DAFI scholars increased from 40 per cent in 2012 to 42 per cent. Although UNHCR strives to reach gender parity in scholarship provision, female representation varied greatly from one country to another depending on the number of eligible female applicants. In some societies, females have far less opportunity than males to complete secondary education, which reduces the number of women eligible for tertiary education. UNHCR has been placing an increasing focus on girls' education in recent years, particularly in supporting girls to enrol and complete secondary education. By supporting women to access tertiary education, the DAFI programme plays an important role in empowerment. Female graduates are encouraged to become active role models within their community, especially for younger girls, promoting girls' education and advocating for community support to encourage other females to pursue their education. Individual stories of female graduates suggest that the support from their families and community is an important element of their academic success.

German Government's support to refugee tertiary education through the DAFI programme is instrumental in building refugee leadership skills among young generations to become agents of positive change in their societies, both within their host communities and on return to their home countries where community reconstruction needs are very great. Success stories of former refugee students show that completing tertiary education reduces economic and psychological dependence on humanitarian assistance. It provides keys to develop leadership, make informed decision for joint planning, and to play a positive role in developing their communities. Graduates with entrepreneurial spirit and adequate support also gained confidence to initiate sustainable economic projects. They play an active role as front-line professionals, providing services to their communities, as mentors for youth, and professionals in areas like agriculture, health, education or water and sanitation. In protracted situations, today's young people are tomorrow's community leaders on whom their societies will depend to generate practices that suit the local

context and needs, in order to find endogenous solutions to fight poverty and sustain development in their host communities or in their country of origin.

UNHCR has engaged in creative ways of disseminating information on DAFI scholarship opportunities so that those in remote areas or in marginalised communities are reached. UNHCR consistently works to achieve optimal university admission rates for refugees, negotiating with universities and ministries of education for more favourable access to tertiary education for refugees. Negotiations are often needed for special consideration and support students in ensuring that they have the correct documentation for admission and/or negotiating a waiver for documents that may be missing, including original birth certificates. UNHCR and partners also provide much needed support and encouragement for students to ensure their sustained participation in their studies. In 2013, over 98% of students successfully completed their courses of study.

To respond to the increasing needs for tertiary education for refugees, UNHCR has continued to support tertiary education beyond the DAFI framework, looking for additional sources of funding and opportunities beyond Germany's pioneering and sustained support through DAFI. This is done both through advocacy for funding of more refugee scholarships with embassies, foundations, specialized institutions and others, globally and at country level, and by broadening access to higher education opportunities through a growing partnership with organizations and institutes offering certified blended/distance learning programmes.

The 2013 DAFI Report highlights the achievements, challenges and lessons learned in the 40 DAFI programmes.



INTRODUCTION

This annual report provides an overview of the DAFI programme implemented by UNHCR in 40 countries in 2013. It is structured as follows: facts and figures (I), programme highlights (II), programme management and governance (III), and country factsheets (IV).

“ According to my parents I told them that I decided to be an engineer when I was 5 years old , studying engineering has always been my dream and it wouldn't have been possible to achieve this first step if it wasn't for DAFI scholarship that provided me with all the financial support I needed , and it wasn't just the financial support it was more like having another family for emotional support it was the idea of having a backup system of many people checking on us if we needed anything all the years of study and here I am a fresh graduate and about to start my career, I'm grateful for everything this scholarship gave me for the doors it opened for me and I hope to be able to help other people like DAFI helped me, and maybe one day I will go back to Iraq and help to rebuild this country and put it back to its feet, until then I will try to be useful in any country or community I find myself in.”

Shumoos Al-Shareef

BACKGROUND TO THE DAFI PROGRAMME

DAFI is an acronym for the programme's title, Deutsche Akademische Flüchtlingsinitiative Albert Einstein, which stands for the Albert Einstein German Academic Refugee Initiative.

DAFI is a scholarship programme that gives opportunities to young refugees to study at universities and colleges in their country of asylum or in the country of origin shortly after their repatriation.

The DAFI programme was established in 1992, starting with scholarship provision for 226 students of 16 nationalities in 13 countries. DAFI pioneered a new approach, one that went beyond provision of primary and secondary education by specifically targeting tertiary education. Demand for scholarships has been consistently high; DAFI grew quickly and reached 2,221 students in 2013. For the past 21 years, the DAFI programme has enabled over 7,000 refugee students to complete higher education across five continents.

The DAFI Strategic Priorities are to:³

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

³ DAFI Policy and Guidelines for DAFI Scholarship Projects (Albert Einstein German Academic Refugee Initiative), 4th Edition – October 2009.

GLOBAL DISPLACEMENT SITUATION IN 2013

UNHCR's 2013 Global Trends Report indicated that the number of refugees, asylum-seekers and internally displaced people worldwide, for the first time in the post-World War II era, had exceeded 50 million people.⁴

The report also shows that 51.2 million people were forcibly displaced at the end of 2013, some 6 million more than the 45.2 million reported in 2012. This massive increase was driven mainly by the war in Syria, which by the end of 2013 had forced 2.5 million people to leave their countries as refugees and displaced 6.5 million within Syria itself. New displacement was also seen in Africa due to conflicts arising notably in the Central African Republic and South Sudan. One in every two refugees was a child, highlighting the importance of educational services in refugee response. Somali, Afghan and Syrian refugee children now account for nearly a third of the world's refugee children. The number of returnees was exceptionally low in 2013 with 414,554 refugees opting for repatriation. This included few returns from the main population groups, such as Somalis and Afghans, which continued to be in protracted situations.⁵

TERTIARY EDUCATION AND REFUGEE PROTECTION

By giving access to higher education, the DAFI programme supports durable solutions for refugees, which can translate into refugees returning to their home country, integrating in their country of asylum or resettling in a third country. Refugees can more easily return and start a new life in their country of origin if they are educated. They can also contribute to the reconstruction of their home countries. Educated refugees are also more likely to be accepted and integrate with the host community.

⁴ UNHCR 2013 Global Trends Report, available at <http://www.unhcr.org/5399a14f9.html>; UNHCR's annual Global Trends report is based on data compiled by governments and non-governmental partner organizations, and from the organization's own records.

⁵ "UNHCR defines a protracted refugee situation as one in which 25,000 or more refugees of the same nationality have been in exile for five years or longer in a given asylum country", Global Trends Report, p. 12.



“*I hope to be able to help other people, just like DAFI helped me. Maybe one day I will go back to Iraq and help to rebuild this country and put it back on its feet. Until then, I will try to be useful in any country or community I find myself in.*”

Iraqi refugee in Jordan

Access to higher education protects young refugees, reducing irregular movements of young people in search of protection, livelihoods or higher learning opportunities elsewhere, and provides a constructive way to orient young people towards positive lifelong engagement in contributing to the communities. Higher studies can not only provide intellectual stimulation and a goal, a way to meet success through good grades, completion of exam and graduation, they also give a bright side to a life too often constrained in a forced displacement context.

“*Everyone has the right to education. [...] higher education shall be equally accessible to all on the basis of merit.*”

Universal Declaration of Human Rights, 1948. Art.26

UNHCR’s Education Strategy (2012-2016) aims at making life-long learning accessible to all from early childhood development to tertiary education, including adult education and vocational training. Education develops human capacity and improves access to livelihoods. Educated refugees are better equipped to protect themselves and support their communities.

The perspective of accessing tertiary education motivates refugee children to enroll in school and complete secondary education, which, similarly, has an impact on the demand for primary education. By promoting education within their communities, DAFI students indirectly contribute to the protection of refugee girls and boys. The DAFI programme plays a key role in promoting refugee protection in line with UNHCR policies and strategies on action against Sexual and Gender-Based Violence (SGBV), as well as child protection.⁶ By increasing the retention of girls and boys in school, the DAFI programme has a positive impact on prevention of early marriage and early pregnancy, and on reducing child labour and other negative coping mechanisms.

In addition to serving as role models for children, many DAFI scholars have become involved in raising awareness within their communities on protection issues, such as the prevention of SGBV and the promotion of girls’ education.

“*My graduation from the University of Ghana as a DAFI student was a status symbol. It afforded me great respect in the community. People began to look up to me and see me in a different light. In fact, I became a role model to both the elderly and the younger ones.*”

Nigerian refugee in Ghana, former DAFI scholar

⁶ UNHCR, *Action against Sexual and Gender-Based Violence: An Updated Strategy*, June 2011, available at: <http://www.refworld.org/docid/4e01ffe2.html>; UNHCR, *A Framework for the Protection of Children*, June 2012, available at: <http://www.refworld.org/docid/4fe875682.htm>

FACTS AND FIGURES

The following section provides a global overview of the programme by region, gender, country of origin, academic results and fields of study.

In 2013, 2,221 students from 40 nationalities benefitted from a DAFI scholarship to access higher education in university. This represented an increase of 176 students over those supported in 2012. The number of newly admitted students supported under the programme was among the highest since 1992, with 724 new students enrolled. Afghan and Somali refugees were the biggest population groups among the students. In 2013, there were DAFI programmes in 22 countries in Africa,⁷ six countries in Asia, five in Middle East and Northern Africa (MENA), five in Europe⁸ and two in South America.

⁷ Through the regional office in Senegal, UNHCR supported DAFI students coming to study in Senegal and initially refugees in Burkina Faso, Cote d'Ivoire, Guinea, Mali and Niger. The programme in Togo was managed by the UNHCR office in Benin.

⁸ UNHCR Office in Ukraine also covered DAFI programmes in Moldova and Belarus.

2012

2,045 students

40% female students

453 students graduated

699 newly admitted

40 countries of study*

Top five countries of study

- Iran (252)
- Uganda (157)
- Ethiopia (149)
- Rwanda (134)
- Senegal (98)

40 countries of origin

Top five countries of origin

- Afghanistan (407)
- DR of the Congo (298)
- Somalia (253)
- Burundi (151)
- Sudan (132)

Top five field of studies

- Commerce & Business Administration (485)
- Medicine & Health-Related studies (287)
- Social & Behavioural Sciences (231)
- Engineering (143)
- Education Science & Teacher Training (143)

* In addition, there was a DAFI programme in Togo managed by UNHCR office in Benin, and DAFI programmes in Moldavia and Belarus covered by UNHCR Office in Ukraine.

2013

2,221 students**

42% female students

395 students graduated

724 newly admitted

40 countries of study*

Top five countries of study

- Iran (282)
- Ethiopia (221)
- Uganda (198)
- Burundi (105)
- Rwanda (95), Sudan (95)

40 countries of origin

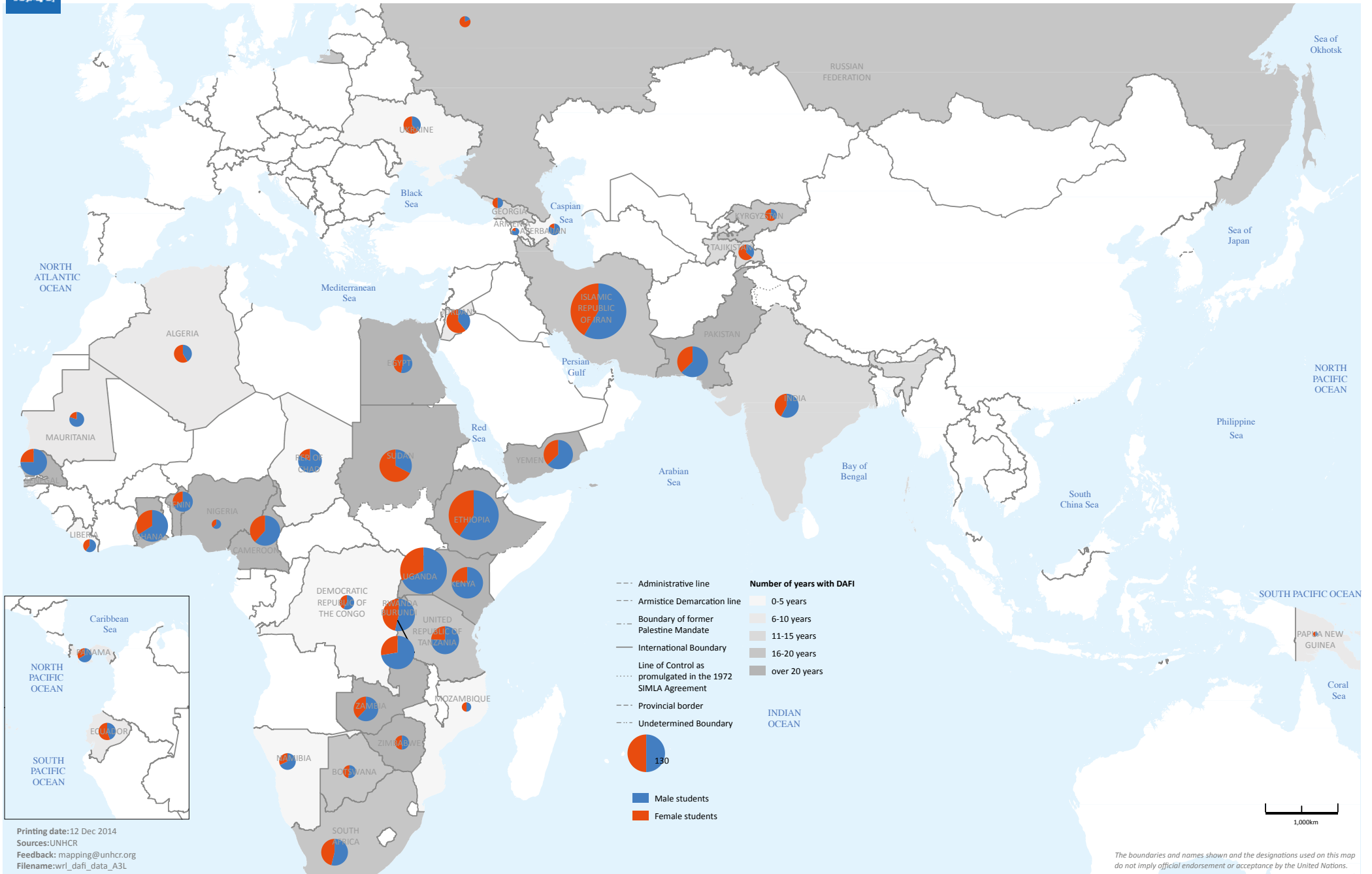
Top five countries of origin

- Afghanistan (447)
- Somalia (359)
- Democratic Republic of the Congo (326)
- Burundi (160)
- Sudan (138)

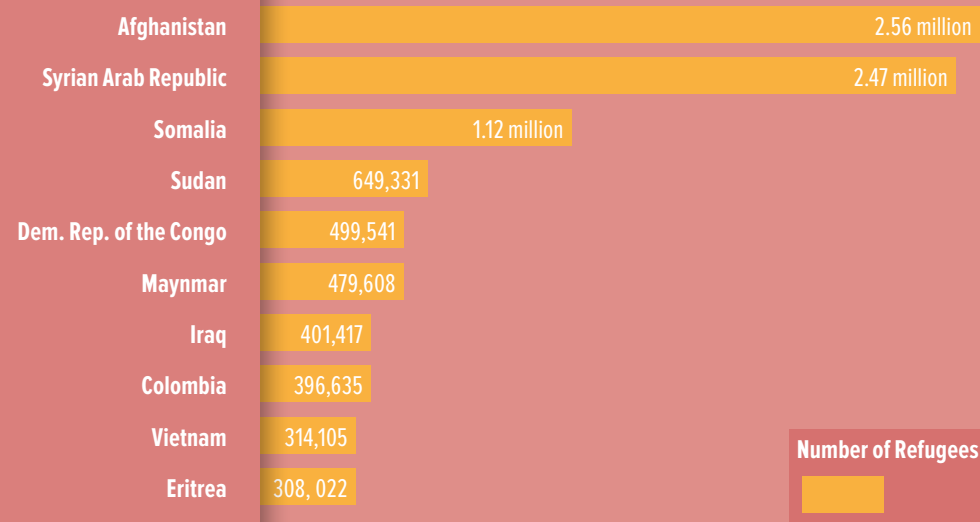
Top five field of studies

- Commerce & Business Administration (434)
- Medicine & Health-Related studies (340)
- Social & Behavioural Sciences (239)
- Mathematics & Computer Sciences (198)
- Engineering (189)

** This does not include 84 refugees, who received a one-off support in Benin to facilitate their local integration.

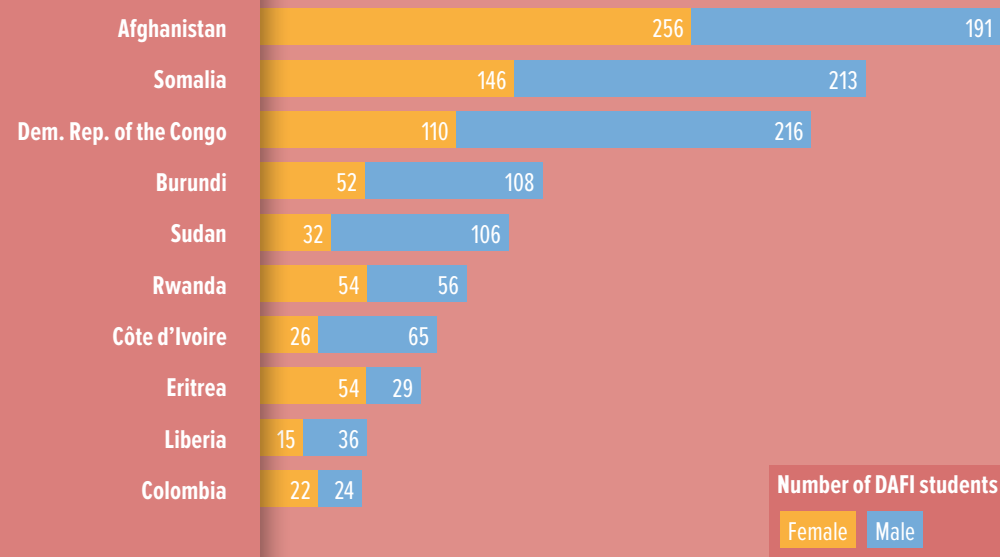


Major Source Countries of Refugees in 2013



Source: UNHCR Global Trends Report 2013

DAFI Top Ten Countries of Origin



COUNTRIES OF ORIGIN

The countries of origin of DAFI students largely corresponded to global refugee trends at the beginning of 2013. The nationalities of DAFI scholars reflect global refugee trends for the period 2010–2013, which is the period when current DAFI students enrolled. Afghanistan remained the first country of origin of refugees, making up 21.4 per cent of the global refugee population. Afghans are also the first nationality among DAFI students, accounting for 20.3 per cent of the students, most of whom reside in Iran and Pakistan, but also in Central Asia and Europe.⁹ While Somali and Congolese (DRC) nationals constituted 9.5 per cent and 4.3 per cent respectively of the global refugee population, they represented 16.3 per cent and 14.4 per cent of the students. Most Somali scholars studied in Ethiopia, Kenya and Yemen, while Congolese (DRC) were mainly in Rwanda, Burundi, Tanzania and Uganda as well as in West and Southern Africa.

TRENDS BY PROGRAMME

The countries hosting the highest number of refugees have a DAFI programme to support refugee youth. Major refugee-hosting countries such as Pakistan, Iran, Ethiopia and Kenya are also among the top ten DAFI programmes worldwide. This reflects protracted situations for Somali and Afghan refugees. Jordan, Lebanon and Turkey saw major increases in the refugee population in 2013 due to a mass influx of Syrians. However, this change in global refugee trends could not be immediately reflected in the DAFI programme. Enrolling more Syrian students would have required significant additional funding and opening new programmes in Turkey and Lebanon. As with any new countries, it takes time to establish a viable programme and needs to be done progressively. Plans are in place to expand opportunities for Syrian refugees in 2014.

Burundi, Mauritania and the DRC supported returnees, i.e. refugees who have just returned to their country of origin. The opening of DAFI programme for returnees in 2008 and 2009 reflected the high number

⁹ Russia, Azerbaijan, Tajikistan, Kyrgyzstan, Ukraine and Belarus.

of returns in those countries and aims at supporting the reconstruction of those countries with qualified returnees. The graphs to the right show a break-down of the top ten refugee-hosting countries in 2013 as well as top ten DAFI programmes per size with a break-down by gender.

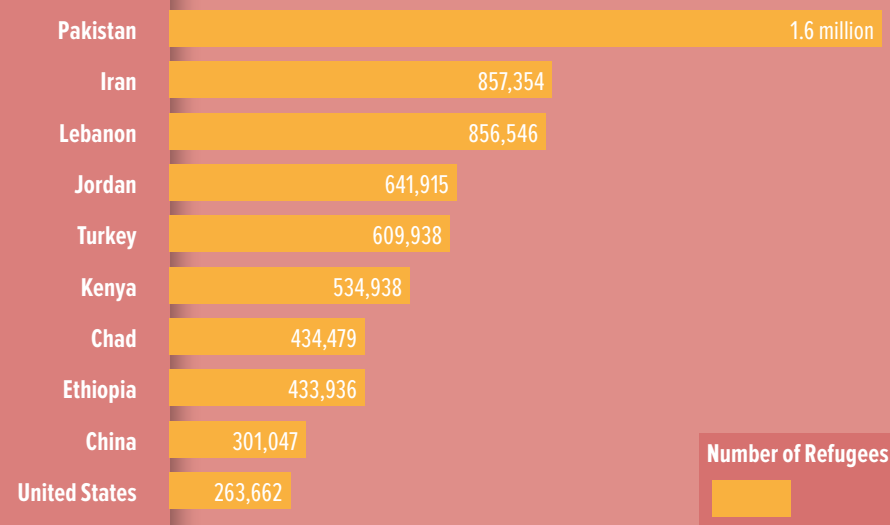
The ten UNHCR operations with the highest number of DAFI students included Iran (282), Ethiopia (227), Uganda (198), Burundi (105), Rwanda (95), Sudan (95), Ghana (91), Kenya (90), Pakistan (86) and Cameroon (83).

STATUS OF STUDENTS

Academic results remained highly satisfactory in 2013. The majority of the 2,221 students were promoted, graduated or started their studies: 1,000 students were promoted to the next grade and 395 completed their studies. The year also saw a very high number of newly admitted students, with 724 new students enrolled. This represented a 3.6 per cent increase in the number of newly admitted students in comparison to 2012. Some students opted for a durable solution before the end of their studies: 30 students resettled to a third country of asylum and four returned to their country of origin.

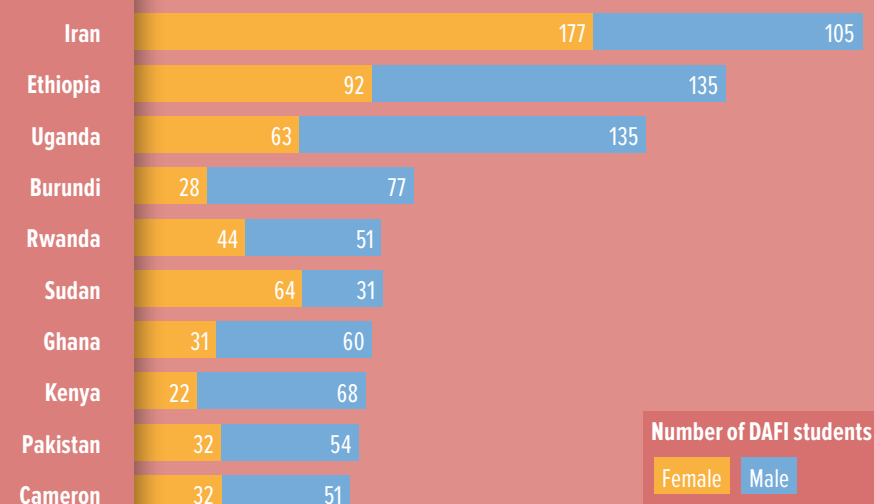
The high number of students successfully completing their education is linked to the quality of the DAFI programme, including strong monitoring and support to refugee students, as well as a thorough selection process of the most capable and motivated candidates. In contrast, the DAFI programme has a very low number of students who drop out. Despite all attempts to provide support and mentoring, two per cent of DAFI students dropped out, i.e. 39 students. Twenty nine students had difficulties with their studies and enrolled to repeat their year. After a thorough analysis on a case-by-case basis, UNHCR and its partners make a decision on the reason why students do not pass their exams and whether it is best to renew the scholarship and/or to provide additional support to students who are having difficulties with language or with academic levels.

Major Refugee-hosting Countries in 2013



Source: UNHCR Global Trends Report 2013

Top Ten DAFI Programmes per Size



	Fields of Study	Female	Male	Total
20 %	Commercial & Business Administration	184	250	434
15 %	Medical Science & Health Related	215	125	340
11 %	Social & Behavioral Science	100	139	239
9 %	Mathematics & Computer Science	49	149	198
9 %	Engineering	47	142	189
8 %	Education Science & Teacher Training	84	104	188
5 %	Law	40	73	113
5 %	Law	51	53	104
4 %	Natural Science	21	73	94
4 %	Agriculture, Forestry & Fishery	41	46	87
3 %	Humanities	25	31	56
2 %	Mass Communication & Documentation	25	26	51
2 %	Economics and Management	18	25	43
2 %	Other Programs	14	23	39
1 %	Architecture & Town Planning	11	12	23
1 %	Arts, Media and Social Sciences	8	15	23

FIELDS OF STUDY

The students' choice of study reflects a linkage with the job market.

This reflects the DAFI Policy and Guidelines, which requires that students chose a field of study which is relevant to the job market and which contributes to the rehabilitation and development of the country of origin. Statistics shows that 26 per cent of the students studied science subjects (Engineering, Natural Science, Agriculture, Forestry and Fishery) and 22 per cent Business and Management.¹⁰ In countries where refugees do not have legal access to employment or face discrimination in the private sector, Business and Management gives refugees the necessary skills to start their own business. Future teachers and health workers, which are very much needed in the refugee community and the host country, accounted for respectively nine per cent and 16 per cent of the students. The table on the left shows an exact representation of the number of students per subject with a break-down by gender.

Figures suggest that although there is general equity between men and women in the choice of study, science subjects are predominantly chosen by men while medicine and health-related subjects are preferred by women. Women accounted for 63 per cent for Medicine and Health-related subjects. Similarly, male students represented 76 per cent of the overall students for the following fields of study: Mathematics and Computer Science, Engineering and Agriculture, Forestry and Fishery.

¹⁰ This includes Commercial and Business and Administration as well as Economics and Management.

REGIONAL DEVELOPMENTS

This section provides regional refugee data and trends¹¹ as well as an overview of scholarship allocation per region. Detailed country information is available in the factsheets in the fourth section of the report. Most of the newly enrolled students were in Africa, in the MENA region and in Asia, while the number of students in Europe and in the Americas reflected a movement towards phasing out in these areas, where there are comparatively more opportunities for refugees to access higher education. In comparison to 2012, 2013 saw an increase of 112 students in Africa, 44 in Asia, 33 in the MENA region and a decrease of 13 students in Europe and 6 students in the Americas. This reflects UNHCR's efforts to give priority to countries with increasing needs.

Region	% of Students per region	Total Students per region	% of the total Budget (USD)	Average Scholarship Cost (USD)
Africa	65%	1442	73%	3038
Asia	21%	457	7%	1962
MENA	9%	210	14%	3168
Europe	3%	65	4%	2887
Americas	2%	47	2%	2231

¹¹ Data from UNHCR 2013 Global Trends Report.



“With distance education there is no limitation as to what you can study thus opening doors for a better future for all those who are interested.”

SHADIA

A Rwandan refugee in Botswana who graduated from an online programme provided by the University of South Africa

Africa Scholarship allocation

Country of Study	Female Students	Male Students	Total Students	Budget (USD)	Average Scholarship Cost (USD)
Benin ¹²	12	25	37	104 642	2 828
Botswana	7	8	15	89 879	5 992
Burundi	28	77	105	173 429	1 717
Cameroon	32	51	83	222 578	2 682
Chad	9	42	51	112 745	2 211
DRC	8	12	19	55 856	2 940
Eritrea	0	7	7	22 146	3 164
Ethiopia	92	135	227	166 711	735
Ghana	31	60	91	316 645	3 480
Kenya	22	68	90	312 864	3 476
Liberia	6	9	15	15 286	1 019
Mozambique	4	4	8	23 309	2 914
Namibia	8	17	25	114 356	4 574
Nigeria	3	5	8	12 000	1 500
Rwanda	44	51	95	166 346	1 751
Senegal	16	48	64	360 264	5 629
South Africa	30	35	65	413 861	6 367
Sudan	64	31	95	140 309	1 477
Tanzania	17	54	71	200 517	2 824
Uganda	63	135	198	325 012	1 641
Zambia	21	34	55	214 606	3 902
Zimbabwe	9	9	18	72 094	4 005
TOTAL	526	917	1442	3. 635, 455	2 534

AFRICA¹³

In 2013, Sub-Saharan Africa hosted one quarter of the global refugee population. The number of refugees in the region increased by 5.7 per cent during 2013 in comparison to 2012. Refugees in Africa were primarily from Somalia (778,400), Sudan (605,400), the Democratic Republic of the Congo (470,300), the Central African Republic (251,900) and Eritrea (198,700).

The number of refugees opting for repatriation was exceptionally low in 2013 with 112,000 returnees less than in 2012. The main nationalities of refugees who returned were Congolese (DRC) (68,400), Somali (36,100) and Ivoirian refugees (20,000). While Central Africa, the Great Lakes, the East and Horn of Africa saw an increase of 7.7 per cent in the number of refugees in 2013, the total refugee population in West Africa decreased by 9.5 per cent mainly due to the repatriation of Ivoirian refugees.¹⁴

A total of 1,442 students benefitted from scholarships in Africa, representing 65 per cent of DAFI students globally. Only 36% of African DAFI students were female, largely reflecting cultural attitudes towards preferential access to education for boys throughout the education cycle, and protection issues including early marriage for girls, engagement in domestic responsibilities and child rearing. The average cost per student on the continent is USD 2,965 and the Africa budget accounts for 73 per cent of the total DAFI budget. The biggest programme was in Ethiopia with 227 students where access to universities on the same basis as nationals strongly reduced the cost per student. Ethiopia hosts several major refugee nationalities, including Somalis, Eritreans and Sudanese. Other major DAFI programmes in Uganda (198), Burundi (105), Rwanda (95) and Sudan (95) supported access to higher education for refugees from the DRC, Eritrea, Sudan, Burundi and Somalia.

¹² This does not include 84 refugees who received a one-off support in Benin to facilitate their local integration.

¹³ Countries in North Africa are included in the part on Middle East and North Africa.

¹⁴ 2013 Global Refugee Trends, p.19-21.

Burundi, Mauritania and the DRC remained the only three countries where DAFI supported returnees, with 111 individuals enrolling in universities in their countries of origin immediately upon repatriation. Supporting returnees to access tertiary education in their home country encourages refugees to return and helps them to contribute to the reconstruction of their countries.

The global number of 2,221 DAFI students does not include additional students from Liberia, in response to the voluntary repatriation of approximately 18,200 refugees. The DAFI programme in Liberia started with 15 Ivoirian refugees. It built on an existing UNHCR scholarship programme supporting students with tuition fees and books. The introduction of the DAFI scholarship gave refugees the necessary support to enrol and complete their studies by giving them access to a full scholarship package. Thanks to successful negotiations by UNHCR Liberia, refugees can enrol in universities paying the same fees as nationals. Liberia is also the country of origin of numerous former DAFI scholars who studied in their country of asylum and have returned to rebuild their country. UNHCR Liberia encouraged contacts between Liberian DAFI alumni and Ivoirian DAFI students.

ASIA AND THE PACIFIC

Asia remained the region hosting the highest number of refugees, with 3.5 million individuals, of whom 2.5 million are Afghans, the largest refugee population worldwide for the past 33 years, hosted mainly in Iran and Pakistan. The Solutions Strategy for Afghan Refugees (2012-2017) aims at facilitating voluntary repatriation and sustainable reintegration in returnee areas in Afghanistan, as well as resettlement to third countries. In 2013, approximately 40,000 Afghans returned home, which was 60 per cent less than in 2012; the decline in numbers is largely attributed to the uncertainty around the 2014 elections in Afghanistan. In both Iran and Pakistan, there are limited opportunities for local integration. Access to higher education aims therefore at facilitating return and reintegration in Afghanistan.

A total of 457 refugees, of which 421 were Afghans, benefited from scholarships in Asia in 2013. This was 44 more students than in 2012.

Female students were well represented in Asia and accounted for 56 per cent of the total number of DAFI students in the region, partly due to the high number of Afghan female students in Iran, where the government supports access for refugees throughout the formal education cycle. Other nationalities supported by the DAFI programme in Asia were refugees from Myanmar (36) in India, Iraqis (4) in Iran and two West Papuan refugees in Papua New Guinea, where the cost per student is the lowest from all regions, at an average of USD 1,962 per student. Consequently, the budget for Asia represents seven per cent of the total DAFI budget yet covers 21 per cent of the students worldwide.

The DAFI programme in Papua New Guinea closed at the end of 2013 after the two last students graduated, one of whom has already secured a job as a teacher in a secondary school.

MIDDLE EAST AND NORTH AFRICA (MENA)

In 2013, the Middle East and North Africa region experienced an increase of 64.7 per cent in new refugees over the previous year, contributing to the global increase of refugee figures worldwide. Syrian refugees became the second largest group of refugees in the world, closely behind Afghans with almost 2.2 million individuals fleeing Syria by the end of 2013. As a result, Lebanon became the third largest refugee-hosting country in the world after Iran and Pakistan with Jordan and Turkey following closely behind. Lebanon and Jordan also were the two countries with the highest concentration of refugees. In 2013, one out of five persons living in Lebanon was a refugee.¹⁵

Some 140,800 Syrian refugees spontaneously returned to Syria from Turkey in 2013, however the sustainability of returns is questionable as the conflict continues. The number of Syrian refugees in Egypt multiplied tenfold in 2013, reaching a total of 131,000, in addition to the existing 50,000 refugees from Eritrea, Ethiopia, Iraq, Somalia, South Sudan and Sudan. Yemen continued to experience internal conflict and political

¹⁵ If Palestinian refugees under UNRWA mandate were counted, there would be one refugee out of four persons living in Lebanon.

Asia and the Pacific

Scholarship allocation

Country of Study	Female Students	Male Students	Total Students	Budget (USD)	Average Scholarship Cost (USD)
India	22	30	52	61 972	1 192
Iran	177	105	282	166 387	590
Kyrgyzstan	8	5	13	20 065	1 543
Pakistan	32	54	86	54 136	629
Papua New Guinea	1	1	2	13 091	6 546
Tajikistan	14	8	22	28 084	1 277
TOTAL	254	203	457	343 736	752

MENA

Scholarship allocation

Country of Study	Female Students	Male Students	Total Students	Budget (USD)	Average Scholarship Cost (USD)
Algeria	17	12	29	33 292	1 148
Egypt	15	17	32	85 968	2 686
Jordan	31	20	51	270 240	5 299
Mauritania	4	16	20	73 573	3 679
Yemen	29	49	78	236 353	3 030
TOTAL	96	114	210	699 426	3 331

Europe

Scholarship allocation

Country of Study	Female Students	Male Students	Total Students	Budget (USD)	Average Scholarship Cost (USD)
Armenia	1	4	5	16 807	3 361
Azerbaijan	2	10	12	51 795	4 316
Georgia	5	5	10	30 174	3 017
Russia	9	2	11	17 660	1 605
Ukraine ¹⁶	17	10	27	71 216	2 638
TOTAL	34	31	65	187 652	2 887

violence, which exacerbated the difficult socio-economic situation. At the same time, Yemen remained a major refugee-hosting country with more than 240,000 refugees, mainly from Somalia.

Some 210 refugees benefitted from DAFI scholarships in the MENA region, including 80 new students in 2013. The demand for scholarships increased dramatically in the region due to the influx of Syrian refugees. Syrian refugees generally have a high level of education and many of them have secondary school diplomas or were enrolled in universities before fleeing from Syria. Thanks to an additional contribution of the German Government, UNHCR was able to enrol 33 Syrian students, of whom 16 studied in Egypt and 17 in Jordan. Of note is the large number of Syrian refugees who accessed tertiary education at their own cost, including in Lebanon where almost 7,000 refugees were attending university without external assistance. The cost per student is relatively high in countries such as Jordan, where at USD 5,299 it is almost double the global average, thus affecting the number of scholarships available. Other nationalities benefiting from scholarships in the region were mainly Somalis in Yemen and Egypt, refugees from Western Sahara in Algeria, Iraqis in Jordan and Egypt, and Sudanese in Egypt. The programme in Mauritania continued to support mostly returnees (19).

EUROPE

The 28 Member States of the European Union (EU) registered 87 per cent of all asylum claims of the broader Europe region in 2013.¹⁷ The countries in the EU's eastern neighbourhood – Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine, as well as the Russian Federation have all developed national asylum systems over the past two decades; however, these systems continued to face various challenges, and the numbers of asylum seekers and refugees in the region were accordingly

¹⁶ The DAFI programme in Ukraine covered refugees studying in Belarus and the Republic of Moldova.

¹⁷ It includes the 28 EU member States and Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine, the Russian Federation, Turkey, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia, the former Yugoslav Republic of Macedonia, Albania.

relatively low. In February 2013, UNHCR initiated a two-year Quality Initiative Project to improve the refugee status determination processes in the above-mentioned countries (except for the Russian Federation).

One of UNHCR's priorities for Eastern Europe is to improve the prospects of local integration of recognized refugees in the region. Some progress has been made in this respect, but many refugees still face difficulties, including with employment.

The number of DAFI students in Europe decreased from 78 in 2012 to 65 in 2013. The DAFI programme in Europe remained limited and represented three per cent of the students worldwide and four per cent of the total DAFI budget. The DAFI programmes in Georgia and Armenia are progressively phasing out: no new students were selected in Georgia and only one student was newly admitted in Armenia, as many local opportunities are available. The programmes in Russia and Azerbaijan remained stable because most of the supported refugees were Afghans with little prospect for return. Beneficiaries of the DAFI programme in Europe were mostly from Afghanistan (26) and the Russian Federation/Chechnya (16). In addition, ten other nationalities continued to receive DAFI scholarships, including refugees from West Africa and Iraq. One Syrian student was newly admitted in 2013 in Ukraine.

Women represented 52 per cent of all DAFI students in the region; however, gender parity in the region varied from one country to another. There was a high representation of women in Ukraine, Belarus, the Republic of Moldova and Russia, explained by a sustained effort by UNHCR country offices to give priority to female students.

America

Scholarship allocation

Country of Study	Female Students	Male Students	Total Students	Budget (USD)	Average Scholarship Cost (USD)
Ecuador	15	12	27	50 086	1 855
Panama	8	12	20	46 922	2 607
TOTAL	21	24	47	97 008	2 156

AMERICA

The number of refugees in the Americas remained unchanged, with one third of the refugee population. Venezuela and Ecuador were the two other major refugee-hosting countries on the continent with some 327,400 refugees, mostly Colombians. In the region, Colombians accounted for about 396,600 refugees. The number of asylum applications from Central American countries (mostly El Salvador, Guatemala and Honduras) rose in Northern America, Costa Rica and Mexico. Over 20,000 unaccompanied and separated children travelling from Central America and Mexico crossed the border into the United States.

The DAFI programme was present in two countries in Latin America, namely, Panama and Ecuador. Both countries host Colombian refugees and small numbers of refugees of other nationalities. Panama and Ecuador allow the same tuition levels and right to work enjoyed by nationals. The DAFI programme in those countries currently only supports Colombians, of whom 47 per cent are female. The programme in the Americas accounted for two per cent of both the global DAFI budget and all students worldwide. The DAFI programme remains an important support to facilitate the local integration of refugees, who still encounter discrimination entering the job market in both countries.



DAFI PROGRAMME HIGHLIGHTS

- ◀ Pedro graduated from Kinshasa's Université Pédagogique Nationale and had a job in a local school in the Democratic Republic of Congo. He returned to his home country recently to build a new life in Angola. ©UNHCR

COMMUNITY-BASED APPROACH

The DAFI programme supports a strong community-based approach. Higher education provides generic and transferable skills that can bring meaningful contributions to both the refugee community and the host community. Thanks to the DAFI programme, refugee youth gain an equal footing with non-refugee peers. Young people develop leadership potential and are empowered, which facilitates their integration within the host community and improves the perception of refugees in the country of asylum.

Support from the community

Some refugee communities have shown a strong commitment to education, which translates into direct support for young refugees in accessing education and completing their studies.

For example in **Ghana**, English-speaking refugees provided formal and non-formal English classes to newly arrived Ivoirian students, who had to take end-of-secondary-school exams within the Ghanaian system. Those students had completed their education in French in Côte d'Ivoire and had difficulty catching up with the English language. Thanks to the support of refugee community members in improving language skills, qualified students could apply to the DAFI programme once they completed secondary school. Ivoirian refugees in Ghana also collected money among the community to support DAFI candidates to pay for the translation of their secondary school certificates to apply for DAFI scholarships. The moral support of the families and community is also important for students to successfully complete their studies.

To ensure ownership of the programme by the community, UNHCR involves community members in different phases of the programme. Community engagement in reaching out to potential students and a fair and transparent selection process contributes to a sense of community ownership of the DAFI programme. In **Azerbaijan**, the call for applications was widely announced in various community centres, as well as through community leaders. The selection committee included representatives from all major refugee groups. In **Chad**, one selection committee was set up in each of the 17 refugee camps in the Eastern part of Chad, involving representatives of the community.

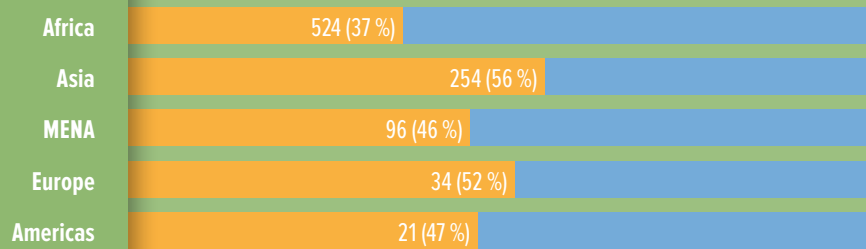
Students returning to the community

The DAFI Policy and Guidelines stipulates that one of the DAFI strategic priorities is to “contribute to the refugee community pending a durable solution.” During the selection process, due consideration is given to the intention of refugees to give back to their community after graduation but also during their studies.

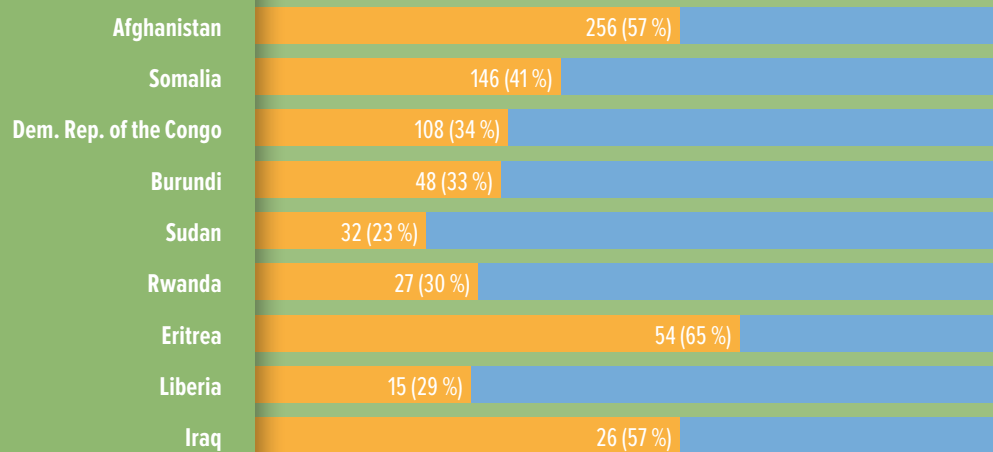
Students often volunteered in their community during their summer holidays. For example in **Ethiopia**, DAFI scholars tutored some 650 students in secondary schools in three camps to improve their performance at school. In **India**, students participated in an awareness raising campaign on education targeting parents and the broader community. Through the campaign they reached out to 1,320 students to explain the admission procedures at the university. In addition, each DAFI scholar tutored at least one secondary student from the community. In **Yemen**, DAFI students provided legal advice to young people at risk of trafficking. They also organised football matches and a music event to gather youth and children during the Muslim Eid vacation. In **Chad**, students returned to the camps during their summer break to teach refugee children, volunteer in health centres, and give English classes to younger students and other members of the community. They conducted awareness raising sessions on the importance of education, human rights and child rights. In **Benin**, a student created vegetable gardens for relatives in order to enhance community-based self-reliance.

The community-based approach of the DAFI programme is a pivotal part of the programme, impacting not just individuals, but the wider communities in which they live.

Regional representation of female students



Female Students - top Countries of Origin



DAFI students worldwide in 2013 (2,221 total)



GENDER EQUITY

In 2013 the number of female DAFI students increased by 119 in comparison to 2012. Female representation varies greatly from one geographical region to the other, and even from one country to another within each region. Gender equity is complex and influenced by various factors, such as economy, culture and traditions.

Global overview

Gender equity improved in 2013 with 42 per cent of students globally being female, vis-a-vis 40 per cent in 2012. The progress on female enrolment in the DAFI programme is also the consequence of UNHCR's work to advance girls' education through global advocacy and numerous field initiatives, such as increasing the number of female teachers, sometimes preferred by community members for teaching girls. This also reflects UNHCR's efforts to achieve a more balanced participation of female and male students, with DAFI Policy and Guidelines recommending prioritization of women during the selection process. Women with lower results at secondary level can benefit from a DAFI scholarship, counterbalancing impediments women face in succeeding in school where their attendance is often lower than that of their male counterparts, largely due to engagement in domestic responsibilities.

“For young refugee girls, the DAFI scholarship has opened an opportunity and guaranteed a legitimacy to study at tertiary level.”

Rwandan female graduate in Benin

Regional overview

In 2013, female representation among DAFI students continued to vary greatly from one geographical region to the other. Female students accounted for more than half of DAFI students in Asia and Europe but only represented 37 per cent of students in Africa. The low number of female students in Africa reflects the limited number of female applicants to the DAFI programme.

Even within each region, there is significant variation in female representation in each country and for each population group. For example, Eritreans have the highest representation of female students in the DAFI programme although Africa as a region has the lowest representation of female students. On the contrary, Congolese (DRC) refugees have a low representation of women at 34 per cent. UNHCR Uganda, with a high number of Congolese refugees, reported that despite widespread advertisement and encouragement, out of 198 applicants, only 63 were women. Afghan female students are well represented, with one of the highest representations of female students per nationality. Yet, even for the same population group, gender representation can vary from one host country to the other. For example, Afghan female applicants are more numerous than male applicants in Iran, but much less represented in Pakistan. This may reflect an influence of the host country on the refugee population group, with a higher access to education for women in Iran than in Pakistan. According to UNESCO's Institute for Statistics, in 2012, 55 per cent of enrolled students at tertiary level in Iran were female, while only nine per cent were female in Pakistan.¹⁸

Empowerment of girls through education

In some countries, notably in Africa, girls are traditionally responsible for household chores, which impacts their ability to complete secondary school or to secure good results at school. They are more likely to drop out because of early marriage or early pregnancy, or families may be reluctant to let their daughters undertake studies outside the refugee camp or settlement, without the support of any family member.

¹⁸ UNESCO Institute for Statistics, School enrollment, tertiary, female (% gross), available at <http://data.worldbank.org/indicator/SE.TER.ENRR.FE>

“As a girl, I feel lucky that my parents encouraged me to apply for the DAFI scholarship, because I know this could also not have been the case.”

Togoese female DAFI graduate in Benin

The DAFI programme plays a key role in supporting girls' education especially in some cultural contexts where refugee communities may not prioritise education for girls. By supporting girls to become role models in their community, the DAFI programme encourages changes of attitude in the refugee community. Female DAFI scholars may find it difficult to advocate for girls' education if the community is unsupportive and may fear retaliation for encouraging girls to apply for a scholarship. UNHCR and partners work closely with communities to assess those difficulties. One response is to have male DAFI scholars advocate for girls' education together with female students and organise awareness sessions on girls' education. In **India** and **Yemen**, DAFI students participated in an education awareness campaign and promoted the importance of education for community leaders. In **Ghana**, female and male students met with refugee boys and girls to encourage them to study. In **Uganda**, members of the DAFI club went to secondary schools in three of the refugee settlements to encourage girls and boys to continue their education, sharing their experience as DAFI students. In **Tanzania**, girls were specifically encouraged to apply by focal points at field locations and current DAFI students. In **Ethiopia**, DAFI students provided tutorial classes to refugee girls in camps to support girls' confidence and school performance and encourage them to look towards tertiary education.

Current and former female DAFI students play a crucial role in supporting girls' education. They influence community attitudes by demonstrating the positive impact education has had on their lives.

“It was difficult for us because we were the first girls from the camp to go to university. We broke the wall. Now it will be easier for the next ones because the community saw that when we came back, we were better people.”

Eritrean refugee girl, Sudan, Kassala refugee camp



DAFI MANAGEMENT AND GOVERNANCE

MANAGEMENT OF THE PROGRAMME

At global level, the DAFI programme is centrally coordinated at UNHCR headquarters by two staff members¹⁹ and overseen by the Head of the Education Unit in the Division of International Protection. The implementation and management of the programme is guided by the DAFI Policy and Guidelines which describe the strategic priorities of the programme as well as the modalities of implementation with regards to the selection process, admission of students to the university, selection of courses of study, scholarship entitlements, performance monitoring and reporting requirements.

The central coordination of the programme includes programming as a part of technical support and policy coordination as a strategic support and oversight of the forty country programmes. Programming functions include operational assessment and planning, annual detailed budget allocation, financial and operational monitoring, mid-year review and allocation of new scholarships, follow-up and quality reporting for each country operation. UNHCR staff ensures that the DAFI programme complements protection strategies defined at the regional and country level in line with the global Education Strategy. The policy support also aims at ensuring an equitable and transparent distribution of scholarships among operations, and the fostering of skills needed for the development of civil societies and the reconstruction of post-conflict countries.

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

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

Operational and administrative costs when the project is implemented with the support of a partner include partner salaries, monitoring and communication costs. UNHCR and its partners in charge of project implementation ensure the provision of non-academic support throughout the academic year, engaging in individual follow-up, student meetings and remote assistance.

Monitoring

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

In 2013, as a part of periodic monitoring missions, staff visited six country operations:

- UNHCR staff went to **Liberia** to assess the needs and provide advice on the most appropriate modality of opening a DAFI programme. Issues related to certification were assessed along with the sustainability of education in the country, in line with durable solutions strategies, which led to the opening of a DAFI programme in September 2013.
- A monitoring mission to **Rwanda** included a review of the implementation modalities to ensure quality support to students, to strengthen the identification of potential students and train UNHCR's partner. UNHCR Headquarters and Rwanda jointly defined a strategic approach to tertiary education to maximize the impact on refugees' self-reliance and protection.
- A monitoring and cross-border mission to **Pakistan** and **Afghanistan** reviewed the implementation modalities of the DAFI programme in Pakistan and assessed the possibility of recruiting a partner to extend the DAFI programme in Pakistan. The mission worked to strengthen linkages with opportunities for return and cross border cooperation between Pakistan and Afghanistan.

¹⁹ One Education Associate at the G6 UN level, and one Education Officer at the P3 level.

Contribution from the Federal Republic of Germany

Contribution	EUR	3,461,000
Equivalent in	USD	4,498,300
Carry over from 2012	USD	–
Total funds available from the Federal Republic of Germany	USD	4,498,300
Total Operational Expenditures	USD	4,724,897
HO Administrative and Staff Costs (ABOD)	USD	379,138
Total Expenditures as of 31/12/2013 (Period 01/01/ - 31/12/13)	USD	5,104,035
Other contributions	USD	135,799

“ I am benefitting from professional training which I could not afford myself. I have acquired helpful computer, communication and team work skills.”

EMMANUEL

A student in Community Communication from Rwanda, studying in Malawi

- A monitoring mission to **South Africa** and **Zimbabwe** included a review of the implementation modalities and advice on the identification of a partner for South Africa. The mission followed up on the recommendations issued during the Education Officer’s mission in 2010 to encourage a strategic approach to access to tertiary education in line with the durable solutions approach in the country.

Reporting

UNHCR headquarters provided close follow-up with each operation to ensure compliance with the DAFI Policy and Guidelines and to improve the quality of country reporting. Reporting from country operations included narratives, statistics and relevant financial reports. To guarantee the quality of data, a systematic review and crosschecking of statistics took place for the 40 operations. The team also briefed any new staff working on the DAFI programme and provided individual support as needed.

FINANCIAL CONTRIBUTIONS AND EXPENDITURES

In addition to the financial contribution of the Government of Germany, German private donors such as UNO Flüchtlingshilfe and BASF Stiftung provided funding to the DAFI programme in 2013.



“As a computer trainer, I can teach my community and make a difference in their lives. I want all refugees to go somewhere where they can be in peace and have a good future.”

TOSLIMA
helps students at the Community Technology Access centre in Nayapara refugee camp Bangladesh

CONCLUSION AND PERSPECTIVES FOR 2014



- ◀ Arnaud Munezero, a refugee from Burundi, with UNHCR's Programme Associate at his graduation ceremony at the University of Pretoria. Arnaud was awarded a Diploma in International Communications Studies cum laude, becoming one of DAFI's best students to achieve such remarkable results. © UNHCR / N. Ncube

As the number of refugees increased globally in 2013, so did the need for tertiary education. Major conflicts including in Syria, South Sudan and Central African Republic contributed to the increasing number of young refugees looking for opportunities to continue their studies. According to the UNESCO Institute for Statistics, 26 per cent of the total population of Syria were enrolled in tertiary education in Syria in 2011;²⁰ many of these students have had to leave their country and interrupt their studies. Eligible numbers of potential students are also increasing in other countries. In **Ethiopia**, for example, progress on secondary education completion rates has improved, and a higher number of students will be eligible for a DAFI scholarship in future years. In 2014 UNHCR will pursue a number of different strategies to continue to increase access to tertiary education for refugees.

RESOURCE MOBILISATION

Additional funds and opportunities are needed to respond to the existing needs for tertiary education. Significantly increased support will be required for Syrian refugees in particular, while ensuring opportunities for other nationalities both in MENA and in other regions. Syrian refugees are hosted largely in Lebanon, Jordan, Turkey and Egypt. There is currently a DAFI programme in Jordan and Egypt, and UNHCR will work towards opening programmes in Lebanon and Turkey in 2014. The cost per student in the region is particularly high, with an average cost per student of USD 4,000, over a third more than the average cost per student globally.

The Education Unit will continue to work closely with UNHCR's Private Sector Fundraising Unit to identify additional funding opportunities through the private sector. This includes developing concept notes for potential donors and sharing information on the impact of the DAFI programme and global needs for higher education.

²⁰ UNESCO Institute for Statistics, available at <http://data.worldbank.org/indicator/SE.TER.ENRR/countries>. This corresponds to the gross enrolment ratio for school enrollment at tertiary level. Total is the total enrollment in tertiary education, regardless of age, expressed as a percentage of the total population of the five-year age group following on from secondary school leaving.

REDUCING ACCESS BARRIERS

Another way to increase the number of scholarships available is to reduce the cost per student and facilitate refugee participation in national scholarship schemes. Some countries have successfully advocated with national Ministries of Education or directly with universities, significantly reducing the cost per student. Such success often depends on the political and economic context of the country of asylum. UNHCR continues to advocate for refugees to be admitted into universities under the same conditions as nationals. For example, in **Ethiopia, South Africa, Zambia, Zimbabwe** students benefit from the same treatment as nationals. In Ethiopia and Zimbabwe, students can also benefit from national scholarship schemes. While the scholarship scheme does not cover all costs and UNHCR complements the scholarship through the DAFI programme, the relative low cost per student means that funds can be used to support a higher number of young refugees.

Private institutions are often more expensive than public ones. UNHCR encourages all DAFI programmes to enrol students in public institutions. In some countries, all students are enrolled in public institutions, while in others access to public universities is very competitive, which can work to the disadvantage of refugees who may not be able to compete on an equal footing with nationals for a number of reasons. They face many challenges such as language barriers, interrupted studies, studies within different education systems, and socio-economic difficulties. For example, in **Sudan**, only 10 students out of 95 studied in a public university in 2013, as most of the refugees were not able to pass the entry exams.

INCREASING ACCESS TO DISTANCE AND BLENDED LEARNING

In 2013, UNHCR formalised its partnership with Jesuit Commons: Higher Education at the Margins (JC:HEM)²¹ through a Memorandum of Understanding. JC:HEM works through a consortium of universities that provides distance and blended learning programmes in remote areas in **Kenya, Malawi** and **Jordan**, and is working to expand to **Chad**. It offers a

²¹ For more information, see JC :HEM website at <http://www.jc-hem.org>

COUNTRY FACTSHEETS

diploma and a degree in Liberal Studies certified by Regis University in the United States.

Two of the main obstacles for refugees to access tertiary education are the cost of studies and the necessity to move to a city. In many countries, refugees have limited freedom of movement, especially in countries with an encampment policy.²² The option to study on-site may have a positive impact on the number of refugee girls or students with disabilities to access tertiary education. Distance and blended learning programmes also have a lower cost per student than a regular programme in a university, opening the potential for a higher number of students to enrol.

Refugee students may have difficulties following and completing pure distance learning programmes, which require high levels of motivation and may lead to a feeling of isolation. JC:HEM offers an innovative approach by providing on-site support to students through faculty and through a mentoring programme. Students assemble within the JC:HEM centres to access courses through face-to-face instructions and online platforms, which facilitates contact between students on-site and with students abroad.

In 2014, UNHCR will look at broadening collaboration with other distance and blended learning providers and increasing synergies to ensure that more refugees benefit from such programmes. UNHCR will explore possible partnerships with Borderless Higher Education for Refugees (BHER),²³ which is working towards providing access to higher education for refugees in Dadaab refugee camp (**Kenya**). UNHCR will also look into partnering with the University of Geneva, InZone,²⁴ who plan to train refugees to become interpreters through a blended learning programme in Kenya.

²² An encampment policy means that refugees must remain in camps and need to get an authorisation to temporarily leave the camp.

²³ More information on BHER at <http://refugeereseach.net/ms/bher>

²⁴ More information on InZone at <http://inzone.fti.unige.ch>

Algeria

29
Students

59%
Female

\$ 33,292
Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- UNHCR received 70 applications of eligible students for a DAFI scholarship in 2013.
- All DAFI students are enrolled in public universities and enjoy the same conditions as nationals. They also receive some support from the Algerian government (USD 30 per trimester).

Support to students

- Students benefited from additional French language classes, aiming at improving their academic performance.

DAFI club activities

- DAFI students organized two sensitization sessions on health-related issues targeting female youth.
- Current and new students met in UNHCR-led annual meeting aiming at exchanging experiences and planning future voluntary activities.



7 Students graduated

12 Newly admitted students

14 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted an estimated 165,000 refugees from Western Sahara in 2013, of whom 90,000 live in camps in south-west Algeria.
- A growing number of Syrian refugees approached UNHCR's country office in 2013.
- Refugees can work in the informal sector or in the Tindouf area, mostly employed by NGOs and the Sahrawi public administration.

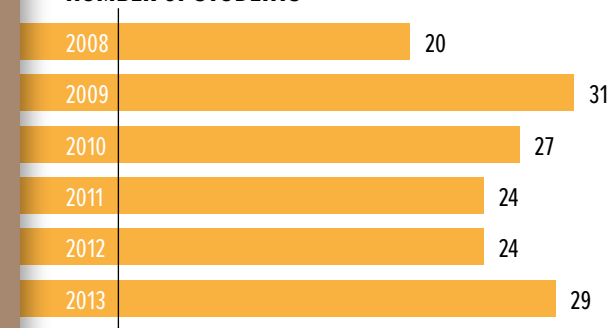
Course of Study

Course	F	M	Total
Architecture & Town Planning	3	2	5
Engineering	2	3	5
Medical Science & Health Related	4	1	5
Commercial & Business Administration	2	2	4
Natural Science	3	1	4
Education Science & Teacher Training	2	1	3
Mathematics & Computer Science	–	2	2
Transport & Communication	1	–	1
TOTAL	17	12	29

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Armenia

5 Students
20% Female
\$ 16,807 Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- Syrian ethnic Armenians represent most of the Syrian refugees in the country and do not pay fees at universities. They are supported through various initiatives targeting this particular group and therefore not targeted by the DAFI programme.

Support to students

- Students benefited from English classes to improve their language skills.
- UNHCR organized training courses on communication skills and information sessions on volunteering opportunities and integration.

DAFI activities

- Education related training sessions were organized for 25 refugee youth for DAFI and Syrian Armenian students. The topics of the sessions were chosen according to the students' needs and interests, thus guaranteeing their active participation and motivation.

2 Students graduated

1 Newly admitted student

5 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Received 11,000 Syrian refugees in 2013.
- Refugees and asylum seekers have free access to primary and secondary education.
- Refugees have the right to work in Armenia.

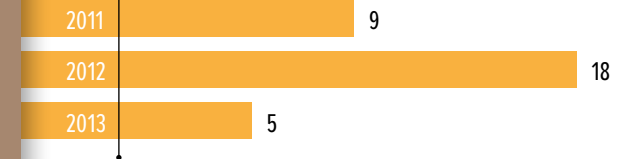
Course of Study

Course	F	M	Total
Architecture & Town Planning		1	1
Mathematics & Computer Science	1	1	2
Medical Science & Health Related		1	1
Transport & Communication		1	1
TOTAL	1	4	5

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Azerbaijan

12
Students

17%
Female

\$ 51,795
Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- The German embassy as well as members from the Afghan, Chechen and Iranian refugee communities participated in the scholarship selection committee. While efforts were made to raise the percentage of female DAFI students, challenges remain in a context where refugee female enrolment rates at university level are very low.
- Refugee students who completed secondary school in Azerbaijan are admitted under the same conditions as nationals, whereas refugee students holding a foreign diploma must pay international fees.

Support to students

- UNHCR arranged visits and meetings at universities with the deans and other officials in order to enhance cooperation and secure DAFI students' active involvement in university life, as well as ensure efficient coordination in addressing academic challenges. The meetings explored options of student involvement in public activities and various trainings, as well as post-graduation employment opportunities.

3 Students graduated

3 Newly admitted students

7 Higher Education Institutions

UNHCR direct implementation

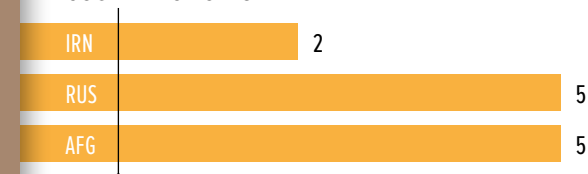
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 10,813 refugees, of whom 1,677 were assisted by UNHCR in 2013.
- Refugees and asylum seekers are mainly from the Russian Federation, Afghanistan and Iran.
- Voluntary repatriation to the country of origin was not a viable option for the majority of refugees in 2013. Resettlement opportunities remained limited and local integration difficult.
- UNHCR continued to provide legal assistance, medical care, subsistence allowance and access to education.

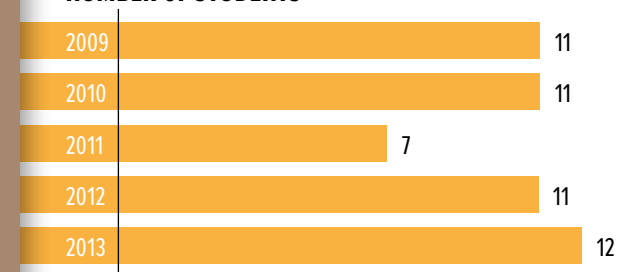
Course of Study

Course	F	M	Total
Architecture & Town Planning		5	5
Mathematics & Computer Science		3	3
Commercial & Business Admin	1		1
Engineering		1	1
Humanities		1	1
Social & Behavioural Science	1		1
TOTAL	2	10	12

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Benin

37 Students
32% Female
\$ 104,642 Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- UNHCR Benin implemented the DAFI programme in Benin and Togo with six students in Togo (2 female and 4 male students) and 31 in Benin (10 female and 21 male students).
- To facilitate the local integration of refugees in Benin, in addition to 37 full scholarships, 84 refugees (24 female and 60 male students) received a one-off support in view of local integration. These refugees originate from Burundi, Central African Republic (CAR), Chad, Democratic Republic of the Congo (DRC), Republic of Congo, Rwanda, and Togo.

Selection

- The German Embassy participated as a member of the selection committee for DAFI students.

DAFI club activities

- DAFI students in Benin had the opportunity to take German language classes through support from the German Embassy.
- The DAFI club was very active and met on a monthly basis.

17 Students graduated

6 Newly admitted students

2 Higher Education Institutions

UNHCR direct implementation

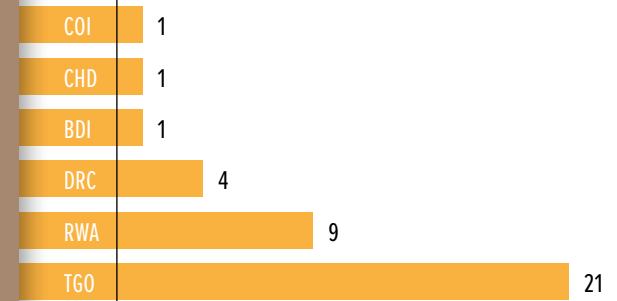
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 194 refugees, mostly from Togo.
- Over 3,700 refugees received residency cards, including 3,200 Togolese refugees.

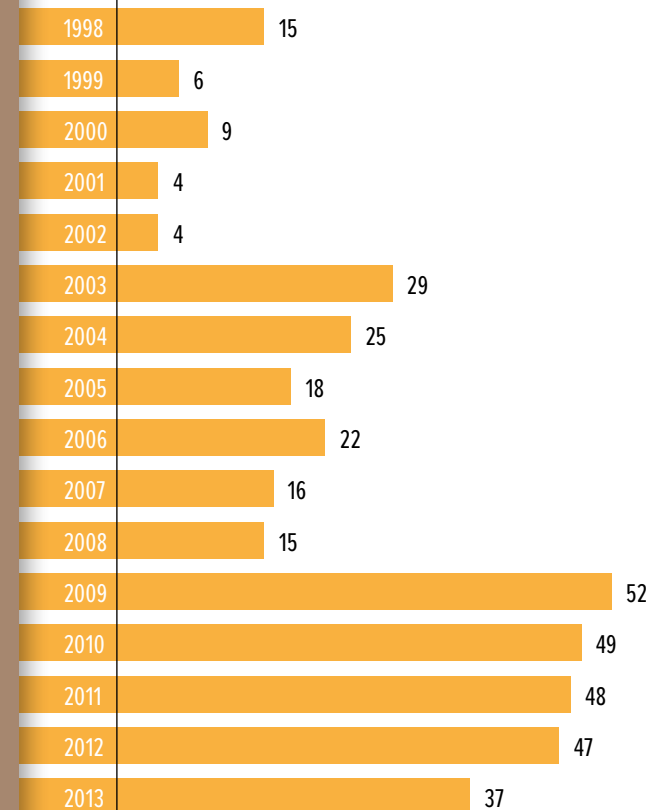
Course of Study

Course	F	M	Total
Commercial & Business Administration	3	9	12
Medical Science & Health Related	4	2	6
Social & Behavioural Science		5	5
Law	2	2	4
Natural Science		4	4
Agriculture, Forestry & Fishery	1	2	3
Humanities	1	1	2
Mathematics & Computer Science	1		1
TOTAL	12	25	37

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Botswana

15 Students
47% Female
\$ 89,879 Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- All 15 students are enrolled in the public University of Botswana.
- UNHCR Botswana set up a broad selection committee, including representatives from the German embassy, an education NGO, the University of Botswana and the Refugee Welfare Committee.
- Two DAFI graduates were awarded excellence/merit based scholarships to pursue post graduate studies by the university through private arrangements.

DAFI club activities

- DAFI students have been acting as role models to refugee children, conducting tutorial sessions to refugee learners within the camp and encouraging in particular secondary school age students to enrol and complete school.

4 Students graduated

5 Newly admitted students

1 Higher Education Institution

UNHCR direct implementation

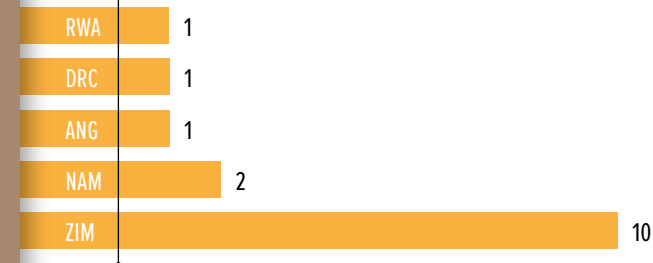
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 2,773 refugees from the DRC, Namibia, Somalia, and Zimbabwe, with a population where 63% are male refugees.
- Most of the refugees are in camps and have limited freedom of movement.
- UNHCR supported 379 Angolans refugees to voluntarily return home.

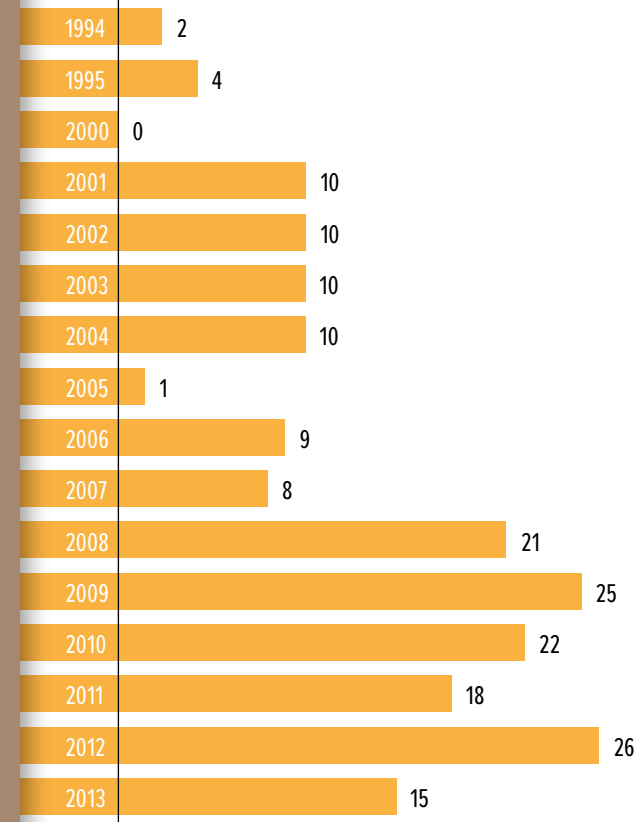
Course of Study

Course	F	M	Total
Humanities	3	3	6
Commercial & Business Administration		2	2
Mathematics & Computer Science	2		2
Social & Behavioural Science	1	1	2
Fine & Applied Arts		1	1
Natural Science	1		1
Education Science & Teacher Training		1	1
TOTAL	7	8	15

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Burundi

105 Students **27%** Female **\$ 173,429** Budget

OPERATIONAL HIGHLIGHTS

- Burundi implements one of three DAFI programmes supporting returnees worldwide. The first cohort who took up studies in 2008 graduated in 2013.
- The graduated students have been mainly replaced with refugees from DR Congo, reflecting the current displacement situation in Burundi.

Selection and universities

- All DAFI scholars are enrolled in private universities because of the frequent strikes in the public sector.
- Four returnees were supported to study at Master's level through a distance learning programme organized by the *Agence Universitaire de la Francophonie (AUF)*.

Support to students

- Students participated in a training course on computer and CV drafting skills to improve their chances on the job market.

DAFI club activities

- DAFI graduates who are now employed formed an association to support peace and development in Burundi.

29 Students graduated (4 refugees and 25 returnees)

34 Newly admitted students (24 refugees and 10 returnees)

2 Higher Education Institutions

Partner: Refugee Education Trust (RET)

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 45,000 refugees and 6,000 asylum-seekers, mostly from the Democratic Republic of the Congo.
- Supported 2,000 refugees to return to their country of origin.
- Refugees have the right to work.
- Most of the Burundian refugees have returned between 2007 and 2012.

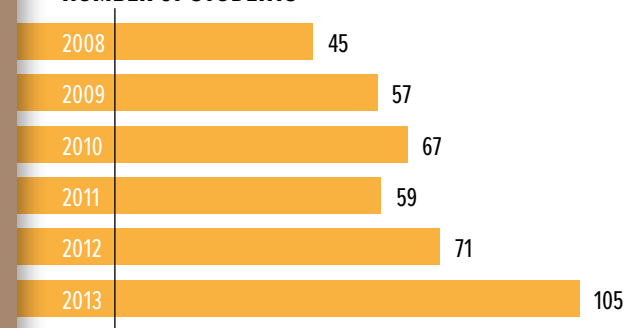
Course of Study

Course	F	M	Total
Mathematics & Computer Science	3	28	31
Social & Behavioural Science	6	14	20
Commercial & Business Administration	3	13	16
Law	5	9	14
Mass Communication & Documentation	6	6	12
Medical Science & Health Related	4	7	11
Education Science & Teacher Training	1	0	1
TOTAL	28	73	105

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Cameroon

83
Students

39%
Female

\$ 222,578
Budget

OPERATIONAL HIGHLIGHTS

Support to students

- 22 students with difficulties benefited either from English language classes or from preparatory courses for their exams in Yaoundé and Garoua.
- 15 Students in their last year participated in training courses on job hunting and 22 others participated in a workshop aimed at enhancing youth entrepreneurship capacities and creating small scale businesses, both offered by the National Employment Funds (FNE).

Access to the job market

- UNHCR and its partner negotiated with businesses to facilitate access to internships for DAFI graduates, which included the signature of a MoU with one company.

Protection environment

- Ratified 1951 UN refugee Convention and the 1967 Protocol.
- At the national level, Cameroon adopted the Law Defining the Legal Framework for Refugee Protection in July 2005 and a decree was signed in November 2011 bringing this Law into application.
- 2 commissions on eligibility and appeal have been created and their members nominated, however they are not yet operational.
- Hosted 115,000 refugees and over 8,300 asylum seekers, mostly from the Central African Republic (CAR).
- Among them were some 6,000 individuals who had fled the Central African Republic since March 2013.
- A new refugee camp was established in the far North for 6,068 Nigerian refugees.
- Refugees have access to education as nationals and also have the right to work.

13 Students graduated

29 Newly admitted students

38 Higher Education Institutions

Partner: Adventist Development and Relief Agency (ADRA)

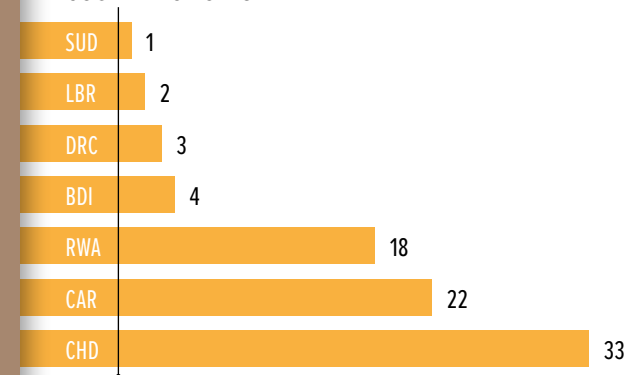
DAFI club activities

- 36 DAFI students tutored 12 pupils from primary school, 24 students at secondary school level, and 3 newly admitted university students.
- DAFI students also conducted awareness sessions on health-related issues such as AIDS, malaria, and WASH in their community.

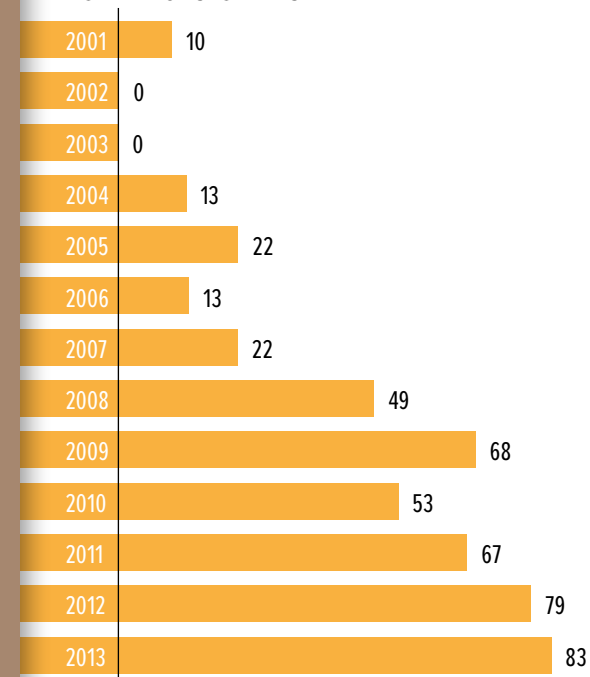
Course of Study

Course	F	M	Total
Medical Science & Health Related	9	9	18
Commercial & Business Admin	6	7	13
Transport & Communication	1	1	2
Humanities	2	4	6
Social & Behavioral Science	2	4	6
Engineering	1	4	5
Mathematics & Computer Science	0	8	8
Natural Science	2	3	5
Mass Communication & Documentation	5	0	5
Agriculture, Forestry & Fishery	1	2	3
Fine & Applied Arts	1	2	3
Law	1	2	3
Education Science & Teacher Training	0	2	2
Architecture & Town Planning	0	1	1
Service Trades	1	2	3
TOTAL	32	51	83

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Chad

51 Students **18%** Female **\$ 112,745** Budget

OPERATIONAL HIGHLIGHTS

Selection

- One selection committee was established in each camp in the East, ensuring involvement of representatives of the refugee community in the selection process.

DAFI club activities

- DAFI students organised information sessions with the refugee community in each camp on the DAFI programme to encourage refugee children to continue their studies and apply for a DAFI scholarship, and to discuss how they could support the community during their summer break.
- Students from medical science and health related courses volunteered in health centres in their camps. Other students organised awareness sessions on the importance of education, the impact of early marriage on girls' education and human rights.

Success stories

- All seven students from the Teacher Institute graduated and found positions as teachers in their refugee community.

7 Students graduated

30 Newly admitted students

6 Higher Education Institutions

Partner: Refugee Education Trust (RET)

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 352,900 Sudanese and 80,500 Central African Republic (CAR) refugees.
- Sudanese refugees are hosted in 12 camps in Eastern Chad, while CAR refugees are in the South and in N'Djamena.
- Refugees have the right to work.

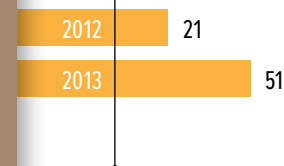
Course of Study

Course	F	M	Total
Law	1	12	13
Medical Science & Health Related	4	8	12
Education Science & Teacher Training	–	7	7
Commercial & Business Admin	1	4	5
Humanities	2	3	5
Economics and Management	–	4	4
Mathematics & Computer Science	1	3	4
Natural Science	–	1	1
TOTAL	9	42	51

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Democratic Republic of the Congo

19
Students

42%
Female

\$ 55,856
Budget

OPERATIONAL HIGHLIGHTS

- The Democratic Republic of the Congo (DRC) is one of three operations providing DAFI scholarships to returnees.
- The DAFI programme in DRC supports returnees in Lubumbashi, Eastern Congo.

Support to students

- Five students undertook internships as part of their university cycle.
- The partner together with the students organized an awareness session on the DAFI programme with local NGOs, social networks and universities to increase the students' chances of obtaining gainful employment.
- One student was readmitted into university after a successful advocacy by the partner following erroneous results provided by the university due to which the student almost lost his scholarship opportunity.

20 Students graduated

1 Higher Education Institution

Partner: International Emergency and Development Aid

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Received 68,428 Congolese returnees.
- Hosted 499,333 refugees, including 23,000 refugees from Central African Republic who arrived in 2013.

Course of Study

Course	F	M	Total
Social & Behavioural Science	4	8	12
Education Science & Teacher Training	4	1	5
Medical Science & Health Related	0	1	1
Other Programs	0	1	1
TOTAL	8	11	19

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Ecuador

27 Students
56% Female
\$ 50,086 Budget

OPERATIONAL HIGHLIGHTS

Support to students

- UNHCR's partner provided students with career advice and shared CVs of graduates within their Job Orientation Department.

DAFI club activities

- Students volunteered providing training courses in schools and giving care to children and elderly people in social institutions.
- Three graduates found employment related to their studies: two working as solicitors and one as an engineer.

5 Students graduated

2 Newly admitted students

19 Higher Education Institutions

Partner: Hebrew Immigrant Aid Society

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 54,789 refugees, mostly from Colombia.
- The Comprehensive Solutions Initiative (CSI) in Ecuador, conducted in coordination with the authorities, focuses on improving refugee livelihood and resettlement opportunities.
- Refugees have the right to work and basic social protection since 2013.

Course of Study

Course	F	M	Total
Engineering	3	6	9
Commercial & Business Administration	5	3	8
Medical Science & Health Related	3	2	5
Fine & Applied Arts		1	1
Humanities	1		1
Mathematics & Computer Science	1		1
Natural Science	1		1
Social & Behavioural Science	1		1
TOTAL	15	12	27

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Egypt

32
Students

47%
Female

\$ 85,968
Budget

OPERATIONAL HIGHLIGHTS

Selection

- The 6th October University exempted 30 students from fees for the next five years, allowing a USD 36,000 savings on the DAFI programme.
- A Letter of Understanding was signed between UNHCR and the 6th October University to formalize the agreement regarding facilitated access for refugee students.

Universities

- Some 4,000 Syrian refugees pursued undergraduate courses and 700 studied at Master's level at public universities. All Syrian students were exempt from tuition fees contrary to non-Syrian refugees, who must pay international fees at public universities.

1 Student graduated

22 Newly admitted students

1 Higher Education Institution

UNHCR direct implementation

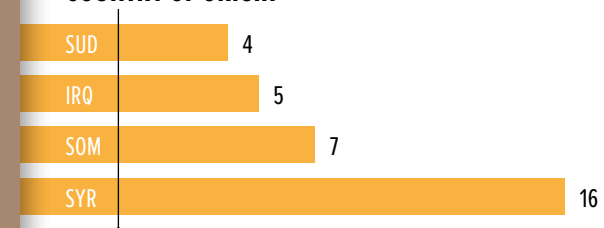
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 250,000 refugees in 2013, which included 70,000 unregistered Palestinian refugees.
- The number of Syrians increased dramatically from 12,800 in 2012 to 131,000 in 2013.
- Other refugees and asylum seekers were from Iraq, Eritrea, Ethiopia, Somalia, South Sudan and Sudan.

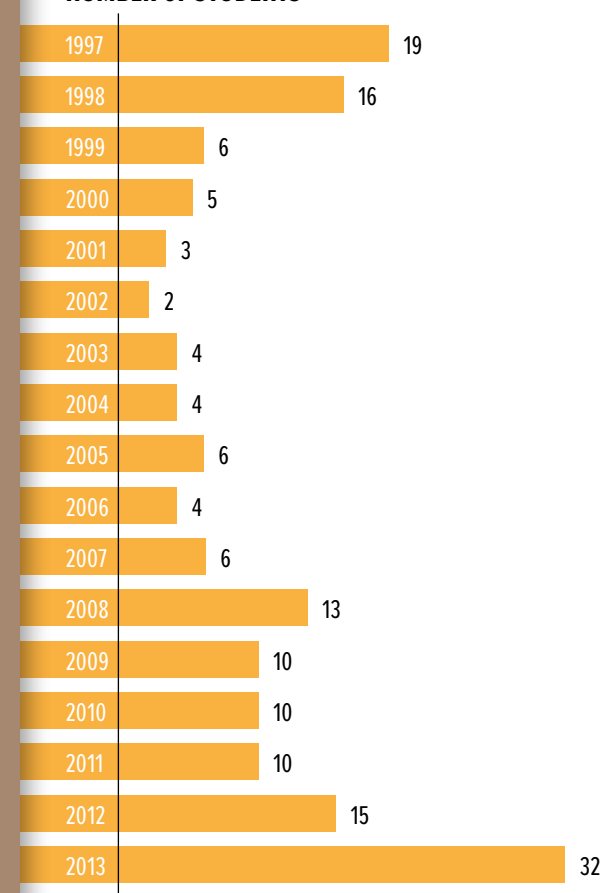
Course of Study

Course	F	M	Total
Commercial & Business Administration	8	11	19
Social & Behavioural Science	2	2	4
Education Science & Teacher Training	3	1	4
Mathematics & Computer Science	–	2	2
Engineering	1	–	1
Humanities	–	1	1
Medical Science & Health Related	1	–	1
TOTAL	15	17	32

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Eritrea

7 Students **0%** Female **\$ 22,146** Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- Somali refugees have free access to the national education system only at primary and secondary education level.
- Few refugees pass the secondary school examination, hence not many are eligible for a DAFI scholarship due to the low quality of education.

Partnerships

- UNHCR has a good relationship with the National Board for Higher Education (NBHE), which monitors enrollment and admission of refugee students at tertiary education level.
- UNHCR signs an agreement with the NBHE at the beginning of each semester.

1 Student graduated

1 Newly admitted student

2 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Did not ratify 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 3,155 refugees, mostly from Somalia, who have been displaced for two decades and live in camp settings.
- Granted Sudanese and South Sudanese refugees with resident permits that allowed them to access job opportunities.
- The only viable durable solution for Somali refugees in Eritrea at present is resettlement with limited opportunities for voluntary repatriation to safe areas in Somalia.

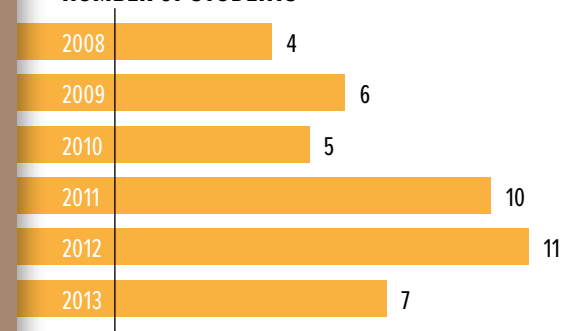
Course of Study

Course	F	M	Total
Medical Science & Health Related	–	4	4
Natural Science	–	2	2
Education Science & Teacher Training	–	1	1
TOTAL	–	7	7

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Ethiopia

227

Students

41%

Female

\$ 166,711

Budget

OPERATIONAL HIGHLIGHTS

Partnerships and advocacy

- UNHCR successfully advocated with the Ministry of Education to open the existing national scholarship programme, previously only targeting Eritreans, to all nationalities. As a consequence, the cost per student has been significantly reduced and 104 new students were able to enroll.
- UNHCR and its partner strengthened the relationship with the German Embassy and the German Academic Exchange Service (DAAD). The First Secretary of the German Embassy opened the DAFI annual workshop.

DAFI club activities

- DAFI students tutored some 650 students in secondary schools in three camps to improve their academic performance, particularly encouraging them to continue their studies at tertiary level.

11 Students graduated

104 Newly admitted students

23 Higher Education Institutions

Partner: Association of Ethiopians Educated in Germany

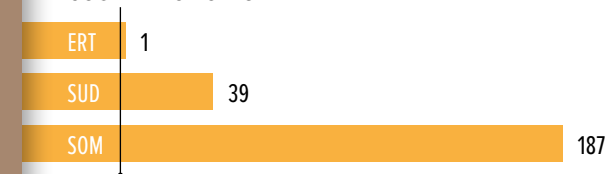
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 437,000 refugees mainly from Somalia, including 57,000 Somali refugees who arrived in 2013 mostly in Dollo Ado camps.
- Beside the DAFI programme, 1,564 refugees were sponsored by the Government of Ethiopia to access tertiary education. In 2013, 251 Eritrean refugees graduated.
- UNHCR covers 25% of the cost of the national scholarship.

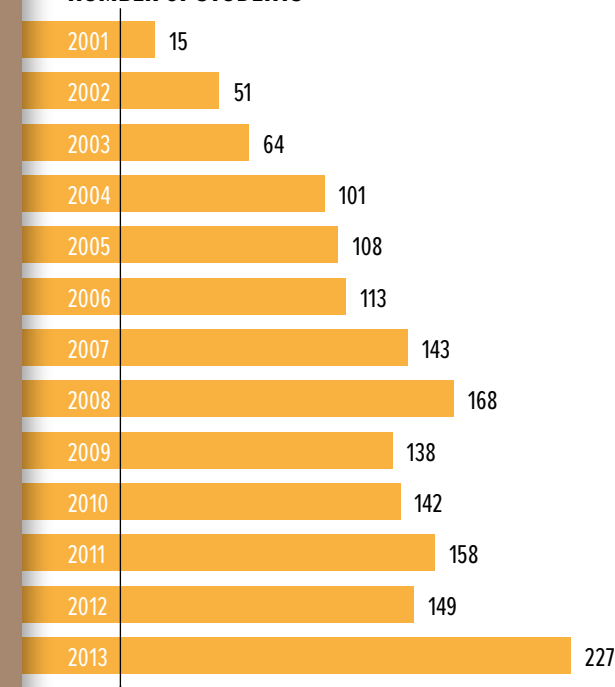
Course of Study

Course	F	M	Total
Medical Science & Health Related	48	20	68
Education Science & Teacher Training	37	5	42
Engineering	2	33	35
Agriculture, Forestry & Fishery	–	19	19
Social & Behavioural Science	1	15	16
Commercial & Business Administration	1	11	12
Mathematics & Computer Science	1	7	8
Natural Science	2	6	8
Mass Communication & Documentation	–	7	7
Humanities	–	5	5
Other Programs	–	3	3
Economics and Management	–	2	2
Law	–	2	2
TOTAL	92	135	227

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Georgia

10
Students

50%
Female

\$ 30,174
Budget

OPERATIONAL HIGHLIGHTS

- The DAFI programme is phasing out and no new students were enrolled in 2013.

Universities

- All DAFI students are admitted under the same conditions as nationals and can apply for the national scholarships programme.

DAFI Alumni

- In view of the closure of the DAFI programme in Georgia, UNHCR has been tracking down 50 former DAFI students in order to assess impacts. The first finding was that very few remained in Georgia: they either returned to Russia or left for a Western European country.

1 Student graduated

6 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 847 refugees and asylum seekers.
- UNHCR implemented projects that aim at realizing durable solutions through naturalization and local integration.

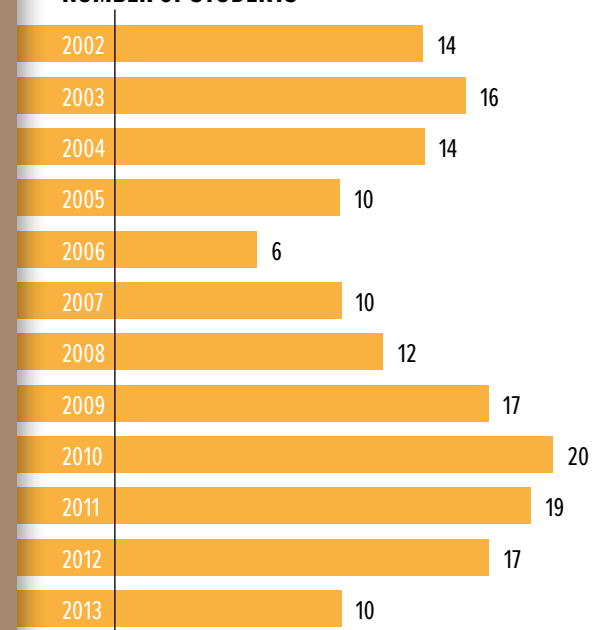
Course of Study

Course	F	M	Total
Commercial & Business Admin	2	3	5
Law	1	1	2
Humanities	1	–	1
Mathematics & Computer Science	–	1	1
Social & Behavioural Science	1	–	1
TOTAL	5	5	10

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Ghana

91 Students
34% Female
\$ 316,645 Budget

OPERATIONAL HIGHLIGHTS

DAFI club activities

- Two DAFI graduates set up a Youth Empowerment Centre to provide training and counselling services for younger refugees. Current students volunteer in the Centre during their vacation.
- DAFI students continued to raise funds to support two refugee girls in secondary school.
- DAFI students conducted a session to raise awareness about sexual violence towards children and teachers in one of the refugee camp schools.

DAFI success stories

- One student graduated with a First Class degree and received The Best Student award in Economics from the Ghana Institute of Management and Public Administration.
- Recent graduates include the Deputy Minister of Agriculture, Deputy Minister of Youth and Sports, university lecturers, medical doctors, school principals, teachers, engineers and news editors.

23 Students graduated

23 Newly admitted students

18 Higher Education Institutions

Partner: Christian Council of Ghana

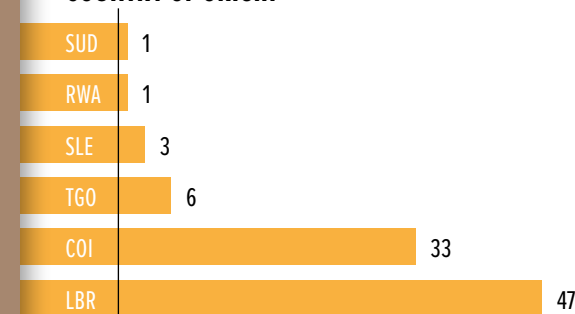
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 18,681 refugees mostly from Liberia, Cote d'Ivoire and Togo.
- UNHCR assisted 71 Ivoirians to return to their country of origin.
- Refugees have the right to work.

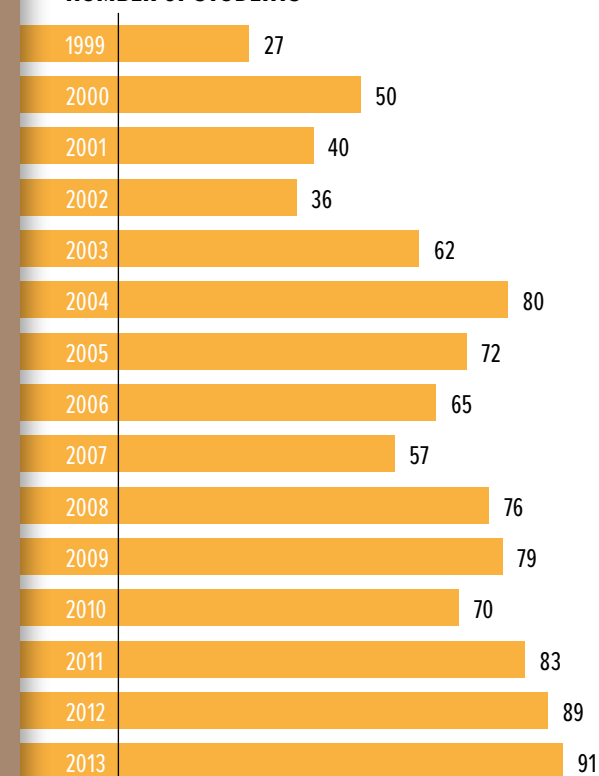
Course of Study

Course	F	M	Total
Commercial & Business Administration	20	24	44
Education Science & Teacher Training	6	6	12
Social & Behavioural Science	3	5	8
Mathematics & Computer Science	–	7	7
Agriculture, Forestry & Fishery	1	4	5
Mass Communication & Documentation	1	4	5
Engineering	–	4	4
Architecture & Town Planning	–	2	2
Humanities	–	2	2
Medical Science & Health Related	–	1	1
Other Programs	–	1	1
TOTAL	31	60	91

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



India

52 Students
42% Female
\$ 61,972 Budget

OPERATIONAL HIGHLIGHTS

- Since 2012, all UNHCR mandate refugees can enroll in any academic institution, thanks to UNHCR's successful advocacy with the Ministry of Education. UNHCR and its partners continued to work closely with the universities to ensure that refugees do not face discrimination at the time of enrollment.

DAFI club activities

- DAFI students and youth clubs disseminated information to refugee children on universities and the DAFI programme.
- Students participated in an awareness-raising campaign on education targeting parents and the broader community. Through the campaign, they reached out to 1,320 students to explain university admission procedures.
- Each DAFI scholar tutored at least one secondary student from the community.

Success stories

- Recent graduates have found employment as accountant, NGO programme coordinator, and teacher.

5 Students graduated

20 Newly admitted students

23 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Did not ratify 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 197,000 refugees and asylum-seekers, mainly from the Tibet Autonomous Region in the People's Republic of China, Sri Lanka, Myanmar and Afghanistan.
- Enabled refugees to access basic services, notably in health and education.
- UNHCR mandate refugees can apply for long-term visas and work permits since 2012, which gives them access to the labour market.
- Over 5,000 refugees benefited from language and other training courses, as well as support for livelihoods such as business grants and job placements.

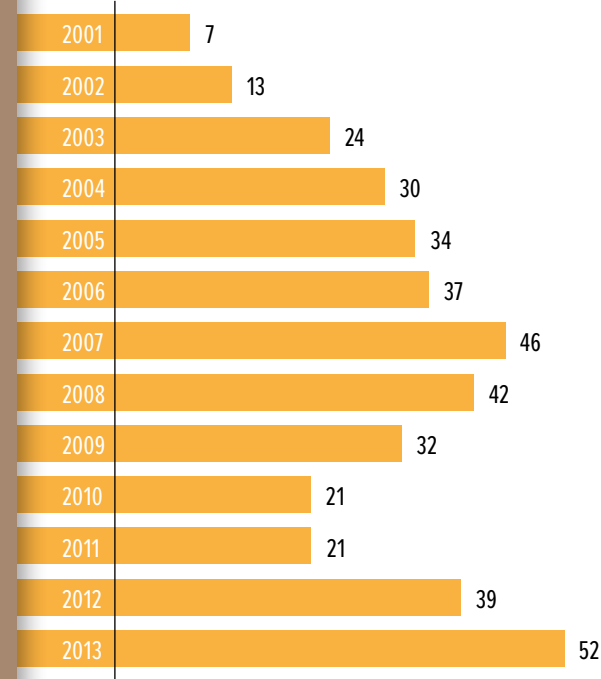
Course of Study

Course	F	M	Total
Commercial & Business Administration	14	15	29
Humanities	7	11	18
Natural Science	–	2	2
Engineering	–	1	1
Medical Science & Health Related	–	1	1
Other Programs	1	–	1
TOTAL	22	30	52

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Iran

282

Students

63%

Female

\$ 166,387

Budget

OPERATIONAL HIGHLIGHTS

Selection

- UNHCR received 656 applications in 2013, out of which 64 new DAFI scholars were selected.
- Iran has the biggest DAFI programme with some 250 scholars annually and a high representation of women. In addition, 32 students received one-off support to complete their studies with all of them graduating in 2013.
- The success rate remained very high with a minimal drop-out rate: four students dropped out of which two returned to Afghanistan before the end of their studies.

DAFI club activities

- DAFI students supported community schools at primary and secondary level through teaching.
- Students organized awareness sessions on dental health care and reproductive health for younger refugee students.

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 857,354 refugees in 2013, mostly from Afghanistan. Iran remained the second largest refugee-hosting country in the world after Pakistan.
- Some 135,000 undocumented Afghans received Iranian resident permits, facilitating access to work and freedom of movement.
- The Solutions Strategy for Afghan Refugees provides a framework for durable solutions for Afghans.

76 Students graduated

64 Newly admitted students

115 Higher Education Institutions

UNHCR direct implementation

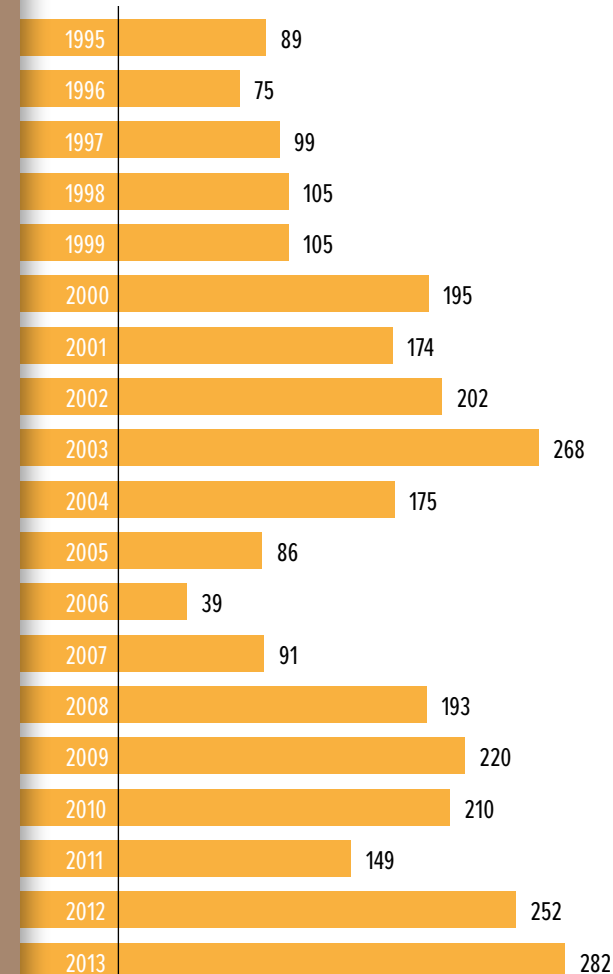
Course of Study

Course	F	M	Total
Engineering	26	31	57
Medical Science & Health Related	37	11	48
Commercial & Business Administration	25	14	39
Natural Science	20	13	33
Agriculture, Forestry & Fishery	14	5	19
Humanities	12	7	19
Law	13	6	19
Mathematics & Computer Science	10	6	16
Social & Behavioural Science	11	4	15
Architecture & Town Planning	3	5	8
Mass Communication & Documentation	4	1	5
Education Science & Teacher Training	1	2	3
Fine & Applied Arts	1	–	1
TOTAL	177	105	282

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Jordan

51 Students **61%** Female **\$ 270,240** Budget

OPERATIONAL HIGHLIGHTS

Selection

- The DAFI programme in Jordan accepted 17 Syrian refugees for the first time, which became possible due to an additional contribution from the German Government.
- UNHCR has a strong relationship with the German Embassy in Jordan, which participated in the selection committee. The German Academic Exchange Service (DAAD) is also part of the committee.

Support to students

- Five new Syrian students attended English language courses.
- Four students undertook internships in Germany during their fourth year of study, which is a requirement from the German Jordan University with costs supported by DAAD. One student, who was unable to obtain a visa for Germany, did his internship in Morocco.

Success stories

- One student created a “Stock Control and Point of Sale System,” which keeps track of all items in stock, with the details of each item (quantity, price, description). The system will be used by a British retail company.

7 Students graduated

24 Newly admitted students

8 Higher Education Institutions

Partner: Nour-Al-Hussein Foundation

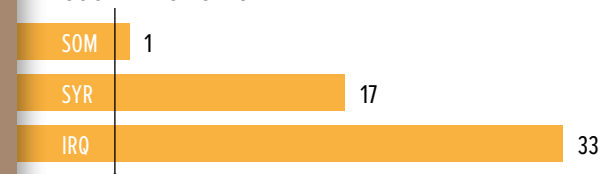
Protection environment

- Did not ratify 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 641,915 refugees, mostly from Syria. Syrian refugees started to arrive in March 2011 and represented one tenth of Jordan’s population by year-end. Other nationalities in Jordan are Iraqis and Somalis.

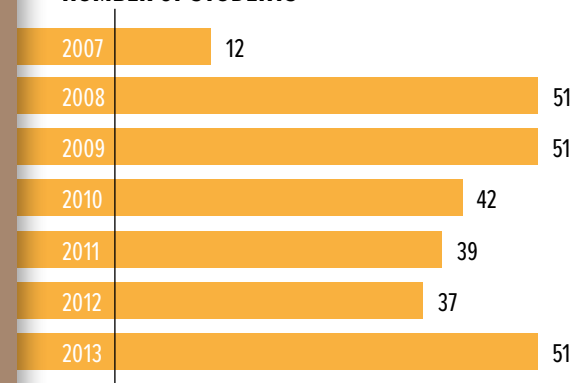
Course of Study

Course	F	M	Total
Engineering	3	13	16
Medical Science & Health Related	12	4	16
Architecture & Town Planning	5	3	8
Mathematics & Computer Science	4	–	4
Other Programs	4	–	4
Commercial & Business Admin	1	–	1
Mass Communication & Documentation	1	–	1
Education Science & Teacher Training	1	–	1
TOTAL	31	20	51

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Kenya

90 Students
24% Female
\$ 312,864 Budget

OPERATIONAL HIGHLIGHTS

Partnerships

- UNHCR's partner Windle Trust Kenya (WTK) worked in close collaboration with the Kenyan Department of Refugee Affairs to secure movement passes for students.
- UNHCR and WTK negotiated a waiver for the additional 25 per cent on tuition fees applied to non-Kenyan students in some universities.
- WTK collaborated with other NGOs for the selection of students, internship placements and legal support when the Kenyan government issued a directive for all refugees to relocate to camps.

DAFI club activities

- DAFI students oriented 65 new scholars and helped monitor the implementation of the DAFI programme through their active participation in reporting.

65 Students graduated

10 Higher Education Institutions

Partner: Windle Trust Kenya

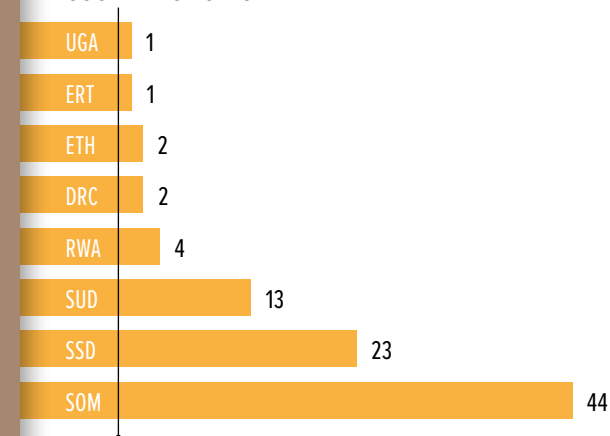
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 534,938 refugees, mostly from Somalia but also from Ethiopia, South Sudan and Sudan, among others.
- Most of the refugees are in camp settings in Dadaab and Kakuma, but also in urban settings in Nairobi.
- UNHCR signed a tripartite agreement, a legal framework governing the voluntary repatriation of Somali refugees.

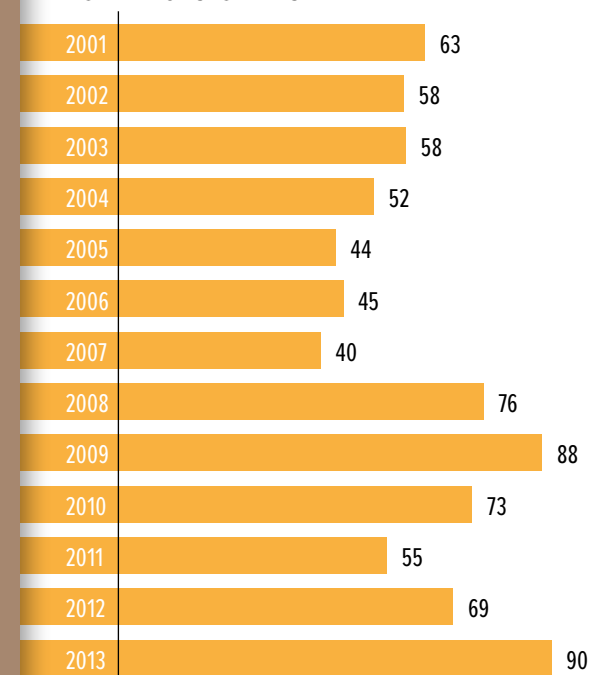
Course of Study

Course	F	M	Total
Social & Behavioural Science	9	20	29
Commercial & Business Administration	5	14	19
Mathematics & Computer Science	3	13	16
Education Science & Teacher Training	–	10	10
Economics and management	2	2	4
Engineering	–	3	3
Law	1	2	3
Mass Communication & Documentation	2		2
Agriculture, Forestry & Fishery	–	1	1
Medical Science & Health Related	–	1	1
Natural Science	–	1	1
Other Programs	–	1	1
TOTAL	22	68	90

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Kyrgyzstan

13
Students

62%
Female

\$ 20,065
Budget

OPERATIONAL HIGHLIGHTS

Selection process

- The German Embassy participated in the selection committee.

Universities

- The International University of Kyrgyzstan hosting nine DAFI students applies national fees to refugees. UNHCR continues to advocate with other higher institutions to apply national fees to refugee students.

Support to students

- UNHCR organized a two-day workshop on the development of social projects for DAFI students. Students developed two social projects to promote ethnic tolerance among young people.



2 Students graduated

2 Newly admitted students

4 Higher Education Institutions

Partner: Crisis Center “Sezim”

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 430 refugees mainly from Afghanistan, followed by Uzbekistan and a few refugees from Syria, Iran and China.
- Only refugees recognized by the government of Kyrgyzstan have the right to work; mandate refugees (recognized by UNHCR) cannot work.

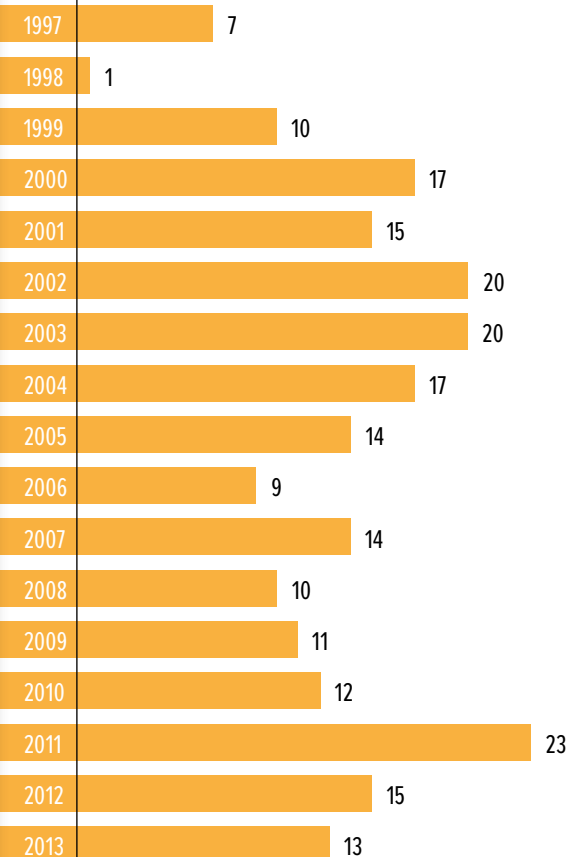
Course of Study

Course	F	M	Total
Commercial & Business Admin	3	1	4
Mass Communication & Documentation	2	–	2
Law	–	2	2
Medical Science & Health Related	1	1	2
Social & Behavioural Science	1	1	2
Humanities	1	–	1
TOTAL	8	5	13

COUNTRY OF ORIGIN

AFG 13

NUMBER OF STUDENTS



Liberia

15 Students
40% Female
\$ 15,286 Budget

OPERATIONAL HIGHLIGHTS

- UNHCR Liberia opened the DAFI programme in 2013, awarding scholarships to 15 students. The DAFI programme in Liberia aims at supporting self-reliance and durable solutions for mainly Ivoirian refugees, who will be either returning to Cote d'Ivoire after their studies or integrating locally.

Selection and universities

- 14 of 15 students are camp-based refugees and fled to Liberia before the 2010-11 Ivoirian civil conflict.
- Access to higher education in Liberia is conditional to the West African Examination Council Exam and entrance examination.
- Following successful negotiations between UNHCR and partner universities, DAFI students now pay the same fees as nationals at the University of Liberia and Nimba Community College.

Visibility

- The Ambassador of the Federal Republic of Germany to Liberia awarded the scholarships to the DAFI students at a formal ceremony. The event was reported in three local newspapers and by the United Nations Mission in Liberia.

15 Newly admitted students

4 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Did not ratify 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 53,253 refugees, asylum-seekers and other persons of concern. Most of them were from Côte d'Ivoire, followed by a limited number of refugees from Sierra Leone, Sudan or the Democratic Republic of the Congo (DRC).
- Voluntary repatriation remains the preferred durable solution for Ivoirian refugees, with more than 18,000 repatriated in 2013.
- Ivoirian refugees studying Ivoirian curriculum in refugee camps do not have access to the baccalaureate, the Ivoirian National Exam.

Course of Study

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

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Mauritania

20
Students

20%
Female

\$73,573
Budget

OPERATIONAL HIGHLIGHTS

Selection

- Mauritania implements one of three DAFI programmes supporting returnees worldwide.
- Only 20% of DAFI students are female, which is linked to the low number of female applicants for DAFI scholarships. In 2013, ten out of the 51 applicants were female candidates.

Support to students

- Students benefited from a training course in Business creation.

DAFI club activities

- The DAFI Club keeps a close relationship with returnee associations, and activities are organised at Mauritanian returnee sites.
- Students organized awareness sessions on SGBV and HIV/AIDS at returnee sites. They also contributed to an awareness raising session on human rights in Nouakchott.

9 Students graduated

11 Newly admitted students

1 Higher Education Institution

Partner: Actions

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 66,767 refugees, which included 31,400 new arrivals from Mali.
- Durable solutions are limited for the Malian refugee population and some 2,000 Malian refugees opted for voluntary repatriation in 2013.

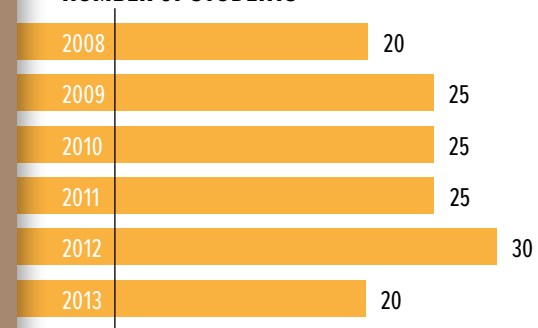
Course of Study

Course	F	M	Total
Economics and management	1	2	3
Humanities	–	2	2
Law	2	7	9
Mathematics & Computer Science	–	1	1
Natural Science	1	1	2
Social & Behavioral Science	–	1	1
Education Science & Teacher Training	–	2	2
TOTAL	4	16	20

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Mozambique

8 Students
50% Female
\$ 23,309 Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- UNHCR received 50 applications from eligible candidates although no new students could be enrolled in 2013.
- In 2013, there were 88 refugee university students without a DAFI scholarship.
- Refugees enjoy the same rights as nationals with regards to accessing services, and in particular access to universities at national fee level in all tertiary institutions.

DAFI club activities

- DAFI students volunteered during World Refugee Day and were active in student associations.

1 Student graduated

4 Newly admitted students

UNHCR direct implementation

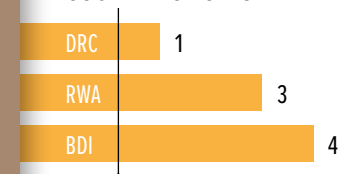
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 4,445 refugees and 10,674 asylum seekers from Congo (DRC), Burundi, Rwanda and Somalia in 2013.
- Mozambique continued to be affected by mixed-migration movements, mostly individuals heading to South Africa.

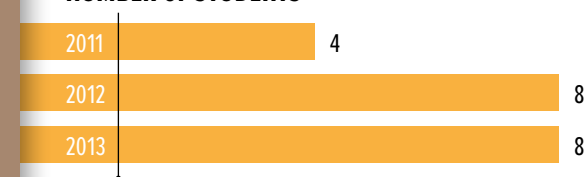
Course of Study

Course	F	M	Total
Medical Science & Health Related	1	2	3
Mathematics & Computer Science	–	2	2
Architecture & Town Planning	1	–	1
Law	1	–	1
Other programmes	1	–	1
TOTAL	4	4	8

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Namibia

25 Students
39% Female
\$ 114,356 Budget

OPERATIONAL HIGHLIGHTS

- The number of refugees reduced following the application of the cessation clause to Angolan refugees and the voluntary return of a significant number of refugees to Angola since 2012. As a consequence, UNHCR and the Government of Namibia reviewed the phase-out strategy, which includes a progressive reduction of the DAFI programme.

Selection

- Following the application of the cessation clause for Angolan refugees, no Angolan refugees were selected in 2013.
- In view of the closure of UNHCR's office in Namibia, no first year students were selected. Instead, support was given to students already enrolled in degree programmes to enable them to complete their studies.

3 Students graduated

4 Newly admitted students

2 Higher Education Institutions

UNHCR direct implementation

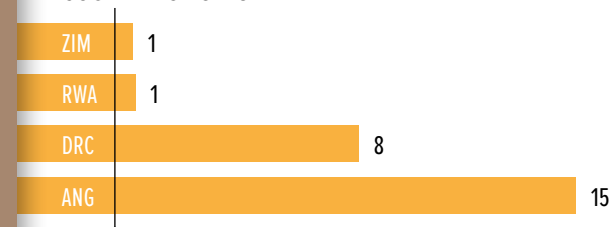
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 1,142 refugees and 288 asylum seekers from the Democratic Republic of the Congo (DRC), Rwanda and Burundi.
- The refugee status of Angolan refugees ceased as of 30 June 2012. UNHCR in collaboration with the Government of Namibia implemented a local integration strategy for former Angolan refugees.

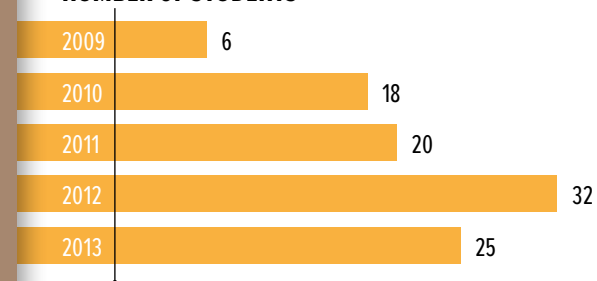
Course of Study

Course	F	M	Total
Other Programmes	2	5	7
Engineering	1	5	6
Mathematics & Computer Science	1	5	6
Commercial & Business Admin	2	1	3
Education Science & Teacher Training	2	–	2
Medical Science & Health Related	–	1	1
TOTAL	8	17	25

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Nigeria

8 Students
25% Female
\$ 12,000 Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- The German embassy participated in the selection committee along with various NGOs.
- To increase the number of female applicants, UNHCR gave priority to female students to access secondary education grants.
- Students must take external examinations from the West African Examinations Council to enter into Nigerian universities. In addition, students must pass the Universities Matriculation Examination.

Support to students

- DAFI graduates presently work for an NGO in Liberia, as Risk Manager at the Liberian Bank for Investment and Development, with Access Bank in Liberia, and a medical student completed his residency period in a hospital.

7 Students graduated

6 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 1,530 refugees from the Democratic Republic of the Congo (DRC), Cameroon, and Cote d'Ivoire.
- Refugees have the right to work, access to primary health care, education, microfinance and vocational training.

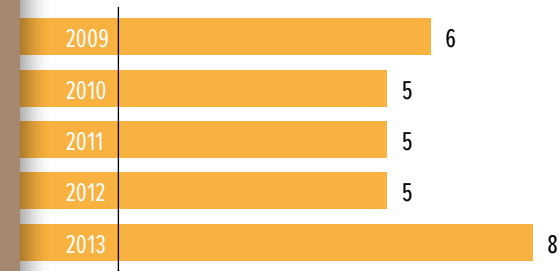
Course of Study

Course	F	M	Total
Education Science & Teacher Training	1	1	2
Agriculture, Forestry & Fishery	–	1	1
Commercial & Business Admin	1	–	1
Engineering	–	1	1
Mathematics & Computer Science	–	1	1
Medical Science & Health Related	1	–	1
Other Programs	–	1	1
TOTAL	3	5	8

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Pakistan

86 Students **37%** Female **\$ 54,136** Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- UNHCR widely disseminated information about the DAFI programme in refugee communities in the six main districts through UNHCR partners, the Commission for Afghan Refugees and the Ministry of Refugees and Repatriation.
- There were only two female applicants out of 54 applications.
- 50% of students are enrolled in public institutions, the remaining 50% are enrolled in private universities.

Monitoring

- Students must provide up to four progress reports from their supervisor in addition to their examination results to UNHCR.
- UNHCR Headquarters conducted a monitoring mission to Pakistan and recommended the expansion of the current programme through the recruitment of a partner.

4 Students graduated

23 Newly admitted students

40 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Did not ratify 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted over 1.6 million registered Afghans. Registered Afghans can stay in Pakistan under the Proof of Registration (PoR) cards, which have been extended until 31 December 2015.
- Assisted 30,000 Afghans with repatriation.
- The Solutions Strategy for Afghan Refugees (2012 - 2017) is the framework for durable solutions for Afghans.

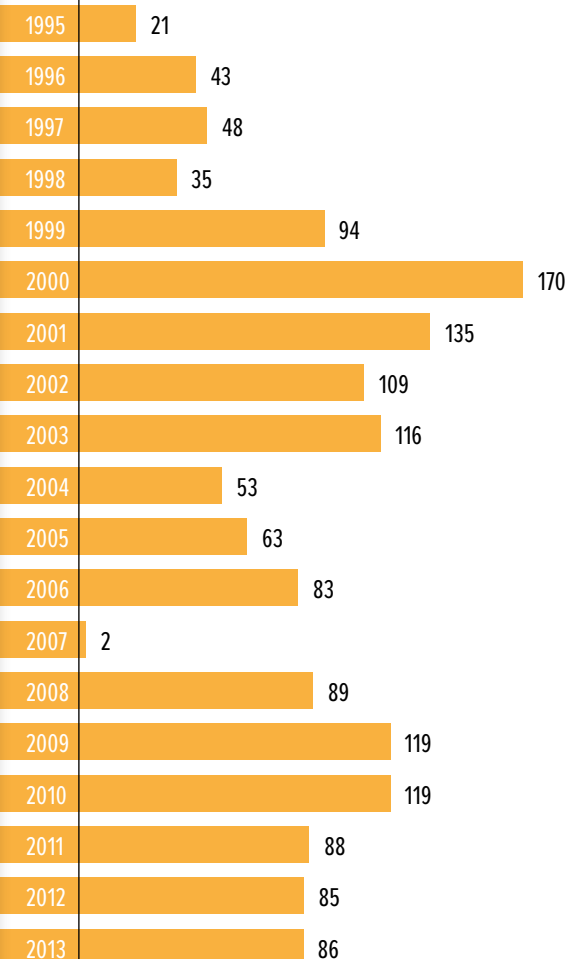
Course of Study

Course	F	M	Total
Commercial & Business Administration	11	13	24
Mathematics & Computer Science	7	15	22
Agriculture, Forestry & Fishery	–	18	18
Natural Science	5	5	10
Other Programmes	6	2	8
Medical Science & Health Related	2	–	2
Engineering	–	1	1
Social & Behavioural Science	1	–	1
TOTAL	32	54	86

COUNTRY OF ORIGIN

AFG 86

NUMBER OF STUDENTS



Panama

20 Students
33% Female
\$ 46,922 Budget

OPERATIONAL HIGHLIGHTS

- Some DAFI students in Panama are recognized refugees and others have a Temporary Humanitarian Protection (THP) status. The right to work for DAFI students holding THP is limited.

Support to students

- UNHCR's partner Hebrew Immigrant Aid Society (HIAS), experts in psychosocial care for displaced populations and migrants, provided psychosocial support to students individually or in groups through participation in Human Development Workshops that take place every year. Home visits were carried out and individual psychological support was provided.

Impact

- Considering the limitations of some of the students with THP status, the project's impact remained very positive. This includes increased levels of motivation in view of better prospects for whole families and communities, as well as retention of younger refugees studying at primary and secondary school.

2 Students graduated

5 Newly admitted students

7 Higher Education Institutions

Partner: Vicariato de Darien

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 2,665 refugees mostly from Colombia.
- UNHCR supported the implementation of Panama's 2011 law, which permitted the regularization process of some 400 refugees (mainly from Colombia) under the THP regime while awaiting permanent residency.

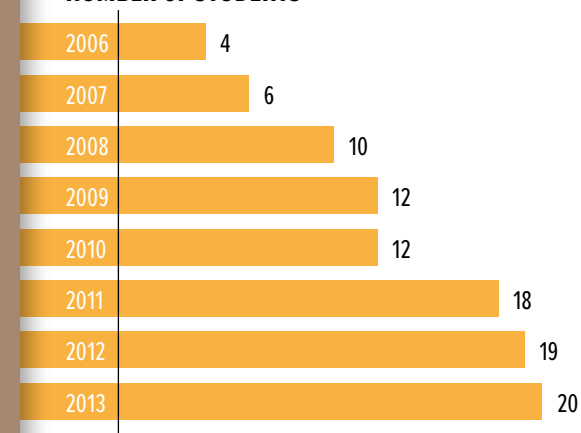
Course of Study

Course	F	M	Total
Commercial & Business Administration	5	6	11
Humanities	3	3	6
Agriculture, Forestry & Fishery	–	3	3
TOTAL	8	12	20

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Papua New Guinea

2 Students
50% Female
\$ 13,091 Budget

OPERATIONAL HIGHLIGHTS

- UNHCR closed its DAFI programme in December 2013 following the graduation of the last two students. UNHCR's office in Papua New Guinea closed at the end of 2012, and the DAFI programme was thereafter directly managed by UNHCR Australia, relying on UNHCR's former partner to follow up directly with the students and universities.

Universities

- Refugees pay the same fees at universities as nationals. They can also apply for partial or full government scholarships to cover tuition fees. The scholarships are awarded on the basis of merit.

Success stories

- One of the two students who graduated already secured a job as a science teacher in a secondary school.

2 Students graduated

2 Newly admitted students

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted approximately 10,000 refugees, mainly West Papuans.
- In January 2013, government authorities took responsibility for West Papuan refugees living in certain areas: border settlements and urban areas of Western Province.
- Refugees with Permissive Residency Permits can access education and health services, engage in business activities but have restricted freedom of movement.

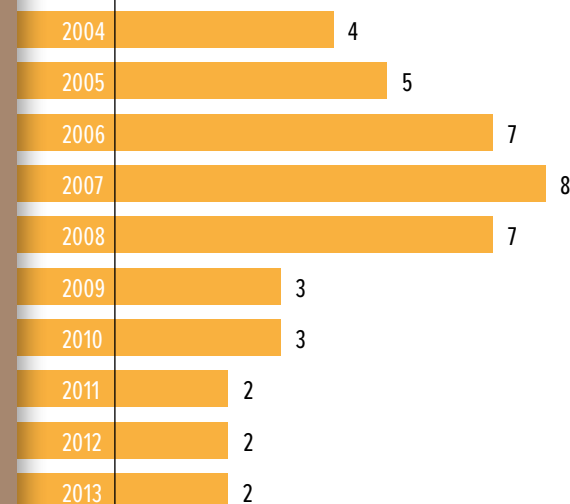
Course of Study

Course	F	M	Total
Medical Science & Health Related	–	1	1
Education Science & Teacher Training	1	–	1
TOTAL	1	1	2

COUNTRY OF ORIGIN

Indonesia (West Papuans) 2

NUMBER OF STUDENTS



Russia

11 Students
82% Female
\$ 17,660 Budget

OPERATIONAL HIGHLIGHTS

- Since 1995, nearly 200 students have obtained diplomas from universities in Russia through the DAFI programme.

Universities

- UNHCR encourages students to study at vocational schools (called ‘colleges’ in Russia), which are more accessible than universities offering 5-year degrees.
- Refugee students pay higher fees than nationals and are considered as foreigners by Russian colleges and universities.

Support to students

- DAFI students received career advice and participated in training sessions on career guidance.
- The DAFI meeting gathered new, ongoing and former DAFI students, who discussed youth and education-related issues. A correspondent from Radio Russia joined the meeting and interviewed students for her monthly radio broadcast.

5 Students graduated

5 Newly admitted students

11 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 3,458 refugees, mainly from Syria (34%) and Afghanistan (32%).
- UNHCR continued to focus on access to territory, asylum procedures, instances of refoulement and abduction, and a low recognition rate.

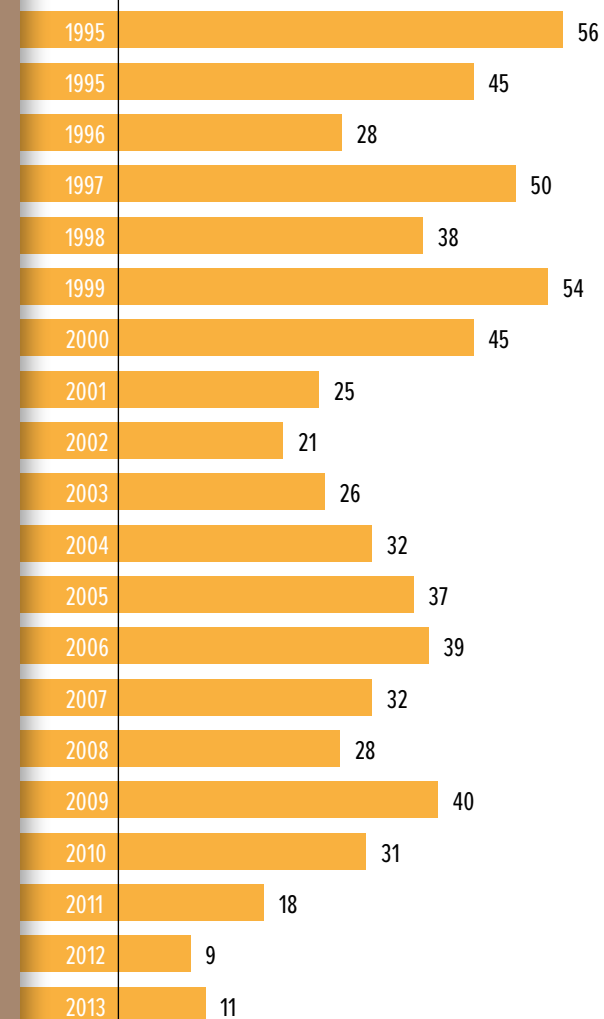
Course of Study

Course	F	M	Total
Commercial & Business Administration	1	2	3
Law	2	–	2
Medical Science & Health Related	2	–	2
Education Science & Teacher Training	2	–	2
Fine & Applied Arts	1	–	1
Economy and management	1	–	1
TOTAL	9	2	11

COUNTRY OF ORIGIN

AFG 11

NUMBER OF STUDENTS



Rwanda

95 Students
46% Female
\$ 166,346 Budget

OPERATIONAL HIGHLIGHTS

Selection

- UNHCR widely advertised the DAFI scholarship through UNHCR field offices and at strategic locations in camps, which resulted in 341 eligible applicants.
- A broad selection committee reviewed the application; it included a multi-functional team at field level and UNHCR's education partner, as well as representative of the DAFI club.

DAFI club activities

- DAFI students organized sensitization campaigns aimed at young people on such topics as drugs, sexual abuse and HIV/AIDS. They organized sports and cultural activities to contribute to youth education in the camps.
- DAFI students continued to actively promote Hope School, a secondary school in Gihembe camp, which was partially funded by DAFI students several years ago.
- Following fundraising efforts by DAFI students for Hope School, an American foundation sponsored 14 students in 2013.

21 Students graduated

11 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 73,349 refugees, mostly from the Eastern part of the Democratic Republic of the Congo (DRC).
- The vast majority of refugees live in camps and 2,000 are urban refugees.
- Supported the initial reintegration of some 7,300 Rwandan returnees.
- UNHCR assisted over 900 refugees to resettle in third countries.

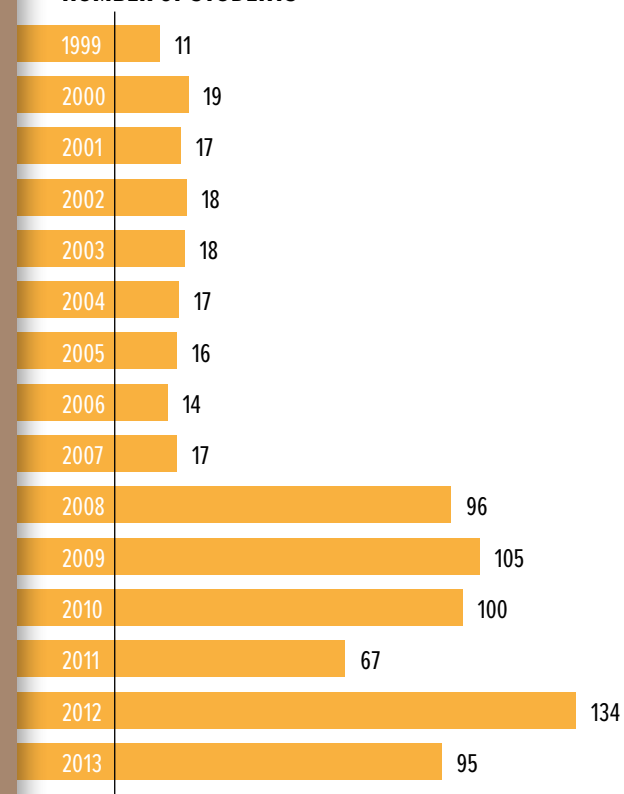
Course of Study

Course	F	M	Total
Faculty of Economics and Management	17	14	31
Medical Science & Health Related	8	8	16
Arts, Media and Social Sciences	6	6	12
Natural Sciences	4	7	11
Agriculture, Forestry & Fishery	4	5	9
Commercial & Business Administration	2	5	7
Engineering	1	2	3
Education science and teacher training	2	–	2
Other programmes	1	1	2
Social & Behavioral Science	–	1	1
Law	–	1	1
TOTAL	45	50	95

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Senegal

64 Students
26% Female
\$ 360,264 Budget

OPERATIONAL HIGHLIGHTS

- The DAFI programme in Senegal supports refugees coming from various asylum countries in West Africa, including Burkina Faso, Cote d'Ivoire, Guinea, Mali and Niger.

Support to students

- At the time of selection, students were oriented to university paths relevant for the job market by an orientation committee and the selection committee which included UNHCR's partner, UNHCR Regional Office staff, and representatives from the Germany embassy, Ministry of Education, CARITAS, RADDHO and former DAFI students.
- 20 graduated students undertook 6-month internships in various businesses.

DAFI club activities

- Students organized sensitization sessions on HIV/AIDS, violence and sexual abuses, and malaria for the refugee community.

10 Students graduated

10 Newly admitted students

Partner: Office Africain pour le Développement et la Coopération.

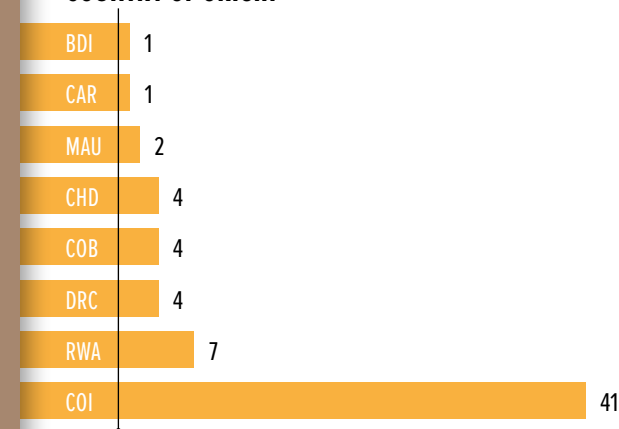
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Burkina Faso and Niger continued to host an important number of Malian refugees, which included 77,600 who received protection and material assistance from UNHCR.
- UNHCR assisted some 19,500 Ivoirians and almost 2,300 Malians to voluntary return to their countries.

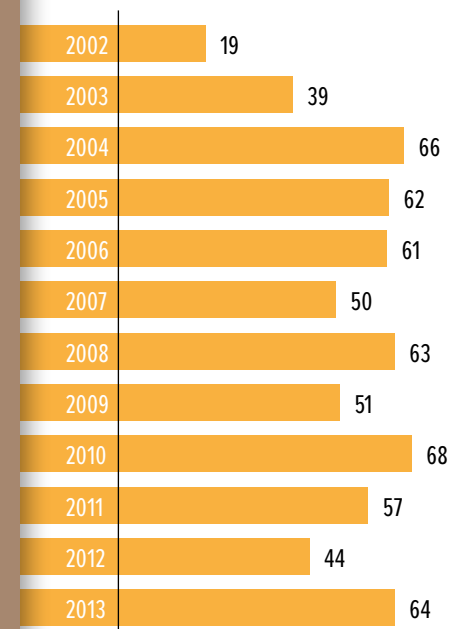
Course of Study

Course	F	M	Total
Commercial & Business Administration	8	21	28
Law	6	17	24
Mathematics & Computer Science	–	5	5
Social & Behavioural Sciences	2	–	2
Architecture & Town Planning	–	1	1
Engineering	–	1	1
Medical Science & Health Related	1	–	1
Natural Sciences	–	1	1
Education Science & Teacher Training	–	1	1
TOTAL	17	47	64

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



South Africa

65
Students

46%
Female

\$ 413,861
Budget

OPERATIONAL HIGHLIGHTS

Monitoring

- UNHCR conducted monitoring visits in all provinces where students are studying and also met with university officials.
- UNHCR headquarters conducted a monitoring mission to South Africa.
- The German Embassy participated in all DAFI meetings and discussions.

Support to students

- UNHCR initiated discussion with the German Chamber of Commerce and Industry on internships for DAFI students in German companies in South Africa.

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 65,881 refugees and 232,211 asylum seekers mainly from Burundi, the Democratic Republic of the Congo (DRC), Ethiopia, Eritrea, Rwanda, Somalia, Sudan and Zimbabwe.
- South African legislation allows refugees and asylum seekers freedom of movement, the right to work, access to education and health services.
- Refugees and asylum seekers face difficulties regarding integration.

20 Students graduated

11 Newly admitted students

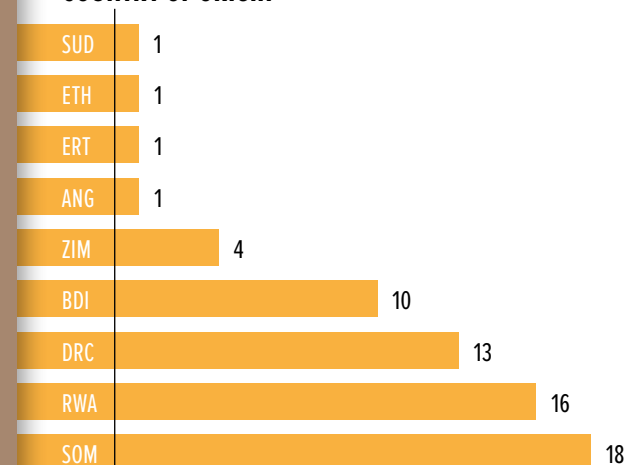
18 Higher Education Institutions

UNHCR direct implementation

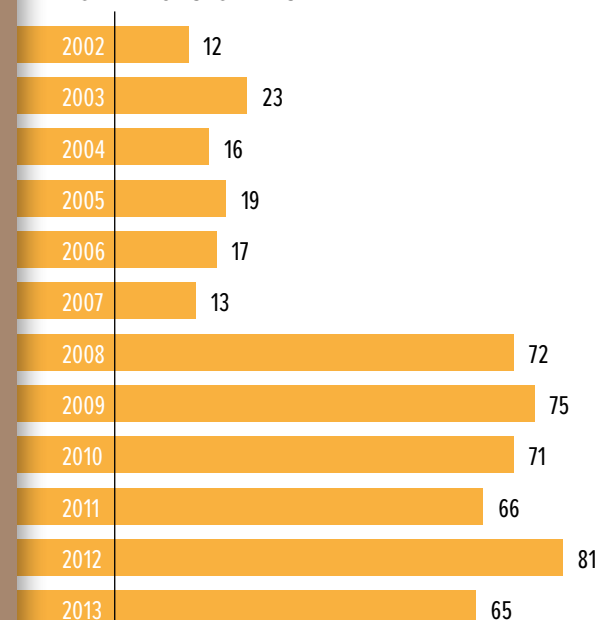
Course of Study

Course	F	M	Total
Medical Science & Health Related	15	6	21
Commercial & Business Administration	5	9	14
Engineering	4	6	10
Mathematics & Computer Science	1	3	4
Mass Communication & Documentation	–	2	2
Fine & Applied Arts	1	1	2
Other Programmes	–	2	2
Social & Behavioural Sciences	–	2	2
Transport & Communication	1	1	2
Education Science & Teacher Training	–	2	2
Architecture & Town Planning	–	1	1
Economics and management	1	–	1
Law	1	–	1
Natural Sciences	1	–	1
TOTAL	30	35	65

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Sudan

95 Students
67% Female
\$ 140,309 Budget

OPERATIONAL HIGHLIGHTS

- The DAFI programme supported mainly Eritrean and Ethiopian students who live in refugee camps in a protracted situation in the Eastern part of Sudan or in Khartoum.

Universities

- UNHCR's partner negotiated fees reduction for refugee students with two main universities: Africa University and Ahfad University.

Support to students

- Students benefited from computer and English language courses, as well as psychological support when necessary.
- The annual DAFI workshop addressed the issue of providing career development support to students.

DAFI club activities

- DAFI students supported refugee children, helping them with school work and acting as role models towards younger refugees in secondary school.

21 Students graduated

41 Newly admitted students

10 Higher Education Institutions

Partner: Windle Trust International Sudan

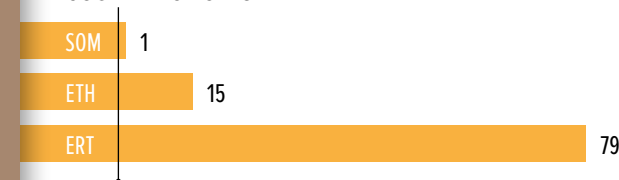
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 124,328 refugees, mainly from Eritrea, Ethiopia and Chad.
- Hosted over 1.8 million internally displaced, mostly in Darfur and Khartoum.
- UNHCR initiated the Transitional Solutions Initiative to support local integration of Eritrean refugees in the East of Sudan. This includes access to livelihood opportunities.

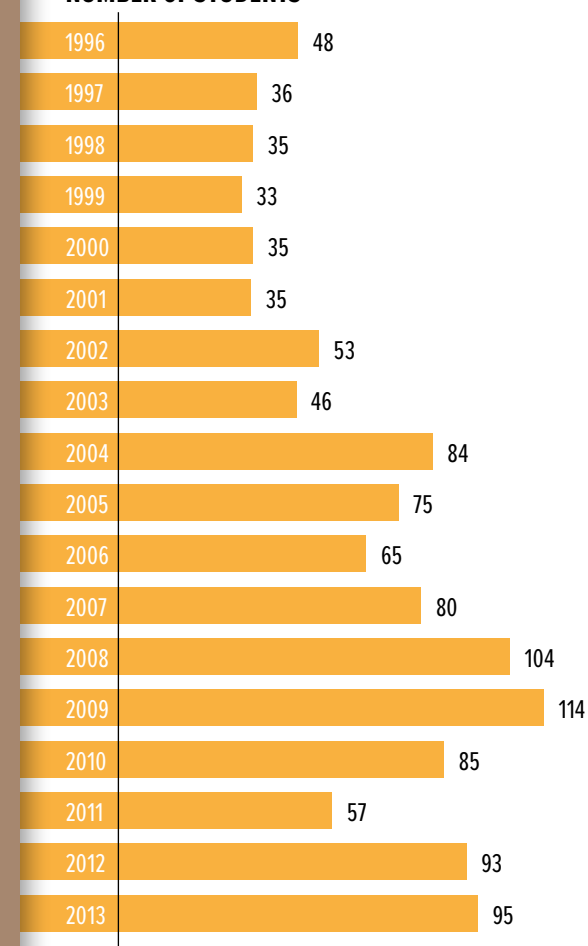
Course of Study

Course	F	M	Total
Medical Science & Health Related	20	3	23
Commercial & Business Admin	13	9	22
Social & Behavioural Science	18	–	18
Mathematics & Computer Science	7	9	16
Engineering	–	6	6
Natural Science	1	3	4
Education Science & Teacher Training	3	–	3
Agriculture, Forestry & Fishery	–	1	1
Humanities	1	–	1
Other Programs	1	–	1
TOTAL	64	31	95

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Tajikistan

22
Students

64%
Female

\$ 28,084
Budget

OPERATIONAL HIGHLIGHTS

Support to students

- UNHCR negotiated with the Ministry of Interior for students to be able to acquire resident status in Dushanbe and Khujand on the basis of certificates from their universities.

DAFI club activities

- Students tutored refugee children in their community and organized health-related awareness sessions.
- Students supported the organization of music festivals and sports events to promote community building and solidarity in partnership with Voluntary Services Overseas, an initiative from the United Kingdom to support youth volunteering outside the UK.



6 Students graduated

5 Newly admitted students

10 Higher Education Institutions

UNHCR direct implementation

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 2,048 refugees and 2,271 asylum seekers, mostly from Afghanistan.
- Some 450 young refugees participated in vocational training in 2013. UNHCR supported 116 individuals in securing jobs.

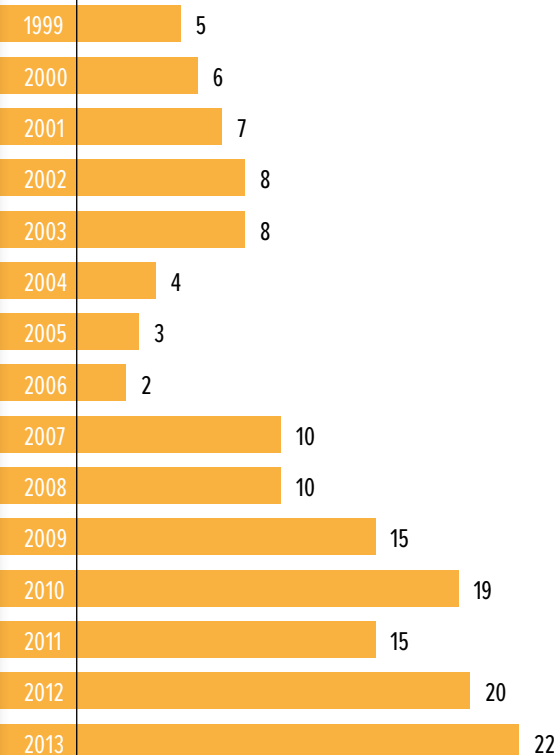
Course of Study

Course	F	M	Total
Medical Science & Health Related	9	2	11
Economy and Management	2	1	3
Engineering	–	2	2
Mathematics & Computer Science	1	1	2
Architecture & Town Planning	–	1	1
Commercial & Business Administration	1	–	1
Law	–	1	1
Education Science & Teacher Training	1	–	1
TOTAL	14	8	22

COUNTRY OF ORIGIN

AFG 22

NUMBER OF STUDENTS



Tanzania

71 Students
24% Female
\$ 200,517 Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- Refugees pay national fees for university studies.
- UNHCR and its partner strongly encouraged girls to apply but the number of female applicants remained low due to the negative perception of girls' education within the refugee community.
- A representative from the German Embassy participated in the selection committee.

DAFI club activities

- DAFI students returned to the camps during their summer break to teach refugee children. They also conducted seminars to share what they have learnt at university.

6 Students graduated

21 Newly admitted students

29 Higher Education Institutions

Partner: Relief to Development Society

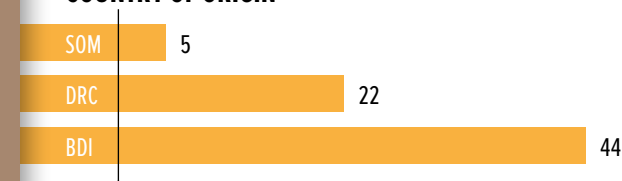
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted over 102,000 refugees, mostly from the Democratic Republic of the Congo (DRC) and Burundi.
- There were an estimated 192,700 individuals from the "old settlements", including 162,300 former Burundian refugees, who were naturalized and waited for a final decision from the Government on their local integration.
- Almost all children of school age were enrolled in primary schools.

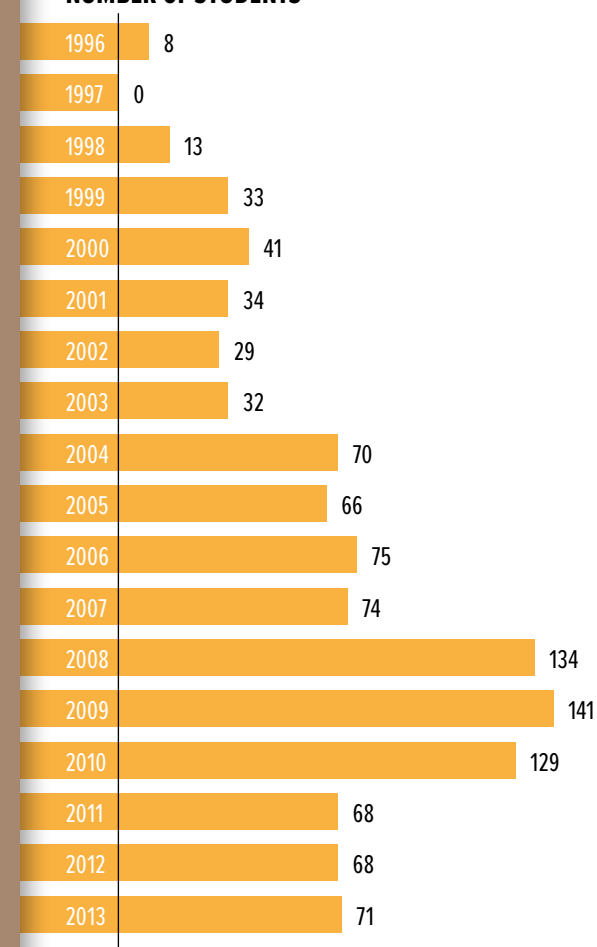
Course of Study

Course	F	M	Total
Education Science & Teacher Training	10	33	43
Commercial & Business Administration	2	5	7
Social & Behavioural Science	2	5	7
Medical Science & Health Related	–	4	4
Other Programmes	3	1	4
Agriculture, Forestry & Fishery	–	3	3
Law	–	2	2
Architecture & Town Planning	–	1	1
TOTAL	17	54	71

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Uganda

198
Students

32%
Female

\$ 325,012
Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- UNHCR and its partner received 326 applications in 2013.
- Refugee students who are enrolled in public universities pay national fees.

DAFI club activities

- DAFI students visited secondary schools in refugee settlements to inform children about the DAFI programme, and encouraged them to continue their studies, acting as role models.
- Thanks to an effective network UNHCR and its partner obtain regular updates from 350 ex-DAFI students and. Through Windle Trust International's office in Sudan, Windle Trust Uganda was able to trace 200 graduates who found jobs upon return to South Sudan.

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted over 220,000 refugees mostly from Burundi, the Democratic Republic of the Congo (DRC), Rwanda and South Sudan.
- In 2013, Uganda received an influx of refugees and asylum seekers from the DRC (63,600) and South Sudan (19,000).
- Refugees have the right to work.

24 Students graduated

75 Newly admitted students

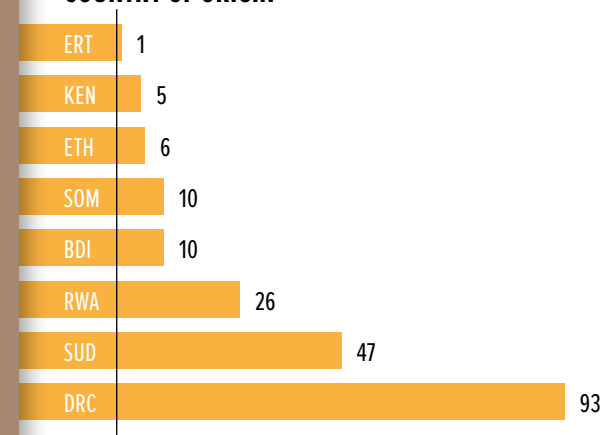
16 Higher Education Institutions

Partner: Windle Trust International

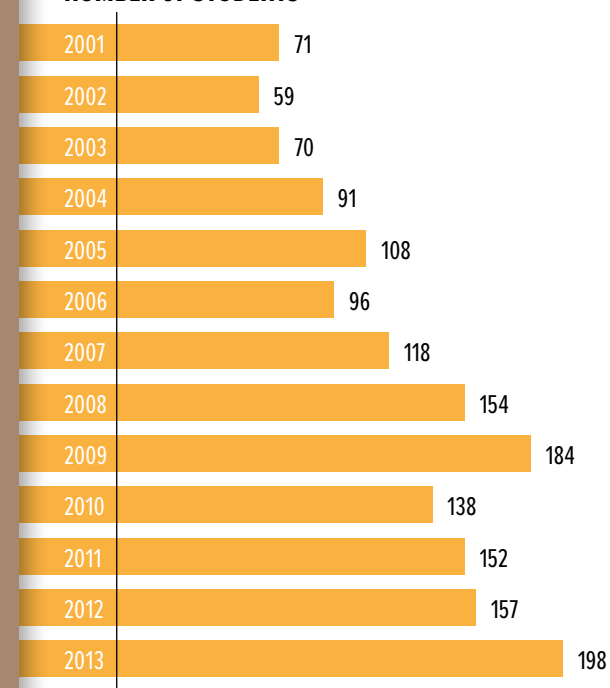
Course of Study

Course	F	M	Total
Social & Behavioural Sciences	26	43	69
Commercial & Business Administration	20	16	36
Mathematics & Computer Science	3	22	25
Medical Science & Health Related	7	14	21
TT: Education Science & Teacher Training	4	14	18
Engineering	2	13	15
Other Programmes	–	4	4
Agriculture, Forestry & Fishery	–	3	3
Architecture & Town Planning	–	2	2
Law	–	2	2
Mass Communication & Documentation	1	–	1
Fine & Applied Arts	–	1	1
Natural Sciences	–	1	1
TOTAL	63	135	198

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Ukraine

27
Students

63%
Female

\$ 71,216
Budget

OPERATIONAL HIGHLIGHTS

- The Regional Office in Kyiv covers Belarus, the Republic of Moldova and Ukraine. The DAFI programme supported 16 students in Ukraine, 8 in Belarus and 3 in Moldova.

Selection

- UNHCR reached out to the most vulnerable refugees such as single-headed households and single mothers. UNHCR offices especially supported girls: enrolment rates for female students were 50 % in Ukraine, 70% in Belarus and 75% in Moldova.

Universities

- UNHCR Moldova successfully negotiated with one private and two public universities for refugee students to pay national fees. Students also benefit from equal access to all library and internet resources.

4 Students graduated

4 Newly admitted students

20 Higher Education Institutions

UNHCR direct implementation

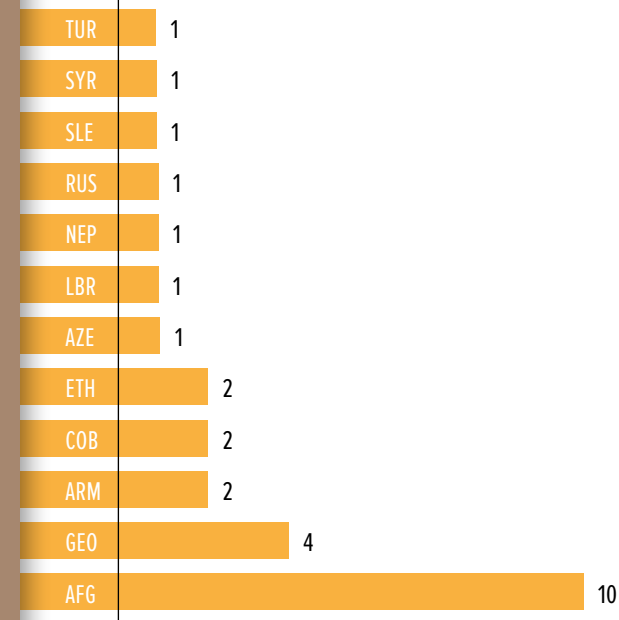
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 2,968 refugees and 5,478 asylum seekers from Afghanistan, African countries and the Commonwealth Independent States.
- Local integration is the most favourable durable solution in the region.
- The political turmoil in Ukraine generated concern among refugees.

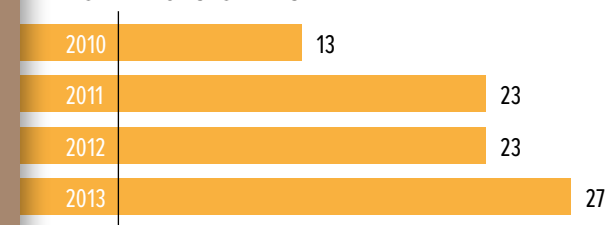
Course of Study

Course	F	M	Total
Medical Science & Health Related	4	4	8
Mass Communication & Documentation	2	2	4
Law	3	1	4
Commercial & Business Administration	3	–	3
Humanities	2	–	2
Natural Sciences	2	–	2
Engineering	–	1	1
Fine & Applied Arts	1	–	1
Social & Behavioural Sciences	–	1	1
TOTAL	17	10	27

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Yemen

78 Students
37% Female
\$ 236,353 Budget

OPERATIONAL HIGHLIGHTS

DAFI club activities

- DAFI students visited Kharaz refugee camp and successfully advocated towards refugee leaders, young people and parents for the reopening of the refugee school, which had been closed due to increased tension between the refugee and host communities.
- Female students in health-related subjects organised sensitization sessions for the community in Basateen on the importance of clean water.
- For World Refugee Day, DAFI students organized a marathon, which aimed at informing the host community about refugee issues and strengthening ties between the two communities. A charitable event was also organised to strengthen links between the Somali and Ethiopian communities.

Success stories

- Graduates found employment as Education Assistant with Norwegian Refugee Council, with disability societies, as teacher on a literacy project and as a social worker with the NGO ADRA, among others.

12 Students graduated

17 Newly admitted students

8 Higher Education Institutions

Partner: Save the Children

Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted over 241,000 refugees mostly from Somalia.
- In 2013, Yemen received some 65,000 new arrivals, refugees and migrants from the Horn of Africa, including from Ethiopia.
- Internal displacement of Yemenis continues, especially following uprisings and internal conflicts.

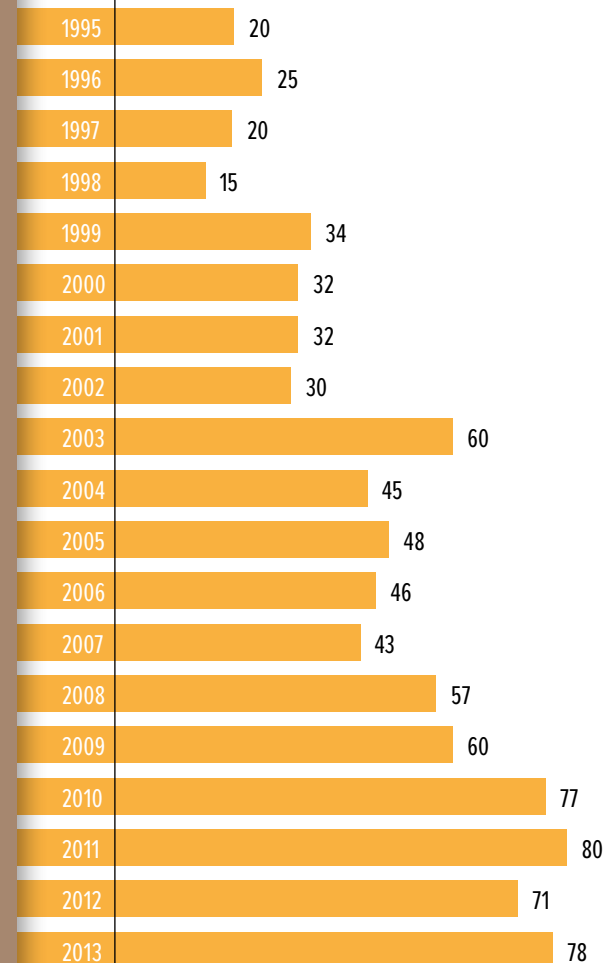
Course of Study

Course	F	M	Total
Commercial & Business Administration	11	24	35
Mass Communication & Documentation	1	8	9
Mathematics & Computer Science	2	7	9
Medical Science & Health Related	8	–	8
Social & Behavioural Science	4	2	6
Law	1	3	4
Education Science & Teacher Training	–	3	3
Architecture & Town Planning	2	–	2
Engineering	–	2	2
TOTAL	29	49	78

COUNTRY OF ORIGIN

SOM 78

NUMBER OF STUDENTS



Zambia

55 Students
38% Female
\$ 214,606 Budget

OPERATIONAL HIGHLIGHTS

Selection and universities

- UNHCR received 58 applications of eligible students.
- Refugees pay national fees and benefit from the same services as nationals in public universities. They have to pay study permits, which remain expensive.

Support to students

- Angolan and Rwandan refugees are no longer considered as refugees following the application of the cessation clause at the end of 2012. UNHCR advocated for these two populations groups to obtain study permits to be able to complete their studies.

Success stories

- Three graduating students secured jobs immediately upon completion: two as teachers and one as a microbiologist at the University Teaching Hospital.



19 Students graduated

11 Newly admitted students

16 Higher Education Institutions

Partner: Action Africa Help International

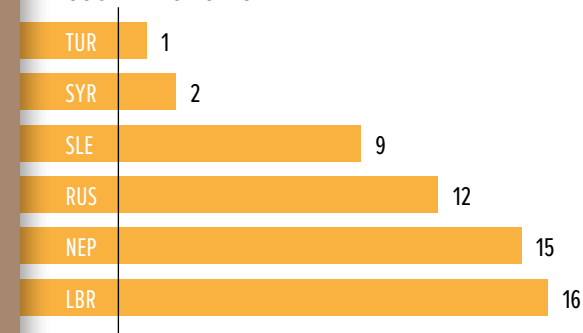
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted over 23,000 refugees from Angola, the DRC, Rwanda, and Somalia.
- Over 1,000 Angolans voluntarily repatriated to their home country. Over 5,500 former Angolan refugees residing in two settlements, whose refugee status ceased in 2012, are considered for local integration by the Zambian government.

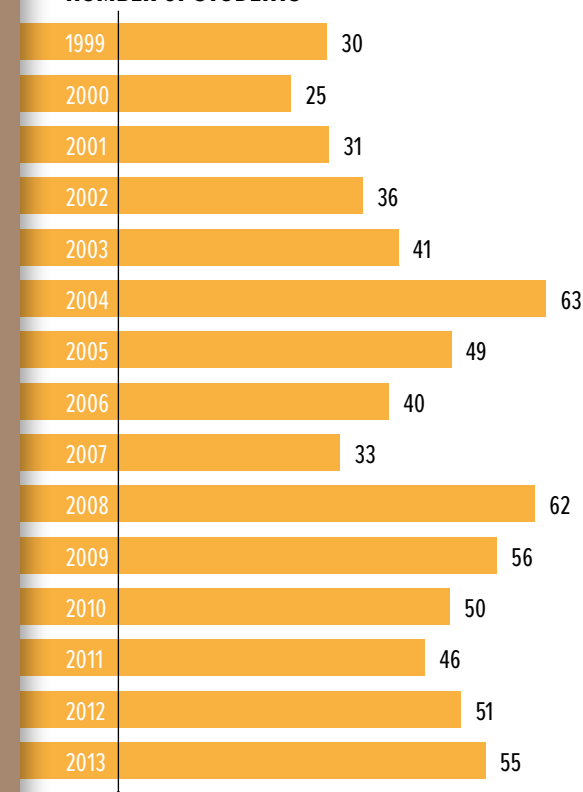
Course of Study

Course	F	M	Total
Natural Science	7	4	11
Education Science & Teacher Training	3	8	11
Medical Science & Health Related	4	4	8
Commercial & Business Admin	–	6	6
Social & Behavioral Sciences	3	3	6
Engineering	1	2	3
Economy and management	2	1	3
Other Programmes	–	3	3
Agriculture, Forestry & Fishery	–	2	2
Humanities	1	1	2
TOTAL	21	34	55

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



Zimbabwe

18
Students

50%
Female

\$ 72,094
Budget

OPERATIONAL HIGHLIGHTS

Selection

- The number of refugees completing secondary schools eligible for DAFI scholarships remains very low.

Universities

- Refugees pay national fees at public universities and access all services including residence on campuses as nationals. In addition, students benefit from English language classes offered to all foreign students.
- The universities were invited to commemorate World Refugee Day to gain a better understanding of refugee life and challenges as well as learn more about their background and their communities. The Dean of the University of Zimbabwe participated in the celebrations.



4 Students graduated

1 Newly admitted student

6 Higher Education Institutions

UNHCR direct implementation

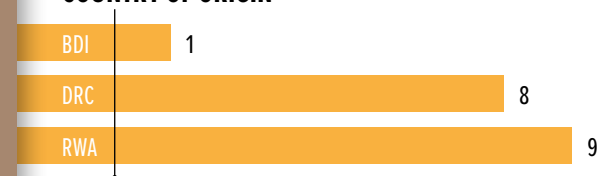
Protection environment

- Ratified 1951 UN Refugee Convention and the 1967 Protocol.
- Hosted 6,389 refugees in 2013, mainly from the DRC and smaller numbers from Burundi. Refugee status ceased for Angolan and Rwandese after adoption of the cessation clause in 2012.
- Has a strict encampment policy for refugees, who can only leave the camp to study after obtaining a study permit.

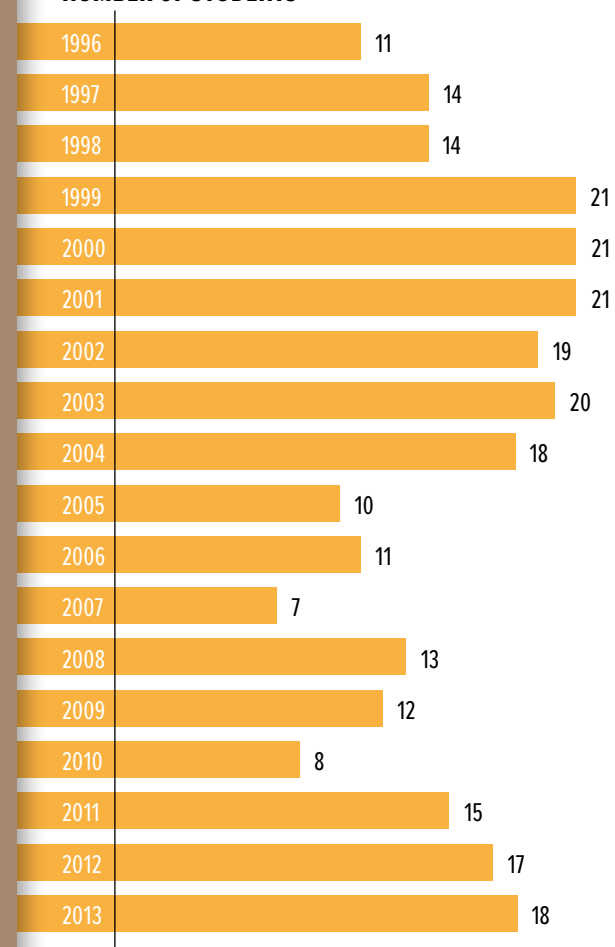
Course of Study

Course	F	M	Total
Humanities	4	1	5
Agriculture, Forestry & Fishery	–	3	3
Commercial & Business Administration	2	1	3
Mass Communication & Documentation	1	1	2
Engineering	–	2	2
Social & Behavioural Sciences	1	1	2
Medical Science & Health Related	1	–	1
TOTAL	9	9	18

COUNTRY OF ORIGIN



NUMBER OF STUDENTS



ANNEX 1:

NUMBER OF STUDENTS PER OPERATION, GENDER AND AVERAGE COST

Country of Study	Female Students	Male Students	Total Students	Budget (USD)	Average Scholarship Cost (USD)
AFRICA					
Benin*	12	25	37	104 642	4 360,08
Botswana	7	8	15	89 879	5 991,93
Burundi	28	77	105	173 429	1 717,12
Cameroon	32	51	83	222 578	2 681,66
Chad	9	42	51	112 745	2 210,69
DRC	8	11	19	55 856	2 939,79
Eritrea	0	7	7	22 146	3 163,71
Ethiopia	92	135	227	166 711	734,41
Ghana	31	60	91	316 645	3 479,62
Kenya	22	68	90	312 864	3 476,27
Liberia	7	8	15	15 286	1 019,07
Mozambique	4	4	8	23 309	2 913,64
Namibia	8	17	25	114 356	4 971,98
Nigeria	2	6	8	12 000	1 500,00
Rwanda	44	51	95	166 346	1 751,01
Senegal	16	48	64	360 264	5 629,13
South Africa	30	35	65	413 861	6 367,09
Sudan	64	31	95	140 309	1 476,94
Tanzania	17	54	71	200 517	2 824,18
Uganda	63	135	198	325 012	1 641,47
Zambia	21	34	55	214 606	3 901,93
Zimbabwe	9	9	18	72 094	4 005,22
Sub-total	526	923	1442	3 635 455	2 554,78

* This does not include 84 refugees, who received a one-off support in Benin to facilitate their local integration.

Country of Study	Female Students	Male Students	Total Students	Budget (USD)	Average Scholarship Cost (USD)
ASIA					
India	22	30	52	61 972	1 191,77
Iran	177	105	282	166 387	590,02
Kyrgyzstan	8	5	13	20 065	1 543,46
Pakistan	32	54	86	54 136	629,49
PNG	1	1	2	13 091	6 545,50
Tajikistan	14	8	22	28 084	1 276,56
Sub-total	254	203	457	343 736	752,16
EUROPE					
Armenia	1	4	5	16 807	3 361,40
Azerbaijan	2	10	12	51 795	4 316,25
Georgia	5	5	10	30 174	3 017,40
Russia	9	2	11	17 660	1 605,45
Ukraine	17	10	27	71 216	2 637,63
Sub-total	34	31	65	187 652	2 886,95
MIDDLE EAST & NORTH AFRICA					
Algeria	17	12	29	33 292	1 148,00
Egypt	15	17	32	85 968	2 686,50
Jordan	31	20	51	270 240	5 298,82
Mauritania	4	16	20	73 573	3 678,65
Yemen	29	49	78	236 353	3 030,17
Sub-total	96	114	210	699 426	3 330,60
AMERICAS					
Ecuador	15	12	27	50 086	1 855,04
Panama	8	12	20	46 922	2 346,10
Sub-total	21	24	47	97 008	2 064,00
HQ Allocation				36 343	
TOTAL	931	1291	2221	4 999 620	2 251,11
Benin one time support			2284		2 188,02

ANNEX 2:
FINANCIAL STATEMENT (2000-2013)

YEAR	CARRY-OVER	CONTRIBUTION	OTHER INCOME*)	TOTAL	EXPENDITURE	HQ ADMIN COSTS	TOTAL EXPENDITURES	SHORTFALL/SURPLUS	IMPL. RATE
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	4,709,894.00	-115,837	103%
2013	-	4,498,300	135,799	4,634,099	4,724,897	379,138	5,104,035.00	-469,936	110%

ANNEX 3: DAFI VISIBILITY

UNHCR promoted the DAFI programme globally through press releases, the Facebook page and information-sharing with various stakeholders. UNHCR also promoted the DAFI programme locally together with partners and the German embassies with local events and press releases in the local press.

Press releases

UNHCR Germany website:

<http://stories.unhcr.org/de/vom-fluechtling-zur-studentin-p126.html>



German Embassy press release, Namibia:

<http://goo.gl/bWKD2n>



Website and Facebook pages

DAFI students' website in Yemen:

<http://www.dafi-students.com/Default.aspx>



DAFI Global Facebook page:

<https://www.facebook.com/dafi.programme>



German Gov't Awards Refugees Scholarships

The Federal Republic of Germany, through its embassy in Monrovia, on March 18 awarded scholarships to 15 Ivorian refugees to pursue higher education in various tertiary institutions in Liberia. The second batch of 18 refugees is being identified for the 2014–2015 academic year.

The Albert Einstein German Academic Refugee Initiative—DAFI (Deutsche Akademische Flüchtlings Initiatives) scholarship was awarded to deserving refugees studying at the University of Liberia, United Methodist University, Stella Maris Polytechnic, and the Nimba Community College. Under the DAFI program, refugees receive tuition, housing, scholastic materials, clothing or uniform, food, and transportation allowance.

"UNHCR has enormous interest in the education of refugees, but they do not usually have the funding to support refugees at the tertiary level. They are therefore extremely grateful to the German government for this significant contribution to the Ivorian refugee program," said Representative Khassim Diagne, thanking the Government of Liberia for supporting UNHCR's activities. For her part, the Executive Director of the Liberia Refugee Repatriation and Resettlement Commission, Cllr. Abba G. Williams, commended the German government for assisting refugees to have "a window of opportunity to the future".

The Ambassador of the Federal Republic of Germany, His Excellency Ralph Timmermann, said the scholarship program is named after Albert Einstein who was a German-born theoretical physicist, won the 1921 Nobel Prize for Physics, and was a refugee. "Refugees have enormous potential," he said, urging the awardees to make the best use of the opportunity and to eventually return to Côte d'Ivoire and contribute to the development of their country. Ambassador Timmermann said the DAFI program currently supports more than 2,200 refugees from 39 countries.

"We are very thankful to the German government for coming in to boost us to acquire quality education," said Dro G. Gervais, a Sociology and Peace Studies student at the United Methodist University.

During Liberia's civil crisis, dozens of Liberian refugees benefited from the DAFI scholarship program while in countries of asylum. Most of them have now returned home and are working in various Government ministries and organizations. A former Liberian refugee from Ghana and a former DAFI beneficiary, William Sheldrick Marshall, said the scholarship gave many refugees a source of hope and changed their lives. The ceremony was attended by a representative of the Special Emergency Activity to Restore Children's Hope (SEARCH), the organization that will be implementing the scholarship program.

Press releases
about the new DAFI
programme in Liberia

German Gov't awards scholarships to refugees

By Ethel A. Tweh

The Federal Republic of Germany, through its embassy in Monrovia, has awarded scholarships to fifteen (15), Ivorian refugees to pursue higher education in various tertiary institutions in Liberia. The second batch of eighteen (18) refugees is being identified for the 2014 - 2015 academic year.

The Albert Einstein German Academic Refugee Initiative scholarship was awarded Tuesday 18 March to deserving refugees, who are studying at several Liberian universities, including University of Liberia, United Methodist University, Stella Maris Polytechnic, and the Nimba Community College. Under the DAFI

programme, refugees receive tuition, housing, scholastic materials, clothing or uniform, food, and transportation allowance.

According to a press release, UNHCR has enormous interest in the education of refugees, but lacks funding to support refugees at the tertiary level.

The UN Refugee Agency is extremely grateful to the German government for this significant contribution to the Ivorian refugee programme, said Representative Khassim Diagne, thanking the Government of Liberia for supporting UNHCR's activities here.

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"Refugees have enormous potential," Ambassador Timmermann underscored, urging the awardees to make the best use of the opportunity and to eventually return to Côte d'Ivoire and contribute to the development of their country. He said the DAFI programme currently supports more than 2,200 refugees from 39 countries.

During Liberia's civil crisis, dozens of Liberian refugees benefited from the DAFI scholarship programme while in countries of asylum. Most of them have now returned home and are working in various Government ministries and organizations. A former Liberian refugee from Ghana and a former DAFI beneficiary,



DAFI Students' Facebook pages

Facebook is tool used by students to network and share information on scholarships and job opportunities. Different DAFI clubs set up a DAFI Facebook page or group in addition to the global DAFI Facebook page. Here are some examples of the DAFI club activities.

↓ DAFI Club International

↗ DAFI Facebook Burundi

↘ DAFI Facebook Cameroun



ANNEX 4: DAFI SUCCESS STORIES

Country of origin: Rwanda
Degree: Bachelor of Arts in Human Rights
Makerere University in Kampala, Uganda

Epa is a refugee from Rwanda and came to Uganda as an **unaccompanied minor**. He lived under foster care until he was 16 years old, when he was left to fend for himself. Through UNHCR scholarships he completed his secondary education and was awarded a DAFI scholarship on merit. His dream was to study law at university but due to the very stiff competition he was admitted to his second choice of studies: Ethics and Human Rights.

Epa, who is studying in his second year now, has a **record of outstanding performance** in several inter-university academic debates in the field of Ethics and Human Rights. He represented his university at the **Uganda National Moot Court Competition** on International Humanitarian Law in October 2013, was the second runner-up and awarded a Bronze medal.



Epa with his medal from the Uganda National Moot Court Competition 2013

A subsequent competition in an inter-university Human Rights and Ethics debate put him at the helm and as a result Epa was awarded an opportunity to participate in the 2013/2014 **Global Debate & Public Policy Challenge in Budapest, Hungary**. Subsequently, he also attended the **Geneva Summer School on Human Rights and Refugees** supported by the Quaker United Nations Office (QUNO).

Country of origin: Somalia
Degree: Bachelor of Computer Science
University of Nairobi, Kenya

Awil, a refugee from Somalia, was awarded a DAFI scholarship in Kenya in October 2009 to undertake a Bachelor's degree in Computer Science at the University of Nairobi. **He designed the "Kenya Traffic Ticket Management System"**. This technological innovation integrates computing and mobile telephone to ease the work of traffic police in Kenya. Traffic offenders can pay traffic charges via their mobile phones.

In 2013, he **founded** with another student **an IT-company called Sun-Smart** in Nairobi. In June 2014, the company won a competition 'Code for Good' organized by Intel East Africa. Out of the 25 participants, **Awil's company won by creating an application aimed at supporting the prevention of jigger (parasite) infestation**, giving the public an opportunity to report cases of infestation, making donations to help the NGO *Ahadi Kenya Trust* and easing communication between the public and the NGO. They also created a web portal for administrative and accountability purposes.

Country of origin: Burundi
Degree: Diploma in Corporate Communications
Institute Ndi Samba Superieur, University of Yaoundé-Sud, Cameroon

Daniela graduated in 2012 and decided to **return to Burundi** two months later. She first found a post as **Head of Communication** in a communications and consultancy firm. She was recruited for a **new job as Communications Agent at UNAIDS**.





United Nations
High Commissioner
for Refugees

Division of International
Protection

Geneva, Switzerland

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