



**15% BY  
2030** REFUGEE  
HIGHER  
EDUCATION

**Expanding  
Higher  
Education  
FOR  
Refugees  
IN  
Chad**

Monday 24 Nov, 2025 |  
ONLINE  
16:00 CET and N'Djamena |  
10:00 Washington D.C and  
Ottawa

Join UNHCR and university partners for a webinar on new efforts to bring higher education to refugees in eastern Chad. Learn about UNHCR's Digital Learning Centres, current university programmes, and how your institution can take part in this growing initiative.




# Agenda

 **General Context**

 **Key Figures**

 **Higher Education: Challenges & Opportunities**

 **Digital Learning Centers (DLCs) in Eastern Chad: Part of the Solution**

 **Iridimi's Digital Learning Center (DLC): Key Stages & Evolution**

 **Impact**



# General context of emergency

## KEY FIGURES ON FORCIBLY DISPLACED PERSONS

**2, 122, 401**

Total

**1, 462, 624**

Refugees

**9, 427**

Asylum seekers

**225, 689**

Internally displaced persons (Lake)

**424, 661\***

Returned migrants

### Others keys figures

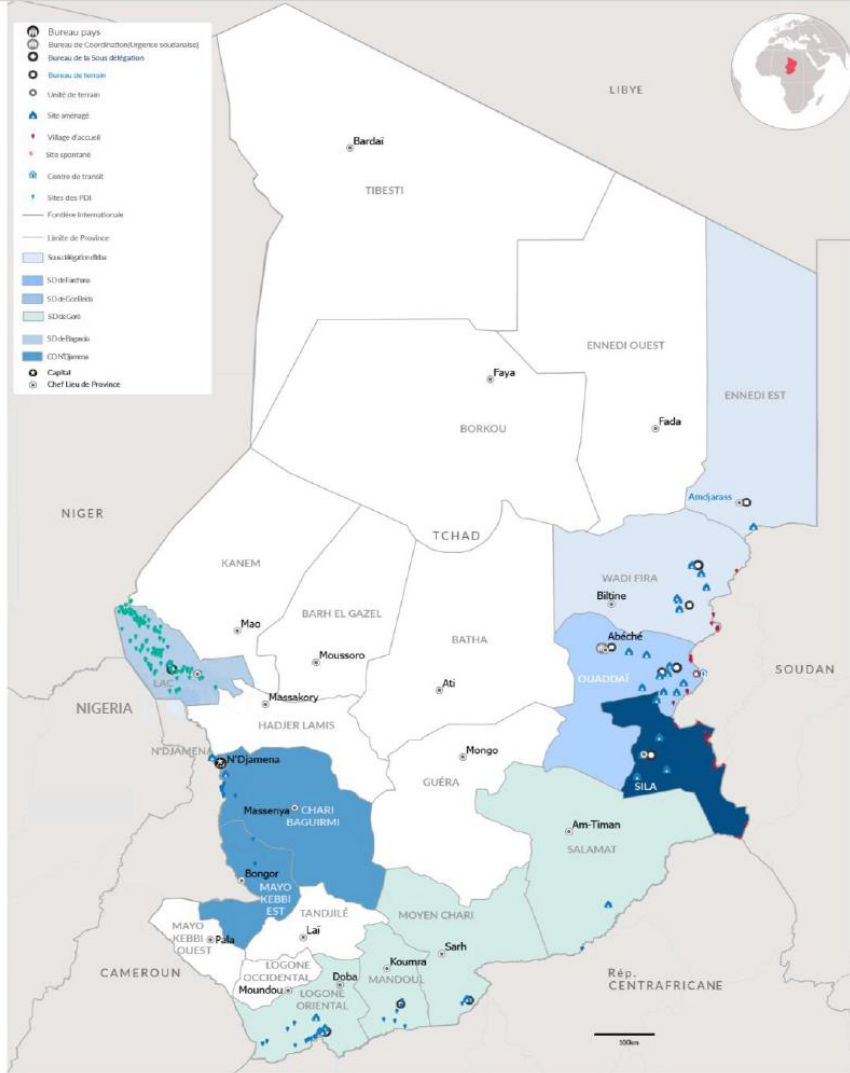
**17, 789**

Cameroonian refugees assisted for voluntary repatriation

**885, 108**

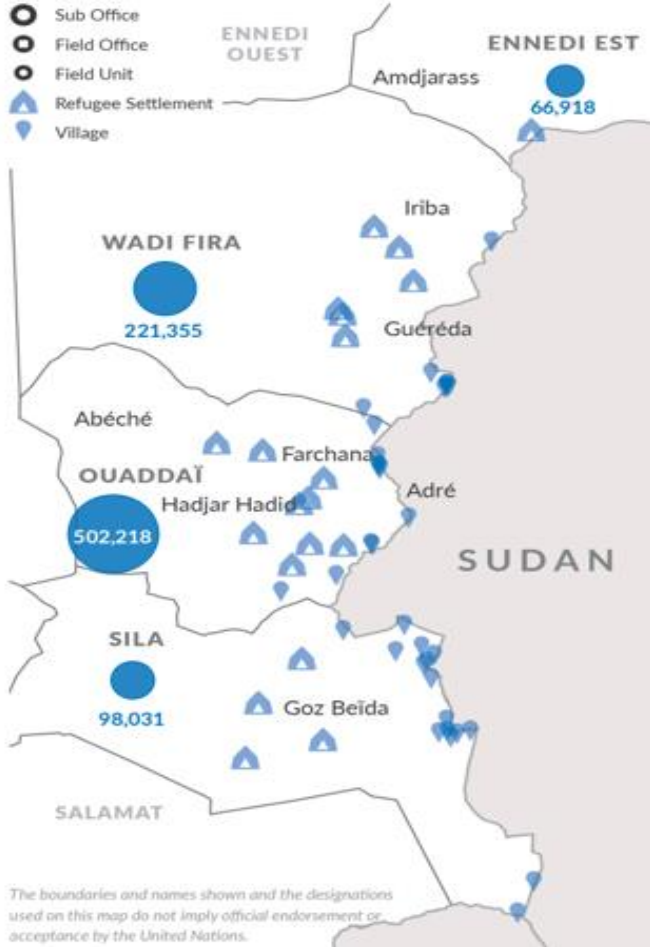
New arrivals from Sudan since April 2023

\* Returned migrants at risk of statelessness from: Niger, CAR, and Sudan.



# Arrivals as of 10/11/2025

## New arrivals per province

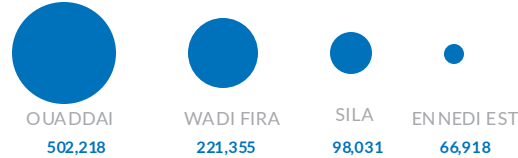


**888,522**  
New Arrivals

**252,858**  
Households

**37**  
Host Villages

## New Arrivals by Province



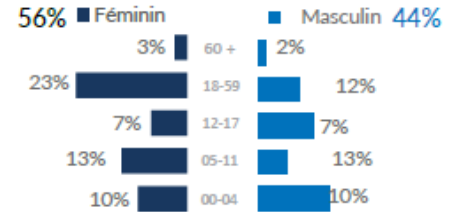
**847,084**  
Registered Individuals

**247,697**  
Households

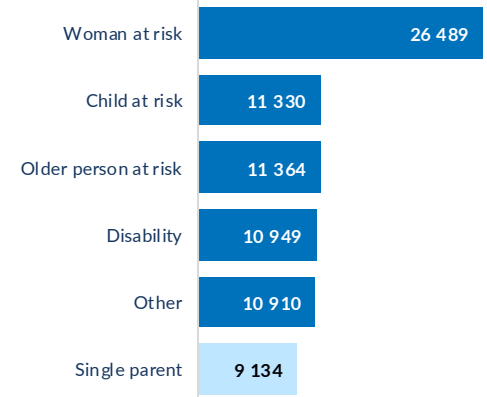
**87%**  
Women and Children

**14%**  
Registered Individuals with Specific Needs

## Age Gender breakdown



## Persons With Specific Needs (Top 5)





The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.


## Key Figures


- Chad is the **1<sup>st</sup> Country of Asylum** in Western and Central Africa
- In West and Central Africa, Chad hosts **1 out of every 2 refugees**
- As of Dec. 2024, Chad was the **6<sup>th</sup> largest Country of Asylum** globally (Behind Iran, Turkey, Germany, Uganda and Pakistan). Source: ([Countries of Asylum - Ranking](#))
- In Chad, **1 in 13 people** is a refugee
- In **eastern Chad**, **1 in 3 people** is a refugee
- **+69%** of refugees have been in country for less than 6 years
- **86%** of new sudanese refugees are women and children

## CHALLENGES


 Lack of higher education options outside out big cities (high middle / high school drop-out rates)

 Language & travel barriers


 Connectivity (energy + internet)

 Sustainability / long-term costs

## OPPORTUNITIES

 Access to quality education for remote refugee learners

 Collaboration with local universities

 Advocacy for official recognition of DLCs by Ministry of Higher Education

# Digital Learning Centers (DLCs) in Eastern Chad : Part of the solution



## University-level degrees

UNHCR will strengthen existing partnerships with Chadian University to offer online education to students unable to travel to urban areas, facilitating access for all notably students with children as well as including host community members. International partnerships will also be reinforced to widen opportunities.



## Technical and Vocational Trainings

In refugee settlements and rural areas, vocational and short-term training is as crucial as formal education, helping refugees gain practical skills for immediate economic integration and adapting to the job market.



## Short courses

Short, focused programs, including language and digital literacy courses, will offer refugees a fast track to employment and self-sufficiency. Additional certifications, notably through “Coursera for Refugees” and targeted skill enhancement programs will further help adults improve their job prospects.



**Modularity and Community Spaces:** The centers will be modular, allowing for expansion as needed, and will include digital classrooms, collaborative work areas, and multipurpose spaces for meetings, seminars, and community or technical activities (e.g., occasional refugee registration).



**Technology and Connectivity:** The centers will have reliable internet access (via satellite or mobile network), with computers or tablets connected to e-learning platforms. Solar panels will be used to ensure partial energy autonomy.



## May – Sept 25 – 1st activities & gradual deployment

- Operational guide and access procedures
- Recruitment of 4 refugee facilitators + 1 manager

## April 25 – Official inauguration

by the UNHCR High Commissioner and the Secretary of State for Higher Education of Chad

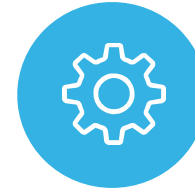


## Oct 2025 – Jan 2026 Tests & Learning

- Weekly tests for 100+
- 4 levels of general English (Arizona State University)
- Discussions with CISCO Academy

## Feb- June 26+ Expansion and Sustainability

- 1st cohort of community health certificate (University of Geneva)
- First Impact evaluation (participation, course completion rates)
- Expanded Partnerships with Chadian and International Universities
- Deployment of New Certification Programs



Sept-Dec 24 -  
Conception &  
Validation : concept  
note, design, quotations  
and pilot survey in 3  
refugee sites

The Iridimi's Digital Learning Center (DLC) : Key stages & evolution

# Impact: 200+ learners in training since opening



## Refugee & National Leadership

- 4 facilitators and 1 manager recruited
- To promote community ownership and sustainability



## English Language Training (Arizona State University)

- 150 students per month
- 8 levels: from General to Academic English



## CISCO Networking Academy

- 40 participants (20 refugees + 20 humanitarian workers)
- Certification: Cisco Certified Support Technician (CCST)



## Training of Trainers (ToT)

- Basic computer skills for beginners to build local digital literacy champions

# Thank You !

